A walk in the woods can provide a chance encounter with one of the creatures that share our world. The outdoors contains secrets and surprises to delight those who slow their pace and take the time to learn from nature.

Humane educators help children learn nature's secrets and surprises by teaching them to move slowly, look with a discerning eye, and reach out with a gentle touch. Sometimes, if we're fortunate, nature touches back.

The Cover
Our cover art for this issue is by Donna DeRosa, a physical therapist and free-lance artist who resides in Glastonbury, Connecticut. Donna's cover aptly depicts the extent to which we share our communities with wildlife "survivors"—those animals that have withstood human encroachment on their habitats. In our Kind News Feature, beginning on page 9, we offer a mini unit for teaching your students about these animals.

Author—Humane Educator Charlotte Baker Montgomery Receives The Humane Society's Top Honor
A devoted, creative force in humane education for many years, Charlotte Baker Montgomery is this year's recipient of the Joseph Wood Krutch Award, the highest award given by The Humane Society of the United States.

It's Their Home Too!
Help your students learn to coexist peacefully with the animals that share their community through the activities in this mini unit.

A Provocative Look at Young People's Perceptions of Animals
Miriam O. Westervelt summarizes the findings of a U.S. Fish and Wildlife Service study that explored children's attitudes toward animals.

Also These Features...
Footprint Fantasies
For the Love of Birds
Happenings
Teacher of the Year Form
Research in Review
Familiar Animal Neighbors Copy Masters
Humane Education Calendar
What's a Picture Worth? Back Cover

Symbols to help you better identify the most appropriate grade levels for lessons:
FOOTPRINT FANTASIES

by Mary Jo Puckett Cliatt

This article, originally published in Science and Children, provides a unique way to enrich storytelling time in class while building upon children’s interest and appreciation for animals. By incorporating Footprint Fantasies into your classroom use of animal-related books and stories, you can graphically teach young children about various animals, animal behavior, habitats, the interdependence of nature, and the relationship between people and other animals. You can also use this as a springboard for discussion about children’s perceptions of animals. Footprint Fantasies also help students become more attentive listeners by inviting them to participate in the story.

One short story is included in the article. But many animal-related books can be brought to life through Cliatt’s technique. A few possibilities are The Beaver by Margaret Lane (New York: Dial Press), Five Fat Raccoons by Bernard Sribner (New York: Charles Scribner’s Sons), A Kindle of Kittens by Rumer Godden (New York: Viking Press), and My Animals by William H. Armstrong (New York: Doubleday & Company). Your students may also want to create their own animal stories that the class can embellish with illustrations and animal footprints.

Young children look forward to story time. A good story holds even the most restless child spellbound. Next time, instead of showing children the pictures in a book while reading them the story, try a different approach: Tell a story with the footprints. This method not only intrigues children but also opens up whole new avenues of learning.

To make the prints for your story, find patterns of animal footprints in an encyclopedia or a reference book. Copy these patterns onto paper and enlarge them to life-size. Then cut carbon paper under each pattern and transfer it to a piece of foam rubber about 3 centimeters thick. With sharp scissors, cut each footprint pattern out of the foam rubber. Use a water-resistant glue to attach each foam rubber footprint pattern to either a piece of plastic foam (near plater), a larger piece of foam rubber, or a scrap of wood.

Before you can use the prints, you must illustrate your story. Pick out some simple landmarks described in the story and use a felt-tip pen to draw them on a sheet of butcher paper. We drew a log, a tree, a pond, and a fence because each of these landmarks plays a significant role in our story. Pour some mud thinned with water or tempera paint into a shallow container. Dip each footprint pattern into the mud or paint and blot carefully to remove the excess and assure a clear print. Now you are ready to begin your story.

Lay your butcher paper with its background scenery on the floor. Have the foam rubber footprints and extra paint close by. Announce that it is story time and gather the children around the butcher paper. As each character appears in the story line, track its footprints across the paper. By the time the story is over, the butcher paper will be covered with creatures’ footprints.

If you wish, use the animal story in this article for your first narrative. Many animal stories can be adapted and illustrated with footprints. After you have told the story once, let the children tell the story themselves, applying footprints at the appropriate time. Encourage children to make up animal tales and tell them with footprints. Record some of the stories and have the children make them to read aloud their own stories.

Other Footprint Activities

Animal footprints can lead to other activities. Children will enjoy block printing using the foam footprint patterns and different colored paints. Using these techniques, the children can identify different animals by their footprints. The children can create prints of their bare feet or sheets of paper. Ask children to compare their footprints with the animal footprints or with those of their friends. Which prints are wider? Which are longer? How many toes are there? Are the toes alike or different? Activities such as these teach children to observe and to discriminate—necessary skills for science, math, and reading activities.

Casting Tracks

Once the children are motivated by these experiences, take them on a nature walk and show them how to make plaster of paris casts of animal footprints. Choose the day after a rain, when animal tracks will be clearer. Materials needed are: Paper cup Plastic spoon Plastic bag filled with plaster of paris Small jar of water

A box for your casts

Let the children hunt for animal tracks. When they have found one, mix plaster of paris and water in the paper cup until it is the consistency of whipping cream. Pour the mixture into the print; it hardens quickly. Then carefully lift up the cast and place it in the box. The next day, after the cast has completely set, let the children gently brush it off and try to identify the print.

Experiences with animal footprints are fun for children of all ages. Not only can they be used as an incentive for developing skills basic to science and other subjects, but they serve as a catalyst for encouraging creative development too.

About the author...Mary Jo Puckett Cliatt is an assistant professor in early childhood education at the University of Mississippi.

A Narrow Escape

The first glimmer of dawn was beginning to show in the sky. A gray field mouse stretched his leg to scratch behind his little pink ear. He looked up and scurried out from under the hollow log where he had been sleeping. All night long a deer and her fawn had been browsing on tender twigs and grass in the meadow near the log. Now they ambled to the pond for a drink of water.

A rabbit hopped out from under a bush to nibble grass. The mouse scurried from his hiding place and looked around. Then he scampere to a patch of panicum grass, poked a few seeds into his mouth, and darted to the nearest bush to rest and pick the seeds.

Down the path in the distance came a bobcat. For him, the night had been long and hard—not one fat, juicy rabbit had crossed the bobcat’s path. How hungry he was! Suddenly the bobcat spied the deer and scurried flapping his feet at the pond. He stopped, crouched low, and crept slowly and silently down the pathway.

The mother deer drank cautiously, raising her head between drinks to listen. Head up, with ears erect, the doe noticed there was danger nearby. Suddenly the bobcat sprang from the bushes. But quick as a flash the deer darted into the woods with her fawn close behind. They leaped over bushes, with the bobcat gaining every minute.

Down the path they sailed, the bobcat giving his fawn’s heels. The young creature was afraid. A high fence showed that the bobcat was losing ground. The deer glanced over him in one leap. A glimmer appeared through the bushes another small clearing. The bobcat followed. The small woods hid them from the bobcat’s clutches.

The pond was quiet once again. The rabbit was well aware that the path toward the meadow. A bright red sky announced the arrival of a new day. The mouse scurried back to his little log. Curling up in his nest and covering his nose with his long tail, he soon fell asleep.
For the Love of Birds

by Carol O'Donnell

B
irds come in a multitude of colors and varieties. Some have slender green bodies, others are endowed with hook-beaked yellow faces. Others possess blackish wings and long blue tails. Many deliver song wholesale; most inspire great affection; and all can teach children about life.

Birds can be comical, joyous, tender, fierce, or puzzling. Beginning students of bird behavior will likely see themselves mirrored in some birds’ habits and actions. And studying birds can also change the way youngsters view their surroundings.

The cold and wintry month of February seemed like a good time to begin learning about our feathered friends. Here are some of the techniques I used with my second graders.

We started by reading stories about birds to find out about the different species, the homes in which they live, the foods they eat, and the ways people can help care for them. Each child wrote the title of one of the stories on a paper egg, and the eggs were placed in a large paper nest mounted on the bulletin board. The children shared information about the stories by showing pictures and by reading aloud interesting passages.

Selected Morsels

Following the story activity, the children wrote recipes for their flying friends, based on their understanding of the birds’ diets. Each recipe was copied carefully over the winter months. The children were very interested in knowing how the birds had made them. So I decided we should make our own. I gave the children small paper bags with rolled-down edges and sent them on an expedition on the school grounds in search of twigs and grass. They pasted the grass and twigs on their bags and made paper birds to sit comfortably inside the cozy new nests. The nests were missing eggs, so we created our own with salt and flour dough tinted blue with food coloring. Robin’s eggs are most familiar to children, of course, but the class can also research the coloration of other birds’ eggs and duplicate these. The soft dough was shaped into small eggs, and each child placed one tenderly in a nest.

Beautiful Bird Feeders

We then talked about all the different forms a bird feeder could take. The children decided to each build a feeder of their own and went home with great ideas for building bird feeders. We all looked forward to the day when everyone’s feeder would be completed and brought to school.

As it turned out, each feeder was different and original. Plastic detergent containers, milk bottle containers, and wood were some of the materials the kids used. I was delighted to see how much planning and care had gone into making the feeders. As usual, the children later measured the dimensions of their feeders and then compared their figures.

Finally, the children composed a large, heart-shaped invitation to invite other classes to view our feeders and bird nests. The invitation asked each class to visit our room and see a “February Surprize.” When the classes arrived, my children took turns explaining how their feeding stations were made. The visiting children commented on how lucky the birds were going to be to have such nice feeders! Before the children took their bird feeders home, I wrote each child a note on a small paper heart and attached the notes to their feeders. The notes read, “Thank you for making a super bird feeder. The birds will love you.”

On Valentine’s Day, my valentine to the children was a small ice-cream cone filled with birdseed. Slipped inside the cone was a construction paper heart. Written on the heart was a poem by Aileen Fisher:

I gave a hundred valentines
A hundred, did I say?
I gave a thousand valentines
One cold and wintry day.
I didn’t put my name on them
Or any other words,
Because my valentines were seeds
For February birds.

About the author…

Carol O’Donnell teaches second grade at the St. Andrew School in Murphysboro, Ill.

Peanut Butter Cones

Take a pinecone.
Put peanut butter on the cone.
Mix oats and crackers.
Put them on the pinecone.
Put a string on it.
Hang it on your tree.

I typed the children’s recipes and collected them in a most unusual cookbook titled “Finger Foods for February Birds.” Each child had her most own copy, and everyone enjoyed decorating the covers of their booklets.

Houses for Winged Inhabitants

To complement the lessons, I displayed the title of one of the stories on a paper egg, so we collected them in a most unusual communitywide program. As a math exercise, the children took turns explaining how their feeding stations would be calculated. As usual, the children later measured the dimensions of their feeders and then compared their figures. The invitation asked each class to visit our room and see a “February Surprize.” When the classes arrived, my children took turns explaining how their feeding stations were made. The visiting children commented on how lucky the birds were going to be to have such nice feeders! Before the children took their bird feeders home, I wrote each child a note on a small paper heart and attached the notes to their feeders. The notes read, “Thank you for making a super bird feeder. The birds will love you.”

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Carol O’Donnell teaches second grade at the St. Andrew School in Murphysboro, Ill.

In this issue of HUMANE EDUCATION, we are introducing a new department called Productive Partnerships. This department will focus on humane education programs that are characterized by a high degree of cooperation among different groups in a community; particularly, those programs that involve a close, working relationship between schools and animal welfare organizations. Program development, growth, impact, and visibility are enhanced in humane education programs in which strong links are formed with other concerned and talented groups and individuals. Communitywide involvement often means communitywide impact and success!

If your humane education program is characterized by a strong link between community groups, particularly between schools and animal welfare organizations, please let us know. Write to us at HUMANE EDUCATION, Box 362, East Haddam, CT 06423.

ACTION FOR HUMANE AWARENESS: A UNIQUE EFFORT IN HUMANE EDUCATION

I t’s time for the Sidewalk Storytellers to perform again at the Glenn Hills School in Cranston, Rhode Island. With only fifteen minutes left until curtain, two of the Sidewalk Storytellers, Marilyn Meardon and Lenny Cabral, begin to set the stage. The juvenile actors who will join them in the performance of Extinction Is Forever. These young actors are students at the Glenn Hills School, and, with only a few minutes left before the audience arrives, they are rehearsing with Marilyn and Lenny for the first and only time. Marilyn reviews cues and lines, and Lenny helps with the props. All the actors are excited as they don their costumes. Such unusual and engaging characters they become! There’s Sam and Sally Swordfish, the Octopus Twins, Bobby Blowfish, Olivia Oyster, and a variety of other sea creatures such as sharks, angelfish, and lobsters.

The audience, students at the Glenn Hills School, begins to file in and sits on the floor of the gymnasium to watch the play. Suddenly Marilyn steps forward and begins to coach the audience. Students in the audience have a role in the play too—to be the sound of the sea. This is truly participatory theater!

With the cast and audience prepared, the Sidewalk Storytellers are ready to present their third and final performance in a trilogy of plays that teach children how to take care of animals, the
The work of the Sidewalk Storytellers is only one component of Action for Humane Awareness (AHA), a humane education program conceived by Lois Graboys, president of the Volunteer Services for Animals (VSA) based in Providence, Rhode Island. Since the fall of 1982, VSA has sponsored the program through a grant from the Rhode Island Foundation. Adult volunteers from VSA and other organizations have contributed their time to AHA, which reached 100 teachers and 2,500 children in sixteen schools during its first year of operation.

Lois Graboys (back row, third from left), the developer of Action for Humane Awareness, joins the cast of Extinction Is Forever, which includes two members of the Sidewalk Storytellers, Marilyn Meardon (standing at left) and Lenny Cabral (sitting in the center), and students from the Glen Hills School in Cranston, Rhode Island.

Extinction Is Forever is one of three plays included in AHA.

Legislative information, and additional humane education materials that are available for teachers to use.

There are several educational components to AHA in addition to the plays by the Sidewalk Storytellers. All participating teachers receive a copy of NAAHE's Education Curriculum Guide and periodic newsletters that provide ideas for humane education activities and related field trips. AHA also serves in a coordinating function for teachers arranging field trips to such places as the Roger Williams Zoo, a municipal animal shelter, and a veterinary office, or arranging for guest speakers to come to class. In addition, the AHA office contains a library of animal welfare magazines, animal care books, and other being....

...a thinking and aware human being will not cause needless suffering for any other being....

Feedback from program participants—both students and teachers—has been positive. Following a performance of Extinction Is Forever, one fifth grade class was exuberant in its response to the play and the program. As one student stated, "I'm glad that people care." Judy Turin, teacher of this fifth grade class, spoke of the effectiveness of Extinction Is Forever as a teaching tool when she commented, "I think putting the children in the story of people helps them to understand the world could understand if an animal thinks about things, speaks, or has a language of [its own]."

AHA received funding again this year, enabling Lois, the Sidewalk Storytellers, and a group of volunteers to introduce the program into six new schools. Other programmatic developments for this year include the use of a formal teacher preparation session in which teachers will be introduced to the humane education materials and evaluation procedures and instructed in the purpose of AHA; the inclusion of a feedback instrument through which children will formally indicate their responses to the plays; and the development of new materials that will assist teachers to better use the plays as catalysts for classroom discussion and learning. Lois wants to continue to build upon the ongoing nature of the program in the second year of operation, with the possibility of reaching more of the community by involving churches and PTA's. AHA has so far successfully shared its slogan, "There's no one to protect them but YOU!" in an innovative and educational manner. A new year offers new opportunities to reach more youth and adults and increase the communities' action for humane awareness.
Charlotte Baker Montgomery—author, illustrator, humanitarian, and contributor to HUMANE EDUCATION magazine—was named recipient of the prestigious Joseph Wood Krutch Award, October 14, during the awards banquet at the Annual Conference of The Humane Society of the United States in Fort Worth, Texas. The Krutch Award is awarded each year by The HSUS to the individual who has made a “significant contribution towards the improvement of life and the environment.”

Author of sixteen children’s books, a collection of short stories and articles, several children’s plays, and a variety of humane education teaching materials, Charlotte was honored for her efforts to bring humane ethics to young people. During the award presentation, NAAHE Director Kathy Savelys commented on Charlotte’s special contributions: “In a time when reaching young people was a low or nonexistent priority for the majority of animal welfare organizations in our country, Charlotte Baker Montgomery made humane education her private solution...It is most fitting that we honor [her]...for her ‘significant contribution towards life and the environment.’”

Charlotte has won several awards, including first prize in Book World’s Children’s Spring Book Festival and nomination for the 1972 Newbery Award.

Charlotte’s contributions to HUMANE EDUCATION magazine include the “I Need a Friend” series (March 1980 through September 1980) and The Bell of Art and Kity Wants a Corner plays (December 1979 and March 1983, respectively). She is also the author of the popular My Kindness Coloring Book distributed by NAAHE and The HSUS. During the 1960’s, she wrote the study guides Meeting Animal Friends and A Visit to the Animal Shelter and several other of the early humane education publications of The HSUS and the International Kindness Club.

In addition to her books and her efforts on behalf of animal welfare organizations, Charlotte has authored humane education articles and/or teaching materials for Day Care and Early Education, Child Life, Young World, Children Today, Plays Magazine, Good Housekeeping, Project Head Start, and other publications and organizations.

A founder and active member of the Humane Society of Nacogdoches (Texas) County, Charlotte was instrumental in the formation of several other animal welfare organizations in neighboring counties. For years, her newspaper column, “Noah’s Notebook,” appeared in daily papers throughout southeast Texas, bringing a broad spectrum of animal welfare issues to the attention of the public.

In 1961, she received the Humaneitarian of the Year Award from the Dallas Society for Animal Protection.

Dedicated to the importance of books for young people, Charlotte was also a leader in the formation of the Nacogdoches Public Library. In 1982, she established a special collection of humane education books and teaching materials for the library in memory of her husband, Roger, who had actively supported and assisted in her animal welfare and humane education work. Charlotte has donated hundreds of her books to The HSUS and the International Kindness Club for distribution to children and libraries in the U.S. and Canada.

Charlotte has always been eager to see others in their humane education efforts and has served as a consultant to and guest lecturer for the yearly humane education course at Stephen F. Austin State University in Nacogdoches. She was responsible for establishing a scholarship fund for local teachers who need assistance in order to participate in the course, and has assisted in the sponsorship of additional outside speakers and consultants for the program.

NAAHE joins our parent organization, The Humane Society of the United States, in honoring an individual who has made a “significant contribution towards the improvement of life and the environment.”

The content of the December issue of Kind News, NAAHE’s children’s publication, relates to the theme of this article. If you receive both, we suggest you use Kind News as hands-on material to support the activities covered here. If you don’t receive Kind News and would like more information about it, write to Kind News, Box 362, East Haddam, CT 06432.

Can you remember a time when you had to deal with unruly neighbors or unwanted house guests? These are typical instances in which we have to deal with “outsiders” who are infringing on our living space. Suddenly we may be required to adjust to more noise then we care to. Or our living conditions may become more crowded as a result of the intrusion. Our schedules for working, playing, eating, and sleeping may become disrupted.

In the animal kingdom, there are a large number of creatures that have had to adjust to unruly neighbors and unwanted guests. More disruptive than weekend guests, humans have moved much of the abundant woodlands found in the eastern part of the United States to smaller areas. The woodlands once home to large mammals such as the black bear, elk, cougar, and wolf. By the end of the eighteenth century, some of these animals were uncommon, while others disappeared entirely. The animals that remained—the raccoon, opossum, and fox, among others—were those that adapted successfully to the smaller areas of woodlands. In fact, these animals prospered under these changed conditions. The coyote, fox, badger, and woodchuck adapted to a human environment, while the larger animals declined because of habitat destruction.

Begin this mini unit by introducing the concept of habitat—a place in which a person or animal lives. Explain that each functional habitat is one that provides food, water, shelter, and protection. Brainstorm with your students examples of habitats in which animals live. Animal habitats are found underground, in land, in trees, and in water. One way to introduce your students to natural habitats is to organize a trip to a local nature center or invite a naturalist to speak to your class about the habitats found in your community. You can also provide your students with wildlife books and other reading material that describe animals and their habitats. The experience of a visit to a nature center or a trip to the library can inspire students to create pictures of animal habitats and display these on a bulletin board. Ask your students to write about the animals to which each habitat succeeds in providing.

Inhabitants and Their Habitats

In her book Alligators, Raccoons, and Other Survivors—The Wildlife of the Future Barbara Ford explains how and why certain animals have been able to survive and prosper in the face of civilization. Early colonists removed much of the abundant woodlands found in the eastern part of the United States to establish farms. The woodlands were replaced by farms and cities, which each habitat succeeds in providing. Inhabitants with food, water, shelter, and protection.

Choose several small animals and create a unit on animal habitats. To begin, introduce the concept of an animal habitat and then select a specific animal to use as an example. For example, you can choose a small animal such as a rabbit, a bird, or a mammal. Choose an animal that you can readily obtain, such as a rabbit or a bird. Ask your students to write about the animals to which each habitat succeeds in providing. Inhabitants with food, water, shelter, and protection.

For instance, you can select a rabbit as an example of an animal that lives in a field. Ask your students to write about the animals to which each habitat succeeds in providing. Inhabitants with food, water, shelter, and protection.
and protection. Include this information in your display.

Continue the discussion of habitats by having your students brainstorm examples of human habitats. How do human habitats differ from animal habitats? Have your students collect or create pictures of human habitats and display these beside the examples of animal habitats.

Once your students understand how essential habitats are to the well-being of both humans and animals, have them identify ways in which human and animal habitats are harmed and destroyed. Students can bring to class news clippings that describe incidents in which habitats have been destroyed (e.g., fires, pollution, storms, war). Summarize your students’ research by having them prepare posters that list the ways in which habitats can be destroyed. Identify which examples of habitat destruction could have been controlled by humans. For example, storms and natural disasters are beyond the control of humans. But fires and pollution can be controlled and prevented. Have your class identify the negative effects habitat destruction has on inhabitants.

Community Explorations

By this time, your students have studied the forms of wildlife indigenous to their community and the importance of habitat preservation. Now it’s time for your students to explore their community and discover the wildlife and animal habitats found within it. Take your students on a walking tour and ask them to record on maps the parks, open spaces, and other places in which animals have made their homes. (Young children can draw simple symbols to record what they see.) Remind your students that abandoned buildings and lots often provide wild animals with shelter. Use the walking tour as an exercise in building students’ observation skills. Have students look carefully under the walls of buildings for nesting areas on the ground for tunnels, and beside water for animal tracks. In addition to recording the homes they see in each place, your students can record the variety of animals they see in each place. You can divide the class into small observation teams of four students and allow each team to explore a different section of a park or city block. You can also have your students do a portion of the walking tour blindfolded. This requires them to use their other senses to experience the wildlife and habitats found in their community. Students can take turns being blindfolded and serving as sighted helpers. Ask the students to identify the sounds they hear. Are they natural sounds, or sounds made by humans and their machines? What smells do they detect? The sighted helpers can record the information for their blindfolded partners.

When the children return to class, discuss their findings. Summarize the data they’ve collected by having them create a wall-sized map on which they record all the habitats and animals they’ve seen. Assign one group of students the task of assigning one group of students the task of drawing habitats at the appropriate places on the map. Other children can add the animals or animal signs they found in each habitat.

After the large map is completed, have your students discuss the surprising ways they might have encountered their walking tour. Did they see something new? Did they learn anything surprising? What do they think about sharing their community with wildlife? Have your students study the large map and answer these questions:
1. Which area (structure, park, piece of abandoned land) has become the habitat to the most animals? How does this habitat provide the necessary water, food, shelter, and protection to the animals?
2. Which habitat had the most noise pollution? What animals were found in this habitat?
3. Which habitat was the most untouched by humans? What animals were found there?
4. Which animal was the most common animal in all habitats?

Adaptation

Introduce your students to the concept of adaptation—the ability to change when one’s surroundings change—by pointing out that the animals on the classroom map are those that have done this successfully. Examples of successful adaptation include birds that live in city parks and eat food from people; raccoons that have learned to open garbage cans to obtain food and to use storm sewers as safe passageways from their nests to other areas in the city; and insects that require small spaces and thus “fit” easily into a variety of settings; and scavengers such as mice and sea gulls that find ample food in the garbage left by humans.

You can help define adaptation for your students by having them share examples of how animals adapts to the changes in their environment. In what ways did they change when a baby brother or sister joined their family? For those who have had to attend a new school or move to a new place, how did they adapt? Emphasize that just as some people adapt more easily to new situations, some animals adapt better than others. As long as humans continue to change the environment in which animals live, animals will be forced to adapt, go elsewhere, or die.

To illustrate the ways in which animals have adapted, have your students read animal-related storybooks that teach how animals found in the community live in natural settings. Useful books for this activity include: Possum Baby by Berniece Freschet (New York: Putnam’s Sons), Little Raccoon by Suzanne Noguere (New York: Holt, Rinehart and Winston), Five Racoon Babies by Berniece Freschet (New York: Charles Scribner’s Sons), The Algonquin Grove by Leo Politi (New York: Charles Scribner’s Sons), And The Wild Rabbit photographed by George Bernard (New York: G. P. Putnam’s Sons). After your students have read these books, ask them to compare and contrast the natural and city homes of various animals. How have these animals adapted?

To further underscore the extent to which animals have been forced to adapt in your community, have students interview elderly residents in the area to find out what the area looked like many years ago, or invite elderly speakers to class to discuss this topic. If possible, obtain old photographs of your community or visit your local historical society to see what changes have occurred. Unless your students live in the center of a very old city, they’re apt to be surprised by the extent of the changes and how quickly they’ve occurred. After a clear plastic overlay, your students can note on the large map what their community once looked like and compare and contrast that image with its appearance now.

Encourage students to add new information to the map as they discover it. For example, evening walks with family members might yield some new animal sightings. By keeping up to date on local current events, students can learn about new development projects, roads, and buildings that can impact upon the well-being of animals. Through discussion, this information can be related to the map.

Human Behavior That Affects Animals

Your students have been increasing their knowledge and awareness of the animals in their community. It’s also important for children to understand how they can contribute to the well-being of animals. Begin this segment by brainstorming with your students the problems faced by animals in your community. How is the safety of animals threatened? How is wildlife often injured or killed? In what ways do humans hamper the natural behavior of animals? Ask your students to list as many problems as they can.

Common problems encountered by animals include obstacles to their migration routes, such as tall buildings and busy highways; the destruction of their habitats by fire, noise, air, water, and solid-waste pollution, and by humans’ use of snowmobiles, dune buggies, and dirt bikes. The construction of buildings and roads also destroys natural habitats. In addition, children frequently stamp on ant hills, use fireworks indiscriminately, disrupt nesting areas, and harm animals they mistakenly think are dangerous. Another very common problem faced by wildlife is the problem of free-roaming pets which often harm wildlife.

If the problems have been listed, have your students identify solutions. To stimulate their creativity and to show the great lengths to which people have gone to respect the needs of wildlife, show the film Polar Bear Alert, which is available from the National Geographic Society, Washington, DC 20036. The film dramatically depicts how residents in a small Canadian town have learned to coexist with polar bears. Other examples of creative solutions include the construction of tiny sidewalk ramps in Santa Cruz, California, to aid the migration of salmon runners and the playing of Shirley Bassey records at an airport in England to safely ward off birds from the runways.

Your students can help solve many of the problems faced by wildlife. They can tape bird silhouettes to windows to prevent these animals from crashing into the windows and injuring themselves. Students can remove parks and streets litter that might injure animals. If there is a vacant lot near the school, your students can undertake a project to restore it as a wild space for animals. At home, students can ensure that pets are kept indoors.
Children can also build simple bird baths and feeders. However, they should be cautioned against fostering animals’ dependency on humans. For example, birds fed by children should be trained to depend on their natural food sources. Such projects need to be undertaken with this in mind.

For additional project ideas, contact your local nature center, humane society, or Audubon Society. Ask your librarian for resources that contain projects. No Visitors Allowed provides techniques for protecting gardens from wildlife intruders and hints for supplementing the diets of wild animals. Contact the Evergreen Wildlife Conservation Society, Inc., Box 417, Lake Zurich, IL 60047, for ordering information. Beauty Neighbors—All About Wild Things in the City, or Why Eagles Make Good Mothers by Mollie Rights (Boston: Little, Brown and Company) contains information about the types of vegetation people can plant to help wildlife. Defenders of Wildlife publishes The Wildlife in Your Life—Luring Birds, Mammals, Butterflies to the Home by John V. Dennis. Contact Defenders at 1224 Nineteenth Street NW, Washington, DC 20006, for information.

A Little Enlightenment for the Future

Fortunately, there are hearty creatures that share our communities with us, despite our unwitting efforts. Unfortunately, there are also animals that haven’t fared well in our presence. On behalf of both groups, all of us need to learn more about ways in which we can successfully coexist with animals so that their protection is assured. In the process, we may be required to sacrifice some of our conveniences, but we stand to gain a little enlightenment about how we’re interconnected with other life forms. An opusos shares my yard. And raccoons use a nearby storm sewer for safe passage through my neighborhood. Across the street from my home, there are ducks, geese, squirrels, and sparrows that live in the park. These are the animals that are so much a part of my community that it’s easy to ignore them altogether. Teaching children about the presence of animals such as these and that they depend on all of us for help is an important lesson and one that helps ensure the animals’ survival in the future.


HAPPENINGS

NEW FILM EXPLORES THE USE OF ANIMALS IN RESEARCH

How many animals are used in research each year? And how much does this lab animals used by law? Does animal research really help humans? Can there be effective research without the use of animals? Who profits from laboratory research? These are the questions addressed in the film Tools for Research, produced by Film To Liberate Laboratory Animals, Inc.

Given its subject, Tools for Research is not a pleasant film to watch. However, the film powerfully dispels the myths that support the use of laboratory animals, and information is presented in a shocking but not unnecessarily gruesome manner. Tools for Research is appropriate for high school students, but the teacher should be certain to prepare students for viewing the film and allow for follow-up discussion.


CHILDREN’S PLAY TEACHES RESPONSIBLE PET CARE

Marie Gould, humane educator at the Louisville Humane Society for the Prevention of Cruelty to Animals, 1319 Japonica Street, New Orleans, LA 70117, reports that the socialization of the children’s play Herbert Gets It Together at the Wendy’s Wildlife Amphitheater at the Audubon Zoo in New Orleans, presented last spring, the educational play, which was written and directed by SPCA volunteer Mary Flynn-Thomas, humorously portrays the importance of responsible pet care and animal shelters. Herbert Gets It Together is based on a puppet show created by Debra Breder, Audubon Zoo Education Curator. For more information, contact Marie at the above address.

ENVIRONMENTAL EDUCATION PHILOSOPHY AND ACTIVITIES PRESENTED IN MANUAL

The ideas contained in the Environmental Education Activities Manual, coedited by William B. Stepp and Dorothy A. Cox, evolved over a ten-year period during which teachers developed and field-tested each activity. The authors provide more than a “cookbook” approach to environmental education. They describe a rational model through which an educator can address the philosophy and concepts inherent to environmental education, skill development in students, values clarification, environmental encounters, environmental emphasis, teaching-learning models, and sensitivity guidelines. The Environmental Education Activities Manual contains more than 300 outlines for field activities and spreadsheets for students in elementary school through high school. A helpful section that lists environmental education resources is also included.

The Environmental Education Activities Manual costs $12 and may be ordered from Dorothy A. Cox, 32403 Shay Bridge Drive, Farmington Hills, MI 48018.

An Opportunity to Share Your Wisdom

Ann Brennan, humane educator at the Denver Dumb Friends League, 2080 South Quebec, Denver, CO 80231, is starting a junior humane program for children under twelve years of age and would like to hear from those of you who have operated such programs. You can share your ideas and experiences by contacting Ann at the above address. And while you’re at it, drop a line to NAHAE and let us know about your junior humane programs.

CHILDREN CELEBRATE SECRETS OF THE MARCH

Gifted children are the primary authors of Secrets of the March, a book of poetry, puzzles, and information about the plants and animals that can be encountered at the Alley Pond Environmental Center. The publication of this activity book is one of the outcomes of a special program funded by a private match grant from the New York City Youth Board. The program included teacher workshops, class visits, and field walks. Twelve gifted classes participated in the program and contributed to the book. Secrets of the March costs $4, plus $1.50 for postage. A 10 percent discount is available on multiple orders. Order from the Alley Pond Environmental Center, 328-06 Northern Boulevard, Douglaston, NY 11363.

HELPFUL BOOK DESCRIBES PERSONAL ECOLOGY AND RESPECT FOR LIFE

In Science With Young Children, Berge Holt offers the reader suggestions for teaching this subject in a nonsexist, honest, and humane manner. She recommends a focus on “personal ecology,” which can be used as a framework for teaching science. She writes, “Personal ecology is the individual child interrelating, interweaving, and interacting with the phenomena which make up her or his environment.” The book’s text is accompanied by black-and-white photographs that show young children engaged in such activities.

A portion of Science With Young Children covers “Some Specific Nature Hang-Ups” in which Holt discusses the role of teachers in play in conveying positive attitudes toward animals. Holt encourages teachers to explore their attitudes to such creatures as snakes, rodents, and insects and to be aware of how their verbal and nonverbal responses to these creatures affect how their students view the natural world. This well-written book offers a fresh perspective on teaching a traditional subject. To order, send $3.60 to the National Association for the Education of Young Children, 1834 Connecticut Avenue, NW, Washington, DC 20009.
GUIDE OFFERS TIPS FOR TRAVELING WITH PETS

The American Society for the Prevention of Cruelty to Animals has produced Traveling With Your Pet, which gives tips for traveling with animals in the United States and in more than 150 foreign countries. The guide also describes the ASPCA’s Animalport at Kennedy Airport in New York City. The Animalport exclusively serves the needs of traveling animals and is the oldest shelter of this type in the country. To order Traveling With Your Pet, send $4 to Education Department, ASPCA, 441 East 92nd Street, New York, NY 10028. Make your check or money order payable to the Education Department/ASPCA.

EDUCATIONAL SERVICES CATALOG DESCRIBES HUMANE EDUCATION SERVICES AND MATERIALS

The Humane Society of Jefferson County, Inc., Route 2, Box 86A, Kieling Road, Jefferson, WI 53549, has developed a handy way to locate local area teachers to use its humane education resources and services. The society’s 1983 Educational Services Catalog lists available films, flipstrips, learning kits, books, and slides. Each entry includes a brief description of the material, an order number, and the grade levels for which the material is recommended. An order form completes the catalog and advises teachers that the only cost for borrowing materials is the return postage. For more information about the catalog, contact the society at the above address.

ANIMAL HEALTH CARE PAMPHLETS AVAILABLE

Canine distemper, rabies, feline panleu-copeptovirus, and traveling with a pet are among the subjects covered in the What You Should Know About series produced by the Public Information Division of the American Veterinary Medical Association, 930 North Meacham Road, Schaumburg, IL 60196. The pamphlets are available in English and Spanish and cost $3 per hundred. Free single copies may be obtained when the request is accompanied by a self-addressed, stamped envelope. To obtain more information or to order the pamphlets, contact the association at the above address.

POSTER DEPICTS ‘ANIMAL ABC’S’

Magpie Surne from the ARK Humane Education Services, reports that Giant Photos Inc., Box 406, Rockford, IL 61105, produces a full-color, 25½ inch by 37½ inch poster called “Animal ABC’s.” Superimposed on each letter of the alphabet is an animal whose name begins with that particular letter. The poster is especially suitable for children, preschool age and older. Available in grades 1 through 6, the poster costs $1.25 in regular orders, and $1.50 in special orders. Order from Giant Photos Inc. at the above address. Specify item number 1001.

KIND NEWS—IS the new children’s publication from NAAHE and The Humane Society of the United States.

KIND NEWS—is a quarterly animal-related newspaper for children that contains news stories, projects, puzzles, and more.

KIND NEWS—is available in two levels. Kind News I is for children in grades 1 through 3. Kind News II is for children in grades 4 through 6.

KIND NEWS—is for children, but you must subscribe for them. A one-year subscription entitles you to receive a packet of thirty-five copies of one level of the newspaper four times during a year.

KIND NEWS—is inexpensive. If you are a NAAHE member, a one-year subscription costs $5. If you are not a NAAHE member, a one-year subscription costs $10. If you need more than thirty-five copies of Kind News, add $5 so that you may receive an extra packet of thirty-five copies each quarter. This extra-packet subscription may be for either Kind News I or Kind News II. You may order as many extra packets as you need.

KIND NEWS—is easy to order. Just complete the coupon below.

Please enroll me for the following: 1. Membership(s) in the National Association for the Advancement of Humane Education. Membership entitles me to receive HUMANE EDUCATION magazine, special reports, and a discount on Kind News and NAAHE teaching materials. 2. Subscription(s) to Kind News I (grades 1–3). Each subscription entitles me to receive quarterly packets of thirty-five copies of the newspaper. 3. Subscription(s) to Kind News II (grades 4–6). Each subscription entitles me to receive quarterly packets of thirty-five copies of the newspaper.

Enclose $10 for a membership in NAAHE. For one Kind News subscription, enclose additional $5 if you are a NAAHE member, or $10 if you are not a NAAHE member. Enclose an additional $5 for each extra subscription. Total Amount Enclosed: $.

Make check payable to NAAHE, Box 962, East Hadlock, GA 30214.

Enclose $4 per subscription to Kind News if you are a Canadian or foreign subscriber.
HUMANE EDUCATION
Teacher of the Year Form

NAAHE is now accepting nominations for the National Humane Education Teacher of the Year Award for 1984. Introduced in 1981, this award is designed to recognize a classroom teacher who consistently incorporates humane education into his or her teaching activities. To be eligible for consideration, the nominee must be a practicing classroom teacher in kindergarten through grade 12 who regularly employs humane education techniques and philosophy as part of class lessons. Nominations may be made by local or regional animal welfare organizations and animal control agencies, principals and school administrators, individual NAAHE members, or classes of students (nominating their teacher).

To nominate a candidate, use this form. Mail your nomination to NAAHE Teacher of the Year, Box 362, East Haddam, CT 06423. Remember, March 2, 1984, is the deadline.

1. Nominee’s Name
2. School Address
3. Grade or Subject Taught
4. Number of Years in Teaching
5. Your Name
6. Title
7. School or Organization Address
8. Phone

Attach a written summary and materials that provide the following information:
1. Describe your nominee’s humane education activities (including regular humane education classroom activities—special projects, campaigns, displays, or assemblies). How does he or she incorporate humane education into classroom activities?
2. What distinguishes your nominee’s teaching from that of other educators you know?
3. What feedback have you received or heard from your nominee’s students or peers regarding his or her humane education activities? If possible, attach samples of written feedback.
4. In what ways have your nominee’s humane education activities influenced students outside his or her classroom, other teachers, parents, and/or school policy?
5. What affiliation does your nominee have with animal welfare organizations, animal control programs, or other animal-related or environmental protection groups?
6. Please enclose any additional information about your nominee that you think is important.

RESEARCH IN REVIEW
Teaching About Predators in Elementary Education

by Vanessa Malcarne

Predators, those animals that prey upon other animals in order to survive, are often misunderstood and maligned. Many people are unaware of the important role these animals play in ecosystems and are often repulsed by the idea of one animal killing another for food. As a result, children are frequently labeled “cruel” or “evil,” even though such behavior is natural and essential to their survival.

Constance and Roger Powell believe that people’s attitudes toward predators must begin to form in childhood and that looking at how these feelings develop can help adults determine the best time and way to introduce children to the subject of predators. The Powells suggest that children’s attitudes toward predators can be strongly influenced by the education they receive in school, including structured lessons, the attitudes of their teachers, and the literature they read.

In their study, the Powells examined the role education plays in the development of attitudes toward predators by interviewing children; surveying the attitudes, knowledge, and practices of teachers; and examining the treatment of predators in children’s literature.

In the first part of their study, the Powells interviewed twenty-five children, ages five through seven, to find out what they knew about a common predator (the weasel) and to elicit responses to other questions reflecting attitudes toward predators. Although most of the children were unfamiliar with the weasel, they indicated positive or neutral responses to it when told about it. Even after being told that weasels prey on mice, a majority of children still expressed positive opinions, indicating that they were comfortable with information concerning predation. This suggests that children, even at this early age, are ready to be taught the predator-prey concept.

The second and third parts of the study examined how children are actually exposed to the predator-prey concept in educational settings. In the second part of the study, eleven teachers and thirteen student teachers were asked about their opinions of animals in the classroom and, specifically, animals that require live food. Teachers were also questioned about their general knowledge of predators and were asked to gauge the reactions of children to witnessing an act of predation. Most teachers felt positively about animals in the classroom. Teachers’ feelings about predators and predation were also generally positive. Teachers expressed a willingness to teach about predators in the classroom but, unfortunately, displayed many misconceptions and misinformation about predators. Some teachers expressed reservations about how children, particularly young children, would react if exposed to the subject.

A similar reservation about children’s reactions to predation was reflected in the results of the third part of the study. In this part, children’s books were examined and categorized according to the treatment of predators in the books. The Powells found that while the literature for the older grades (3-8) dealt realistically with predators, few books for the younger grades (K-3) portrayed predators in accurate animal roles and most portrayed predators in animal form but with human characteristics. The treatment of predators in books at the younger level often echoes teachers’ concern that young children are not ready to understand and accept the concept of predation.

The Powells suggest that teachers and writers for children are mistaken when they try to protect primary-age children from exposure to the concept of predation. The Powells’ interviews with children indicate that children are ready to accept an introduction to predators and predation sooner than most teachers and authors now presume. And because teachers generally lack adequate knowledge to effectively teach about predators, children’s literature must play an important role in introducing children to the topic. It is, therefore, essential that such literature portray predators realistically and accurately. Children who are well-informed about predators will be better able to see these animals as they really are and to appreciate the important role they play in nature.

Reference

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

You love animals. You love kids. You love being a humane educator. Ever wonder if what you’re doing is working?


$2 for non-NAAHE members
$3 for nonmembers
Order from: NAAHE
Box 362, East Haddam, CT 06423
FAMILIAR ANIMAL NEIGHBORS

The Kind News Feature in this issue of HUMANE EDUCATION focuses on those animals that author Jack Denton Scott has referred to as "survivors" in his book The Survivors: Enduring Animals of North America. These are the wild animals that have learned to live with us by sharing our communities. They've altered their life-styles and habits to adjust to our presence, and they constitute a hearty and resilient group of creatures.

The Copy Masters that follow show and discuss four commonplace animals that belong to this group: the gray squirrel, the raccoon, the opossum, and the mallard duck. These sheets have been adapted from the San Francisco SPCA Animal Awareness Club curriculum and provide informative summaries about each animal. You can reproduce the Copy Masters and distribute them to your students to color and to study. You can also use them to reinforce the lessons covered in the Kind News Feature.

There may be survivors that are unique to your region. Have your students identify the forms of wildlife that are indigenous to your community and develop their own additional copy masters, complete with illustrations and data. The children can then organize the sheets into a wildlife book and present it to the school library to be used as a resource by all students. Children of all ages are better able to share their world with animals when they have knowledge of and appreciation for the animal co-residents of their community.

About the artist...M. Cimperman is a free-lance illustrator and cartoonist who has worked with the San Francisco SPCA on many humane education and public information projects.

Opossum

IDENTIFICATION: The opossum is a strange, slow-moving mammal that weighs from 4 to 14 pounds. It grows in length up to 40 inches, with 15 to 20 inches of its length being its long, ratlike tail. The tail can hold on to and carry things and is helpful with tree climbing. Such a useful tail is called prehensile.

RANGE AND HABITAT: The opossum is the only North American marsupial. It is found from New York west to Iowa and along the east coast from southern New England to middle Florida. Although not native to the west coast, it has been introduced there and is now well-established in coastal areas of Washington, Oregon, and California. The opossum is common in wooded areas.

DIET: The opossum is omnivorous. Insects, plants, grain, garbage, small rodents, and carrion make up the opossum's diet. Eggs and persimmons are its favorite foods.

LIFE SPAN: Four to eight years.

ENEMIES: The opossum is preyed upon by every carnivore found in its home range. It is sometimes hunted by humans and often killed by automobiles.

Adapted from the San Francisco SPCA Animal Awareness Club, 2500 Sixteenth Street, San Francisco, CA 94103.
Mallard Duck

IDENTIFICATION: This beautiful duck measures up to 28 inches long and weighs up to 33 pounds. The male can be identified by a glossy green head and white neck ring. The female is smaller and usually drab colored. Both sexes have yellow bills and orange feet.

RANGE AND HABITAT: The mallard duck is probably the most common of all wild ducks. It breeds south through the United States to Virginia and is very common in the west. The mallard's habitat includes fresh marshes, irrigated land, grain fields, ponds, rivers, lakes, and bays.

DIET: The mallard duck is omnivorous and eats grain, corn, mosses, aquatic plants, and mosquito larvae. The mallard is a surface-feeding duck; that is, it usually feeds on or near the water's surface, seldom submerging itself. It finds food with its sensitive bill. The bill is also used as a sieve to filter food from the water.

LIFE SPAN: Ten to fifteen years.

ENEMIES: Dogs, foxes, and birds of prey also hunt the mallard. The mallard is safest on water, where it can readily escape by diving and swimming under the surface.

Adapted from the San Francisco SPCA Animal Awareness Club, 2500 Sixteenth Street, San Francisco, CA 94103.

Raccoon

IDENTIFICATION: The raccoon is a mammal with thick grayish fur and a ringed tail. A narrow black mask runs across its face, and it has two white patches above the eyes. This mask and the raccoon's habit of stealing campers' food have earned it the reputation of "bandit." The raccoon is about 2 feet long (with a tail about 10 to 12 inches in length), is 12 inches high, and weighs from 15 to 35 pounds.

RANGE AND HABITAT: Making its home in wooded and well-watered areas, the raccoon is found in southern Canada, most regions of the United States, and in South America. Its den may be a cave or burrow, but most commonly it is located in a hollow tree.

DIET: The raccoon is omnivorous and eats whatever the environment provides—typically, fish, eggs, insects, nuts, berries, snakes, frogs, birds, and small mammals.

LIFE SPAN: Seven to thirteen years.

ENEMIES: People, dogs, traps, and automobiles are the raccoon's worst enemies. Many would-be predators know better than to fight with an adult raccoon. The raccoon has razor-sharp teeth and is a tough fighter.

Adapted from the San Francisco SPCA Animal Awareness Club, 2500 Sixteenth Street, San Francisco, CA 94103.
Gray Squirrel

IDENTIFICATION: The gray squirrel's fur is salt-and-pepper colored and dark gray. It weighs about 1 pound and is approximately 18 inches in length, including its 9-inch tail.

RANGE AND HABITAT: The gray squirrel is found in woodlands and orchards from Maine, west to the Dakotas, south through central Texas, and east to the Atlantic and Gulf coasts.

DIET: The gray squirrel is omnivorous but eats plants, nuts, and berries primarily.

LIFE SPAN: Three to seven years.

ENEMIES: Hunters, birds of prey, and automobiles are the enemies of the gray squirrel. Snakes and stray dogs and cats often kill very young gray squirrels.

Familiar Animal Neighbors

A Provocative Look at Young People's Perceptions of Animals

by Miriam O. Westervelt

How do young people relate to animals? Are their likes and dislikes regarding animals different from those of adults? How much is their interest in animals related to how old they are, whether they live in the city or country, or if they are male or female? The U.S. Fish and Wildlife Service wanted answers to these and other questions regarding public perceptions of wildlife. Recognizing the importance of public opinion in determining the success or failure of its wildlife programs, the service issued a grant to Dr. Stephen Kellert of the Yale School of Forestry and Environmental Studies to conduct a national survey of public attitudes toward wildlife and natural habitat issues. As part of this survey, the service funded a smaller and more exploratory study of "Children's Attitudes, Knowledge, and Behaviors Toward Animals," which Dr. Kellert and I coauthored. The purpose of the study was to learn more about how attitudes toward animals develop and to identify the factors that influence these attitudes while people are young. Clearly, this information would be valuable in designing education programs to reflect the needs and interests of children of different demographic groups.

Unlike the large national survey of adults, the children's study was not concerned with obtaining a nationally representative sample of children. It was considered more cost effective to concentrate on developing valid measuring techniques and to select a small but representative sample of children in Connecticut, rather than assess the attitudes of children from the entire country using the less refined measuring techniques available at the time. Remarkably little research has focused on children's relationships with animals, and it is our hope that the tentative yet highly provocative results reported here will stimulate more thorough investigations on this subject.

Methodology

A major focus of the children's study was the development of a wide variety of attitude-measuring techniques. Personal interviews were chosen, instead of written or group-administered questionnaires, because they allowed the interviewer to adopt wording, explain concepts, and sustain interest levels according to the needs of individual children. The interviews lasted over one hour and consisted of 110 attitude, knowledge, and behavior questions. Most interviews were conducted at the students' schools during regular school hours. The children were also shown a film depicting a variety of human-animal relationships in hopes of eliciting spontaneous and perhaps more valid expressions of attitudes. This according to bipolar adjectives such as kind/mean, interesting/boring; the question "What is your most favorite animal?"; and thirty-three animal preference items that ranked animals on a scale from "Really Like" to "Really Dislike."

Knowledge of animals was measured in a variety of different ways: true/false and multiple choice questions about behavioral and physical characteristics of animals; identification of animals shown in color slides, and questions on the foods animals eat.

Finally, at the end of the interview, questions were asked about how frequently the child participated in activities such as bird-watching, hunting, zoo visitation, reading books about animals, and learning about animals in school.

Two hundred sixty-seven children from six to eighteen years of age participated in the study. They included 63 second-, 68 fifth-, 67 eighth-, and 69 eleventh-grade students who were randomly selected from public schools across Connecticut. Major demographic groups in the state were represented in the sample.

RESULTS

Attitudes

The most common attitude among the children was a strong emotional affection for individual animals, mainly pets. An unstructured source of information was very useful in validating the presence or the intensity of an attitude in an individual child when the data were later analyzed.

"Semantic differential," which rated animals according to bipolar adjectives such as kind/mean, interesting/boring; the question "What is your most favorite animal?"; and thirty-three animal preference items that ranked animals on a scale from "Really Like" to "Really Dislike."

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example of this "humanistic" attitude is the finding that "lovable animals" were far more preferred than "beautiful" ones, "amazing animals," "ferocious killers," and "horrible animals." And 76% of the children disagreed that it's "wily" for people to love animals as much as they love people. This humanistic orientation was also the most common attitude toward animals found in adults in the national survey.

Children and adults were found to be very different from each other in terms of their interest in wildlife and the outdoors, however. This "naturalistic" orientation was the second most common attitude in children, but it was only weakly present in adults. For example, 79% of children, in contrast to 41% of adults, said they would like to go to the jungles of South America to see wild animals. Among the children, naturalistic orientation was especially strong in older children. In contrast, only 35% of the eleventh-grade students, compared to 76% of second-grade students, said they liked pets more than wild animals. In addition, 59% of eleventh-graders versus only 17% of second-graders preferred camping near wildlife rather than near other people. A general theme that emerged was the widespread perception among young children that wild animals are dangerous. Fifty-two percent of second graders versus only 17% of eleventh graders felt that it would be better if animals ate only plants.

It was interesting to note the significant differences found between the various demographic groups. Among the differences found were the significant opposition to sport hunting, indicating that, just like the boy, the puppy needs food, water, and a safe place in which to live. These results suggest that it is time to come to terms with the serious environmental issues facing them, anthropomorphic orientations to animals will need to be redirected towards educational concern for the needs of all life forms. Fortunately, the prevalence of the humanistic attitude, along with the stronger naturalistic tendencies of children compared to those of adults, provide a solid basis for making this justifiable commitment to use that respect to form the bridge toward his appreciation for the needs of other animal species, as well as the natural surroundings.

Dispelling fears about animals while developing a commitment to use that respect to form the bridge toward his appreciation for the needs of other animal species, as well as the natural surroundings, is an important part of a natural system is relatively rare. It is interesting to note that this and similar results found by other researchers who emphasize that the period from seventh to ninth grade is the most critical developmental period for children's perceptions of animals and the environment. The present findings indicate that younger children are best able to participate in activities involving animals in general, and females participated more than males in only one activity—bird-watching.

In order to prepare young people for the serious environmental issues facing them, anthropomorphic orientations to animals will need to be redirected towards educational concern for the needs of all life forms. Fortunately, the prevalence of the humanistic attitude, along with the stronger naturalistic tendencies of children compared to those of adults, provide a solid basis for making this justifiable commitment to use that respect to form the bridge toward his appreciation for the needs of other animal species, as well as the natural surroundings.

DISCUSSION

It would be unwise to generalize these findings to young people everywhere because of the small sample size and the restricted geographic area they represent. However, it would be equally unwise to dismiss the value of these results because of their tentative nature. The vast differences found between the various groups, and between children and adults, provoke serious thought about how the attitudes toward animals develop and how humane education efforts might be geared to the needs of users representing different demographic characteristics.

Based on the present findings and those of the national survey of adults, it appears that it is time to come to terms with the strong tendency in our society toward emotional attachment for lovable and attractive animals, and the fact that a knowledgable appreciation for animals as part of a natural system is relatively rare.
For the Love of Birds," which appears on page 4. Annuity is for students interested in birding. Invites a Bird to Dinner: Simple Feeders You Can Make by Beverly Courtney Crook (New York: Lothrop, Lee and Shepard), contains instructions on how to make a variety of bird feeders that can be placed in backyards and on windowsills.

Beginning of Youth Art Month
This day begins Youth Art Month, sponsored by the Crayon, Water Color, and Craft Institute. The purpose of this month is to encourage the value and importance of children's participating in art-oriented activities. Observe this month with your students by having them create animal-related art projects. Begin by showing your students a book by Arbitrary Wild, available from Benchmark, Mark Films, Inc., 145 Scarsdale Road, Briarcliff Manor, NY 10510. This film is about Canadian artist Naturalist Robert Bateman who paints wildlife in their natural environment. Children will enjoy watching his paintings evolve and learning about how an artist perceives the natural world. After showing the film, take your class to a park, nature center, or zoo and have students observe the animals. When students return to class, ask them to write a paragraph on the sights they've seen. Or students might create collages or sculptures of their favorite animals. The "Don't Stay Between the Lines" copy masters, which appeared in the March and June 1983 issues of Humane Education, are designed for teachers to ask if a mime is available to come to your class to perform and share his animal stories. Have your students observe the role their pets or other animals, and perhaps other students' animals, play in their lives. An excellent article covering animal-related creative movement activities is "If I Were a Bird... Creative Movement Activities for Kindergarten Through Third Grade" by Ingrid Selberg (New York: St. Martin's Press) tells the story of this well-known animal behaviorist. Jane Goodall—A Harbor Town Seal by Susan Meyers (New York: E. P. Dutton) relates how the staff and volunteers of the California Marine Mammal Center, headed by Holly Garnet, work to save the life of a baby harbor seal pup. Wassonwoman (New York: E. P. Dutton) is the autobiography of Anne LaBastille, a wildlife ecologist. Six Little Chickens... by Ada Graham (New York: Four Winds Press) tells the story of Cordelia Standwood, one of the leading nature guides of the world.

February

Founding of the Dog Writer's Association of America
This day commemorates the incorporation of the National Association of American Dog Writers in 1905. The purpose of the Audubon Societies was to continue the protection of birds, as well as other animals and the environment. Observe this day by having your students study birds. Contact your local Audubon Society to ask if it has speakers available to come to your class. Your speaker will provide questions and activities to teach the students about birds. With the help of the Audubon these projects are birds in your community and can recommend ways in which young people can help in this work. To build upon your students' interest and concern for wildlife, use the activities discussed in the article to make something for yourself, such as a bird feeder or a butterfly house.

January

Bird Day
This day commemorates the incorporation of the National Association of American Dog Writers in 1905. The purpose of the Audubon Societies was to continue the protection of birds, as well as other animals and the environment. Observe this day by having your students study birds. Contact your local Audubon Society to ask if it has speakers available to come to your class. Your speaker will provide questions and activities to teach the students about birds. With the help of the Audubon these projects are birds in your community and can recommend ways in which young people can help in this work. To build upon your students' interest and concern for wildlife, use the activities discussed in the article to make something for yourself, such as a bird feeder or a butterfly house.

January

Anniversary of National Environmental Policy Act
On this day in 1970 the National Environmental Policy Act was enacted in the United States. Through the bipartisan efforts of Congress, Environmental Quality was established, and the Federal Government made a commitment to protect the environment, wildlife habitats, and endangered species.

Observe this day with your students by having them research information about the National Environmental Policy Act. Students may write to the Environmental Protection Agency, 401 M St., NW, Washington, DC 20460, for information. You can also set up a learning center in your classroom that contains books and posters about the environment, wildlife, and endangered species. Learning Posters produces a two-sided, full-color poster that depicts endangered animals and plants native to the United States. To order, send $3.95 to Learning Posters, 530 U Street, N.W., Washington, DC 20012.

Cricket in the Grass by Philip Seiberg (New York: Charles Scribner’s Sons) and Our Changing World by Ingrid Selberg (New York: Philomel Books) are two unusual and beautiful illustrated books about habitats written for preschool and elementary grade students.
negative feelings about animals and the narrow attraction for only cute animals give way to a need for more factual understandings about animals. One question is, why did the sharp increase in knowledge occur during this age period, when learning about animals in school sharply declined? The possibility that learning about animals was not dependent on school activities is supported by the finding that there was absolutely no difference between the knowledge scores of those who did and those who did not learn about animals in school. It appears, then, that knowledge was sought from and provided by sources outside the school. The thirst for more facts about animals, and the growth of the ecologistic attitude at the same time, suggest that this stage offers an excellent opportunity for fostering a realistic appreciation of the natural world. It is tempting to speculate how much greater the increase in knowledge from fifth to eighth grades would have been had more learning about animals been going on in school instead of less. The importance of this stage is further demonstrated by the finding that knowledge did not continue to increase after the eighth grade. Once the teenage years were entered, the effect of age on knowledge of animals became negligible. The most basic change occurring among the oldest children was a deepening ethical concern for how all animals are treated and an appreciation of wildlife in relation to natural habitat. Sensitivity to the moral and ecological considerations of animal issues, particularly wildlife protection, was acute. Respect for the roles of large predatory animals surpassed the fears in earlier developmental stages. This appears to be the time to discuss the pros and cons of such issues as energy development, habitat protection, hunting, and endangered species protection. Finally, the present results and similar findings in the national survey suggest several attitudinal and behavioral characteristics of the future. Regardless of grade level, programs for these groups of children should work on expanding understanding of the animal world by dispelling fears and providing opportunities for direct exposure to wildlife in natural surroundings. In light of the continuing trend of increasing urbanization, it will become more and more important to concentrate on these groups of children.

The real value of this study lies in the number of possibilities it suggests for further investigation. The techniques used here represent pioneering attempts to understand how attitudes toward animals develop, and they require extensive testing and further refining. Future investigations might also include preschoolers, a larger and random national sample, or a longitudinal research design that would allow close monitoring of individual children during the formative years.

References
4 Ibid. About the author... Miriam Westervelt is a policy analyst with the U.S. Fish and Wildlife Service in Washington, D.C., where she conducts analysis on the social impacts of policies affecting the nation’s fish and wildlife resources. Miriam received her M.A. in Humane Education from the University of Tulsa in 1976 and coauthored this study while she was an associate in research at Yale University.
Basketball is often an exhilarating sport to watch. It's a fast-paced game that requires players to be agile and skillful. In the case of donkey basketball, the excitement for spectators is at the expense of animals.

Each year many schools sponsor donkey basketball games to raise money for school activities and programs. While the schools and the game promoters profit, the donkeys suffer. During the game, the donkeys are often ridden by people who are too large to easily carry. This physical strain is coupled with the players kicking and pulling the animals. Another common form of on-court harassment is the promoter's use of an "enforcer" stick when donkeys refuse to move or begin to buck. There are also humane concerns regarding the transport of the donkeys. The animals often travel in overcrowded vehicles, are sometimes poorly fed, and are infrequently permitted to rest and graze. All these practices make donkey basketball a questionable activity for schools to sponsor.

Use the photo on the reverse side of this page to review with your students the humane issues involved in donkey basketball. Ask the students to describe the human/animal relationship portrayed in such an event. What human values toward animals does donkey basketball convey? Have your students brainstorm alternative ways in which schools and organizations can raise money and ways in which people can respond when they hear of such events being scheduled in their communities.

Donkey basketball games are attended by people who probably care about pets and other animals but who are unaware that these events are unpleasant and harmful to the animals involved. Discussing this topic with your students can help them see the not-so-obvious ways in which animals are shown disrespect and are subjected to abusive treatment by humans. ✽