Best of Friends

Remember that special pet you had when you were growing up? He was always your friend—whether you were happy or sad, kind or unkind, neat or messy. He was always willing to share your games, dreams, and feelings. You’ll never forget the animal friend who shared your childhood.

That’s the kind of memory you’d like your students to have one day. Teaching humane values isn’t always easy. Yet anyone involved in humane education knows it’s worth the effort. Long after your students have forgotten grammar rules and history dates, they will continue to relate to animals. When you help students build appreciation and respect for all creatures, you enable them to create their own positive relationships with animals and to begin building memories that they, too, will treasure for a lifetime.

The Cover

Everyone loves baby animals. But pet overpopulation is a major problem facing communities nationwide. There are far too many pets and far too few homes for them, resulting in the euthanizing of over 13 million unwanted animals each year. Teaching about the need to control pet breeding is one answer. Our cover is by artist Barbara Morrissy of New Haven, Connecticut.
An Attempt at Definition

In our travels throughout the country and our frequent correspondence with educators, we at NAAHE encounter a variety of misunderstandings about the goals and definition of humane education. School officials often confuse the topic with other popular and sometimes related "educations" such as humanistic education or environmental education. Others think of humane education as simply presenting children with a set of rules for right and wrong behavior toward animals. Still others perceive humane education only in terms of content: If a lesson teaches about animals, it must be humane education. Although each of these misconceptions relates directly or indirectly to some aspect of our work, none fully defines the scope and objectives of what humane education can and should be.

Humane education, like humanistic education, is concerned with all human values. And as in environmental education, we are concerned with helping young people recognize their relationships with the delicate ecosystem that supports all life on our planet. Yet our goals in humane education differ from these other areas in that they focus specifically on those values and understandings that lead to compassionate and responsible behavior toward nonhuman as well as human animals and toward the environment we all share.

A primary goal of humane education is certainly to help young people develop a system of humane ethics that will enable them to determine appropriate and inappropriate behavior toward animals (and each other). However, lessons that simply dictate rules for right and wrong behavior toward animals often display disruptive behavior, sensing perhaps that negative response from their owners is better than no response at all. Many prospective owners are unrealistic about the time and money they will have to spend on a pet. Or they choose a favorite breed without considering factors such as available living space and their life-style. All too often when a pet develops poor habits, the owner reacts by doing what is easiest—giving the pet outdoors, allowing it to roam. Finally, many pets are victims of the "freedom" attitude—the mistaken notion that pets have a need to roam. Often, pets develop "problem" behavior—or behavior that is inconsistent with their owners' wishes—when the pets' needs are not met. An owner, for instance, may fail to recognize an animal's need for companionship. The pet may react by exhibiting such attention-getting behavior as barking or howling. Neglected pets often display disruptive behavior, sensing perhaps that negative response from their owners is better than no response at all.

One of the most commonly overlooked needs of pets is consistent training. Pets may not understand our language, but they respond to our behavior patterns. If an owner corrects a dog for barking one day and neglects to correct it for the same offense the following day, the dog receives a mixed message.

When an owner makes a pet choice that is inconsistent with his or her needs, problems can arise for the pet and the owner. Many of these individuals are only just starting to realize what is involved in the care and companionship of a pet. They may not understand our language, but they often know what they want in a pet, even if they are not aware of what they are asking for. A primary goal of humane education is certainly to help young people develop a system of humane ethics that will enable them to determine appropriate and inappropriate behavior toward animals (and each other).

Although animal-related activities comprise most of the content of humane education lessons, not all lessons involving animals can be considered humane education. Activities that present animals simply as tools for human study or define an animal's value only in terms of its worth to humans are inconsistent with the goal of developing respect for the inherent value (and rights) of animals. In addition, activities that incidentally injure or cause stress for animals in the name of building appreciation or understanding can actually teach the opposite of the intended lesson.

At NAAHE, our programs and materials reflect the following definition of humane education, found in the introduction to People & Animals: A Humane Education Curriculum Guide:

Humane education involves far more than the appreciation or understanding can actually teach the opposite of the intended lesson.

We invite HUMANE EDUCATION/SEPTEMBER 1984

P pets in the community—

\textbf{by Willow Soltow}

The content of the September issue of Kind News, NAAHE's children's publication, relates to the theme of this article. If you receive Kind News, we suggest you use it as hands-on material to support the activities covered here. If you do not receive Kind News and would like more information about it, write Kind News, Box 362, East Haddam, CT 06423.

\textbf{PET PROBLEMS AT HOME: PET PROBLEMS IN THE COMMUNITY}

The content of the September issue of Kind News, NAAHE's children's publication, relates to the theme of this article. If you receive Kind News, we suggest you use it as hands-on material to support the activities covered here. If you do not receive Kind News and would like more information about it, write Kind News, Box 362, East Haddam, CT 06423.

\textbf{PET PROBLEMS AT HOME: PET PROBLEMS IN THE COMMUNITY}

The content of the September issue of Kind News, NAAHE's children's publication, relates to the theme of this article. If you receive Kind News, we suggest you use it as hands-on material to support the activities covered here. If you do not receive Kind News and would like more information about it, write Kind News, Box 362, East Haddam, CT 06423.
PET PROBLEMS AT HOME

Use the activities that follow to begin your unit on community pet problems. Start with a discussion of pet problems in the home. Encourage discussion of behavioral as well as physical needs and focus on why appropriate pet choices and responsible care are good for the owner and the community as well as the individual pet.

Selecting a Pet

Encourage students to consider how a poor decision in selecting a pet might lead ultimately to a pet problem in the community. Lead into a discussion of the factors to consider when choosing a pet by pointing out some inappropriate pet selections. For instance, someone may choose an Irish setter because he or she has always wanted one, even though the person lives in a small apartment and has no place to exercise the animal.

Discuss the things a prospective pet owner should consider, such as size of living space; the availability of a fenced-in yard; the cost of the pet and its food, medical care, and licensing; the amount of time needed for grooming, training, and exercising; and how the pet will fit in with the individual’s life-style and values. (For a complete unit on making a responsible pet choice, please see our article “So You Want a Pet...,” which appeared in the September 1983 issue of HUMANE EDUCATION, or write to NAAHE, Box 362, East Haddam, CT 06422.)

Animal control officers frequently encounter the following scenario: An owner makes a poor choice of pet; fails to meet that animal’s needs; and unable to cope with the pet’s behavior, turns it out to roam through the neighborhood. The free-roaming pet, in turn, annoys others who encounter the following scenario: An owner makes a poor choice of pet; fails to meet that animal’s needs; and unable to cope with the pet’s behavior, turns it out to roam through the neighborhood. The free-roaming pet, in turn, annoys others.

Discuss the things a prospective pet owner should consider, such as size of living space; the availability of a fenced-in yard; the cost of the pet and its food, medical care, and licensing; the amount of time needed for grooming, training, and exercising; and how the pet will fit in with the individual’s life-style and values. (For a complete unit on making a responsible pet choice, please see our article “So You Want a Pet...,” which appeared in the September 1983 issue of HUMANE EDUCATION, or write to NAAHE, Box 362, East Haddam, CT 06422.)

Animal control officers frequently encounter the following scenario: An owner makes a poor choice of pet; fails to meet that animal’s needs; and unable to cope with the pet’s behavior, turns it out to roam through the neighborhood. The free-roaming pet, in turn, annoys others.

Discuss the things a prospective pet owner should consider, such as size of living space; the availability of a fenced-in yard; the cost of the pet and its food, medical care, and licensing; the amount of time needed for grooming, training, and exercising; and how the pet will fit in with the individual’s life-style and values. (For a complete unit on making a responsible pet choice, please see our article “So You Want a Pet...,” which appeared in the September 1983 issue of HUMANE EDUCATION, or write to NAAHE, Box 362, East Haddam, CT 06422.)

Animal control officers frequently encounter the following scenario: An owner makes a poor choice of pet; fails to meet that animal’s needs; and unable to cope with the pet’s behavior, turns it out to roam through the neighborhood. The free-roaming pet, in turn, annoys others.

Discuss the things a prospective pet owner should consider, such as size of living space; the availability of a fenced-in yard; the cost of the pet and its food, medical care, and licensing; the amount of time needed for grooming, training, and exercising; and how the pet will fit in with the individual’s life-style and values. (For a complete unit on making a responsible pet choice, please see our article “So You Want a Pet...,” which appeared in the September 1983 issue of HUMANE EDUCATION, or write to NAAHE, Box 362, East Haddam, CT 06422.)

Animal control officers frequently encounter the following scenario: An owner makes a poor choice of pet; fails to meet that animal’s needs; and unable to cope with the pet’s behavior, turns it out to roam through the neighborhood. The free-roaming pet, in turn, annoys others.

Discuss the things a prospective pet owner should consider, such as size of living space; the availability of a fenced-in yard; the cost of the pet and its food, medical care, and licensing; the amount of time needed for grooming, training, and exercising; and how the pet will fit in with the individual’s life-style and values. (For a complete unit on making a responsible pet choice, please see our article “So You Want a Pet...,” which appeared in the September 1983 issue of HUMANE EDUCATION, or write to NAAHE, Box 362, East Haddam, CT 06422.)

Animal control officers frequently encounter the following scenario: An owner makes a poor choice of pet; fails to meet that animal’s needs; and unable to cope with the pet’s behavior, turns it out to roam through the neighborhood. The free-roaming pet, in turn, annoys others.

Discuss the things a prospective pet owner should consider, such as size of living space; the availability of a fenced-in yard; the cost of the pet and its food, medical care, and licensing; the amount of time needed for grooming, training, and exercising; and how the pet will fit in with the individual’s life-style and values. (For a complete unit on making a responsible pet choice, please see our article “So You Want a Pet...,” which appeared in the September 1983 issue of HUMANE EDUCATION, or write to NAAHE, Box 362, East Haddam, CT 06422.)

Animal control officers frequently encounter the following scenario: An owner makes a poor choice of pet; fails to meet that animal’s needs; and unable to cope with the pet’s behavior, turns it out to roam through the neighborhood. The free-roaming pet, in turn, annoys others.

Discuss the things a prospective pet owner should consider, such as size of living space; the availability of a fenced-in yard; the cost of the pet and its food, medical care, and licensing; the amount of time needed for grooming, training, and exercising; and how the pet will fit in with the individual’s life-style and values. (For a complete unit on making a responsible pet choice, please see our article “So You Want a Pet...,” which appeared in the September 1983 issue of HUMANE EDUCATION, or write to NAAHE, Box 362, East Haddam, CT 06422.)

Animal control officers frequently encounter the following scenario: An owner makes a poor choice of pet; fails to meet that animal’s needs; and unable to cope with the pet’s behavior, turns it out to roam through the neighborhood. The free-roaming pet, in turn, annoys others.

Discuss the things a prospective pet owner should consider, such as size of living space; the availability of a fenced-in yard; the cost of the pet and its food, medical care, and licensing; the amount of time needed for grooming, training, and exercising; and how the pet will fit in with the individual’s life-style and values. (For a complete unit on making a responsible pet choice, please see our article “So You Want a Pet...,” which appeared in the September 1983 issue of HUMANE EDUCATION, or write to NAAHE, Box 362, East Haddam, CT 06422.)

Animal control officers frequently encounter the following scenario: An owner makes a poor choice of pet; fails to meet that animal’s needs; and unable to cope with the pet’s behavior, turns it out to roam through the neighborhood. The free-roaming pet, in turn, annoys others.
fail to pass laws regarding licensing of cats, there are often no community funds to provide for felines at animal shelters. Animal control officers frequently have no jurisdiction over cats and no means of returning lost cats to their owners. Other students may represent concerned pet owners and animal control officers. For an imaginative twist to the exercise, choose a few youngsters to represent the stray cats themselves. What might be the feline perspective on this issue? Have each group testify before the mock city council, then let the council decide: What legislation should be passed to protect pets, people, and property in the community?

The Community’s Role

While disruptive pets cause problems for owners and nearby neighbors, stray, lost, or abandoned pets can create health and safety problems for the entire community. As a consequence, it is ultimately the community that must take responsibility for the well-being of all animals. The animal shelter is the principal organization through which the community fulfills this obligation.

Give students the opportunity to better understand the workings of the community service agency by focusing on the people who enforce laws regarding animals. Invite an animal control officer or shelter worker to speak to your class about his or her work. Or arrange for your students to visit the local animal shelter as a class. (For more information on arranging such a visit, please see our article “A Visit to the Animal Shelter,” which appeared in the June 1983 issue of HUMANE EDUCATION or write to NAAHE for a copy of the article.)

In general, how does the community perceive animal control personnel? Do people in the community always view the animal control officer as someone who wants to help animals? To give students a better understanding of the difficulties that confront the animal control worker, have them act out the following role-play situation.

Susan, the animal control officer, is trying to catch a stray dog in the middle of a busy street. She hopes to reunite the dog with its owner through the license the dog is wearing. Jim, however, is making this difficult. He sees Susan as an enemy of the dog. He thinks the kind thing to do is to let the dog run free. Susan knows this is wrong. She knows that the dog could be injured or killed by a passing car. Or it could become lost and starve to death. Jim starts to make fun of Susan. He calls her a “lady dogcatcher” and says he is not going to let her catch the dog, let alone take it to the shelter.

After allowing different students to take on these two roles, have the class discuss: How does Jim feel about Susan? Why? How does Susan feel? How would you feel if you were trying to help animals and people accused you of hurting them?

The Community and Pet Overpopulation

In addition to the disruptions caused by free-roaming and abandoned pets, most communities are also faced with the problem of what to do with a multitude of unwanted animals. To illustrate the need for controlled pet breeding, provide students with copies of the “Too Many Pets: Too Few Homes” work sheet. Answers to the work sheet appear at the end of this article. After completion of the work sheet, have your students discuss: The second activity demonstrates the number of kittens born to a female cat over a period of time. Do this mean that only female pets should be altered? Why not?

As a humane educator, you can help your students understand that responsible pet ownership has implications that extend beyond the home environment.

Caring Means Looking Ahead

Part A

How much time would you need to set aside to care for your pet each month?

1. What things would you have to do for your pet each day? Below list each pet care action that you should have to perform to keep your pet happy.

2. How many minutes would the above actions take each day? Add all the numbers in the right-hand column above.

3. How many minutes would the above actions take each month? Multiply your answer for exercise 2 by thirty, the average number of days in a month.

4. What pet care actions would you have to perform only a few times each week? a few times each month? Below list each such action on the lines at the left. Guess how many minutes you would spend each month completing each action. Write this number to the right of each action.

5. What is the total number of minutes you included for exercise 4?

6. What is the total number of minutes per month that you would need to set aside in order to care for your pet? Add your answers for exercises 3 and 5.

7. How many hours would you need to care for your pet each month? Divide your answer for exercise 6 by sixty, the number of minutes in one hour.

Part B

How much money would you need to care for your pet?

1. What is the cost of a daily portion of food for your pet?

2. What would be the cost of feeding your pet each month? Multiply the answer you had for exercise 1 by thirty, the average number of days in a month.

3. What, besides food, does your pet need? Hint: What items might you need in order to complete the actions you listed above in Part A? Write the cost to the right of each item. (How about including the expenses of spaying or neutering, one visit to the veterinarian, and yearly shots? Although these costs do not arise every month, they are important to consider when planning for a new pet.)

4. What pet care actions would you have to perform only a few times each week? a few times each month? Below list each such action on the lines at the left. Guess how many minutes you would spend each month completing each action. Write this number to the right of each action.

5. What is the total number of minutes you included for exercise 4?

6. What is the total cost of the items in exercise 5?

7. What is the total cost of caring for your pet for one month? Add your answer for exercise 2 to your answer for exercise 4.
Who's Responsible?

On a separate sheet of paper, answer the following questions for each of the situations described below.

1. Who's responsible?
2. Which of the animal's needs is not being met?
3. How could the problem have been avoided without harming the animal?

A. Your sister lives in an apartment and works during the day. She comes home one evening to find that her new puppy has chewed her best pair of shoes. Who's responsible for the ruined shoes—the puppy? or your sister?

B. John's cat scratches the furniture. John has bought a scratching post for his cat, but so far the cat has ignored it. Several times, while watching television, John has heard the cat scratching furniture. He did not want to miss his television program, so he did not get up to scold the cat. Who's responsible for the scratched furniture—the cat? or John?

C. Evelyn has just adopted a dog from the animal shelter. The dog is very friendly and likes companionship. Evelyn works during the day and goes to school at night. A neighbor lets the dog go outside three or four times a day. The shelter staff told Evelyn that the dog was housebroken. But each evening, when she gets home from class, Evelyn finds that the dog has messed in the house. Who's responsible for the dog's behavior—the dog? or Evelyn?

D. Mrs. Murray's dog barks a great deal. When her dog barks, she lets him out into the backyard. The dog barks outside too. Mr. Jenson, Mrs. Murray's next door neighbor, complains that the barking dog frightens his grandchildren. Mrs. Murray says that Mr. Jenson should keep his grandchildren away from her backyard. Who's responsible for this neighborhood problem—the dog? Mr. Jenson? the grandchildren? or Mrs. Murray?

E. Ralph's cat likes to use Ms. Thompson's garden as an outdoor litter box. Yesterday Ms. Thompson planted new tulip bulbs. Today Ralph's cat dug up the bulbs and scattered them. Ms. Thompson is furious. Ralph says she should put a fence around her garden. Who's responsible for the bulbs being dug up—the cat? Ms. Thompson? or Ralph?

F. Michael works at the animal shelter. On the street where Michael lives there is a family that owns an unspayed female dog. Each year the family brings a litter of puppies to the animal shelter. Often there is no room at the shelter and the puppies have to be put to sleep. Michael has talked to the family about this. He suggests that they spay their dog. They say it is too expensive. They are thinking of getting rid of the dog because she keeps having too many puppies. Who's responsible for the fact that the dog has so many puppies? Who's responsible for the fact that the puppies have to be put to sleep—the dog? the animal shelter? or the family that owns the dog?

Too Many Pets: Too Few Homes

Part A.
The birth rates of dogs and cats are getting seriously out of hand. For every human born, there are fifteen dogs and forty-five cats born. Given this information, what numbers belong in the chart below?

<table>
<thead>
<tr>
<th>1 human</th>
<th>2 humans</th>
<th>5 humans</th>
<th>10 humans</th>
<th>20 humans</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 dogs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45 cats</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part B.
A female cat has a litter of five kittens. Of these five kittens, two are females. After six months, the mother and her two daughters each have a litter of five kittens. Again, each litter has two females. This happens every six months, with each female having a litter of five kittens, of which two are females.

Using the information given above, find the answers to the problems listed below.

1. How many kittens did the mother cat have in the first litter?
2. What fraction were female?
3. How many cats are there after the first litter?
4. How many female cats are there after the first litter?
5. How many litters are produced at six months?
6. How many kittens are produced at six months?
7. How many cats are there after six months?
8. How many females are there after six months?

Adapted from Zero Pet Population Growth, Los Angeles, California and from the Pet Overpopulation Teaching Unit, Peninsula Humane Society, San Mateo, California.
A CAT WITHOUT A HOME

by Willow Soltow

More than anything in the world, Ellen wanted a pet cat. So when she saw something orange and furry dart under the bushes near her house, she went to investigate. A cold rain was falling. Ellen leaned down and held aside one rain-soaked branch. Huddled underneath was a small, young cat.

"Here, kitty, kitty," cooed Ellen. "Wonder if she'll let me pick her up?" she thought out loud. Slowly, gently Ellen reached in and lifted the little cat out of the wet bushes. The kitten snuggled against the warmth of Ellen's jacket. It began to purr, softly at first, then louder.

Ellen was lying on her stomach on the floor, a large, felt-tip marker in one hand. She was carefully printing letters on pieces of construction paper. "She doesn't belong to anyone on our street," said Ellen. "Or I'd know." Her mother rubbed the little cat behind the ears. "We always had a cat in my family when I was growing up," she said softly. "Well... I guess one can stay on the porch until the rain lets up. But then I want you to go knock on some doors and find out who she belongs to." Ellen nodded slowly. She knew the little cat was a stray. She just knew it, although it was hard to believe that anyone could have deliberately abandoned her.

"You're going to find the person who owns this cat, we've got to put up lots of signs," said John. "Have you tried calling the animal shelter yet?"

Ellen made a face. "Why would I do that? All they do is kill animals."

"That goes to show how much you know about animal shelters," said John. He sounded disgusted. "My uncle works at a shelter. He says lots of people find their lost pets at shelters. Besides the shelter finds good homes for the animals that are brought there."

"Maybe so," said Ellen. "But they still kill the ones that nobody wants."

"Well, yes—but they do it for a reason," John explained. "My uncle and I talked about it for a long time. He says it isn't fair to keep animals in a cage forever. He says that putting animals to sleep seems cruel to us. But it's better for the animal than spending its life in a cage. Would you like to live in a cage with no one to care about you?"

"No, I guess I wouldn't," said Ellen slowly.

"Anyway," said John, "I think you should call the shelter and see if someone is looking for your kitty." He reached down and scratched the little cat behind the ears. "Somebody might be trying to find her right this minute," he said.

But a telephone call to the animal shelter brought no news of the cat’s owner. Ellen put up her signs all around town. She secretly hoped, however, that no one would call to claim her new pet. After three days, no one had said anything. And after three days of keeping the cat on the porch, Daddy seemed all right.

"I just know this is going to work," Ellen whispered to the cat one afternoon. Just to prove it, she decided to give the cat a name.

"Tess. I'll call you Tess," she said. Ellen thought the little cat looked as if she thought Tess was a perfect name. For a while, things were fine. Tess stayed on the porch. Daddy stayed off the porch. But each day, Tess grew a little more restless. She wanted to be in the house. She wanted to be with the rest of the family.

One afternoon Ellen came home from school early. Someone had left the porch door open. Tess was chasing a scrap of paper in the living room. Ellen hurriedly scooped her up. She put Tess back on the porch. Tess scratched loudly at the door. She wanted to come back inside.

That evening while reading the newspaper, Daddy started to talk about it for a long time. He said it wasn't fair to the cat to leave it outside all the time. It might get lost or be hit by a car. And what would happen to it when the weather turned cold?

"Maybe we could keep her on the porch," Ellen said. "Maybe we could keep her on the porch, but you better Daddy so much," she added hopefully. "I wouldn't bet on it," answered her mother. "Besides, the cat probably belongs to someone. You'd be taking somebody else's pet."

-- Willow Soltow

HUMANE EDUCATION/SEPTEMBER 1984
Helping Children Help Animals

by Vicki Parker

I love animals and I want to help them. But what can I do?*

Have you been asked this question by children in your school or community? Have you wondered how you could build on this enthusiastic interest in animals to help children develop compassion for all living things? Have you wondered how to organize children so that their participation in special projects will help them develop a deeper concern for and sense of responsibility toward animals?

You can help the children in your community help the animals by sponsoring a children’s club to promote kindness to animals. These organizations—often called kindness clubs—are common around the world.

The first children’s club for animals was formed in 1882 by George Angell, the founder of the Massachusetts Society for the Prevention of Cruelty to Animals. These organizations—often called kindness clubs—are common around the world. Forming a club is not a difficult process, but it does require careful planning. A well-organized club will help motivate the children to action, while a disorganized club may discourage participation.

Anyone may form a kindness club. If you work at an animal shelter, you may want to hold meetings at and affiliate with the shelter. Teachers often form kindness clubs at their schools. If you are not a teacher or a shelter worker, you may form an independent club. Public libraries, churches, or schools will often allow small groups to use a room as a meeting site—especially if the club involves local youngsters.

Once you have established a meeting place for your club, you will need to publicize the first meeting and recruit potential members. If the club is sponsored by an animal shelter, publicize your meeting through the shelter newsletter and on shelter bulletin boards. Teachers usually recruit members from flyers on school bulletin boards and announcements over the schools’ public-address system.

Sponsors of independent kindness clubs should examine other sources of publicity as well. Local radio stations and newspapers sometimes run public service announcements as an aid to the community. All publicity materials should provide meeting information and a telephone number (probably yours) that people may call for additional information.

Do not be discouraged if your first meeting attracts only five or six youngsters. A small club is more manageable and often more active than a very large one, and it is difficult to arrange varied activities for more than twenty to twenty-five children.

The first meeting of a kindness club is primarily organizational. At this meeting, you and the members can decide how often the club will meet and whether dues will be collected. This is also the time for the members to choose a distinctive name for their club, elect officers, and establish meeting procedures. This may also be the right time to ask each member what he or she thinks a kindness club is and does.

Keep your meeting short. Children get restless in long meetings. But if time allows, the group may begin a discussion on ways to involve projects. Your role should be to provide guidance for the discussion without directing it. Allow the members to establish their own goals and guide them toward feasible projects to meet those goals.

Determining Problems and Finding Solutions

Begin by setting a goal—whether it is to discuss animal problems that concern the young people. The problems may cover a range of topics and localities, and all should be clearly understood. When the problem list is complete, ask the group to choose problems they feel they can help to solve. For a fledgling club, it is best to begin by choosing a single problem to attack. Problems associated with a local animal shelter are a good area for action because they give members a chance to see quick local results. After a problem has been selected, ask volunteers to research the problem by writing for information, inviting speakers to talk with the group, or getting information from the library.

Once the problem is clearly understood, ask members to brainstorm a list of possible solutions or projects. These solutions may include direct action (“Club members will help paint the shelter”), fund-raising (“Club members will sponsor a car wash to help the shelter buy pet supplies”), or public education (“Club members will make and display posters about the importance of neutering a pet”).

When the list of projects is complete, ask members to choose one project to begin work on immediately. Guide them toward a realistic project that will show positive results in a short time. Help the members outline the various components of the project and divide up the responsibilities. Try to involve all members of the club, not just a few outspoken individuals.

Provide plenty of support during this initial project and offer praise lavishly. Your interest may influence participation in the future.

Other Club Activities

In addition to involving members in constructive activities, kindness clubs also provide an opportunity to increase children’s awareness of animal needs and understandings about animal issues. Speakers such as animal control officers, veterinarians, animal trainers, and environmental protection officers can teach members about animals and offer varying points of view on animal issues. Field trips can be arranged to wildlife sanctuaries, veterinary clinics, or dog obedience schools. You may also want to help the members plan activities, such as parties with an animal theme, to provide an opportunity to simply have fun together.

The Humane Society of the United States can supply your kindness club with leaflets, and materials on a variety of issues. Many clubs use Kind News, the young people’s newspaper from The HSUS, to keep members up-to-date on important happenings that involve animals. (For more information about the children’s newspaper, write to Kind News, Box 362, East Haddam, CT 06423.) If your club is large enough, you may want to publish your own newsletter to keep members informed of events and animal issues in your community.

Kindness clubs come in many shapes and sizes. Each club approaches animal problems differently, but all have one thing in common: concerned young people who love animals and want to help them. Let your enthusiasm for both children and animals be your inspiration to others as you help the children help the animals by starting a kindness club in your community now.
FREE PUPPY PAMPHLET OFFERED

The Gaines Cycle Dog Food Company is offering a new 16-page pamphlet designed to help teach children about the responsibilities of puppy ownership. The pamphlet takes an entire page to explain how to care for a puppy. It does not talk down to young readers. Unfortunately, the pamphlet encourages teaching dogs to catch Frisbees, a practice objected to by some veterinarians.

On the whole, however, the booklet is helpful and accurate. Schools, clubs, and animal welfare organizations may order free copies by writing on the organization's letterhead to Cycle Pup Pamphlet, Box 6214, Kankakee, IL 60902.

NEW ANIMAL ORGANIZATION DIRECTORY PUBLISHED

A helpful resource guide, The Animal Organizations & Services Directory, lists more than 165 groups in the United States devoted to animal protection and welfare. Computers are used, so the directory contains entries for organizations under various headings—national, state, professional, and others—as well as for political action committees, animal behaviorists and consultants; zoological societies; and veterinary groups. Each entry contains complete information, including address, year established, membership requirements, objectives, and publications available.

The Animal Organizations & Services Directory is a helpful source for anyone interested in keeping in touch with the many different groups devoted to animals. It is available for $4.95 plus S&H from Animal Stories, 16783 Beach Boulevard, Huntington Beach, CA 92647. A discount of $7.95 plus $1.50 handling is extended to libraries and animal welfare groups.

NEW BOOK HELPS CHILDREN EXPLORE NATURE

Nature With Children of All Ages by Edwin A. Siegal is an attractive book full of inviting activities for learning about nature. For the most part, the author takes a positive approach to animal observation and appreciation of the environment. Readers should be aware, however, that a number of activities involve capturing insects and small creatures for observation, although the author stresses returning these creatures to their home not far where they were found. The 195-page paperback book contains a chapter on techniques for teaching outdoors as well as chapters with activities that focus on trees, plants, seeds, invertebrates, fish, reptiles, birds, and mammals. Nature With Children of All Ages may be ordered from your local bookstore or directly from the publisher, Prentice-Hall, Inc., General Publishing Division, Englewood Cliffs, NJ 07632, for $10.95 plus postage.

SPCA PROGRAM FOCUSES ON PET PROBLEMS

The Delaware SPCA has developed a new adult education program designed to solve pet behavior problems before they get out of hand. According to Director of Human Education, Nancy Welch, a recent survey of individuals who turned their pets over to the SPCA indicated that over 50 percent of the animals were turned in because of behavior problems. Based on the survey, the SPCA decided to design a new program to address these problems. Staff members planned and developed a series of pet care clinics to offer owners a chance to learn more about normal dog and cat behavior. Within three days of being advertised, the clinics were filled, leading SPCA staff to believe that many pet owners simply do not know how to handle the basics of pet obedience. Nancy writes, "Perhaps other animal shelters may find that this idea can decrease their own pet turnover." For further information, contact Nancy at the Delaware SPCA for the Prevention of Cruelty to Animals, Route 7, Box 6067, Stanton, DE 19804.

MINTRELST PRESENTS ENVIRONMENTAL ISSUES

Hundreds of years ago, mintrels wandered the European countryside singing of legendary figures. Today, Wisconsin's Environmental Decade Institute is using this same tune to bring about an educational approach to teach young people. As the "Mintrel for the Environment" travels from school to school, he propels himself with an array of environmental issues, performing for youngsters in grades four through high school. The musical format provides a medium to which students readily relate, according to Vicki Martin, environmental education specialist for the institute. Humane educators in the Wisconsin area who are interested in teaching students about saving wildlife and the importance of a clean environment for animals as well as for people will want to contact Vicki for information about the mintrel's visits. The program features two tape cassettes of contemporary environmental songs, one for elementary grades and the other for junior and senior high students. The tapes are available for $6.95 each. The Mintrel for the Environment Songbook contains music and lyrics to the songs on both tapes, costs $8.95; and a curriculum guide is available for $3.95. Please add 5 percent sales tax and $2 for postage and handling when ordering. For more information, write to Vicki at the Wisconsin Environmental Decade Institute, 114 North Carroll Street, Suite 200, Madison, WI 53703.

DR. MICHAEL FOX AUTHORS NEW BOOK

In his new book, Farm Animals: Husbandry, Behavior, and Veterinary Practice, Dr. Michael Fox, professor of veterinary medicine at the University of California, Berkeley, provides a comprehensive guide to the husbandry needs of intensive farm animal husbandry techniques currently in operation in the United States and Canada. The book considers the need for and benefits of humane reforms as well as farm animal welfare guidelines. Michael's book represents the first scientific approach to the controversial topic of farm animal welfare. It will be of special interest to researchers, veterinarians, agricultural engineers, and farm animal scientists as well as to anyone interested in the technical and ethical considerations of "factory farming." The author is director of the Institute for the Study of Animal Problems and scientific director of the Human Society of the United States. Farm Animals: Husbandry, Behavior, and Veterinary Practice is available for $24.95 plus postage from Universities Press, 300 North Charles Street, Baltimore, MD 21201.

SHARING THE EARTH TEACHING UNIT IS OFFERED

The Sharing the Earth teaching unit packet has been prepared by The Animal Care and Education Center. The sixty-four-page packets of hands-on materials for humane education include forty-four student work sheets, pre- and posttests, and an attractive full-color study guide. The content in the packet is designed to supplement upper elementary curricula in science, math, social studies, language arts, and health education. Teachers would want to purchase these comprehensive packets individually, or animal welfare organizations may use sponsors to place large numbers of packets in their local schools. The packets are available for $15.95 each; or for those interested in ordering placement of the packets in schools, sets of five packets may be purchased for $49.95 plus $3.75 postage. For more information, contact Ivan Gola, Taff, Director of Education, The Animal Care and Education Center, Box 64, Rancho Santa Fe, CA 92067.

DOG CARE BOOKLET OFFERED

The Alpo Center for Advanced Pet Study has a new offering in their A Dog's Life dog care clinics to offer owners a chance to learn about Clackritter Designs. Nearly 150 breeds of dogs and cats are featured in the rubber stamps of Leslie Faulk of Clackritter. For a catalog and price information, write Leslie at Clackritter Designs, 6231 LaBorde Road, Little Canada, MN 55117.

DAKIN PUPPETS PROVE HELPFUL FUND-RAISERS

Glenda Schaefer, humane educator of the Saint Charles Humane Society in Missouri, writes that the cuddly Dakin animal puppets have proved to be great for use in humane education fund-raising, as well as for use in humane education activities. Glenda reports a measurable increase in orders through catalogs and from a number of outdoor shows. A puppet show combined with a Dakin fund-raising event may be just the thing for your own local shelter or humane society. For further information on the Dakin animal puppets, to raise money on behalf of real animals, contact Glenda in care of the Saint Charles Humane Society, P.O. Box 9, Saint Charles, MO 63302.

S.H.A.R.E. SHARES HUMANE EDUCATION RESOURCES

At about this time last year, a number of humane societies, animal-control agencies and a veterinary association in the Houston, Texas area bandied together and SHARE was born. SHARE, the Society of Humane Administration for Reference, Education, and Resources, represents a united educational effort aimed at alleviating animal suffering through human understanding and cooperation. In this issue of S.H.A.R.E., SHARE works to educate more than two million Houston-area residents about the needs and wants of animals and their owners. Among its many activities this past year, SHARE sponsored gift certificate awards for the pediatric wards of all Houston area hospitals and began assembling a library of teaching materials to be made available to area teachers. For more information on SHARE and its programs, contact record-
**HUMANE EDUCATORS: BE AWARE**

Often a teacher does not have the opportunity to preview a film before showing it in class. In such instances it is necessary to rely on the film producer’s advertisements. These advertisements may be misleading, causing frustration for teachers and students alike. According to Dr. John McArdle, Director of Laboratory Animal Welfare for The Humane Society of the United States, Speaking of Harvey is promoted as a humane resource for long-term use. Whether you want to use it for teaching plans, ideas for teaching about controversial issues, such as trapping and factory farming; organizing animal clubs for children; writing grant proposals for humane education; and using volunteers in education programs are just a sampling of the topics to be covered. Regular readers of HUMANE EDUCATION will look forward to a special creative ideas session to be conducted by Beverly Armstrong and Charlotte Moore, both frequent contributors to the magazine. The humane education workshop will close Wednesday afternoon with a sharing session in which each group from the country will share the best of their programs and activities.

Following the formal opening of the conference on Thursday morning, Drs. Blaine Worthen and Frank Ascolie of the Wasatch Institute for Research and Evaluation will announce the findings of NAAHE’s two-year national humane education research project. Later that day they will join Kathy Savelsky and Bill DeRosa of the NAAHE staff to discuss how the information and materials from the evaluation project can be used to support and improve local humane education programs. During a Friday afternoon workshop, Kathy, Bill, and Dr. John McArdle, HSUS Director of Laboratory Animal Science, will introduce materials and strategies designed to promote alternative uses of live animals and dissections in elementary and high school science projects.

For registration details and a complete program schedule, write to The Humane Society of the United States, Conference Information, 2001 L Street, NW, Washington, DC 20007. We hope to see you in San Diego!

---

**THE HUMANE SOCIETY OF THE UNITED STATES**

**1984 ANNUAL CONFERENCE: A Bonus for Humane Educators**

### EVENTS

**Where Can You Turn? When you need:**

**A humane education idea in a hurry?**

**A humane resource for long–term teaching plans?**

**Teaching strategies for many different animal-related topics?**

**People & Animals: A Humane Education Curriculum Guide** is the unique resource containing 418 teacher-tested activities. Humane education is sensibly blended with traditional curriculum content in language arts, social studies, math and science.

The complete guide is divided into four separate books, bound together in a three-ring binder. Each book within the guide covers two grades spanning preschool through grade six.

**CORRECTION**

The photograph of the wolf appearing on the contents page and page 6 of our June 1984 issue was incorrectly attributed to NAAHE. This reprints the work of Ed Simpson. We’d like to express our apologies to Ed.

---

**HUMANE EDUCATION TEACHER’S PACKETS AVAILABLE**

Three new teaching packets have been designed by the Humane Education Department of the Peninsula Humane Society—Our Wild Neighbors is for use with children in grades 1 through 3; Do Animals Have Rights? for grades 4 through 6; and The Humane Education Teacher’s Packet is for preschool and kindergarten classes. Each packet contains numerous activity sheets, puzzles, and creative strategies for making students aware of the needs of animals and the responsibility we all share in respecting and caring for the creatures around us.

**CONFERENCE BRINGS TOGETHER TEACHERS AND ANIMAL WELFARE WORKERS**

Margaret Garvin of the Western Pennsylvania Humane Society reports that the Third Allegheny Conference on Humane Education was held in Pittsburgh this past spring. The conference continues to aid teachers and youth group leaders in incorporating humane education into their activities. Sponsors of the conference, the Western Pennsylvania Humane Society, the Animal Rescue League of Western Pennsylvania and Animal Friends, have another conference in the works for next year. If your shelter or humane organization is looking for a way to reach out to local educators, why not contact Margaret for feedback on your plans? Write to Margaret at the Western Pennsylvania Humane Society, 1101 Western Avenue, Pittsburgh, PA 15233.

**MUSEUM PROVIDES TRAVELING EXHIBIT**

Kids and Pets, a portable exhibit available from the Denver Children’s Museum, contains twenty-five hands-on activities that provide students with firsthand experience in animal behavior, senses, and needs. Youngsters can try on simulated fur and whiskers, look into a “night box,” explore “burrowing holes,” and “sight boxes,” and experience the world of dogs and cats, the exhibit aims to make children informed and interested, respectful of, and responsible for the animals around them. Kids and Pets is available for rent and comes with pre- and post-visit materials to prepare students for the exhibit and to follow up their experience with related activities in the classroom. The exhibit can be rented on a daily, weekly or monthly basis. For more information on Kids and Pets, call the Denver Children’s Museum in Denver, Colorado (303) 571-5198. A full-color Kids and Pets activity guide is also available for $1.25 from the Children’s Museum, 2121 Crescent Drive, Deer Park, CA 90211.

**Do your ideas and materials belong in HUMANE EDUCATION? Send them to us. Send sample materials, information, and, when available, black-and-white photographs to Happenings, HUMANE EDUCATION, Box 362, East Haddam, CT 06413.**

**THE HUMANITY SOCIETY OF THE UNITED STATES**

**20-27, 1984 San Diego, California**

**Ready for a change?**

Whether you want to pick up new ideas for humane education, expand your understanding of animal welfare issues, or just spend informative time with people who share your commitment to animals, The Humane Society of the United States 1984 Annual Conference is the place for you. Titled Animals and Society: Critical Choices, this year’s conference will be particularly valuable and interesting for humane educators.

The conference opens Wednesday, October 24, with a full-day humane education workshop sponsored by NAAHE and featuring members of the Western Humane Educators Association. Ideas for teaching about controversial issues, such as trapping and factory farming; organizing animal clubs for children; writing grant proposals for humane education; and using volunteers in education programs are just a sampling of the topics to be covered. Regular readers of HUMANE EDUCATION will look forward to a special creative ideas session to be conducted by Beverly Armstrong and Charlotte Moore, both frequent contributors to the magazine. The humane education workshop will close Wednesday afternoon with a sharing session in which each group from the country will share the best of their programs and activities.
Making Humane Education A Reality: The 1984 Humane Education Teacher of the Year

W

Whether it's a class of kindergarteners, a roomful of science teachers, a group of humane educators, or a gathering of sixth grade bilingual students, Mildred Butler at home with her listeners. In her twenty years of teaching and administrative work in the New York City school system, Mildred has had extensive experience as a classroom humane educator and as a resource person for humane education community in her area. In the classroom, Mildred directs student activities toward developing an understanding of the interrelationships among all living things—humans, animals, and plants. As a "cluster" science teacher at Community Elementary School 64, Bronx, she visits a number of classrooms each day. Her youngsters range in age from kindergarteners to sixth graders and include bilingual students. Endangered species is one of Mildred's particular concerns and a subject that she incorporates into her science curriculum. Mildred is a compelling proponent of animal welfare. In addition, her extensive teaching experience makes her particularly well aware of the needs of other educators. Both factors contributed to the overwhelming response that Mildred received from her workshop audience. Many of the participants were able to respond to Mildred as a teacher whom they knew personally. Attending educators indicated overwhelmingly that the content, materials, and ideas presented at the workshop could be implemented within the instructional programs under their jurisdiction. Many were also enthusiastic about joining the Humane Education Committee itself. In the years that Mildred has been involved with the Humane Education Committee of New York City, the organization has greatly benefited from her thoughtful personality and her sense of commitment. Recently, the committee instituted a mini grant program through which it offers financial support to schools and organizations that wish to set up a humane education program. The ASPCA's, the Humane Society of New York, and NAAHE, the committee has helped humane educators design and develop viable programs. The committee's first symposium, scheduled for October, will introduce the concept of humane education to the more of the area's teachers than ever before. Humane education is well on its way to becoming an integral part of the curriculum in the New York City school system largely as a result of the dedication of Mildred and her colleagues.

Committed to furthering her own education as well as that of others, Mildred recently completed a one-year sabbatical, during which she worked to expand her own background in the subject of animals, animal habitats, and the interrelationships between plants and animals. She regularly spends time outside the classroom persuading pet shop owners to provide information on the care of the pets they sell. Mildred was nominated for the Humane Education Teacher of the Year award by one of her colleagues on the Humane Education Committee of New York City, coordinator Sheila Schwartz, and by Stanley Mandel, district science coordinator of her school district. As is always the case in education, Mildred's efforts reap their own reward—and a very special one at that. A dedicated humane educator in the city's largest school system, she lives with the children of the city who have a responsibility for community pet problems. Not the pet, not the neighbor who complains about bad pet behavior, not the animal control officer or shelter personnel—but each and every pet owner. Teaching young people about their community role as pet owners is an important step toward making better owners as well as a better community.

Resources

Books


Movies
Films and Filmstrips

Who Cares Anyway? 16mm film, 26 minutes, color and sound. Kenneth Films Enterprises, 781 Gerrard Street East, Toronto, Ontario, M4M 1Y5, Canada.

Teaching Materials
The Animal Connection. The American Humane Education Society. 350 South Huntington Avenue, Boston, MA 02130.


Kindergarten Superpackets I and II. Beverly Armstrong and Charlotte Moore. 518 Lorraine Avenue, Santa Barbara, CA 93108.


Answers to "Too Many Pets: Too Few Homes" work sheet: Part A. 1. 4 (1 + 3); 2. 10 (4 + 6); 3. 4 (1 + 3); 4. 9 (1 + 8); 5. 13 (2 + 11); 6. 15 (5 + 10); 7. 21 (6 + 15); 8. 9 (3 + 2/5 (15)

Part B. 1. 5; 2. 2/5; 3. 6 (mother and daughters); 4. 10 (4 + 6); 5. 13 (2 + 11); 6. 15 (5 + 10); 7. 21 (6 + 15); 8. 9 (3 + 2/5 (15).

Books


Films and Filmstrips

Who Cares Anyway? 16mm film, 26 minutes, color and sound. Kenneth Films Enterprises, 781 Gerrard Street East, Toronto, Ontario, M4M 1Y5, Canada.

Teaching Materials
The Animal Connection. The American Humane Education Society. 350 South Huntington Avenue, Boston, MA 02130.


Kindergarten Superpackets I and II. Beverly Armstromg and Charlotte Moore. 518 Lorraine Avenue, Santa Barbara, CA 93108.


Answers to "Too Many Pets: Too Few Homes" work sheet: Part A. 1. 4 (1 + 3); 2. 10 (4 + 6); 3. 4 (1 + 3); 4. 9 (1 + 8); 5. 13 (2 + 11); 6. 15 (5 + 10); 7. 21 (6 + 15); 8. 9 (3 + 2/5 (15)

Part B. 1. 5; 2. 2/5; 3. 6 (mother and daughters); 4. 10 (4 + 6); 5. 13 (2 + 11); 6. 15 (5 + 10); 7. 21 (6 + 15); 8. 9 (3 + 2/5 (15).
1984 Humane Education Teacher of the Year Finalists

In addition to introducing HUMANE EDUCATION readers to Mildred Buller, NAAHE is pleased to honor the four outstanding teachers who were named finalists in this year’s Humane Education Teacher of the Year selection.

Barbara Davis

Barbara Davis

Finalist Barbara Davis utilizes her talents as a teacher and an artist to promote compassion toward and appreciation for animals. Barbara teaches fifth grade students at the J. W. Chorley School in Middletown, New York. In addition to including pet and wildlife education as a major part of her daily classroom routine, she has instituted a number of special projects to help her students understand animal issues on a local, state, and national level.

With Barbara’s guidance, her students conducted a survey of citizens in the neighborhoods around their school to determine the number of stray animals in the area, as well as homeowers’ attitudes toward those animals. The survey led to a neighborhoodwide student campaign to educate people on the need for spaying and neutering pets. Students prepared posters and developed a brochure to distribute as part of their campaign.

When state legislators proposed deleting the mourning dove as a game bird, Barbara and her students again took action. They researched the best way to contact lawmakers. They gathered evidence indicating that the mourning dove would be an inappropriate food source and game bird. Their efforts resulted in a significant number of letters and petitions being sent to state representatives, who eventually withdrew the proposal.

On a national level, Barbara’s students have directed letter-writing campaigns against the defense of wolves, burros, mustangs, and whales. In addition, Barbara has acted as an adviser to her classes involved in fund-raising projects for a number of animal- and environmental-protection organizations.

In her spare moments away from the classroom, Barbara is a talented artist. Animals are frequent subjects in her artwork. Barbara was nominated for Humane Education Teacher of the Year by Richard L. Muller, fifth grade teacher and senior representative at the J. W. Chorley School.

Richard Chiger

You could say that finalist Richard Chiger likes animals. He keeps chickens, guinea hens, geese, ducks, turkeys, parrots, a cow, a goat, three dogs and three cats on his own small farm. Richard likes kids too. A fourth grade teacher at the Benjamin Coser Elementary School in Fallon, Nevada, he is dedicated to promoting humane education principles in virtually all of his classroom activities.

Students leave his charge instilled with a sense of responsibility and compassion for all that lives.

Richard has developed a wide variety of activities designed to inspire an informed and positive attitude toward all creatures. He was responsible for designing a reading/social studies station using topics on endangered animals. Students using this station find individualized learning laboratory read passages about endangered species, answer questions, and review maps showing habitats of threatened animals. Richard’s unique mathematics laboratory is based on the study of elephants—another endangered creature and a personal favorite of Richard’s. The lab teaches a variety of concepts. Who could resist a review of measurement when presented with the question of how tall is the cow in the barn or the height of that animal? Under Richard’s guidance, students have carried out a number of successful schoolwide issue campaigns focusing on the plight of endangered species and the cruelty of trapping and sport hunting.

Regular student activities include making posters, writing letters to legislators, and creating original compositions and plays based on animal themes. Richard Chiger’s students learn to appreciate that animals are sentient beings with whom we must conscientiously share the earth. He was nominated for Humane Education Teacher of the Year by William Mintz, principal of the Benjamin Coser Elementary School and by Alane Lancia on behalf of the Citizens League for Animal Welfare.

Sam Chattin

Sam Chattin

Sam teaches seventh grade science at the Benjamin Coser Elementary School in Fallon, Nevada. He is dedicated to promoting humane education. Emphasis is on human responsibility toward the animal world and the students’ role as stewards of the earth. Students take responsibility for the care, maintenance, and rehabilitation of classroom animals, which often include snakes, turtles, ferrets, hawks, owls, opossums, raccoons, and skunks. Sam, who has a federal permit to keep and rehabilitate wildlife, receives injured animals or unwanted pets from throughout the community. The only wild animals that remain as permanent residents of his classroom are those that cannot be returned to their natural habitat. Virtually all funds for maintaining the animals are acquired by students’ recycling waste products generated by the school.

Every week classroom instruction focuses on such topics as the environment, animal habitats, behavior, mating, rearing of young, food chains, and the defiling of myths and superstitions regarding animals. In addition, students are trained as keepers of different animal species housed in the classroom. As the year progresses, they share their knowledge in the form of presentations to other classes, adult organizations, and national audiences.

In addition to his work in the classroom, Sam Chattin has written for the National Humane Education Association, and has contributed articles to American Teacher, The Science Teacher, and Science Scope.

Maria Morris

Maria Morris

In the classroom of finalist Maria Morris, a handwriting assignment, ‘I have a right to be myself in this room. This means that no one will treat me unfairly because I am black or white, fat or thin, tall or short, boy or girl. The message is important one, and it holds true for all of Maria’s classroom family—animals as well as people. To see the world through the eyes of the animal—this is what Maria tries to help her students achieve. Maria teaches language arts to fourth, fifth, and sixth graders at Inyokern Elementary School. Humane education pervades all her classroom activities.

Sparkle, the classroom cat, is a great help to Maria in promoting humane attitudes. When the little stray cat showed up at the schoolyard, Maria adopted her and had her spayed. Maria has since designed countless classroom activities around Sparkle, including construction stories, letter writing, and posters. Daily involvement in feeding, cleaning, and caring for Sparkle helps students learn pet owner responsibility firsthand. But Sparkle is more than a teaching aid. She is an important class member—and a favorite with all of the students.

Recently Maria’s classes used what they had learned to design and produce a 35mm slide show on responsible pet ownership. With help from Maria, the students drafted a script composed of excerpts from their essays on pet owner responsibility and made slides of their drawings of animals. Two students recorded the script. After having been viewed by the entire school, the sound/slide show was donated to the chief animal control officer for the Inyokern area.

Pets aren’t the only animals that find their way into Maria’s lessons. One morning, when Maria’s students came to class, they discovered that Sparkle was traveling up one wall, across the ceiling, and down the other wall of the room. Lively discussion of how the tracks had got there was followed by various writing activities. While encouraging youngsters to exercise their imagination and improve their communication skills, activities such as this enable Maria to convey important lessons about the need for kindness and compassion for people in Maria’s classes learn that all creatures deserve kindness, compassion, and respect.

Maria was nominated for the Humane Education Teacher of the Year award by Patricia Gay on behalf of the Indians Wells Valley Spa and Neuter Program.
As humane educators, it is important for us to be aware of factors that may have an impact on the ways children think and feel about animals. Age, ethnic and socioeconomic background, place of residence, parental values, and peer pressures are just a few of the variables that may influence children’s knowledge and perceptions. One variable that has been proved to have a major effect on how children perceive the world is gender.

In 1976 Michael A. J. Collins designed a study that primarily attempted to determine if there were differences between young men’s and women’s animal preferences. Collins developed an animal opinion questionnaire containing the names of thirty well-known (mostly wild) animals. Students in first- and second-year university biology classes were asked to complete the questionnaire by indicating whether they liked, disliked, or were neutral toward each of the thirty animals. The results showed clear differences between male and female attitudes. Of the first-year students, for example, 80% of the females preferred the animals, while male students disliked only one-third. Collins also found that the boys who seemed to like most of the animals and liked individual animals better than did the girls.

The conclusions drawn from Collins’ research are supported by the results of an animal preference questionnaire contained in an extensive study of children’s attitudes and behavior toward animals conducted by Stephen Kellert and Miriam Westervelt. In the Kellert-Westervelt study, second-, fifth-, eighth-, and eleventh-grade students were asked to indicate their level of preference for each of the thirty-three animals that appeared on the questionnaire. When analysis of the preferences of different demographic groups was complete, it was found that male children generally liked the thirty-three animals more than female children did.

In contrast to the Collins and Kellert-Westervelt animal preference studies, other research has shown the attitudes of female students toward animals to be more positive than those of their male counterparts. In 1974 G. O. Sanders conducted a study to determine the impact of several variables, including sex, on the stated concerns of secondary school students about particular welfare problems. Students were asked to indicate their level of concern about specific problems reflect in thirty-one statements. The issues contained in the statements included trapping, pet overpopulation, hunting, zoos, rodeos, and others. Sanders found that on twenty-eight of the thirty-one items, there were significant differences in the stated concern of males and females. In all twenty-eight of these cases, girls expressed a higher degree of concern than did boys.

Research conducted in 1982 by the Biological Sciences Curriculum Study showed similar results to those of Sanders. In this study secondary school students were asked to agree or disagree with a series of statements organized into six categories, including general attitudes toward animals, attitudes toward specific wild animals and attitudes toward the use of animals in research. The results of the survey revealed that female students expressed significantly more humane attitudes toward animals than did male students. Although the results of the Sanders and BSCS projects seem to contradict the conclusions reached by Collins, Kellert-Westervelt, their findings are actually not incompatible. The two studies showed boys’ attitudes to be more positive than girls’ used animal preference scales. In these cases students were merely asked whether they liked or disliked certain animals. The more positive attitudes expressed by the male respondents could be explained by the probability that boys, in contrast to girls, are generally more familiar with and less fearful of well-known wild animals such as reptiles, amphibians, fish, and small rodents.

In the Sanders and BSCS studies, however, young people were asked to react to statements about important and controversial animal welfare issues. It was necessary for the students to actually make moral and ethical judgments, not simply express opinions about animal preferences. The fact that females scored higher on the attitude surveys that involved deeper issues of moral reasoning supports psychological studies that suggest that women’s moral judgments are linked to empathy and compassion to a greater extent than are men’s.

As humane educators, we are, of course, limited in the ways we can attempt to overcome the differences between boys’ and girls’ attitudes toward animals. Since most of our groups or classes contain both male and female students, it may be inconvenient and even unwieldy to direct a particular lecture, workshop, or class toward one group. Nevertheless, there may be times when we want to help some female students become more familiar with and, consequently, less afraid of reptiles, for instance, by assigning a project on snakes or lizards. Other times we may want to stress the class (especially the boys) the importance of empathy and compassion in our relationships with animals. Role-play activities that emphasize similarities between people and animals may be particularly effective. For example, the point to remember is that being aware of factors that influence children’s attitudes toward animals, like the sex variable, can help us to better direct our humane education efforts to the particular needs of our audience.

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

**Research in Review**

**Differences Between Boys’ and Girls’ Attitudes Toward Animals**

**by Bill DeRosa**

**PARTIES WITH A PURPOSE**

**Classroom Parties That Teach About Animals**

**by Christine Donovan**

---

**HUMANE EDUCATION / SEPTEMBER 1984**

22

---

**PARTIES WITH A PURPOSE**

**Classroom Parties That Teach About Animals**

**by Christine Donovan**

---

**HUMANE EDUCATION / SEPTEMBER 1984**

23

---

**Y**ou don’t have to wait until Be Kind To Animals Week to have a classroom party that celebrates animals. Anytime is a good time to combine a humane education program with some good old-fashioned party fun. The classroom party can become one of your most successful teaching tools. Traditional holidays take on new meaning when animal-related activities are included in the festivities. But don’t wait until a special occasion to make a humane education program special. Children love parties any day of the week!

**Party Preliminaries**

When you’re planning your humane education parties you may want to consider the following suggestions:

- Schedule classroom parties regularly so students will have something to look forward to all through the year.
- Let children know about your plans in advance. A poster announcing a Farewell Party for Extinct Animals or a Vegetarian Thanksgiving stimulates students’ imagination and builds excitement. If you’re a visiting humane educator, send a large invitation to the class a few days before your visit.
- Whatever your theme, serve a nutritious snack in your party favors whenever possible. Animal slogans (ribbons or yarn or work sheets to make this project easier) When the party is over, have the students keep their animals in advance and be prepared to tell their classmates what they know one another better.
- If you’re a visiting humane educator, send a volunteer to go first to break the ice. With a little advanced preparation you may be able to provide a classroom that celebrates animals. After the presentations, give students tags with their real names and encourage everyone to wear them until you get to know one another better.

**October:** Halloween is a favorite holiday for children. Announce a Halloween party with a poster that says, “Scary Animals Don’t Scare Me!” and invite students to come dressed as a scary animal (bat, wolf, shark, etc.). Ask them to read about their animals in advance and be prepared to tell their classmates about them.

**November:** Thanksgiving is a special time of sharing. Announce a Thanksgiving dinner party where students can bring in food from home and share it together. Have everyone bring a small gift to take home as a keepsake. Ask students to bring in their favorite animal facts and make a large animal book that the class can share with other classes in the school.

**December:** Winter is a great time to have a Winter Wonderland party. Announce a Winter Wonderland party with a poster that says, “Winter Wonderland Party!” and invite students to come dressed as their favorite winter animal. Have everyone bring a small gift to take home as a keepsake. Ask students to bring in their favorite animal facts and make a large animal book that the class can share with other classes in the school.

**January:** Winter is a great time to have a Winter Wonderland party. Announce a Winter Wonderland party with a poster that says, “Winter Wonderland Party!” and invite students to come dressed as their favorite winter animal. Have everyone bring a small gift to take home as a keepsake. Ask students to bring in their favorite animal facts and make a large animal book that the class can share with other classes in the school.

**February:** Valentine’s Day is a special time of sharing. Announce a Valentine’s Day party with a poster that says, “Valentine’s Day Party!” and invite students to come dressed as their favorite animal. Have everyone bring a small gift to take home as a keepsake. Ask students to bring in their favorite animal facts and make a large animal book that the class can share with other classes in the school.

**March:** March is a great time to have a St. Patrick’s Day party. Announce a St. Patrick’s Day party with a poster that says, “St. Patrick’s Day Party!” and invite students to come dressed as their favorite animal. Have everyone bring a small gift to take home as a keepsake. Ask students to bring in their favorite animal facts and make a large animal book that the class can share with other classes in the school.

**April:** April is a great time to have a Easter party. Announce an Easter party with a poster that says, “Easter Party!” and invite students to come dressed as their favorite animal. Have everyone bring a small gift to take home as a keepsake. Ask students to bring in their favorite animal facts and make a large animal book that the class can share with other classes in the school.

**May:** May is a great time to have a Spring party. Announce a Spring party with a poster that says, “Spring Party!” and invite students to come dressed as their favorite animal. Have everyone bring a small gift to take home as a keepsake. Ask students to bring in their favorite animal facts and make a large animal book that the class can share with other classes in the school.

**June:** June is a great time to have a Summer party. Announce a Summer party with a poster that says, “Summer Party!” and invite students to come dressed as their favorite animal. Have everyone bring a small gift to take home as a keepsake. Ask students to bring in their favorite animal facts and make a large animal book that the class can share with other classes in the school.

**July:** July is a great time to have a July party. Announce a July party with a poster that says, “July Party!” and invite students to come dressed as their favorite animal. Have everyone bring a small gift to take home as a keepsake. Ask students to bring in their favorite animal facts and make a large animal book that the class can share with other classes in the school.

**August:** August is a great time to have a August party. Announce a August party with a poster that says, “August Party!” and invite students to come dressed as their favorite animal. Have everyone bring a small gift to take home as a keepsake. Ask students to bring in their favorite animal facts and make a large animal book that the class can share with other classes in the school.

**September:** September is a great time to have a September party. Announce a September party with a poster that says, “September Party!” and invite students to come dressed as their favorite animal. Have everyone bring a small gift to take home as a keepsake. Ask students to bring in their favorite animal facts and make a large animal book that the class can share with other classes in the school.

**October:** Halloween is a favorite holiday for children. Announce a Halloween party with a poster that says, “Scary Animals Don’t Scare Me!” and invite students to come dressed as a scary animal (bat, wolf, shark, etc.). Ask them to read about their animals in advance and be prepared to tell their classmates about them.
something special about their choices—something that will increase appreciation for these often misunderstood animals. Make construction paper buttons that say, "I'm special, I'm unique," and as the children describe their animals, have them decide how they will fill in the blanks. A bat's button might read, "I'm special, I'm the only mammal that can fly."

**November:** Students who are concerned about farm animals and the ways in which they are raised may be interested in some alternatives to meat consumption. The first Thanksgiving celebrated, among other things, a successful harvest. With your students, plan a Thanksgiving menu that offers only crops. Start by having students discuss some meatless dishes traditionally served by their families at Thanksgiving. Your school cafeteria may be willing to offer a vegetarian alternative (or a Thanksgiving-week lunch selection). Students can be responsible for planning the menu and preparing some of the food. (Perhaps you can coordinate this with the school dietician or refer to Frances Moore Lappé’s book Diet for a Small Planet for nutritious vegetarian meal ideas.) Hand out colorful flyers that explain the vegetarian diet and include a recipe for one of the dishes.

In the classroom you can have your own celebration. Perhaps a parent or the chef from a local vegetarian restaurant can demonstrate his or her cooking. Or you and your students can whip up a vegetarian snack yourselves. Students can make peanut butter balls by combining 1/2 cup of peanut butter with 2 tablespoons of honey and 2 or 3 tablespoons of nonfat dry milk. Have them mix in 1/4 cup of raisins, divide the mixture into bite-sized balls, and roll the balls in shredded coconut. Enjoy a taste now and let children take a sample home to their families.

**December:** Traditionally, December is a time for gift-giving. Talk to a local wildlife expert and see if there is a gift you can give to a group of your students. They might make bird feeders or nest boxes for a wildlife refuge, pick up litter in a local park, etc. Invite the wildlife authority to be your classroom guest and to accept your gift on behalf of wild animals. (This would be a good time to give your students a special treat—a wildlife poster or calendar perhaps.)

If you have a classroom garden, making animal-themed ornaments is possible. Some possible themes include: local wildlife, students’ pets, endangered species, or United States birds.

**January:** What would students think if you invited them to a birthday party for someone who was 10,000 years old? You can find out if you have a Bluestar and a Bashful Aardvark. For over 10,000 years, the domestic dog has played a part in humans’ lives. Celebrate with a cake and all the traditional party trimmings. Many young students don’t realize that many animals are domesticated. Talk about the food chain and why it is so important to protect plant and animal species. In addition to food, plants also provide habitats for many animals. Check with a local horticulturist or university to find out what plants are native to your area and which ones could use some helpful bolstering from the human species. Wild animals depend on the plants within their ecosystems. Keeping native plants native is one of the simplest ways to contribute to the preservation of local wildlife. If March is not too early to do so in your area, students may raise money to purchase a shrub or tree and arrange to plant it in the schoolyard as a home for migrating animals. They also teach children that learning can be fun. Humane education parties teach children about animals. They might include a Bon Voyage Home, or Nature’s Most Spectacular View.

In the spring young people’s thoughts invariably turn to the outdoors. Many youngsters don’t realize that many plants, as well as animals, are endangered. Talk about the food chain and why it is so important to protect plant and animal species.

**March:** In the spring young people’s thoughts invariably turn to the outdoors. Many youngsters don’t realize that many plants, as well as animals, are endangered. Talk about the food chain and why it is so important to protect plant and animal species. In addition to food, plants also provide habitats for many animals. Check with a local horticulturist or university to find out what plants are native to your area and which ones could use some helpful bolstering from the human species. Wild animals depend on the plants within their ecosystems. Keeping native plants native is one of the simplest ways to contribute to the preservation of local wildlife. If March is not too early to do so in your area, students may raise money to purchase a shrub or tree and arrange to plant it in the schoolyard as a home for migrating animals. They also teach children that learning can be fun. Humane education parties teach children about animals. They might include a Bon Voyage Home, or Nature’s Most Spectacular View.

**April:** Unfortunately, one of the largest groups of animals in need of a day of recognition are laboratory animals. World Day for Laboratory Animals will be held in April this year, and students can plan your own Day of Remembrance in honor of these animals. Help students investigate state laws regarding the use of animals in school science fairs, contests, classes, etc. Ask children to come up with some alternatives to using animals in these areas. Compile a list of their suggestions and have students compose a letter to state senators and representatives. Encourage legislators to vote for more stringent laws regarding animal use in classroom experiments. If a government official (or someone from his office) can visit your classroom, present him with a scroll of your ideas. Suggest that interested students volunteer to give a speech or a slide presentation for the event. Invite area science teachers to attend.

May: The first full week in May is Be Kind to Animals Week, so you may want to plan a week-long series of humane education programs. Divide your class into four or five groups. Ask each group to plan and host their own celebration based on the theme People Helping Animals. At the end of the week, let students know how much you’ve enjoyed their presentations. Make up thank-you notes on small pieces of paper and use popsicle sticks or straws to fashion them into small flags. Write a different message on each one and give them to your students. Such messages might include: "Thank you for a wildlife rehabilitation," or "Thank you for teaching me about wildlife-related careers."

**June:** The end of the school year might be a good time to talk about separations and reunions—and about those animals whom we will never see again. Have a Farewell Party for Extinct Animals. Ask students to prepare a tribute to an extinct animal of their choice. If possible, provide an illustrated list for them to work from. Have students make a poster using a well-known tune and his or her own words. Reproduce the lyrics to everyone’s songs and have a song fest. It might be appropriate to have students combine their efforts to make a class book. Ask for Nature’s Prettiest Home, Nature’s Most Complicated Home, or Nature’s Most Spectacular View.

August: Have a Surprise Party for Endangered Species. Ask students to bring a present to the party. Presents might include something they have written, such as a poem, story, or report, or something they have made, like a picture, cartoon, sculpture, or photograph, that will help people understand the plight of endangered animals. You may want to display the collection in your school, community library, or wildlife rehab center. Since children may not realize that some of our best animal friends are in danger of becoming extinct, compile a list of easily recognizable endangered animals: alligator (American), turtle (green sea), wolf (red), crane (whooping), for example, and let students take turns representing each. Have the other students try to correctly guess an animal’s identity. If you teach summer school classes or have shelter summer programs, you may want to continue the party fun in July and August. Since summer students may be new to each other, plan a time of getting to know your students. Greet you for teaching me about wildlife rehabilitation."
2 October

Birthday of Mahatma Gandhi

“The greatness of a nation and its moral progress can be judged by the way it treats its animals.”

Born on this day in 1869, Mahatma Gandhi helped shape a nation and left a legacy of nonviolent wisdom for the benefit of all. Have students research Gandhi’s attitudes toward animals. Then discuss: What are some ideas for nonviolent political action on behalf of the animals in your community? Students may want to design posters based on the above quotation in celebration of the birthday of this important historical figure.

15 October

National Poetry Day

Haiku, an ancient form of Japanese meter, is even written to highlight the beauty, symbolism, and complex relationships in nature. You can use a study unit on haiku to blend humane education with an observance of National Poetry Day. Share some examples of traditional nature haiku with your students. Haiku captures meaningful moments in time through the use of powerful visual images. Point out the importance of the visual images in the examples you share with students. Next, explain the structure of haiku: a three-line poem in which the first line consists of five syllables; the second line, of seven syllables; and the third line, of five syllables. Finally, allow students time to create their own animal-related haiku. Students may want to illustrate their haiku and use images of animals to share the facts and feel the rest of the class.

31 October

Halloween

Halloween traditions continue to mean bats, pumpkins, and other animals. In the late fifteenth century, Prince Ulad of Walachia was bitten by a bat in July, and in 1820, the Prince had his second opinion from a bat. But during October in animal shelters throughout the United States and Canada, it is a month that is left homeless each year. Today we observe Veterans Day by honoring all who have served in our armed forces.

Many people are aware that dogs and horses have been used to help students to discuss: What is the animal’s viewpoint? Is the animal’s viewpoint different if it runs loose? Why is it important to spay or neuter their pets? Why is it important for dogs as well as cats to receive a blessing.

26 November

Veterans Day

Originally Veterans Day was celebrated on Armistice Day because it was the anniversary of the signing of the armistice in 1918 that ended World War I. In 1945 President Eisenhower signed a bill calling for recognition of soldiers who died in World War II and the Korean War. Today we observe Veterans Day by honoring all who have served in our armed forces.

Many people are aware that dogs and horses have been used to help students to discuss: What is the animal’s viewpoint? Is the animal’s viewpoint different if it runs loose? Why is it important to spay or neuter their pets? Why is it important for dogs as well as cats to receive a blessing.

26 November

Thanksgiving

The first Thanksgiving celebrated many things. The Pilgrims gave thanks for a new way of life and the freedom to worship as they chose. Design a humane education activity using the theme Thanksgiving is a time to say thank you. Begin by having students tell about something that someone has done for them recently for which they would like to thank you. Next have each student imagine that he or she is an animal—either domestic or wild. Encourage each student to think about the things that their animal needs from people. For instance, a pet dog needs food, shelter, medical care, and companionship. Have students make special buttons out of construction paper that read “I am a…” and “Thank you for…” for instance, “I am a raccoon. Thank you for not making a pet of me.” “I am a fish. Thank you for living in clean water.” When all the buttons have been completed, let each student choose the button that best describes what his or her pet has done for them. Let the rest of the class and tell why it is important to people to consider the needs of the animal he or she represents. As a follow-up activity, place all the buttons facedown. Have students group into pairs—one student to represent an animal, the other person. Let each pair pick a button and silently act out the animal—human relationship stated on the button for the rest of the class to guess.

29 November

20 December

Birthday of Emily Dickinson

“To hear an oriole sing / Makes a charm of the evening thing. / Only or a divin.”

Celebrate the birthday of this sensitive American poet by reading one of her works devoted to nature and to animals. Have students research her life and write a paragraph about her. Then discuss, students who feel strongly about the issues may want to initiate a letter-writing campaign directed at federal legislators asking them to stop these experiments. For what is the panda’s main threat if it runs loose? Why is it important to spay or neuter their pets? Why is it important for dogs as well as cats to receive a blessing.

29 November

Birthday of Emily Dickinson

“To hear an oriole sing / Makes a charm of the evening thing. / Only or a divin.”

Celebrate the birthday of this sensitive American poet by reading one of her works devoted to nature and to animals. Have students research her life and write a paragraph about her. Then discuss, students who feel strongly about the issues may want to initiate a letter-writing campaign directed at federal legislators asking them to stop these experiments. For what is the panda’s main threat if it runs loose? Why is it important to spay or neuter their pets? Why is it important for dogs as well as cats to receive a blessing.

29 November

Birthday of Emily Dickinson

“To hear an oriole sing / Makes a charm of the evening thing. / Only or a divin.”

Celebrate the birthday of this sensitive American poet by reading one of her works devoted to nature and to animals. Have students research her life and write a paragraph about her. Then discuss, students who feel strongly about the issues may want to initiate a letter-writing campaign directed at federal legislators asking them to stop these experiments. For what is the panda’s main threat if it runs loose? Why is it important to spay or neuter their pets? Why is it important for dogs as well as cats to receive a blessing.

29 November

Birthday of Emily Dickinson

“To hear an oriole sing / Makes a charm of the evening thing. / Only or a divin.”

Celebrate the birthday of this sensitive American poet by reading one of her works devoted to nature and to animals. Have students research her life and write a paragraph about her. Then discuss, students who feel strongly about the issues may want to initiate a letter-writing campaign directed at federal legislators asking them to stop these experiments. For what is the panda’s main threat if it runs loose? Why is it important to spay or neuter their pets? Why is it important for dogs as well as cats to receive a blessing.

29 November

Birthday of Emily Dickinson

“To hear an oriole sing / Makes a charm of the evening thing. / Only or a divin.”

Celebrate the birthday of this sensitive American poet by reading one of her works devoted to nature and to animals. Have students research her life and write a paragraph about her. Then discuss, students who feel strongly about the issues may want to initiate a letter-writing campaign directed at federal legislators asking them to stop these experiments. For what is the panda’s main threat if it runs loose? Why is it important to spay or neuter their pets? Why is it important for dogs as well as cats to receive a blessing.

29 November

Birthday of Emily Dickinson

“To hear an oriole sing / Makes a charm of the evening thing. / Only or a divin.”

Celebrate the birthday of this sensitive American poet by reading one of her works devoted to nature and to animals. Have students research her life and write a paragraph about her. Then discuss, students who feel strongly about the issues may want to initiate a letter-writing campaign directed at federal legislators asking them to stop these experiments. For what is the panda’s main threat if it runs loose? Why is it important to spay or neuter their pets? Why is it important for dogs as well as cats to receive a blessing.

29 November

Birthday of Emily Dickinson

“To hear an oriole sing / Makes a charm of the evening thing. / Only or a divin.”

Celebrate the birthday of this sensitive American poet by reading one of her works devoted to nature and to animals. Have students research her life and write a paragraph about her. Then discuss, students who feel strongly about the issues may want to initiate a letter-writing campaign directed at federal legislators asking them to stop these experiments. For what is the panda’s main threat if it runs loose? Why is it important to spay or neuter their pets? Why is it important for dogs as well as cats to receive a blessing.

29 November

Birthday of Emily Dickinson

“To hear an oriole sing / Makes a charm of the evening thing. / Only or a divin.”

Celebrate the birthday of this sensitive American poet by reading one of her works devoted to nature and to animals. Have students research her life and write a paragraph about her. Then discuss, students who feel strongly about the issues may want to initiate a letter-writing campaign directed at federal legislators asking them to stop these experiments. For what is the panda’s main threat if it runs loose? Why is it important to spay or neuter their pets? Why is it important for dogs as well as cats to receive a blessing.

29 November

Birthday of Emily Dickinson

“To hear an oriole sing / Makes a charm of the evening thing. / Only or a divin.”

Celebrate the birthday of this sensitive American poet by reading one of her works devoted to nature and to animals. Have students research her life and write a paragraph about her. Then discuss, students who feel strongly about the issues may want to initiate a letter-writing campaign directed at federal legislators asking them to stop these experiments. For what is the panda’s main threat if it runs loose? Why is it important to spay or neuter their pets? Why is it important for dogs as well as cats to receive a blessing.

29 November

Birthday of Emily Dickinson

“To hear an oriole sing / Makes a charm of the evening thing. / Only or a divin.”

Celebrate the birthday of this sensitive American poet by reading one of her works devoted to nature and to animals. Have students research her life and write a paragraph about her. Then discuss, students who feel strongly about the issues may want to initiate a letter-writing campaign directed at federal legislators asking them to stop these experiments. For what is the panda’s main threat if it runs loose? Why is it important to spay or neuter their pets? Why is it important for dogs as well as cats to receive a blessing.
Recently I made a trip to the local supermarket. A well-intentioned boy and girl had stationed themselves by the entrance with a covered box. I stopped and looked at the two puppies in the box. The girl said, "We're doing really well—we got rid of four already." She added, "If we don't get rid of these two by Friday, then they go to the pound." I asked her if she didn't think that "we found homes" rather than "we got rid of" might better describe her feelings. She thought for a second, seemed to get my meaning, and then agreed.

Teaching young people about the importance of responsible pet ownership and the reasons for controlling pet breeding is important. Equally important is the need to discourage impulse buying where pets are concerned. The films below are designed to make young people aware of the long-term responsibilities of pet ownership and to develop an awareness of the meaning of lifetime care for an animal.

PEOPLE ENJOY PETS: PETS ENJOY PEOPLE (1980)
The ASPCA has designed this useful humane education program for elementary students. The program includes an eighty-frame filmstrip, a cassette, a teacher's guide, four student activity sheets, and the filmstrip script. The set is especially helpful for developing awareness of the needs of pets and of the problems associated with pet overpopulation and stray animals. This fifteen-minute filmstrip is available for purchase ($30) from the ASPCA, 441 East 92d Street, New York, NY 10028.

ONE LITTLE KITTEN: WHERE IS IT? (1980)
Only three minutes in length, this colorful sound film has been created especially for preschoolers to first graders. Without narration, filmmaker Tana Hoban depicts a curious kitten exploring its environment. A useful tool for developing pet appreciation on the part of young children, the film is available for purchase ($190) or rental ($35) from Texture Films, Box 1337, Skokie, IL 60076.

ANIMALS AROUND US: CATS AND DOGS (1977)
Cats and Dogs is one of a set of five filmstrips from the set Animals Around Us. Featuring beautiful photography, this filmstrip focuses on responsible pet ownership, the need for proper veterinary care; and it touches on the problems of stray animals. Twelve minutes in length, the sound filmstrip must be purchased as part of the entire set. The other titles included are Birds, Fish, and Other Pets, Farm Animals, Zoo Animals, and Animals Near Your Home. Animals Around Us ($110.95) is available from the National Geographic Society, Educational Services, Washington, DC 20036.

ABOUT CATS (1978)
This eighteen-minute color sound film is an excellent resource for building awareness of an appreciation for the cat. The film introduces the history of human attitudes toward the cat, as well as responsible cat care and the importance of spaying and neutering. Produced byRalston-Purina Corporation, the film may be rented for the cost of return postage and insurance from Modern Talking Picture Services, 500 Park Street North, Saint Petersburg, FL 33709.

SMILEY (1979)
Ten-year-old Jesse finds a stray dog and names her Smiley. Although he attempts to find the people who originally owned Smiley, Jesse becomes very attached to the new dog. Smiley disappears for a time but is eventually returned to Jesse by none other than her original owners. With teacher guidance, this film can successfully be used to point out the problems of stray animals and the importance of leashing and licensing. This twenty-minute film is available for purchase ($265) or rental ($25) from Third Eye Films, 12 Arrow Street, Cambridge, MA 02138.

Additional films on pets and other animal topics are reviewed in Films for Humane Education, which may be purchased for $5.75 (postage included) from Argus Archives, 228 East 49th Street, New York, NY 10017.
Autumn means many things to many people...the beginning of school, the onset of cool weather, a time when birds migrate and other animals prepare for the arrival of winter. What does autumn mean to your students? Is it a time for guns and traps...or for cameras and binoculars? Is it a time to take life...or to observe life?

Use the study print on the reverse side of this page to illustrate differences in people's attitudes toward nature and wild animals. Discuss with students: What is a consumer? What does it mean to behave in a consumptive manner toward wildlife? How is the boy on the left a consumer of wildlife? What makes the two boys on the right nonconsumers? Help students make a list of human activities that involve wild animals, such as wildlife study, nature photography, fishing, bird-watching, hunting, and trapping. Have students identify which activities are consumptive and which are nonconsumptive. Then have students explore their own relationships with wild animals. Would students describe themselves as consumers or nonconsumers of wildlife? Why do they relate to wild animals in the way they do?

Books, movies, newspapers, magazines, and television shows are filled with examples of people engaged in consumptive uses of wildlife. Ask each student to relate one experience in which he or she enjoyed wild animals in a nonconsumptive way. As a follow-up exercise, have youngsters make illustrations of people engaged in nonconsumptive activities that involve wild animals.