HUMANE EDUCATION

Animal Control Officer

Veterinarian

Humane Educator
...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 for teaching children about 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, Animal Protection Institute, Fund For Animals, The Humane Society of the United States to prepare an extensive critique of the Project WILD activity guides. This critique has been 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.

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
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 Observes provide an informal learning situation that families can share and discuss.

To reinforce the learning aspect and provide a souvenir of the experience, handouts are prepared containing supplemental information for children and their parents to take home and talk about. As an additional souvenir of the day's activities, the zoo also provides attractive stickers.

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 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."

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 human-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 included orange rinds, coffee grounds, and banana peels. Some were placed in plastic garbage bags and battered trash cans, providing a further lesson on why hungry wild animals and free-roaming pets upset garbage containers that have not been secured. Susan and zoo staff members found a ready source of fresh fruit garbage at the local mall. A school cafeteria or nearby church group might prove a useful source for fresh coffee grounds, she suggests.

For the Frog Leap, a circle about six feet in diameter was drawn on pavement outdoors. Several concentric half-circles, or arcs, were drawn outside the center ring. The center represented the frog pond. Children were allowed 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 frog pond with its concentric half-circles. We found it less competitive, 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 Toss 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 directed 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 rippling "pond" parachute. Students "swam" under the parachute held rippling two to three feet above 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 Dabble 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 Dabble 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 might even adapt this activity for their own needs use deep dishpans so the Styrofoam pieces will not blow away in a heavy wind. A receptacle for real peanut shells is also helpful. "You might ask friends, stores, or businesses for their unwanted Styrofoam packing material," Susan adds.

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 outings.

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Participants in the day's activities receive instructions from eye-catching posters.

camps 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, 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 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.
During the past several years, NAAHE has focused a great deal of attention on two themes: (1) the importance of incorporating humane education into the school curriculum and (2) the need for critical, on-going 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 seem to raise as many questions as they provide answers. Although the analysis of the project is still incomplete as we go to press, the HUMANE EDUCATION, we would like to share some of the findings and project background with you. A complete discussion of the project and its implications will be published later this year as a NAAHE Special Report.

Project History and Purpose

In order to enlist the expertise needed to conduct a major research project with national scope, NAAHE contracted in 1982 with the Wasatch Institute for Research and Evaluation (WIRE), a group of consultants in educational research recommended to us by the National Institute of Education. With assistance from NAAHE and Dr. Carol Browning of The Humane Society of the United States Board of Directors, the WIRE staff designed a project that would measure the impact of a curriculum-blended approach to humane education, using NAAHE's People & Animals: A Humane Education Curriculum Guide as the prototype material for this approach. The guide, which consists of more than 400 activities, is divided into four books, each covering two grade levels ranging from preschool through grade six. Each activity within the guide is designed to teach a humane concept while at the same time teaching a skill or element of content in language arts, social studies, math, or science. Although the guide had been field-tested in 350 classrooms and was rated very highly among teachers, it had not yet been used in a project that evaluated its impact on students.

The study designed by WIRE focused on four objectives. First, we wanted to examine the impact of the curriculum guide activities on children's knowledge about and attitudes and behavior toward animals. Next, we wanted to determine if children responded differently based on certain variables such as age, sex, place of residence, prior experience with animals, teacher attitudes, etc. We also planned to test for transfer, that is, to see if children who developed more humane attitudes and behaviors toward animals also became more humane in their feelings and actions toward other children.

The final objective of the project was to develop a series of reliable instruments (tests) that could be used to measure the impact not only of People & Animals but also of a variety of humane education programs. Part of the problem in stressing 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 be realistic. Many evaluations of educational techniques and materials take place under highly controlled conditions in which students are force-fed materials in intensive doses. This 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. The seventy-seven teachers who participated were selected on a volunteer basis from school districts in Connecticut and California. Since half the teachers were to serve in a control capacity (their classes would be tested but would receive no instruction from the guide) only the teachers serving in an experimental capacity (those who would actually use the guide attended these workshops). 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 1,300 kindergarten through sixth-grade students, was distributed representatively among 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.

Part of the problem in stressing the importance of incorporating humane education into the school curriculum and making sure that our approach and materials worked is the fact that our approach and materials are force-fed materials in intensive doses.
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.

**Attitude Transfer**

To measure child-to-child compassion and attitudes of kindergarten and first-grade children toward animals would generalize or transfer to other children.

**Results and Implications**

At this time, only a portion of the findings from the project have been analyzed, and the results are mixed. The scores of the Concept Mastery Test indicated mixed results depending on the three instrument that is, they demonstrated a greater knowledge of animal concepts and terms than students in the control group. These trends; the preliminary data that there is a clear trend toward an increase in positive test results as the time spent by teachers on each activity increases.

If the existing trends are reinforced, the findings may suggest some kind of special significance for humane education at the early grades. However, pioneer 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? Is this age in which natural developmental factors that enable children to recognize the needs of others are growing rapidly anyway? Are early childhood teachers better equipped for or more accustomed to teaching styles that promote pro-social or humane behavior? Would more intensive use of activities or teacher training result in greater improvement among students? Is there a relationship between humane attitudes in children and their general level of aggression? Are the activities at upper levels of the curriculum guide more invasive experiments on animals or experimenting 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. Quantity prices are as follows:

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

Write to:
NAAHE, Box 362, East Haddam, CT 06423
The content of the March 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.

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 jobs 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 him 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 (e.g., 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 someone for mistreating an animal, 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. This can meanmore enjoyment of life and a higher quality of life. Vocational training can also have an added benefit in preparing an individual for a wider range of job opportunities.

If your class does not receive Kind News, you may want to invite people from your local humane society to come in and talk about similar jobs to speak to your class. In addition to spokespeople on the subject of animal-related careers, you may want to assign students from a number of the career books referenced at the end of this article.

To learn about what kinds of career opportunities are available in your community, it might be necessary to schedule a visit to a variety of facilities that provide animal care. You might have 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 HUMANESCIENCE, “A Visit to the Zoo: ‘Who’s In and Who’s Out?’”). Did each group address, stamped envelope to NAANH, Box 362, East Haddam, CT 06432 for a copy of the article?

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 several of the following career possibilities: animal caretaker or kennel attendant; humane officer or investigator; veterinarian; veterinary technician; warden or animal control officer; humane educator; public relations specialist; shelter manager; clerical worker; and other administrative personnel.

Jobs in animal care can overlap among different facilities. For instance, an animal hospital may work with the animal shelters of the greater area. Animal caretaker, veterinarian, veterinary technician, and clerical workers may have career opportunities for an animal caretaker, veterinarian, veterinary technician, public relations specialist, clerical worker and other administrative staff.

For example, at the local animal hospital, students may have discussions on 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 the opportunity to study many animal-oriented careers through reading Kind News, listening to classroom speakers, reading books and/or making visits to local facilities. Reinforce what students have learned about these careers. Have them complete the “What’s My Line?” work sheet that follows this article.

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 the activity, have groups share their findings regarding each career.

The following questions will help to assist groups that have trouble getting started: What are you interested in? What kind of career opportunities do you have? What kind of work are you interested in doing? What kind of experience will you need? What are the requirements for this career? What kind of education would be required in order to qualify for this career? Might this present difficulties for some people? Why? Does the job involve direct contact with animals? With a lot of people? Would the job continue to be challenging over the years? If not, would the reward of helping animals compensate for this?

Animals and People Who Help Them
After the class shares information on the positive and negative aspects of animal-related careers, have students complete the following writing exercise to give them a broader basis for understanding the implications of working with animals.

Write these animals down on a chalkboard: a dog; a stray, homeless cat; an injured raccoon; a pet horse that is 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 a veterinarian or animal control officer, an injured raccoon with a veterinarian, or a captured frog with a humane educator who would release 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 smells and sights affect the animal? What fears might it have? What people, in addition to the main caregiver, might 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 when choosing 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 the role of the interviewer, and the other that of the 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 animal toward animals would be required? Meanwhile, have applicants make lists of their own, outlining their imaginary qualifications for the job. Have them make up the kind of educational and job background and job history that they feel will best qualify an applicant for 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? What qualifications was the applicant need to have? What sort of education would be required in order to qualify for the job? Might this present difficulties for some people? Why? Does this kind of educational background and job background and job history that they feel will best qualify an applicant for that job. At this point, you may want to review students’ questions and qualifications before allowing them to conduct their role-play interviews.

Humane Education and Career Awareness
Encouraging students to develop appreciation and respect for all animals is one principal objective of humane education programming. Equally important is the need to provide students with an outlet for expressing their humane 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 and respect for all that lives.

Resources
Books

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

Animals Can Bite. 16mm film, twelve minutes, color and sound. Pyramid Films, P.O. Box 1048, Santa Monica, CA 90406.
The Covenant. 16mm film, twenty minutes, color and sound. The Veterinary Medical Association, 930 Beach Entrance, Meacham Road, Schaumburg, IL 60173.
The Veterinarian. 16mm film, twelve minutes, color and sound. The American Veterinary Medical Association, 930 Beach Entrance, Meacham Road, Schaumburg, IL 60173.


Search
What’s My Line?

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

veterinarian  humor educator
naturalist  wildlife artist
lawyer for animal welfare  animal caretaker
wildlife rehabilitator  shelter manager
humane society volunteer  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.

   Positive                        Negative

   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 ________

4. Tell how your career helps animals.

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

KRILL IS A WHALE OF A GAME

Science games can provide an effective means for stimulating student inquiry and encouraging critical thinking. The Humpback Whales and Antarctic Krill 2.0 game is one of a number of science card games offered by Am persand Press. Designed to build appreciation of the problems encountered by whales and other animals of the Antarctic Ocean, Krill is appropriate for students in middle school and above. It is available for $6.50 plus $1.50 postage. Am persand Press also offers additional games designed to help youngsters learn about predators, food chains, and pollination. For a free catalog, write to Am persand Press, 691 26th Street, Oakland, CA 94612.

RADIO THEATRE MAKES A COMEBACK

Looking for good humane education stories on audiocassette? Cassette stories can help exercise students' imagination and training perspective, cassette stories can be an excellent learning tool. Combined with a humane education theme to the general public—and, in their own way, much like with old-time radio theater, "it gives the chance to meet and enjoy being with other volunteers," states Robert "Whale" Fire, a story by Duncan Bowes, combines the topics of endangered species, human-animal bonds, and concern for all that "whales." Cassettes of "Whale Fire" are available for $8 each, including postage. (Discounts available for orders of three or more cassettes.) Order from Children's Radio Theatre, 1314 14th Street, NW, Washington, DC 20005. Children's Radio Theatre produces many other stories on cassette as well, a number of which have a humane theme. Write to them for a catalog.

CREATIVE ANNUAL FLEET BOOSTS MORAL

Each year, the education department of the Jefferson County Humane Society, Jef­ferson County Humane Society, 902 26th Street, Oakland, CA 94612.

SNAIL TAINS FILM STAR

Created by filmmaker Roberto Carlo Chiara, Snailed and Winds provide the story of a real garden snail which rescues the elements and human indifference to find a friend in a little girl. Accompanied by musical background without dialogue, this short film encourages appreciation for snails, insects, and other small creatures. For further information, write to R. Q. Todd Enterprises, 1438 Kruger Drive, Modesto, CA 95355.

HUMANE SOCIETY WINS ACHIEVEMENT AWARD

All humane education does not necessarily take place in the classroom. The Salt Lake County Animal Services Department was the recipient last summer of the National Association of Counties Achievement Award for its outstanding efforts in the area of public education and informa­tion. "Providing quality programs and making the public aware of those programs are primary goals of the Animal Services Division," said Suzanne R. Nafzger, Program Co­ordinator Kathi Prewitt. For more information about the Salt Lake County program, contact Kathi at the Salt Lake County An­imal Services, 511 West 3900 South, Salt Lake City, UT 84123.

NEW DIARY HELPS STUDENTS IMPROVE THEIR ANIMAL AWARENESS

The Amateur Naturalist's Diary by Vin­ son Brown has been designed with students in mind who want to record their observations of animals. The diary provides plenty of blank, lined pages for individual recordings and in­ cludes appealing black-and-white drawings plus month-by-month suggestions on what to look for in the outdoors. Teachers may want to help young students fill out the pages of the diary as a group project—or older students may be interested in keeping their own nature journals as an alternative science project. The Amateur Naturalist's Diary is offered through the CSPCA for $9.95 from your local booklocker or write to Prentice-Hall, Inc., Englewood Cliffs, NJ 07632.

GETTING THE WORD OUT

Barbara Westerfield of the Central Cali­ fornia SPCA and Debbie Corban of the Animal Protection Guild in Canton, Ohio, are two humane educators who are using Data News to "get the word out" to students in their communities. Barbara reports that a new SPCA membership was recently created by the Canton chapter of the CSPCA's education department. With a donation of $10 (approximately 35¢ per student) a class can become a member of the SPCA and receive a membership certificate as well as a subscription to Kind News as well as other teaching materials and low-cost veterinary services (for pets of qualifying children). Materials and services were offered by such groups as the Bide-A-Wee Home of New York, the Bide-A-Wee Home of Ohio, and the Animal Welfare Institute.

The symposium brought together educators and parents as well as representatives from the New York City Board of Edu­ cation, city council, United Federation of Teachers (UFT), and animal welfare groups. Among the speakers who addressed nearly 200 educators were Jeannette Di Lorenzo, treasurer of the UFT; John Kominski, assist­ ant director of the New York City Board of Education Science Department, Robert Dryfoos of the City Council of New York, and Kathy Savensky, director of NAAHE. Information was presented on the im­ portance of strategies for humane education in today's curriculum. NAAHE Director Kathy Savensky took the opportunity to present Humane Education Committee member Mi­ chael Butzer, president of the Humane Education Teacher of the Year award. In addition, HUMANE EDUCATION editor Willow Seltzer and Kind News editor Vicki Parker were on hand to share information about NAAHE teaching materials with symposium attendees, as pictured here. The Humane Education Committee, com­ posed primarily of educators from the New York City school system, serves as a re­ source and support network. Its members include animal-related issues and materials to students, parents, PTA's, the media and political representatives in an effort to develop responsible action by all concerned toward animals, the environment, and people. The committee is currently offering audio­ cassettes of Roger Caras's Latest Chance on Earth to benefit humane education ac­ tivities in New York. The cost is $6 per cassette. To order, or to obtain more infor­ mation about humane education in New York City, write the Humane Education Committee, P.O. Box 445, New York, NY 10028.

USEFUL BOOKLETS HELP READERS BECOME ACHIEVERS

Are you interested in improving your humane society's ability to set and attain goals? Are you having difficulty organizing your department, maintaining a "team spirit"? The American Society of Association Executives (ASAE) publishes three booklets that provide guidelines to help you analyze your administrative needs and improve on-the-job effectiveness. Titles are Getting In­ volved, Achieving Goals, and Moving For­ ward. The price per booklet is $1.50 (includes postage). To order, write to ASAE, 1575 Eye Street, NW, Washington, DC 20005.

WILDLIFE RUBBER STAMPS MAKE GOOD IMPRESSION

Currently in vogue among students, rubber stamps also hold an appeal for many wildlife enthusiasts. For a few dollars, students can purchase stamps, quizzes, and work sheets more attractive. Humane educators who are on the lookout for rubber stamp designs can consult the catalog costs $1.40 and features over twenty pages of realistic images designed to celebrate the earth and its non­human inhabitants. Write to Nature Im­ pressions, 1007 Lenve Place, El Cerro, CA 94530.

—Vickie Butts/Humane Society of Jefferson County

—Kathi Prevost/Greater Ohio SPCA

—Willow Soltow and Debbie Corban

—Vicki Hoffman/The Humane Society of Jefferson County

—Kind News/As­ sociation of Counties

—HUMAN SOCIETY/Adventures in Reading

—Robert "Whale Fire" Fire

—Savesky/Staff/Kind News

—Charles K. Atwood/Staff/Kind News

—Di Lorenzo/Staff/Kind News
**HAPPENINGS**

- **Bats 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 declining precipitately 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.” BCI’s 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 $33 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 curricula will want to know about “Come With Me Scien Series,” a K–3 educational program that integrates science into other areas like reading, math, spelling, art, and language arts for young students. The sets also include an audiotape 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.

- **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 133 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 Street, White Plains, NY 10625.

- **COLORING BOOKS PROMOTE INSECT AWARENESS**
  - Readily accessible, insects can provide youngsters with valuable subjects 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 youngsters overcome some fears and instill awareness of the insects all around them. Order for $3 per book from the Entomological Society of America, 4603 Calvert Road, College Park, MD 20748.

- **Special Children, Special Teachers: Blending Humane Education with Special Education**
  - By Patty Finch

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

  - **The privilege of being a teacher, the classroom pet, is an extra incentive for students to complete classroom assignments. Bronte wants to enjoy the privilege as much as her friend does.**

  - **As a humble ingredient in their diet, this food chain is being supplemented by a new kind of protein. The new protein,分手, is a nutritious addition to the diet of many species of bats.**

- **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 an integral part of her curriculum. She helps her students to be more aware of their environment and develop a greater respect for all living things.

- **Finland**
  - “These 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 them 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 at science fairs and has used various materials.”**

- **Kathie Pontikes**

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She teaches a four-week unit for eighth-grade students in various schools, including special education classrooms, to bring humane education to the students. Her curriculum emphasizes the importance of animal care and responsibility, teaching students how to care for pets and the animals they encounter in their daily lives.

Consequently, the CHERISH program is designed to be adaptable for different teaching styles and student needs. In CHERISH—Children Learning Through Humane Education by Using Reverse Mainstreaming and Increasing a Sensitivity to Harmonious Relationships, the CHERISH curriculum, written for grades one through six, has five units: (1) Classification of Animals, (2) Family and Community Relationships, (3) Responsibilities of Pet Ownership, (4) Positive Principles of Conservation and Ecology, and (5) Community Workers and Pets. To implement the CHERISH program, a "regular division" (non-special-education) class 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.)

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 paperwork, and they have a negative attitude toward school." With this in mind, Mary, much like Diane, wrote her own curriculum guide, with an emphasis on humane education: "All I used to write it was basic materials to explain, so I take credit for nothing." Despite Mary's modest claims, the writing of her comprehensive curriculum Istanbul establishing modifying existing materials to stress concrete experiences at a slower pace with lots of visual examples, Mary's classroom pet is a success. Mary's class is divided into three sections regarding the activities she adapted center on preparation for a career in animal care. Her program, "Animals in My Life," is designed to help her students be able to work for a veterinarian this past summer! Like 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 instruction is also increased. Constant reinforcement and review are necessary for retention of concepts. Diane West 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 innate interest in animal life." This usually means that no changes are necessary to pique student interest. Adaptations, however, are needed. Diane uses a tape recorder to replace 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 areas. For example, a student with a visual accommodation 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 book on how to find a lost pet in Cicero," Diane explains. "We presented the flyer to the Town Hall. The students' spelling was recognized by the town president and the police department." The entire school benefited; gaining public relations with the community at large.

Classroom Pets

A multisensory approach to teaching is preferred for special education students. It is not expected that visual 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 to see, touch, smell, and hear it as well. The classroom pet in Kate Pluister's classroom is a black English spot doe rabbit named Brunhilda ("Brunie") who was rescued from the local animal shelter for $20.00. Brunie is definitely not just the teacher's pet, as in this classroom, care of Brunie is also the children's responsibility. They contribute money to The Bank of Brunhilda. As needed, Kate allows any student to interact with her students were able to work for a veterinarian this past summer! Like 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 instruction is also increased. Constant reinforcement and review are necessary for retention of concepts. Diane West 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 innate interest in animal life." This usually means that no changes are necessary to pique student interest. Adaptations, however, are needed. Diane uses a tape recorder to replace 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 areas. For example, a student with a visual accommodation 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 book on how to find a lost pet in Cicero," Diane explains. "We presented the flyer to the Town Hall. The students' spelling was recognized by the town president and the police department." The entire school benefited; gaining public relations with the community at large.

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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 is not just of Kathie’s students who was upset one day at recess because the playground was being sprayed to exterminate bees. 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, their 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 remarks, “What I do as far as respecting life is something they can incorporate into their own lives.” Mary Thomas recalls she found it hard at first to believe that her tough-talking boys were really talking to the classroom birds, openly showing their affection for these pets. “I mean, these are i-a-u-k-h kids,” Mary emphasizes. She has also seen her humane lessons produce a growing awareness in students. For example, one girl noticed that the guinea pig’s fur felt just like her friend’s coat and demanded an explanation, Mary, prepared to tackle any topic, told her the facts about furs.

Kathie Pontikes explores many different animal topics with her students, including sea turtles and other endangered species. “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 a pet dies?’ 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 tying 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 school’s 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 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.

About the author…Patty Finch directs a Pet grief Hot Line in Reno, Nevada, and develops humane education materials.
ANIMAL KIND ‘84: BIDE-A-WEE’S PROGRAM FOR CHILDREN

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.

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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.

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.

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.

He’s cute, cuddly, and a portion of the proceeds from his sale goes to help seals around the world.
Easter

What animals do your stu­dents associate with Easter? Chickens, ducks, rabbits, bunn­ies, most likely. These baby animals are traditional sym­bo­lics of Easter, spring, and the beginning of new life. Unfortunately for these baby animals, thousands of them are sold each year at Easter and given to chil­dren to play with. Frequently they are sold each year as "new or improved", most likely. These baby chicks, ducklings, and other animals are traditional Easter symbols, and ask children to match the things observed on the board to identify the differences. The next time you begin the activity, have youngsters name some things that their mothers do for them. Then, have them guess something that some animals do for their babies. Distribute the animal cards and ask children to match each baby animal with its mother.

May

Birthday of John James Audubon
On this date in 1785, John James Audubon was born in Philadelphia, PA. He moved to the United States and be­came known worldwide for his beautiful and accurate painted details of birds. To celebrate his birthday, take your students on a bird walk near your school. Have them record different kinds of bird behavior that they observe. Even students in urban areas will see pigeons and sparrows. Restudy such behavior as running on the ground, dipping when flying, perching, preening and more. Upon returning to class, have students discuss the different behavior traits, what they mean, and why the behavior is important to a bird. Have them draw or paint birds doing some of the things that they observe the bird do. Label each picture with a sentence that tells where they observed the behavior and why it was happening. For instance, a picture of a pigeon under a tree might be la­beled: I am hungry.

Be Kind to Animals Week
Sponsored each year by the American Humane Asso­ciation, Be Kind to Animals Week, May 5-10, is a special time to remind people of the importance of compassion for all creatures. You might want to use this week to promote the concept of and need for humane edu­cation programming among your teaching colleagues. If you are interested in in­troducing fellow teachers to NAAHE materials, have them sign a poster, work sheet, or quiz about ideas set forth in our program. Explain to others about NAAHE's Teacher of the Year award and the American Humane Association's Teacher of the Year award.

May

National Teacher's Day
Many communities and school districts set aside a day each year for their appreciation for the work of the teachers in their areas. In addition to this worthwhile recognition, the National Education Associa­tion sponsored Teacher Day and Wednesday in May of each year National Teacher's Day. This day is an observance of the national importance of the day as a springboard for discussion of the changes that resulted for animals from westward expansion. What became of the passenger pigeon, the Carolina parakeet, and the great herds of buffalo? For background information, refer students to an encyclopedia or write to the Conservation and Education Department, LEGO and ask children to write articles on the "senses have we lost or never attained?" In what areas do some of our species still flourish? How does the au­thor call animals "other na­tions"? Have students write articles on the "senses have we lost or never attained?" In what areas do some of our species still flourish? 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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 filmstrip series 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 includes a discussion guide and is available for purchase ($428) or rental ($67.50) from Pyramid Films, Box 1408, Santa Monica, CA 90406-1048.

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 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 officer. The entire series is available for purchase ($120), or individual titles may be purchased separately ($20 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 ($185) or rental ($20) from Journal Films, 930 Pinter, 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 Censtrom 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, 209 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!