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.°
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 appropriate behavior towards animals (and each other). However, lessons that simply dictate "kindness rules" for children to absorb fail to address the facts and understandings upon which compassionate behavior is based and fall short of helping young people form lasting and workable systems for making ethical decisions. True humane education objectives focus on developing appreciation and positive attitudes, and promoting critical thinking based on these attitudes and understandings so that young people can and will choose to behave compassionately.

Although animal-related activities comprise most of the content of humane education lessons, not all selected activities 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 teaching of simple animal-related content. It is a process through which we (1) assist children in developing compassion, a sense of justice, and a respect for the value of all living creatures; (2) provide the knowledge and understanding necessary for children to behave according to these values; and (3) foster a sense of responsibility on the part of children to affirm and act upon their personal beliefs.

We invite HUMANI EDUCATION readers to use or adapt this definition to clarify what is meant by humane education for those unfamiliar with our field. In addition, we welcome your use of the long-term objectives established in the definition to provide direction in planning future humane education activities for your classroom or shelter.

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 to Kind News, Box 362, East Haddam, CT 06423.

Not everyone is as friendly to the animal control officer as this dog is. Poor public awareness often makes the enforcement of animal laws difficult.
PETS 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 the 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 lifestyle 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 NAHIE, 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 the owner makes a poor choice of pet; fails to 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

Keeping your pet safe at home and having it spayed or neutered is one way of ensuring that cats. Try having students complete Part B of the worksheet as a take-home project. They can obtain price information based on a trip to the grocery or pet supply store and telephone calls to the local spay-neuter clinic or veterinarian. Or you might want to provide students with cost information yourself.

Upon completion of the worksheet, have students discuss: How do answers compare within the group that focused on dogs? Within the group that focused on cats? In general, which pet required less time and money? Why are time and money important factors in choosing a pet? How might a pet suffer if its owner does not consider these factors from the start? What might become of a pet whose owner can no longer afford to feed it? What might happen to a pet whose owner doesn’t have time to care for it properly? What community pet problems would this lead to?

Meeting a Pet’s Needs

Give students an opportunity to match pets with appropriate owners. Write the following descriptions on the chalkboard: a short-haired cat, a long-haired cat, a kitten, a long-haired dog, a large dog, a timid dog who has been mistreated by a previous owner, a puppy. Have students discuss what the special needs of each pet might be. Then select individual students to identify which of the above pets might make an appropriate choice for each possible owner below. Students should be prepared to tell why each pet-owner match is a good one.

Possible pet situations to include:

- Who would be a good choice for someone who:
  - spends lots of time at home and loves to go for walks?
  - has a limited amount of money to spend on a pet?
  - lives in a small apartment that accepts pets?
  - is at home much of the time and wants an indoor pet?
  - spends only a small amount of time at home each day?
  - has expensive, new furniture?
  - has a big, fenced-in backyard?

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- Who’s Responsible?

Conclude your discussion of pet problems in the home with the “Who’s Responsible?” work sheet that follows this article. Encourage students to think about the problems animals cause when their needs are not met. After completing the work sheet, have students share their responses. Discuss: What made the animal behave as it did in each example? Why might the people have behaved as they did? Have the class vote on the best solution for each pet problem outlined in the work sheet.

PET PROBLEMS IN THE COMMUNITY

Community pet problems: the dog who upsets the neighbor’s trash can, the cat who digs in the neighbor’s flower bed, the unaltered pet who contributes to the vast number of baby animals that nobody wants. Now that students have had an opportunity to consider why the problems arise, help them to understand the extent of pet problems in your community and what they can do to reduce these problems.

Pets, People, and Property

Have students organize a survey of citizens in the neighborhood around your school to determine the number of stray cats in the area and homeowners’ attitudes toward these strays. Students should prepare their survey questions ahead of time and include such questions as: How many stray cats and dogs do you observe in the neighborhood on a weekly basis? Do these animals cause any damage to your property? Do you approve of pets being allowed to run loose? Do you own a pet? Do you permit it to run loose? How do you think the problem of stray animals might best be solved?

When the survey has been completed, have the class tabulate the results. What suggestions for reducing the stray pet population were proposed? Which ones do students agree with? Which ones do they disagree with? Why? How might keeping pets at home provide a partial solution to the problem of pet overpopulation?

Most communities have laws that require dogs to be licensed and on a leash or on their owner’s property. How do students feel about similar laws regarding cats? What community pet problems might negligent cat owners cause? Point out that cats often suffer for lack of legal status. Because communities

TEACHING ABOUT EUTHANASIA

Are your students emotionally mature enough to approach the topic of euthanasia? If not, you might wait until they are older. As a humane educator, one of your most difficult decisions lies in determining the right time to focus on sensitive issues. In many cases, however, even young children are aware that animal shelters are responsible for the death of some animals. To help children access this grim fact without presenting the reasons behind it encourages fear and mistrust toward animals. You may want to show how films are inappropriate for use with children below sixth grade.) Follow class viewing of the film with a discussion of euthanasia as it is practiced in pet shelters. Is it fair to kill animals simply because there are no homes available for them? How can you help enough animals? (Making a dog or cat a pet when it is in rainy weather, spending time with your pet, and spending time with your pet to keep it healthy and happy.)

Who’s responsible for deciding whether an animal is to be caged an animal for long periods of time? What can pet owners do to ensure that their pets are not caged? What can pet owners do to ensure that their pets are not caged? What kind of pet is best for you? Do you permit it to run loose? How do you think the problem of stray animals might best be solved? Who’s Responsible?

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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 would have to perform on the lines at the left. Then guess how many minutes each action would take. Write this number to the right of each action.

   - **Exercise 1:** What is the cost of a daily portion of food for your pet? __________
   - **Exercise 2:** How many minutes would the above actions take each day? Add all the numbers in the right-hand column above. ____
   - **Exercise 3:** How many minutes would the above actions take each month? Multiply the answer you had for exercise 1 by thirty, the average number of days in a month.
   - **Exercise 4:** How many minutes would the above actions take each day? Add all the numbers in the right-hand column above.
   - **Exercise 5:** 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.
   - **Exercise 6:** How much time would you need to set aside to care for your pet each month?

2. **Exercise 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. **Exercise 1:** What is the cost of a daily portion of food for your pet?

   - **Exercise 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.

2. **Exercise 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.)

3. **Exercise 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.

   - **Exercise 5:** What is the total number of minutes you included for exercise 4?

4. **Exercise 6:** What is the total cost of the items in exercise 5?

5. **Exercise 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 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 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. 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?
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.

"Mom, look what I found!" Ellen called as she stepped inside the house. "Now, Ellen, don't go getting attached to that animal." Mom's voice sounded worried. "You know your father is allergic to cats." "I've got an idea," said Ellen. "We could keep her outside. Lots of people have outdoor cats." Her mother shook her head. "Just because other people do it, doesn't make it all right," she reminded her daughter. "It's not fair to the cat to leave it out all the time. It might get lost or be hit by a car. And what would happen to it when the weather turns cold?"

"Maybe we could keep her on the porch," Ellen suggested by saying. "If the cat were on the porch, she wouldn't bother 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."

"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 she 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. When the rain stopped, Ellen asked at the neighboring houses. Nobody knew where the cat had come from. One woman thought she had seen her a few days before, near her garbage cans. "She was probably hungry," the woman said. "But when I tried to give her some food, she ran away." Ellen was secretly glad the little cat had run away. But she didn't say anything.

The next afternoon Ellen's friends John and Mandy came over to visit. "What are you doing?" asked Mandy. 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.

Found: orange female cat

"Making signs," she answered. "You want to help?"

"Not really," said John, smiling good-naturedly. "Do we have to?"

"Yes, you have to. Both of you," said Ellen briskly. "If we're going to find the person who owns this cat, we've got to put up lots of signs."

"Wait a minute," 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.

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 come back inside. And after three days of keeping the cat on the porch, Daddy seemed all right.

"It's not fair to the cat to leave it out all the time. We're going to have to find Tess a home."

Ellen nodded slowly. She knew her mother rubbed the little cat behind the ears. "Somebody might be trying to find her right this minute," he said.

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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 sneeze. He sneezed and kept on sneezing. Finally, he had to leave the room. But it didn't seem to do any good.

That night as he tucked Ellen into bed, he shook his head sadly.

"It's just not going to work, honey," he said. "Even if it weren't for my allergy, it's not fair to keep a cat cooped up on the porch all the time. We're going to have to find Tess another home."

Ellen felt tears stinging her eyes. She turned out the light so Daddy wouldn't see.

Ellen began asking her friends if they could take Tess. At least if one of her friends took her cat, she'd still get to see Tess now and then. But no one wanted a cat.

"If we haven't found a home for Tess by this Saturday," warned Daddy, "she's going to have to go to the animal shelter."

Ellen was shocked.

"But, Dad!" she pleaded. "They kill animals at the shelter."

"I'm sorry, Ellen," said her father. "But there's no other way. At least, she'll have a chance of finding a good home."

After school the next day Mandy and John walked Ellen home.

"What are you going to do?" asked John.

Ellen angrily kicked a pebble along the sidewalk. "I don't know," she muttered.

"If she were my cat," said Mandy, "I'd take her to the school playground and let her go. Someone would be sure to take her home once they saw how cute she was. And even if no one did, Tess would be all right living at the playground. Cats don't really need anyone to look after them. They find things to eat outside."

But what if Tess couldn't find food? Ellen wondered. What if a dog chased her into the street? What would happen if she became sick or were hit by a car?

"I think you should take her to the shelter," said John.

"Her real owners might come to get her. Or maybe someone else will adopt her. She might find a really good home and people to care for her."

Maybe Tess's real owners wouldn't think of looking for her at the shelter—they hadn't shown up yet. And what if nobody wanted to adopt Tess? thought Ellen.

One way or the other, Ellen knew she would have to make up her mind soon.

What would you do if you were Ellen?
Helping Children Help Animals

by Vicki Parker

“L”ove 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 SPCA. By 1894 the Bands of Mercy, as they were called, had grown to almost 3,500 branches with more than 200,000 members. The Bands flourished until the early 1940’s when public education began to turn from its strong focus on ethics and morality to a more skills-oriented curriculum. In 1959 Mrs. Ada Fleming introduced the first Kindness Club in Canada to teach children to love and respect animals. Thanks to the work of Mrs. Fleming, today there are Kindness Clubs in more than a dozen countries; and kindness club has become a generic term for youth groups dedicated to animal concerns.

Forming a Kindness Club

By definition, a kindness club is a group of young people in the community who join together for a common goal: to protect and care for animals. Since most children are intrigued by animals, a kindness club is a good vehicle to unify and mobilize this common enthusiasm. Through a club children can learn more about animals and turn their interest and knowledge into responsible behavior by participating in activities to benefit animals.

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.

Any person 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 flyovers on animal issues. Field trips can be arranged to wildlife sanctuaries, veterinary clinics, or dog obedience points of view on animal issues.

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 goals and choosing 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

Before a goal-setting session by discussing animal problems that concern the young people. The problems may cover a range of topics and localities, and all ideas should be openly received. 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 reasonable 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.

The Role of the Adult Sponsor

As the adult sponsor of a kindness club, you have a vital but delicate role in the operation of the club. You will want to provide guidance and support without assuming control. You will want to keep activities organized and moving without becoming dictatorial. The members will need your actual and moral support in all activities.

One way to provide support is to publicize the work the youngsters are doing. Make contacts with members of the local media and keep them well informed. Emphasize the young people’s involvement in the projects. Also notify Kind News when the members have completed a particularly rewarding activity.

Kind News is about and for children, and stories about committed young people are often an inspiration to others.

If you feel you need guidance in your role as the club’s sponsor, you may find that reading HUMANE EDUCATION magazine is beneficial. The magazine offers teaching materials, activities, and resources that may be valuable planning tools.

The following is a list of sample activities that may help you get your kindness club projects started.

Direct-Action Activities

• Volunteer to help shelter workers clean, paint, or landscape the shelter.
• Write letters on animal issues to legislators and local officials.
• Volunteer to help feed, groom, or exercise the animals at the shelter.
• Clean up the litter in a park or wildlife area to make it more attractive to people and animals.
• Help the shelter with a public-education or fund-raising project.

Fund-Raising Activities

• Car wash or walk
• Bake sale
• Garage or yard sale
• Dog show or auction
• Raffle
• Newspaper or bottle collection drive
• Dog wash or walk

Public-Education Activities

• Make and display posters on animal issues, such as pet overpopulation, leash laws, or dogs in hot cars during summer.
• Set up a booth to distribute animal literature at community events.
• Write public service announcements about animal problems for the local radio station.
• Prepare an educational program to be presented to other schoolchildren.
• Write letters to the editor of the local newspaper about animal problems.
• Make and distribute a list of animal emergency phone numbers for your area.

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 inspire you to help the children help the animals by starting a kindness club in your community now.
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. Contents of the directory include entries for organizations under various headings—national, state, professional, and local—as well as anecdotes from political action committees, animal behaviorists and consultants; zoological societies; and political groups. The directory 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 $9.95 postpaid from Clas-Critter Designs, 623 1/2 LaBore Street, Allentown, PA 18104.

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 Services Nancy Welch, a recent survey revealed that 51 percent of the animals were turned in by their owners 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 Welch, "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.

MINISTREL PRESENTS ENVIRONMENTAL ISSUES

Hundreds of years ago, minstrels wandered the European countryside singing of legendary figures. Today, Wisconsin's Environmental Decade Institute is using this same time-honored approach to teach young people. As the "Minstrel for the Environment" travels from school to school, he provides an eight-page pamphlet designed to help teach children about nature. The 19-page paperback pamphlet 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.

SHARE 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 packet of handouts on materials for humane education includes forty-four student work sheets, pre- and posttests, and an attractive full-color poster. The poster is designed to supplement upper elementary curricula in science, math, social studies, language arts, and history. Teachers may use sponsorships from veterinarians, agricultural organizations, or concerned citizens to purchase these comprehensive packages individually, or animal welfare organizations may use sponsorships to place large numbers of packets in their local schools. The packets are available for $19.50 each; or for those interested in sponsoring 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, 10700 Parkdale, Road, Little Canada, MN 55117.

NEW BOOK HELPS CHILDREN EXPLORE NATURE

Nature With Children of All Ages by Edith A. Sisson 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 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.

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HAPPENINGS!

EXPLORE NATURE

Thunder, the cuddly Dakin animal stuffed animal is available for $17.95. It is available for $12.95 for orders of more than two million Houston-area residents. For further information on this Dakin animal stuffed animal, write to Rainy Day, 200 North Methodist, Metairie, LA 70003.

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 for Humane Animal Rights Education, represents a united educational effort aimed at alleviating animal suffering through humane education. As a resource and ideas, SHARE works to educate more than two million Houston-area residents about the rights of animals and their owner responsibility. Among its many activities this past year, SHARE sponsored gift certificates for each of 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-

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Stanton, MD

DAKIN PUPPETS PROVE HELPFUL FUND-RAISERS

Glenda Schaefer, humane educator of the Saint Charles Humane Society in Missouri, writes that the cuddly Dakin animal stuffed animal has 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 Dakin animal stuffed animals, write to Rainy Day, 200 North Methodist, Metairie, LA 70003.

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

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HAP-PENINGS

October 24-27, 1984
San Diego, California

The Humane Society of the United States 1984 Annual Conference: A Bonus for Humane Educators

Ready for a challenge? Whether you want to pick up new ideas for humane education, expand your understanding of animal welfare issues, or just spend informal 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 NAÃHE and featuring members of the Western Humane Educators Association. Ideas for teaching about controversial issues, such as trapping and fox hunting; urban farming; organizing animal clubs for children; writing grant proposals for humane use; 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 school animal keepers and volunteers 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 Ascoline of the Washington Institute for Research and Evaluation will announce the findings of NAÃHE’s two-year national humane education study. Later that day they will join Kathy Savelsky and Bill DeRosa of the NAÃHE staff to discuss how 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 alternatives to the use of live animals and dissection 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, 2100 L Street, NW, Washington, DC 20001. We hope to see you in San Diego.

THE HUMANE SOCIETY OF THE UNITED STATES

1984 ANNUAL CONFERENCE:
A Bonus for Humane Educators

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 NAAEP. This was the work of Ed Simpson. We’d like to express our apologies to Ed.
Making Humane Education A Reality: The 1984 Humane Education Teacher of the Year

Whether it's a class of kindergartners, 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 member of the humane education community in her area.

In the classroom, Mildred directs student activities toward developing an understanding of the interrelationships between 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 kindergartners to sixth graders and include bilingual students. Endangered species is one of Mildred’s particular concerns and a subject that she has successfully used to help bilingual students become more actively involved in science. Recently, an endangered species project executed by her class of bilingual sixth graders was honored at the District 9 science fair.

As an inner-city teacher, Mildred frequently works with children whose only contact with dogs and cats results from their encounters with strays. Mildred strives to help her students voice their feelings and fears with regard to stray animals, at the same time teaching about the need to reduce pet overpopulation and to provide pets with proper care.

Outreach to her colleagues is a primary objective of Mildred’s. Although she had been personally involved in humane education for some time, attendance at a humane education meeting sponsored by the American Society for the Prevention of Cruelty to Animals prompted her to become involved with developing and promoting humane education programs throughout her school district. She joined the Humane Education Committee of New York City and to date has spent much of her personal time in furthering the committee’s goal of promoting and supporting humane education activities in all the New York City school systems. Not content to contribute to the committee’s newsletter, attend meetings and conferences or to share posters, newsletters, films, and other resource materials with her fellow humane educators, Mildred designed and implemented a committee-sponsored workshop aimed at science coordinators throughout her district. The enthusiasm generated by her workshop was instrumental in involving new teachers in humane education programs and in acquainting them with facts on animal issues.

Until recently, New York City science teachers were encouraged to fulfill their state’s mandate on humane education largely by the use of occasional speakers and programs from animal-welfare organizations. Mildred was instrumental in arranging a meeting of district science coordinators from all over the city to discuss how humane education could function as a vital part of New York’s 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 wholehearted 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 groups and programs from New York City humane educators. With the donation of materials or services by such groups as the ASPCA, the Humane Society of New York, Bide-a-Wee Home Association, and NAAHE, the committee has helped humane educators design and develop viable programs. The committee’s first symposium, presented by Mildred Butler in October, will introduce the concept of humane education to more of the area’s teachers than ever before. How does mildred feel about an owner who uses his or her animals. The committee has therefore encouraged the formation of other committees 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 inside 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 community’s largest city, she helps New York’s residents to understand the responsibilities of the owner. In addition, her work with the Humane Education Committee helps to provide other educators with the resources they need to enable youngsters to develop kindness and compassion toward animals.

The American Education Committee of New York City, Bide-a-Wee Home Association, the ASPCA, the Humane Society of New York, and NAAHE are proud to introduce HUMANE EDUCATION/SEPTEMBER 1984 19

the American Humane Education Society, 350 South Huntington Avenue, Boston, MA 02130.

Humane Education Teacher’s Packet (Preschool and Kindergarten).

Dorothy Sammons. Pets. Pelvic Humane Society, 12 Airport Boulevard, San Mateo, CA 94401.

Kenneth Hee. Superpackets I and II. Beverly Armstrong and Charlotte Moore. 518 Lorraine Avenue, Santa Barbara, CA 93103.


Resources

Books


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.

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 Fallsburg, New York, 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 living creatures. As the year progresses, they share their way into Maria’s lessons. One morning, when Maria’s students came to class, they discovered that Maria was traveling up one wall, across the ceiling, and down the other wall of the classroom. As the year progresses, they exercise their imagination and improve their understanding of topics as the environment, animal habitats, behavior, mating, rearing of young, food chains, and the deflating 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.

Maria Morris
The classroom of finalist Maria Morris, a kindergarten teacher, is filled with a wealth of animals—Sparkie, 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 Sparkie, including creating story books, letter writing, and posters. Daily involvement in feeding, cleaning, and caring for Sparkie helps students learn pet owner responsibility firsthand. But Sparkie is more than a teaching tool. 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 the 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 Isayenka 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 Maria 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 younger students to admire their imagination and improve their communication skills, activities such as this enable Maria to convey important lessons about the need for all 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 Indiana Wells Valley Spay and Neuter Program.

DEADLINE

For 1985 Humane Education Teacher of the Year Nominations Set for January 18

Nominations for the 1985 Humane Education Teacher of the Year award must be received by January 18, 1985, in order to be considered by the selection committee. Eligible candidates include any classroom teacher currently teaching in kindergarten through twelfth grade who regularly makes humane education a part of his or her classroom activities. For further information, write NAAHE, Humane Education Teacher of the Year, Box 362, East Haddam, CT 06423.

Richard Chiger
Sam Chatin
Maria Morris
Barbara Davis
Sam Chattin
Barbara Davis
Sam Chattin
RESEARCH IN REVIEW

Differences Between Boys’ and Girls’ Attitudes Toward Animals

by Bill DeRosa

As human 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. How does a child’s sex affect his or her attitudes toward animals and animal welfare issues? Unfortunately, the research in this area is sketchy and limited, and it is difficult to make broad generalizations from the existing studies alone. Nevertheless, current research does suggest certain relationships between sex and attitudes toward animals.

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-three 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-three animals. The results are limited, and it is difficult to make broad generalizations from the existing studies alone. Nevertheless, current research does suggest certain relationships between sex and attitudes toward animals.

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 farm 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 demonstrated that 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 degrees 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 human 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 unfair to direct a particular lesson, or the other way. 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 to 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 in these cases. 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 students.

For citations, copies of any studies reported in or further information on any topics covered, contact Bill DeRosa at NAAHE, Box 352, East Haddam, CT 06423.

PARTIES WITH A PURPOSE

Classroom Parties That Teach About Animals

by Christine Donovan

You 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 conjunction with the party. Even a small glass of apple juice puts students in a festive mood and makes them feel special.
• Provide party favors whenever possible. Animal buttons can be fashioned out of construction paper. Or you can use felt-tip markers to write humane messages on balloons.
• Regardless of the class size, be sure your students are aware of any requirements for safety and the need to observe general safety rules.

For more information, suggestions, and classroom party ideas, write to the Connecticut Humane Education Network, 179 Pomfret St., Hartford, CT 06106.

Volunteers, animal control officers, or nature center staff members participate in the festivities.

Party Plans

September: The first few days of a school year can be a stressful time for students and their teachers. Help students relax and get to know one another (and you) by giving a Getting To Know You Reception. Write the names of animals on name tags. Give one to each student and wear one yourself. Provide animal books, dictionaries, and encyclopedias and have each student briefly research the animal on his or her name tag. Ask each child to write down three outstanding characteristics of the animal, to list the animal’s favorite foods and where it lives, and to think of at least one word that describes the animal in a positive way. For instance, students might describe a wolf as wise or a snake as graceful. Have the students write down the same type of information about themselves. Each student should also think of an adjective that describes himself or herself in a positive way. You may want to provide forms or work sheets to make this project easier. When the information has been compiled, have students take turns sharing their animal facts and description words. Don’t forget to include yourself in the sharing session. You may even want to go for a walk or have a picnic. With a little advanced preparation you may be able to provide snacks appropriate for the animals in your menagerie (dried fruit for the primates, sunflower seeds for the rodents, etc.) or you can make cookies in the shape of 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...
we provide a list of rules for the game. Then students can play the game by filling in the blank with their own words. After students complete their sentences, they can ask questions that require only yes or no answers. The correct guesses are announced, and the rest of the group is asked to guess the correct answer."

Children may not realize that some of our best animal friends are in danger of becoming extinct. Compile a list of their suggestions and have students compose a letter to state senators and representatives. Encourage legislators to support bills requiring animals in school science fairs, contests, classes, etc. Ask students 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 support bills requiring animals in school science fairs, contests, classes, etc. Ask students to come up with some alternatives to using animals in these areas.

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 Blondie comic strip around. For over 10,000 years, the domestic dog has played a part in human’s lives. Celebrate with a cake and all the traditional party trimmings. You can even whip up a peanut butter cake and use one candle for every year. (See if students can guess the total number of years indicated by the candles.)

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 students. Such messages might include: "Thank you for helping wildlife rehabilitation." "Or "Thank you for teaching me about animal-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 and let students make up a song using a well-known tune and his or her own words. Reproduce the lyrics to everyone’s songs and have a song fest.

February: Valentine’s Day is an ideal time of year to do something special for a local animal shelter. Have an I Have a Heart for Animals Party, invite someone from an animal shelter to speak to your class about how animals can help homeless animals—by volunteering at an animal shelter, helping stray animals, or keeping their own pets safe. Make heart-shaped buttons that say, "I have a heart for animals, I love being outside in all kinds of weather." At the housewarming, display the homes and see if students can guess what animal lives in each one. Ask volunteers to offer their own feelings about the different habitats. Ask students to vote 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’ve made, such as a painting, sculpture, or photograph, that will help people understand the plight of endangered animals. You may want to display the collection of student work in your community library. 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 (wolves and red (can) and snow, black-footed ferrets. Be prepared to assist the questions become more specific. Give students construction paper buttons that say “Surprise, the I’m an endangered species.” Ask students to correctly guess an animal’s identity.

Learning Is Fun

Not only are humane education parties fun to attend, they’re fun to plan, so let your imagination roll. You might want to include a class activity during the “ice breaker” time. You could plan a Backyard Bonfire with animals during the “ice breaker” time. You could plan a Backyard Bonfire with...
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 a 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 this important historical figure.

Halloween
Halloween traditions continue to mean a lot to many children and animals. In the late fifteenth century, Prince Ulad of Walachia went mad, executed 23,000 Turkish prisoners and then grimly displayed their heads outside his castle. Ulad’s father was Dracul, meaning “The Devil,” and Ulad became known as Dracul, or “Son of the Devil,” for his grisly deeds. The bat, associated with the blood-thirsty Dracula, is the frequent victim of fiction and TV shows. Bats play an important role in the ecology. Have students research what bats eat. What are bats eating in your area? Are there any bat colonies in your area? Students may write a story describing the lifestyle of bats.

National Poetry Day
Haiku, an ancient form of Japanese poetry, was 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 observation 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. Have students create drawings or paintings that suggest animal issues to spark students’ imaginations. What’s a Picture Worth? department and the photo on the inside front cover of this and past issues of HUMANE EDUCATION will provide helpful ideas for young haiku writers.

Veterans Day
Originally Veterans Day was observed on Armistice Day because it was the anniversary of the signing of the armistice in 1918 that ended World War I. In 1945 President Eisenhow observed 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 favorites throughout history. However, animals are still used by the armed forces today—in wound experiments. The Humane Society of the United States is one of a number of organizations working to stop these experiments. For more information, students may write to: The Humane Society of the United States, 2100 L Street, NW, Washington, DC 20037. The materials that veterans will receive will help to generate class expression of opinions on this subject. Following discussion, students who feel strongly about the issue may want to initiate a letter-writing activity directed at federal legislators asking them to stop these experiments. For a resource on helping students to write letters to senators and representatives, please see our article “Before It’s Too Late” in the June 1984 issue of HUMANE EDUCATION.

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 one has done for them recently for which they would like to say thank you. Next have each student imagine that he or she is an animal—either domestic or wild. Encourage each youngster 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... Thank you for...” For example: “I am a raccoon. Thank you for not making a pet of me.” “I am a fish. Thank you for not loving me as a pet.” When all the buttons have been completed, let each student take a turn using his button with the rest of the class and tell why it is important for 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, a person. Let each pair pick a button and silently act out the animal-social relationship stated on the button for the rest of the class to guess.

November
23 First Giant Panda Arrives in the US
21 Veterans Day
20 Thanksgiving
19 Birthday of Charles Schurz
18 Armistice Day
17 Birthday of Emily Dickinson
16 Expression of opinions
15 National Poetry Day
14 Saint Francis Day
13 October
31 October
25 November
22 November
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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 "we found homes for" 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 impulsive 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.

**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 by Ralston-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.