HUMANE EDUCATION
...beautiful things are not fearful in the innocent world because there one has curiosity instead of terror and a suppleness of mind that adjusts itself to the wonder of the unexpected as easily as the pupil of the eye to the fluctuations of light and dark.”

Yehudi Menuhin

Springtime wonders...a praying mantis, a toad, a garden snail. These are the living wonders of a child's world, each beautiful in its own way. Before our students lose their innocent sense of wonder, we can use humane education to stimulate their appreciation for the tiniest life, the most unusual creature. In doing so, we may even find we are able to recapture some of that childlike wonder we knew at their age.
In early November of last year, a coalition of eight of the largest animal welfare and animal rights groups in the United States issued a joint statement and press release expressing concern with Project WILD, a two-volume curriculum on wildlife being distributed to teachers by fish and wildlife agencies in more than thirty states. The statement, which was sent to the governors of all fifty states, identified a strong bias in the Project WILD materials in support of hunting, trapping, and the use of wild animals as "renewable resources," and expressed the coalition's opposition to the use of public funds to purchase, promote, and/or distribute the materials:

Although many of the activities contained in the Project WILD teaching guides are designed to create an understanding and appreciation for wildlife, the materials' explicit acceptance and support of sport hunting and commercial or recreational trapping as necessary or desirable tools for controlling or manipulating animal populations, represent strong biases which permeate much of the document and destroy its credibility as objective educational material.

The eight groups represented in the coalition were the American Humane Association (an Associate Sponsor of Project WILD), The American Society for the Prevention of Cruelty to Animals, the Animal Protection Institute, Fund For Animals, The Humane Society of the United States, the Massachusetts Society for the Prevention of Cruelty to Animals, People for Ethical Treatment of Animals, and the Wildlife Protection Institute.

The statement, which was sent to the developers of the materials; and as we go to press, the Project WILD steering committee has indicated a willingness to make revisions in the guides before they are reprinted this year. In the meantime, NAAHE has developed a packet of balancing information and activities for distribution to teachers who are currently using Project WILD guides; and humane organizations in a few states have been successful in persuading their fish and wildlife agencies to distribute these balancing packets. In addition, at least one state that has not yet begun distribution of Project WILD has agreed to postpone workshops and distribution until the materials have been revised and/or the controversy resolved.

The extent to which the Project WILD guides will be revised is not yet known. Many members of the animal welfare/rights community are skeptical about potential for change in those activities that support a need for "harvesting" wildlife, given that the sponsors of the project are agencies that derive their financial support from the sale of hunting, fishing, and trapping licenses. We will try to keep you posted on the revision of the materials. In the meantime, if you would like more information about the status of Project WILD in your state or for a copy of the complete Joint Position Statement, The HSUS Critique, or NAAHE's supplementary balancing materials, write to us at NAAHE, Box 362, East Haddam, CT 06423.

—Susan R. Long

by Willow Soltow

"Can you make it over that log?" "Watch out!"

"Hold on to your shell, turtle, here comes the obstacle course!"

Is it a footrace? a fifty-yard dash? No, it's a Turtle Trot! Only—the participants aren't real turtles. They're youngsters visiting the Staten Island Zoo for its special Zoo Olympics day. Each year for the past five years, the Staten Island Zoo has designated one Saturday as Zoo Olympics day. A number of activities are planned to give youngsters and their families a chance to "think like the animals." Children have the opportunity to travel a mock turtle obstacle course while wearing a cardboard turtle "shell," build their own human-sized bird nest, or use their sense of smell to identify foods the way an animal might do.

"The idea for our first Zoo Olympics originated when we were looking for some special way to celebrate the 1980
In order to achieve these goals, the following five events included in this year’s program focused on the kinds of animals that suburban children might see on a day or night.

**Bird Nest Basics** gave youngsters an opportunity to enjoy “being” a bird and building a nest. After choosing partners, the children built their own-sized nests out of human-sized materials. “Having the children work with materials on a human scale allowed for greater appreciation of what a bird really accomplishes in nest building,” explains Susan. She goes on to add, “We scavenged at local shops and businesses for packing materials—long cardboard tubes; sheets of one-half inch Styrofoam; wide strips of ribbon. We chose nothing smaller than one foot square. The emphasis was on how much work it is for a bird to make so many trips to collect nesting materials, rather than on a competition for the ‘best’ or ‘neatest’ nest.”

For the **Possum Picnic**, different, familiar items with strong, recognizable odors were put into containers for youngsters to smell, rather than see, in order to identify. The smelly items were placed in plastic garbage bags and battered trash cans, smaller than one foot square. The emphasis was on how much work is involved in identifying objects, especially if the youngsters are not familiar with odors. The smelly items were represented by coffee grounds, two kinds of coffee, soda pop, and some items familiar to children. The children were able to choose whatever distance they wanted to be from the center circle and then see how many jumps, or “frog leaps,” it took to reach the safety of the pond. “In the past,” Susan explains, “we used a premeasured mat and had children record their best and longest frog leaps. This year, we tried something different—the pond represented by concentric half-circles. We found it less monotonous, and the kids seemed to enjoy it more. It was also more effective in conveying the real concerns of a frog in escaping predators.”

The **Turtle Trot** represented the most preparation as far as materials were concerned. Different-sized cardboard boxes were obtained, and the flaps on the open end cut off. The boxes were turned upside down and the neck hole was cut in each. Then the boxes were painted green. Students were instructed to pick a “turtle” shell of their own size and, while wearing it, travel on hands and knees over a log, through a forest made of traffic cones topped with pine branches, and under a “pond” made of a parachute. Students “swam” under the parachute held rippling two to three feet off the ground by volunteers and parents. “This was probably our most popular event,” observes Susan. “As soon as youngsters finished this one, they were right back at the starting line to try it again.”

The **Raccoon Dash** provided a surprisingly challenging activity in which children and adults enjoyed identifying objects by touch alone. Yet, unlike the related “sensory box” activity in which children “cannot see what they are putting their hands into, the Raccoon Dash is easy to see and nonthreatening. Each participant receives a dishpan of Styrofoam “peanuts” in which five real peanuts are also included. With eyes closed, participants feel for the real ones. “In this activity, the children surpassed the adults in searching for the peanuts,” says Susan. She adds, “We’re always adapting this activity for their own needs because it’s easy to blow deep dishpans so the Styrofoam pieces will not blow away in a heavy wind. A receptacle for real peanut shells is also helpful.”

An **Answer to Spring Fever**

As spring rolls around, many schools and youth groups plan field day events to encourage physical fitness and provide a refreshing change from students’ day-in-day-out routine. Blending recreation with education can produce a useful teaching tool—particularly during these months when students are eager to be up and outdoors. In addition, humane societies are always on the lookout for interesting, new activities for their summer campaigns and open house events. The above activities, when combined with educator guidance, can be used to stimulate further thinking, reading, and the study of animals—or just to have fun. You might want to plan your own Animal Olympics and use class discussion and research projects to enhance the learning aspect of this recreational event.

Although Susan describes her program as “labor-intensive” with respect to the planning and preparation stages, the actual events themselves are easy, fun, and rewarding for participants and coaches alike.

If you are thinking of planning your own Animal Olympics, Susan makes the following suggestions:

1. **Start planning specific events well in advance.** “It’s important to allow plenty of time to organize helpers and materials,” she advises.

2. **Plan both active (physical) and quiet (sensory) activities to accommodate a range of abilities and to provide variation between motor skills and mental concentration.**

3. **If you choose to design your own activities, be sure to include ones that relate to specific concepts about animals and that also have meaning for the human participants. Concepts relating to animal senses and abilities seem to be better grasped by youngsters than, say, general animal facts.**

4. **Plan activities to fit the space you have to work with.** “Don’t spread things out too far; anticipate how much room you’ll need for onlookers and participants waiting in line,” suggests Susan. Be sure to plan for inclement weather—a rain date or an indoor site are a must.

5. **Keep your activities simple, fun, easy-to-understand, and noncompetitive to facilitate learning and appreciation. State instructions clearly and concisely. “We always test our instructions and the events themselves before it’s too late to make improvements,” Susan points out.**

An Animal Olympics day combines outdoor recreation with fun learning experiences. You might want to adapt the activities outlined here to accommodate large numbers of participants for a field day event. Or try one or two activities with a smaller group of youngsters as a recess time treat. Whether you use the activities exactly as they were devised by Susan Long and the Staten Island Zoo or adapt these activities to your own needs, you’ll find that an Animal Olympics day will provide plenty of fun and learning for everyone involved.

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Five “events” are chosen each year, with some being revised from previous years. “We’ve always planned a variety of activities,” explains Susan. “Some are physically active. Others are sedentary, sensory activities. All activities are designed to provide an insight into animal needs and behavior, to be noncompetitive, to appeal to all ages, and to be fun,” she adds.

**A Day for Families**

“The kids and their parents really enjoy the events,” observes Susan. “The youngsters invariably repeat the activities as many times as they can. Usually, a family will visit and participate in each activity once, then they go around and try nearly everything again, sometimes repeating their favorites over and over.”

In some cases, adults participate along with their children, providing added encouragement to youngsters. Even the parents who don’t try the activities themselves show a high degree of interest and actively coach their children. “This is very satisfying to us,” comments Susan, “because it gets adults out of the passive stand-back-with-arms-folded mode of behavior so typical of many family outings.” By contrast, the Zoo provides an informal learning situation that families can share and discuss.

To reinforce the learning aspect and provide a souvenir of the day’s activities, the zoo staff chose this theme in order to allow visitors to learn more about animals encountered in their own suburban neighborhoods and in and around Staten Island. Susan explains, “Our goals in designing the program were to promote awareness of wildlife, wild animal behavior, habitats, and survival needs, as well as to encourage positive attitudes that support decisions and actions beneficial to animals.”

**Fun, Facts, and Recreation**

This past year’s Zoo Olympics featured activities based on the theme native animals. The zoo staff chose this theme in response to a need that it perceived on the part of many zoo visitors to learn more about animals encountered in their own suburban neighborhoods and in and around Staten Island. Susan explains, “Our goals in designing the program were to promote awareness of wildlife, wild animal behavior, habitats, and survival needs, as well as to encourage positive attitudes that support decisions and actions beneficial to animals.”

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**HUMANE EDUCATION / MARCH 1985**
During the past several years, NAAHE has focused a great deal of attention on two themes: (1) the need for critical, on-going education into the school curriculum and (2) the need for evaluation of humane education methods, materials, and approaches. Late in 1981, we had the opportunity to bring these two themes together within our programming. When the decision was made to launch a major research project designed to evaluate a curriculum-blended approach to humane education, after three years of planning, instrument development, testing, and data analysis, the results of the study finally began to come in late last fall. As we anticipated, the findings are mixed and the need for evaluation has been the lack of reliable instruments, especially for measuring attitudes and behavior. We hoped that by developing versatile instruments and making these available to other educators and animal welfare groups, humane educators would be more willing to incorporate evaluation into their own programs.

In the spring of 1982, Phase I of the project—the development of the testing instruments—was begun, using teachers and students in the Logan, Ogden, and Weber county school systems in northern Utah. The tests were completed in late summer of the same year, and plans were made to begin Phase II—testing and use of the guide—in Utah in the fall. Unfortunately, however, public controversy by the Utah Farm Bureau concerning the curriculum guide forced a temporary suspension of the project. New schools were recruited in California and Connecticut, and Phase II was begun.

Project Design and Methodology
Perhaps our foremost concern in designing the evaluation project was to ensure that it is realistic. Many evaluations of educational techniques and materials take place under highly controlled conditions in which students are force-fed materials in intensive doses. It was our desire, however, to evaluate a curriculum-blended approach, using the NAAHE curriculum guide, under natural conditions—conditions in which teachers would be able to use the guides more or less as they wished. Under the WIRE plan, teachers were required to do only twenty activities from the guide (fifteen specified and five of their own choosing) over the entire 1983-84 school year. In research terminology this constituted a "weak intervention," or "weak treatment," a factor that usually makes producing recognizable changes in knowledge, attitudes, and projected behavior difficult. But since our objective was not to prove that our approach and materials worked but to find out how they worked, it made sense to evaluate them as they might be applied during a typical school year by teachers with many other curriculum requirements to meet. The realistic approach was also reflected in other aspects of the project design and methodology. Since it is likely that most teachers who use humane education materials receive little instruction on how to use them, we decided to keep training to a minimum. Their training consisted of an hour-long session during which the curriculum guide was introduced and briefly described.

During the sessions, teachers were asked to keep diaries of the activities they completed over the course of the year and to record the time spent on each activity. The realistic evaluation approach was also reflected in the composition of the study sample. The sample, which included more than 1,800 kindergarten through sixth-grade students, was distributed throughout rural, suburban, and urban areas of California and Connecticut. The ethnic composition of the group, though predominantly Caucasian, included high percentages of black, Hispanic, and oriental children as well.

Testing
In order to meet the objectives of the project, tests were needed that would measure children's knowledge about animals, (2) children's attitudes toward animals, (3) humane education materials' effectiveness in children's attitudes toward animals, (4) the transfer or generalization to other humans of children's attitudes toward animals. We also needed instruments to survey teacher and parent attitudes and to record background information about the children. To accomplish these aims, we also reflected in the composition of the study sample. The sample, which included more than 1,800 kindergarten through sixth-grade students, was distributed throughout rural, suburban, and urban areas of California and Connecticut. The ethnic composition of the group, though predominantly Caucasian, included high percentages of black, Hispanic, and oriental children as well.

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In order to test how children might behave around animals, students were asked to respond to a series of hypothetical situations like the one pictured here.

(AS) aimed at gauging students' attitudes toward animals and animal welfare issues; (4) a Situational Test of Humane Responses (SIT), which presented child-animal conflicts or dilemmas described in either picture or story form; (5) an Attitude Transfer Scale (ATS) developed to measure child-to-child compassion and kindness; and (6) a Modified Aggression Scale (AGS), which presented children with several everyday social dilemmas and asked the students what they would do in each case; and (7) a survey to measure humane attitudes of the students' parents and teachers. Several different versions or levels of the tests were developed in order to accommodate the various grades being tested.

The test instruments were administered within the context of a pretest-posttest-control-experimental-research design study. All students were first given the tests in the fall of 1983 prior to any exposure to the activities in the curriculum guide. Following this pretest, students in the experimental group received the treatment, i.e., humane education as described in the activities in the curriculum guide. At the second- through sixth-grade levels, experimental group children displayed more humane responses following the treatment than the control group children who did not receive the treatment, but once again this result was not statistically significant. The attitude tests also showed that at the third- through sixth-grade levels, girls generally displayed more humane attitudes than did boys.

In the Situational Test of Humane Responses, children were asked what they would do if a certain situation occurred. The scores of the SIT indicated that kindergarten children were less humane in their responses to situations involving child-animal dilemmas than were first-, second-, and third-grade children. The kindergarten, first-, and third-grade children in the experimental group displayed more humane responses than their counterparts in the control group, but the difference was not statistically significant. At the higher grade levels, children in the experimental group displayed significantly more humane responses than children in the control classrooms.

The next two instruments, the Attitude Transfer Scale and the Modified Aggression Scale, were also given to experimental group children. The Modified Aggression Scale, which measured aggression toward animals, would provide an opportunity to transfer or generalize the results. The Attitude Transfer Scale, which assessed children's kindness and compassion toward other children, displayed a similar pattern at all grade levels demonstrated positive changes from pretest to post test, while the students in the control group exhibited little or no improvement. Here again, however, the improvement shown by the experimental group was not enough to be statistically significant.

Finally, the results of the Modified Aggression Scale surprisingly indicated that the students who had received instruction from the guide scored more aggressively than did the students in the control group. Boys also scored more aggressively than did girls. Within the area of aggression, NAAHE and the WIRE research team will be analyzing the remaining data from the evaluation project. The impact of variables such as age, grade level, and sex, parent and teacher attitudes, and prior experience with animals has yet to be identified. In addition, an internal analysis of results of specific test items has yet to be done. Further results may shed light on or contradict some of the preliminary findings.

Despite the mixed and somewhat limited early results, however, there is good reason to be encouraged by the study. True, the use of the curriculum guide did not produce statistically significant results on every test at every grade level. But this is not a disappointing result if we remember that the twenty activities from the guide taught by the experimental group teachers constituted a very thin intervention, or weak treatment. Numerous evaluation studies in which curriculum materials were used every day for an entire school year have failed to show significant changes in learner outcomes. In this context it is encouraging that the curriculum guide activities and approach had such a significant effect on knowledge, attitudes, and projected behavior at the kindergarten and first-grade levels and a lesser but nevertheless significantly positive impact at the grade levels beyond. Moreover, it appears from the preliminary data that there is a clear trend toward overall positive shifts in test results as the time spent by teachers on each activity increases.

If early learning trends are reinforced, the findings may suggest some kind of special significance for humane education at the early grades. However, further research projects such as this can only point to trends; the why's must be looked at in future studies. Are young children more receptive to humane education than adults? Is this an age in which national developmental facilitators enable children to recognize the needs of others or are growing rapidly anyway? Are early childhood teachers better prepared to teach the literature on empathy to students and to help them understand that there is a difference between loving and feeling good about an animal as a pet or using animals for food, clothing, or entertainment? Are teachers trained to teach students to make decisions that are not necessarily advantageous to students? Is there a relationship between the humane attitudes of children and their general level of aggression? Are the activities at upper levels of the curriculum guide more appropriate for the developmental level of the students than those at the lower levels? These and other questions remain to be answered.

NAAHE has plans to continue its work in trying to determine the most effective humane education methods and strategies. Although this project is only a first step, it provides us with the largest body of knowledge to date on children's knowledge of and attitudes toward animals and the impact of humane education on that knowledge and those attitudes. We believe that the implications of the project for humane educators and researchers will be far-reaching in terms of the future direction of both humane education programming and evaluation.

For more information about NAAHE's Humane Education Evaluation Project, contact Bill DePace, NAAHE Research Associate, Box 362, East Haddam, CT 06423.

You can teach about animals without harming them... by following the guidelines presented in NAAHE's new biology brochure for science teachers!

Rejecting the need for dissection and invasive experiments on animals in the biology classroom can be ethically opposed to dissecting or experiment on animals is also available. Ask for the teacher's biology brochure or the student's biology brochure. One copy of each is available on request. Please send a self-addressed, stamped envelope. Price quantities are as follows:

50 copies $4 100 copies $7 500 copies $25

Write to: NAAHE, Box 362, East Haddam, CT 06423
CAREERS WORKING WITH ANIMALS

by Willow Soltow

What do you want to be when you grow up? This is a question adults have probably been asking young people since civilization began. Of course, when we ask it, we seldom expect young people to know for sure what job they would like to pursue as adults. But we cannot begin too early to help them learn about the many career possibilities that will one day be available to them.

For many of us, employment provides more than income. Pursuing a specific career is often a means by which we take action on the issues that are meaningful to us. It can be the basis for an entire lifestyle.

Animals and animal-related problems have an impact on nearly every community. Many different community helpers are involved in animal care occupations. Educating students about the careers that help animals and that help to solve animal problems can be an important addition to almost any social studies curriculum.

As humane educators, we encourage students to be receptive to ideas and values that benefit animals. We help youngsters develop respect for all that lives. We can, through a unit on animal-related careers, also help young people to learn that the future may hold career opportunities for them that are directly related to these values and beliefs.

Although the careers that your students will investigate in this unit may not necessarily guarantee wealth, prestige, or fame, they offer personal rewards that are meaningful to the people who pursue them.

The World of Work

Begin your unit on animal-related careers and community services by having students identify some of the reasons people choose the work they do. Have students take a poll of at least five of their adult friends, neighbors, teachers, and relatives. Have them ask each person what kind of work he or she does, what makes his or her job rewarding, and how the job benefits others in the community. After students have taken the poll, have them, as a class, compare and tabulate the answers they received. Then have them discuss: What are some of the rewards (i.e., income, prestige, fulfillment of a personal goal or commitment) to consider in choosing a career? Point out that different people have different needs. What one person may find fulfilling might not meet another’s needs. How does this benefit the community overall?

Animal-Related Careers

Next, have students identify some careers that involve animals. List these careers on the chalkboard. Many children think of animal-related careers as being limited to jobs at animal hospitals or zoos. Point out that many occupations involving animals can be found at other facilities in the community. Some of these facilities include humane societies, animal shelters, wildlife sanctuaries, nature centers, private kennels, and more. There are jobs in education, animal care, management, public relations, animal obedience or training, animal control, and many other fields relating to animals.

Encourage students to think of as many animal careers as possible and list each one. Then have students discuss: Which of the listed careers help animals? Which help people? Which do both?

Finally, challenge students to think of traditionally non-animal-oriented careers that may have a special focus on animals. For instance, a lawyer who prosecutes people who harm animals or who does litigation for an animal rights organization. Other examples include a clerical worker at a shelter or animal hospital, a classroom teacher who focuses on humane education, a writer or artist who tries to make people more aware of the plight of animals through his or her work.

If your class receives Kind News, you can use the articles in the March 1985 issue to provide background information for your students on various animal-related careers. Some of the careers covered in this issue of Kind News include: humane educator, animal caretaker, investigator, veterinarian, lawyer for animal welfare, wildlife rehabilitator, and volunteer worker for animals.

Although volunteering does not strictly constitute a career, you may want to remind students that volunteering, like
pursuing a career, can be a meaningful and constructive lifetime pursuit—one that benefits the individual worker as well as the community in which he or she lives. Volunteering can also have an added benefit in preparing an individual for a work career. How can you find out what kinds of careers are available? If your class does not receive \textit{Humane News}, you may want to invite people from your school or local humane society to give a class presentation on their specific work and how they got to these positions. To learn more about careers in various fields related to animals, you may want to consult books from the local library or write to the American Humane Association for a copy of the career book referenced at the end of this article.

To get the most out of a class visit to the local humane society or animal shelter, please see our article from the June 1982 issue of \textit{Humane Education}, “A Visit to the Animal Shelter.” Did each group have career awareness of careers that provide animal care. You might have had the class visit a local animal hospital, animal shelter, nature center, kennel, or zoo. (For further suggestions on getting the most out of a class visit to the local humane society or animal shelter, please see our article from the June 1982 issue of \textit{Humane Education}, “A Visit to the Animal Shelter.”)

A visit to the local shelter will give students a chance to see firsthand the many jobs performed there. Depending upon the size of your local animal shelter, there may be a number of different career opportunities: animal caretaker or kennel attendant; humane officer or investigator; veterinarian; veterinary technician; public relations specialist, public relations specialist; veterinarian; clerical worker; and other administrative personnel.

Jobs in animal care can overlap among different facilities. For instance, an animal hospital may have many of the same jobs performed there as a local animal shelter. As a result, jobs may have career opportunities for animal caretakers, veterinarians, veterinary technicians, public relations specialists, clerical workers, and other administrative staff.

Animals may be brought to your local animal shelter. For instance, students may have taken notes on the different jobs that they see being performed by employees who work at the local animal shelter. Have they discussed: What jobs did they see performed? Which might require on-the-job training? Which might require more formal education? Which jobs might be found to overlap with career positions at other kinds of animal care facilities? By now your students have had the opportunity to learn more about different kinds of careers that are available to them. Depending upon the size of your local animal shelter, there may be a number of different career opportunities: animal caretaker or kennel attendant; humane officer or investigator; veterinarian; veterinary technician; public relations specialist, public relations specialist; veterinarian; clerical worker; and other administrative personnel.

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Making Choices

Making well-informed choices about the kind of career to follow is part of career awareness. Although factual information about careers is important, learning to exercise critical-thinking and decision-making skills with regard to potential job opportunities encourages responsible career choices.

Have the class make a list of what students feel are the five most rewarding or interesting animal-related careers that they have learned about during their studies. Then divide the class into five groups, one to represent each career. Pass out a copy of the “Making Choices” copy master that follows this article to each of the groups. Have the students within each group conduct a brainstorming session on the positive and negative aspects associated with their career. Let each group select one student to record the group's answers on the copy master sheet. At the end of the activity, have groups share their findings regarding each career.

The following questions will help you to assist groups that have trouble getting started: What kind of work are you involved in? What benefits the individual worker as well as the community in which he or she lives. Volunteering can also have an added benefit in preparing an individual for a work career.

Animals and People Who Help Them

After the class shares information on the positive and negative aspects of animal careers, have students complete the following writing exercise to give them a broader base for understanding the implications of working with animals.

Write these animals down on the chalkboard: a lot dog, a stray, homeless cat; an injured raccoon; a pet horse. Is it ill; a pet dog that has not been spayed; a captured frog brought to school in a jar.

Have students match each animal description with the name of an animal career professional who could help it. For example, students might match a lost dog with the animal control officer; an injured raccoon with a veterinarian; or a captured frog with a humane educator who would see that the frog was returned to its natural habitat.

Next to the name of each animal, write the name of the animal career professional whom students select. After all of the matches have been listed on the chalkboard, have each student choose one animal-career-person match and write about the animal's experience of being helped by this person. Encourage youngsters to use their imagination in identifying with and writing about their animal. What new sights and smells might the animal experience as a result of its handling by the person? How might new sights and smells affect the animal? What fears might it have? What people, in addition to the medical staff, might help the animal care? Also be likely to encounter: Have students share their finished animal stories with the rest of the class.

The Big Search

You can use the following role-play activity to give students a feeling for what it might be like to apply for a real job helping animals. Even though volunteering a career is only half the battle—applying for and getting a job requires much patience and hard work.

First, have students organize into pairs. Assign an animal-related career to each pair. Have one student in each pair take on the role of interviewer, and the other that of job applicant. Have each interviewer list questions to ask the applicant in order to see if he or she is qualified for the job. Have the interviewers consider: What duties are involved in this job? What kind of educational background might an applicant need to have? What sort of attitude toward animals would be required? Have students make lists of their own, outlining their imaginary qualify for the job. Have them make up the kind of educational background and job history that they feel will best represent an applicant at that job. At this point, you may want to review students' questions and qualifications before allowing them to conduct their role-play interviews.

Following the interviews, have students share their feelings about the role-play experience. In each case, did the applicant "qualify" for the job? Why or why not? Discuss: Why is it especially important to be honest with an interviewer about personal interests and qualifications? What might happen if you accepted a job for which you were not qualified? In which you lacked sincere interest.

Humane Education and Career Awareness

Encouraging students to develop appreciation and respect for all animals is one of the objectives of humane education programming. Equally important is the need to provide students with an outlet for expressing their human values. When we teach youngsters about career possibilities in animal care, we offer them insights into how they may one day act upon their feelings of commitment to and respect for all that lives.\textit{Humane News,} December 1985.

\textbf{Books}


\textbf{Films}

In addition to the films listed below, please see our \textit{Humane Education Film Reviews} also in this issue.

\textit{Animals Can Bite.} 16mm film, twelve minutes, color and sound. Pyramid Films, P.O. Box 1048, Santa Monica, CA 90406.

\textit{Belong in a Zoo.} 16mm film, twenty minutes, color and sound. FilmFair Communications, 1606 Ventura Boulevard, P.O. Box 1728, Studio City, CA 91604.

\textit{Working With Animals.} 16mm film, color and sound. FilmCorp, 16447 North Meacham Road, Schaumburg, IL 60193.

\textbf{Reviews also in this issue.}

\textbf{The Covenant.} 16mm film, twenty minutes, color and sound. The American Veterinary Medical Association, 1974.

\textbf{The Episcopal diocese of Toronto.} 16mm film, twenty minutes, color and sound. The Episcopal Diocese of Toronto.

\textbf{The Environmentalist.} 16mm film, twelve minutes, color and sound. The Environmentalist, 1976.

What's My Line?

Match each of the following animal–related career workers with the best description.

- veterinarian
- naturalist
- lawyer for animal welfare
- wildlife rehabilitator
- humane society volunteer
- humane educator
- wildlife artist
- animal caretaker
- shelter manager
- animal control officer

1. I work for my town government. I enforce leash laws and other laws that deal with animals. I bring stray pets back to the shelter. I am the _______.

2. People who have my job may work at an animal shelter. Or they may work at a zoo or an animal hospital. I feed and groom animals. I clean their cages. I make sure there are enough supplies on hand to care for the animals. I am the _______.

3. I teach people (especially students) about taking care of all kinds of pets and wild animals. Sometimes people who have my job teach in schools. Sometimes they teach at animal shelters. I am the _______.

4. I rescue injured and sick wildlife. I try to make wild animals well again so that I can set them free. I am the _______.

5. I am an animal doctor. I take care of sick pets and other animals. I am the _______.

6. I work in the courts to protect the rights of animals. I am the _______.

7. I work at the animal shelter, but I am not paid to work there. I may groom pets. I may answer telephones. I do jobs that the regular workers do not have time to do. I am the _______.

8. I make drawings and paintings that help people appreciate animals. I am the _______.

9. I oversee all the workers at the animal shelter. I see to it that the shelter has enough money to continue its programs. I am the _______.

10. I work at a nature center. I teach people about wild animals. Sometimes I visit schools, where I teach students about wildlife. I am the _______.

Making Choices

1. Write the name of your career here. _______________

2. List the duties involved in this career.

3. Below, under **positive**, list the things about this career that might be enjoyable. Under **negative**, list the things that may not be enjoyable.

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4. Tell how your career helps animals.

5. Tell why you would or would not want to pursue this career.
HAP PENINGS

KRILL IS A WHALE OF A GAME

Science games can provide an effective means for stimulating student interest and encouraging group participation. "Krill" is one of a number of science card games offered by Ampersand Press. Designed to build appreciation of the problems encountered by whales and other animals of the Antarctic Ocean, Krill is appropriate for youngsters in middle school and above. It is centered by whales and other animals of the Antarctic Ocean, Krill is appropriate for youngsters in middle school and above. It is centered by whales and other animals of the Antarctic Ocean, Krill is appropriate for youngsters in middle school and above. It is centered by whales and other animals of the Antarctic Ocean, Krill is appropriate for youngsters in middle school and above. It is centered by whales and other animals of the Antarctic Ocean, Krill is appropriate for youngsters in middle school and above. 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HAPPENINGS

story coloring book titled Lewis and Clark’s Great Adventure. Written by Glenda Schaffer and illustrated by Donna S. Noack, the story is told from the viewpoint of the dog that accompanied Lewis and Clark on their famous expedition. The twenty-four page book includes numerous full-page pictures to color and emphasizes concern for all animals, including endangered species. Lewis and Clark’s Great Adventure may be used by humane educators teaching about appreciation for all animals or by classroom teachers who wish to focus on endangered species and American history.

To order a copy, send $2 to the St. Charles Humane Society, P.O. Box 5, St. Charles, MO 63302.

BAS SLIDE SHOW AVAILABLE

Bats are among the most maligned animals—and yet are also among the most beneficial to humans and to the environment. Many species of bats are threatened as a result of human interference and ignorance. To address this problem, Bat Conservation International (BCI) is offering a sound-slide program titled Saving America’s Bats. The program includes forty-nine slides by Dr. Merlin Tuttle, bat expert, and a nineteen-minute cassette tape. All proceeds from the sale of the slide show support bat conservation. The program may be ordered for $35 for nonmembers of BCI (or $35 for members) from Bat Conservation International, c/o Milwaukee Public Museum, Milwaukee, WI 53233.

SCIENCE KITS FOCUS ON ANIMALS

Educators of primary students who want to blend humane education with scientific facts will want to know about the Come With Me Science Series. Each set in the series integrates science into other curriculum areas like reading, math, spelling, art, and language arts for very young students. The sets cover such topics as Insects, Sea Animals, Birds, Mammals of the Woods, Spiders, etc. Each set includes a collection of kid-friendly, hand-drawn animal story pictures plus stories, a matching game picture, and a teacher’s guide. Many of the sets also include an audioscette tape that uses music as a reinforcement for learning and remembering science facts. The cost of a complete set is $13.50, but individual parts of the sets are sold separately. The Come With Me Science Series catalog includes many other educational science materials for kindergarten through sixth grade.

For a catalog write to Come With Me Science Series, S/S Publishing Company, 4521 Holiday Hill Court, Shingle Springs, CA 95682.

DOG CHART FUND RAISER OFFERED

The Gaines Guide to America’s Dogs wall chart has been revised and is now available, announces the Gaines Dog Care Center. Full-color illustrations of 135 breeds are shown on the new 25 x 38 inch chart. The chart also contains breed data such as average height and weight, color, and origin under each illustration. Folded copies can be obtained for $1.50 each, and rolled copies suitable for framing are available for $2.50 each. Humane societies and animal welfare organizations interested in obtaining the charts in quantity for resale at fund-raising events should write for special bulk rates to the Gaines Dog Care Center, 250 North White Street, White Plains, NY 10625.

COLORING BOOKS PROMOTE INSECT AWARENESS

Readily accessible, insects can provide younger students with subjectives for observation. What’s more, insects are fascinating animals—as children will soon learn when they tackle the pages of Coloring Fun With Insects. From the cicada to the walkingstick to the dragonfly, the forty-eight page coloring book illustrates forty-eight insects with one or two lines of text describing each. A coloring key is included so students can color the insects as they appear in nature. With proper guidance, Coloring Fun With Insects can help young students overcome a few fears related to insects. Use the sets all around them. Order for $3 per book from the Entomological Society of America, 4603 Calvert Road, College Park, MD 20748.

Do you have ideas and materials belonging to Happenings? If so, send them to us. Send sample materials, information, and, when available, black-and-white photographs to Happenings, HUMANE EDUCATION, Box 362, East Hartford, CT 06103.

Special Children, Special Teachers: Blending Humane Education with Special Education

by Patty Finch

• Proudly, the class stands at the Town Hall ceremony. The students are presenting a copy of the four-page flyer they developed on how to find a missing pet.
• Two children sit huddled over their papers busily writing. They are developing articles to send to the Finnish Humane Society children’s newsletter in Helsinki, Finland.
• Last year, a boy’s sole interest in school was “squishing bugs.” Recently, at recess, he was overheard explaining to other children how to replace worms in their natural environment.
• Two students, thanks to classroom lessons and experiences, were able to obtain summer positions as veterinary assistants.

These are special children. They’ve been made fun of by the neighborhood kids. They’ve failed repeatedly in school. Sometimes they’re rather be thought of as “bad” than “dumb,” so they act accordingly. These are special education students. Luckily, they have very special teachers—teachers who have made humane education an integral part of their curriculum.

An Agent for Change

Kathie Pontikes, a doctoral candidate, is in her sixth year of teaching learning-disabled/behavior-disordered children. Her students range in age from seven to ten years. Kathie team teaches with Ken Solomon so that students may experience a more normal class size while benefiting from lots of teacher-student interaction. Kathie sees humane education as a natural for all children but especially appealing to her students at The Miriam School in Webster Groves, Missouri.

“Those kids have been the underdogs all their lives. They can relate to animals who are threatened with extinction,” observes Kathie. “They know what it’s like to be misunderstood and devalued. The suffering of animals gives these kids a cause. For once, the children can be giving help instead of receiving it. That boosts their self-confidence and helps animals.”

Humane education is a natural not only for the children but for Kathie as well. A member of numerous local and national animal welfare groups, she is a presenter for a local speaker’s bureau concerned with treatment of animals.

Kathie explains, “At first, when I began teaching a humane lesson in my classroom every week, people thought, ‘Oh, that’s just her. That’s her personal crusade.’ The other teachers didn’t see themselves getting involved at all.” Kathie, however, always invited other classes to join hers for special events. When personnel from a local raptor sanctuary brought a golden eagle and barn owl to her class, all the other classes were there as well. Now, of the nine other teachers at the school, four have followed Kathie’s example of adding a classroom pet, and all use some portion of the humane education materials.

“ar the teachers saw it was not just my crusade, but a neat way to teach respect for all life,” Kathie explains. “I don’t just teach about animals but about what’s happening to animals. For example, I bring in a steel-jaw leghold trap for the kids to examine. They become very vocal about protecting animals’ rights, even if it’s a small beetle or worm. Two of my students even wrote articles for a humane newsletter in Finland. I really feel that these children will have an impact upon our world as they come into adulthood. They are future crusaders in a very important cause.”

Opening New Worlds

Mary Thompson is a teacher of educable mentally retarded children at the Skills Center in North Little Rock, Arkansas.

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She teaches a four-week unit for eighth- and ninth-grade students, using the Skills Center through the Skills Center. The students spend half a day in Mary's class. The rest of the day is spent at their junior/senior high school or at a job experience in the community.

Mary's classroom is a self-contained classroom of ten children. Mary focuses on three areas: the basics of plant life and care; ceramics and pottery; and animal care.

Being able to teach an animal care unit has been a long-standing goal for Mary. For several years in various states, Mary had tried to introduce humane education. “The principals didn’t understand the potential of humane education,” she remarks. “They just thought, ‘Isn’t that nice? She wants to put a pet in the classroom.’” But, of course, humane education is not simply a pet in the classroom. Fortunately, at the Skills Center, Mary found herself receptive to the “animal careers job station.” Even the janitor now bufffs the floors with Mary’s classroom cockatiel perched on his shoulder.

To Mary, it seemed especially important to bring humane education to children in her current situation. She explains, “Most of my students live in federal Model projects and they are families. Pets are not allowed in the projects, and pet food can’t be purchased with food stamps. Many of my students have never been exposed to anything to love.”

Mary has two main goals in teaching humane education. One is to help children learn work skills and the ability to cooperate with each other. The other is to convey humane attitudes to students: “I plant seeds,” says Mary, “not only about animal care but also about current issues such as protecting endangered animals and trapping.”

For Mary, an active member of the Arkansas Human Education Association, humane education is very rewarding both personally and professionally. “I just love to come to work. I observe children; I feel as if I’ve reached some pretty unreachable kids; and that means so much, doesn’t it? My supervisor said she is thrilled with what I’m doing. But it’s working with the kids that makes it all worthwhile.”

Centering on Human Education Explaining a philosophy of centering disabled children at Cicero School in Cicero, Illinois. Here is a self-contained classroom of ten children.

This is the first year one of the students who receives a project is a learning disabled child at Cicero School in Cicero, Illinois. Her is a self-contained classroom of ten children.

Consequently, the CHERISH program is referred to as reverse mainstreaming.) The CHERISH program is now in its fourth year of operation and is available district-wide for special education students. In using the CHERISH guide, Diane is able to meet the established objectives of the self-contained classroom, while using humane education lessons as the vehicle. For example, a lesson on multiplication also became a lesson on the shocking number of babies one cat and all of her cumulative female offspring can produce in three years if the cats are not spayed. To find such a lesson, Diane simply uses the CHERISH index to look up the skill she wants to teach. The index directs her to an activity that teaches not only like Diane, wrote her own curriculum guide, with an emphasis on humane education. “All I used to write it was blank paper,” she explains, “so I take credit for nothing.”

Despite Mary’s modest claims, the writing of her own curriculum guide enabled modifying existing materials to stress concrete experiences at a slower pace with less regard for a marked academic achievement by the students. Mary also found that sometimes she had to modify her activities to accommodate the abilities of the students. She adapted center on preparation for a career in animal care. Her project could be expanded to cover the needs of her students to be able to work for a veterinarian this past summer!

Little Mary, Kathie Pontikes finds she must make adaptations for her students when using materials that were not specifically designed for special education students. She, too, slows the pace and breaks the units into small segments. Oral instructions are given in very small pieces. Constant reinforcement and review are necessary for retention of concepts.

Diane Wiet has discovered that one adaptation is not necessary when using humane education materials in her classroom: the lesson is already intrinsically motivating as is. Diane explains, “You are building on the children’s interest in pets. The lesson is already intrinsically motivating as is.” This usually means that no changes are necessary to pique student interest.

Adaptations, however, are necessary for students who have learning disabilities. Diane uses a tape recorder to reproduce some of the reading and writing that might normally be required of students. And the CHERISH program, as designed by Diane and her fellow teachers, offers unique opportunities for adaptations to overcome limited skill abilities. As designed by Diane, the pet education student with a visiting regular division student, a nonreader can be paired with a reader, a nonwriter with a writer, and a nonspeller with a speller.

“Last year, the kids wrote, designed, and published a four-page typed flyer on how to find a lost pet in Cicero,” Diane explains. “We presented the flyer to the teachers and reporters. Students were recognized by the town president and the police department.” The entire school benefited, gaining positive public relations with the community at large.

Pet owner responsibility is one of the subjects covered in Mary’s Thomas’s animal care unit. Conveying humane attitudes to her students and teaching them necessary work skills are important goals for Mary.

grades one through six, has five units: (1) Classification of Animals, (2) Family and Community Responsibilities, (3) Relationships, (4) Community Workers and Pets. To implement the CHERISH program, a “regular division” (non-special- education) classroom routinely goes into a special education classroom to participate with the other students in a wide variety of humane education activities. (Note: In most schools, special education students are the visitors, placed in regular division classrooms for a portion of the day. That practice is known as mainstreaming.

After witnessing the results of the CHERISH program, Diane comments, “I can’t say you how gratifying it is to see how the kids learn to care about animals. You are their model, and the kids respect you more because of the example you set.”

Adaptations for Special Needs Unique needs exist in any special education classroom. Mary Thomas’s students are primarily nonreaders and accustomed to failure. Mary adds, “They don’t like to write or do paper work, and they have a negative attitude toward school.” With this in mind, Mary, much skill but responsible treatment of animals as well.

a multi disciplinary approach to teaching is preferred for special education students. It is not necessary to have all the materials to provide such experiences. But with a classroom pet, no adaptation is necessary. Animals can provide an opportunity for students not only to read and write about a subject but see, touch, smell, and hear it as well.

The classroom pet in William Pluister’s classroom is a black English spot doe rabbit named Brunhilda (“Brun”) who was obtained from the local animal shelter for $2.00.

Brun is definitely not just the teacher’s pet in this classroom. Care of Brunhilda is also the students’ responsibility. They contribute money to The Bank of Brunhilda. As needed, Kathy Pontikes or Mary would take Brunhilda out of the bank, and a student takes the money to buy needed food and treats for Brunhilda. During Be a Better Pet Weeks, the students themselves make goodies to sell at a bake sale, with all proceeds going to Brunhilda.

It is considered a privilege to take care of Brunhilda’s needs. If that privilege is abused, the class considers it a breach, and, thus far, has always decided to take away the privilege from the offender. The offender can earn the privilege back by helping Brunhilda in some way—like noticing that the classroom door is open and facing the exit instead of being left open and facing the outside of the classroom.

Brunhilda is now six years old. To prepare the children for a possible pet loss, Mary has been reading books to the class such as The Accident by Carol Carrick and Maaried by Charles J. Zickefoose. In Mary Thomas’s classroom, the subject of death has already been dealt with. Mary’s classroom pets include a rabbit, a cockatiel, a parakeet, a guinea pig, fish, and a turtle with three legs. The classroom also had a visiting pet, a cat who was recuperating with her leg in a cast. It was this cat that prompted Mary to present an Easter class lesson on accidental death when it killed the classroom parakeet, Antwon.

One morning, the cat was asleep in her box under the bird cage. It was still early, so class had not begun and Mary was not in the room. The students let Brunhilda out of the cage after first making sure the classroom doors and windows were shut. Antwon (students’ spelling of Antwone) first enjoyed some exercise, and then flew back to his cage as usual, but missed the door and fell. He landed on a cage that was empty.

The cat awakened and instantly killed the bird. In facing the death, Mary had to deal not only with the children’s grief but with their own. It was a matter of Brunhilda’s withdrawal from the bank, and a student takes the money to buy needed food and treats for Brunhilda. During Be a Better Pet Weeks, the students themselves make goodies to sell at a bake sale, with all proceeds going to Brunhilda.

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of change in her students. “The children’s growth just from September to May is incredible. They take the issues about animals to heart. This caring extends to even the smallest of creatures. It was one of Kathie’s students who was upset one day at recess because the playground was being sprayed to exterminate insects. As he explained to a teacher, “The bees worked hard to make what they had, and now they’re all going to die.” Prior to Kathie’s class, this student’s only interest in insects was killing and collecting them.

These kinds of changes in student attitudes are the result not only of formal lessons but of teacher example as well.

Kathie Pontikes explores many different animal topics with her students, including sea turtles and other endangered species.

facts about furs.

Side Benefits

When humane education is integrated into the special education classroom, the side benefits can sometimes be just as rewarding to witness as the changes in attitudes toward animals.

“The development of interpersonal skills is so heartwarming,” says Diane Wiet. In using the CHERISH program, Diane has found that when regular division students work on humane lessons with their special education students, some of the stigma attached to being special ed is lost. The attitudes not only of the regular division students but of their teachers as well seem to change. “We become accepted,” states Diane, “and not thought of as a different kind of class.”

Kathie Pontikes is a firm believer that students learn to be kind to people as they learn to be kind to animals. “They learn to respect life, no matter whose life it is,” she observes. Kathie sees this as especially important for her students who have short fuses and limited coping skills.

In addition, Kathie also sees humane education as helping her students with expression of feelings. “When I ask “How do you feel when you pet a pet?” I’m not just teaching a pet unit,” Kathie explains. “but rather coping skills for life.”

Humane education can also help in the development of motor skills. For some children in Kathie’s room, being able to get the litter box out of Brunie’s rabbit hutch is a challenge. Brunie also enhances the children’s self-help skills by indirectly reminding students to keep track of their pencils, erasers, and crayons. If any of these land on the floor, Brunie is right there ready to chomp away. Her particular favorite is red crayon. Brunie further earns her keep by pulling on and untying shoelaces, which results in extra practice!

Parents are now coming to Kathie and asking about the benefits of pets in the home. Kathie, in giving a presentation at one of the schools, was a parent association meetings, emphasized that a child’s special needs can cause stress in the family. When this happens, a pet could represent security to the child, someone who will joyfully greet him on her, no matter what. After listening to Kathie’s presentation, three parents added pets to their homes.

Mary Thomas has noticed increased student interest in school since she began teaching her animal care unit with pets in the classroom. “Students who never took an interest in anything, now beat me to school in the morning,” she points out.

The chance to interact with animals also makes Mary’s after school pet club a success. Mary’s classroom becomes a vehicle for humane education. With field trips to the zoo and pet shops, her club quickly became an overnight hit, with participation zooming from 30 to 111.

Special Needs and Humane Values

Can humane education provide a successful focus for special education? The answer is a resounding yes, according to Kathie, Mary, and Diane. Their efforts to help special education students through teaching about animals have provided numerous benefits all around.

For further information on these teachers’ programs, contact the teachers directly.

Kathie Pontikes
The Miriam School
520 Bimarck
Webster Groves, MO 63119

Mary Thomas
Route 2, Box 342C
Jacksonville, AR 72076

Diane Wiet
Cicero School
2125 & 49th Avenue
Cicero, IL 60650

Editor’s Note: Since this article was written, Brunie the rabbit has passed away. She died quietly in her sleep at the beginning of the school year.

Brunie actively participated in our class activities, but she had a special talent — she was an expert at evading our questions! She was the one who would always have a new story to tell, whether it was about the neighbors’ baby talking or the news from the animal shelter.

Stories About Pets

Brunie’s passing was a loss to our classroom, but it also presented an opportunity for us to reflect on the meaning of animals in our lives. We decided to write stories about animals from different perspectives — from a human point of view, the other to encourage youngsters to pretend to feel the way an animal might.

Here are some of the stories we came up with:

1. I had always been afraid of dogs until that day.
2. What was that scratching noise? It sounded like an animal. It was coming from somewhere inside the house.
3. It was too big to be a hen’s egg or even a duck’s egg. What could it be?
4. I never thought I’d see my pet’s name in the newspaper headlines. But there it was — and this is how it happened.
5. The best friend I ever had was not a person at all, but a
6. Dolphins are very intelligent animals, the old man had told me. But I never really knew just how intelligent until that morning on the beach.
7. He was the runt of the litter. Nobody wanted him — except me.
8. Lost on a desert island. There were no people at all. I was all alone — or was I?...
9. The forest was dark. It was too late to find my way home. Suddenly I saw a pair of bright eyes watching my every move.
10. I could hear the neighbors’ dog crying. I knew they had left without food or water again. I couldn’t stand it anymore, so I...

Using Brunie as a basis, we expanded our thinking about pets to include all animals — from the smallest insects to the biggest whales. We realized that animals are our friends, and that we should treat them with kindness and respect.

Mary Thomas

Kathie and Diane have been leaders in the field of humane education for many years. Mary has been a spokesperson for the National Association of Agriculture Educators (NAAHE) on the importance of incorporating humane education into the curriculum. She has written numerous articles, puzzles, and student plans. She has presented workshops and seminars on humane education at the national level and has been a consultant to many school districts.

Diane has been the director of the Humane Education Program at Webster Groves High School for the past 10 years. She has been a teacher in the district for over 30 years and has been a leader in the field of humane education.

Both Kathie and Diane have received many awards for their work in humane education. They have been honored by the National Association of Agriculture Educators, the Missouri Association of Agriculture Educators, and the Webster Groves High School. They have been recognized for their work on behalf of animals and for their commitment to education.

Kathie and Diane are the authors of the book "Humane Education: A Program for Developing Animal Advocacy in Children," published by the National Association of Agriculture Educators. The book is a comprehensive guide to humane education, including lesson plans, activities, and resources.

In addition to their work in the classroom, Kathie and Diane have been active in their community. They have worked with animal welfare organizations, and they have been involved in many community service projects. They have been active in the fight to end animal cruelty, and they have been involved in many animal advocacy campaigns.

Through Animal Eyes

1. The best day of my life was the day my new owner took me home from the animal shelter.
2. The kitten sat outside the window, looking in at the warm fire.
3. Life in the nest had been fine, but it was time for me to try my wings. That’s when my adventure began.
4. I had spent all of my life in a cage. Suddenly I was free.
5. Life had been pretty calm in the Atlantic Ocean until that day the first whaling ship arrived. I had never seen such a thing. I swam near to get a closer look.
6. Dear Friend,
I’ve never written a letter to a human before. But I am a friend — and I’ve got some things on my mind that I want to tell you about...
7. They were taking me away from my mother — away from my littermates. It was the worst thing that had ever happened to me...
8. Oh no! Here came those children again! Stomping through my beautiful forest...
9. People don’t seem to like us spiders. But if it wasn’t for us, you’d be sorry. Let me explain why...
10. Stomping through my beautiful forest...
11. I could see the neighbors’ dog crying. I knew they had left without food or water again. I couldn’t stand it anymore, so I...

Story Starters

1. I had always been afraid of dogs until that day.
2. What was that scratching noise? It sounded like an animal. It was coming from somewhere inside the house.
3. It was too big to be a hen’s egg or even a duck’s egg. What could it be?
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20. I could see the neighbors’ dog crying. I knew they had left without food or water again. I couldn’t stand it anymore, so I...
Youngsters enjoyed dance teacher Janet Reddy's creative movement activities with an animal focus. Janet had students doing everything from prancing like a horse, and jumping like an elephant (!) to tiptoeing like a cat.

On October 1 and 2 this past year, the Bide-A-Wee Home Association of New York presented a unique program for youngsters in the Commack School District. For the past three years, Bide-A-Wee has presented special yearly symposia for teachers on humane education and the human/companion-animal bond. Animal Kind '84 took a new approach, focusing on entertainment for children, while at the same time providing a special humane education experience.

More than 1,400 first, second, and third graders from schools throughout the Commack district attended the program, which was coordinated by Jeanette Cuzzi, a first-grade teacher at Commack's Cedar Road School. Ms. Cuzzi is a member of the Bide-A-Wee Educational Advisory Committee, a group formed to assist Bide-A-Wee in developing educational material and to advise on humane education issues. Jeanette presented the Bide-A-Wee program proposal to the Cultural Arts Committee of the Commack PTA, which frequently sponsors enrichment activities for schoolchildren in the area. The Bide-A-Wee proposal was overwhelmingly endorsed by the PTA.

Students took two days out from their regular classroom routine to attend the different presentations and demonstrations offered as part of the program. Guest speakers included pet expert Warren Eckstein; Dr. Krafft and Mrs. Judy Rothchild with their Seeing Eye dogs from the Second Sight Guide Dog Foundation; folksinger/storyteller John Porcino; wildlife lecturer Bill Robinson; Bob Szita, Traveling Zoo coordinator of the Staten Island Zoo; The Environmental Center of Smithtown, Long Island; and the Suffolk County Police Canine Unit. A vast assortment of animals accompanied the presentations, ranging from puppies from Bide-A-Wee pet adoption homes to a hawk, an eagle, and an albino raccoon. In addition, a workshop on making animal masks was conducted by art teacher Liz Perrini, and a demonstration by dance teacher Janet Reddy invited the youngsters' participation—showing how animals can inspire creative body movement.

Bide-A-Wee sponsored the event to expose youngsters to the importance of positive interaction between humans and animals. "We kept a number of goals in mind as we organized the program," observed Jeanette Cuzzi. "We wanted to awaken in children an awareness of animals as sentient beings that are entitled to humane treatment; to introduce children to wild animals and endangered species; to help children explore the role of humans in helping to preserve animal life; and to enable them to experience the influence animals have had upon our folklore, music, dance, and art.

You can obtain more information about the Animal Kind '84 program by contacting Susan Brooks, Director of Public Relations, The Bide-A-Wee Home Association, 410 East 38th Street, New York, NY 10016.

What does the world look like from a small puppy's point of view? Students got an idea for themselves at Bide-A-Wee's Animal Kind '84 program with a little encouragement from pet expert and television personality Warren Eckstein.

Snuggles the Seal, with his appealing hat and T-shirt will snuggle his way into any child's heart. Available at fine gift shops and department stores everywhere, Snuggles sells for $20.00. For every Snuggles the Seal that is sold, Mattel will make a donation to The Humane Society of the United States to help stop the slaughter of seals. When you buy Snuggles, just mail in the hang tag around his neck and a donation of $1 will go to The HSUS. Together with Snuggles the Seal, you can help to end the suffering of seals worldwide—and you can offer a snuggly gift to someone you love.
World Day for Laboratory Animals

Each year, more than seven million animals are used in U.S. research laboratories, many of them to test products for safety and effectiveness. They are used to make laundry soap to cosmetics. In some cases, painful experiments are conducted on animals to test information that is already known. Other experiments duplicate tests on the same product that have been carried out by other manufacturers. But because there is no sharing of information between laboratories, restesting is carried out at the expense of animals. Often, the tests are not required by law, yet the testing continues.

Discuss this issue in your school. Students, pointing out ways in which they and their families can help educators put laboratory animals suffering. For instance, they can ask their parents to avoid buying "new" or "new and improved" products. When a product formula undergoes a slight change so that it can be advertised as new or improved, in most cases, the new formula is retested on a whole new series of animals. Students also encourage their families to buy "cruelty-free" cosmetics and other products available at many health food stores.

The Humane Society of the United States has been involved in a number of these problems. They have written to the manufacturers, pointing out ways in which they and their families can help educators put laboratory animals suffering. For instance, they can ask their parents to avoid buying "new" or "new and improved" products. When a product formula undergoes a slight change so that it can be advertised as new or improved, in most cases, the new formula is retested on a whole new series of animals. Students also encourage their families to buy "cruelty-free" cosmetics and other products available at many health food stores.

Easter

What animals do your students associate with Easter? Children, when asked this question, often mention bears, rabbits, and bunnies as being most likely. These baby animals are usually kept in a Druid place in the school or design a display for a school holiday. If you have the chance, visit a school where Easter activities are being planned for the children or students.

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On this day, we provide an opportunity to teach your primary students by using the following activity to help students understand the meaning of Easter as the Christian holiday commemorating the crucifixion and resurrection of Jesus Christ. Have them begin the activity, prepare two sets of animal cards—one of baby animals and one of their adult counterparts. Use drawings, magazine photographs, or pictures from old calendars mounted on cardboard. To start the activity, have youngsters name some things that their mothers do for them. Next, have them guess some things that many mothers do for their babies. Distribute the animal cards and ask children to match each baby animal with its mother.

At the end of the week, have students write their own observations about what they have learned.

For humane societies and animal shelters around the country, every month is adopt-a-cat month. During the month of June, however, the 9-Lives Cat Food Company and the American Humane Association give a little extra promotion to the adoption of cats and kittens from animal welfare facilities. Complimentary Adopt-a-Cat Month kits containing posters, press releases, and cat care information packets for new cat owners are available to shelter directors. The 9-Lives Suite 140, 220 North LaSalle Street, Chicago, IL 60601.

Check for laws in your community relating to the sale of Easter animals. Depending on the prevailing laws in your area, you may want to observe the holiday by educating students about the potential cruelty involved in buying and selling Easter animals.

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FILM REVIEWS

The most solid comfort one can fall back upon is the thought that the business of one's life is to help in some small way to reduce the sum of ignorance, degradation, and misery on this earth.

—George Eliot

Often, young people think of animal-related careers as being limited to the services performed by veterinarians and zoo attendants. From humane educators to humane agents, the need to help reduce animal suffering and the ignorance that causes it has led countless people to meaningful careers in a diversity of animal-related fields. The films and filmstrips reviewed here are designed to help youngsters build awareness of the many animal-related careers that exist in their communities.

KISS THE ANIMALS GOODBYE

This powerful film presents a realistic picture of the duties and concerns of shelter workers, kennel attendants, administrators, and other animal care professionals at a large animal shelter where 400,000 dogs and cats are abandoned each year. Although the primary message of the film is to advocate neutering of pets and pet owner responsibility, the film also presents an effective portrayal of the day-to-day work environment at a community animal facility. Viewers should be aware of emphasis on scenes from the euthanasia room, where animals are calmed and comforted, then injected with a lethal dose of sodium pentobarbital.

By demonstrating compassion for the animals they handle, shelter workers dispel many of the myths associated with animal shelters. Appropriate for middle school grades and above, this twenty-minute, 16mm film is suitable for upper elementary students, or may be rented for free in the New Jersey Rescue League of Boston, MA 02117.

A WORLD TO BUILD

This film shows how kindness and teaching about kindness can provide a stepping stone to a better world for us all—animals and people alike. In the course of the film, various careers in animal care and protection are explored. Humane society educators are shown conducting a program at a local school. An animal inspector examines horses. An animal control officer is shown at work in the community. Viewers see inner city school students as they interact with animals at a shelter-sponsored humane education summer camp. This eighteen-minute, 16mm film is suitable for upper elementary grades and is available for purchase ($250) or may be rented for free in the New England area. Outside New England, there is a rental fee of $10 to cover postage and handling. Contact the Animal Rescue League of Boston, P.O. Box 265, Boston, MA 02117.

WORKING WITH ANIMALS

Elementary school children will benefit from this helpful overview of careers involving animal care, training, and protection. The six-color filmstrips are accompanied by audio cassettes and focus on the skills, duties, and working environments of ten careers, including humane educator, obedience trainer, pet shop worker, dog groomer, veterinarian, zoo helper, canine control officer, kennel worker, park naturalist, and conservation doctor. The entire series is available for purchase ($120), or individual titles may be purchased separately ($30 each) from Troll Associates, 320 Route 17, Mahwah, NJ 07430.

A VISIT WITH THE ANIMAL DOCTORS

Two young children each receive a new pet and each visits a veterinarian to get advice about proper care of their animal. A girl and her mother bring their new puppy (adopted from an animal shelter) to Dr. Wade's office in the city. They receive a tour of the animal hospital, and their new puppy gets his shots and an examination. In the country, Dr. Powell visits a boy and his new calf at their farm. He checks the calf for signs of illness and tells its young owner how to care for it properly. Suitable for elementary students, this eleven-minute, 16mm film is available for purchase ($150) or rental ($20) from Journal Films, 930 Pitzer, Evanston, IL 60202.

WHO'S WHO AT THE ZOO?

A behind-the-scenes approach allows children to see the kinds of jobs involved in maintaining animals at a zoo. This twelve-minute, 16mm film introduces concepts of work specialization, division of labor, and chain of command, as well as the importance of team effort and organization in the work environment. Various animal care duties are depicted in scenes that range from zoo workers changing the diapers of a baby gorilla to attendants training an elephant to kneel so that its toenails can be trimmed. Appropriate for elementary grades, the film is available for purchase ($220) or rental ($44) from Centron Films, 1621 West 9th Street, Box 687, Lawrence, KS 66044.

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

Watch the upcoming June issue for our HUMANE EDUCATION Children's Book Reviews!
PLEASE LEAVE THE BABIES ALONE!

Each year at this time, thousands of well-meaning people “rescue” young birds, mistakenly thinking that the birds have been abandoned. In fact, these people are reducing the young birds’ chances for survival. Often, these fledglings are in the process of learning to leave the nest. With the parent birds’ help, the babies are finding out how to fend for themselves—and their parents are seldom far away from them.

Discuss with students some of the things they can do right now to prepare themselves for their life-style as adults. Next, have them consider what a young bird might do to prepare for its adult life in the wild. How might a fledgling be harmed when humans interfere with this learning process?

Have students consider what they would do if they found a baby bird on the ground? Would they try to return it to the nest? (The old belief that a parent bird will automatically reject a baby that has been touched by humans is not true.) Would they try to place it in a bush or other area away from predators? What if a free-roaming pet were threatening the young bird’s safety?

Each spring, countless baby birds are literally “killed with kindness” by people who were only trying to help. Remind your students that if they really want to help wild birds, please leave the babies alone! 🍼