HUMANE EDUCATION

Veterinarian

Animal Control Officer

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 on wildlife being distributed to teachers by fish and wildlife agencies in more than thirty states. The statement, which was sent to the governors of all fifty states, identified a strong bias in the Project WILD materials in support of hunting, trapping, and the use of wild animals as "renewable resources" and expressed the coalition's opposition to the use of public funds to purchase, promote, and/or distribute the materials:

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

The eight groups represented in the coalition were the American Humane Association (an Associate Sponsor of Project WILD), The American Society for the Prevention of Cruelty to Animals, Animal Protection Institute, Fund For Animals, The Humane Society of the United States, International Fund for Animal Welfare, The Massachusetts Society for the Prevention of Cruelty to Animals, and People for the Ethical Treatment of Animals. As of January 1, Defenders of Wildlife (also an earlier sponsor of the materials) and more than 200 local and regional animal welfare/rights organizations have added their support to the statement, and additional groups continue to join the protest every week.

Although NAAHE traditionally has devoted its efforts to helping educators locate appropriate materials for humane education rather than identifying and criticizing inappropriate ones, the widespread distribution of Project WILD using public funds, its promotion as unbiased material, and the confusion generated by the early support of the project by two national animal welfare organizations make this a unique case.

During the past several months, NAAHE has been working with the wildlife department of 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.

—Susan R. Long

by Willow Soltow

International Olympians, explains Staten Island Zoo Director of Education Susan R. Long. "It was such a success that we've repeated a similar event every year since. Our Zoo Olympians have been so rewarding for us," observes Susan. "That we were eager to share the idea with others. A Zoo Olympics might be just the thing for a teacher or humane society looking for new ways to celebrate Be Kind to Animals Week, for instance."

Each year, Susan and her colleagues plan their Zoo Olympics around activities that visitors can do largely on their own. With a limited number of volunteer helpers and staff members available, a self-guiding aspect to the events is required. To accomplish this, they use large posters for each event that include an eye-catching illustration, easy-to-follow instructions, and an explanation of how the activity is related to the behavior of real animals. For most events, they have one coach/interpreter who encourages participation and provides explanations of the meaning behind each animal activity.

Building a bird nest is lots of work—but it's also lots of fun, as these youngsters will attest. Using human-sized nesting materials helps children understand just how much work is involved for a bird in building a nest.

"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 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 Olympics 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 any 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 packing 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 odors 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 an escape predator."

The Turtle Trot is one of the Staten Island Zoo's most popular Zoo Olympics events. Here, participants put on their cardboard shells before starting through the obstacle course. "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 any day or night," Susan says. She and other teachers adapting 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-to-day 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 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 helps 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 gaits.

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 outliers 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 doves outdoor recreation with..."
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 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 transference, 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 concerning the curriculum guide forced a temporary suspension of the project. New schools were recruited in California and the Utah schools decided to keep training to a minimum. But since our objective was not to prove that WIRE's guide was usable, we were force-fed materials in intensive doses.

It made sense to evaluate them as they might be force-fed by the Department of Education, e.g., fostering the development of a curriculum guide. It is likely that most teachers who use humane education materials receive little instruction on how to use them, and 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 1,800 kindergarten through sixth-grade students, was distributed predominately 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. Although the sample was also quite varied. It consisted of mostly middle-class students but had ample representation from low, lower-middle, and upper-middle categories.

Testing
In order to meet the objectives of the project, tests were needed that would measure children's knowledge about animals, (2) children's attitudes toward animals, (3) humane education in general, (4) the transfer or generalization to other humans of children's attitudes toward animals. We also needed instruments to survey teacher and parent attitudes and to record background information about the children. For this purpose, we developed the following: (1) a pupil questionnaire designed to assess students' previous exposure to animals, e.g., pets, farm animals, zoo and shelter animals; (2) a Concept Mastery Test (CMT) to determine children's knowledge of animal-related concepts and terms; (3) an Attitude Scale.

**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 transference, 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 concerning the curriculum guide forced a temporary suspension of the project. New schools were recruited in California and the Utah schools decided to keep training to a minimum. But since our objective was not to prove that our approach and materials worked but to find out how they worked, it made sense to evaluate them as they might be applied during a typical school year by teachers with many other curriculum requirements to meet. 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 1,800 kindergarten through sixth-grade students, was distributed predominately 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. Although the sample was also quite varied. It consisted of mostly middle-class students but had ample representation from low, lower-middle, and upper-middle categories.

**Testing**

In order to meet the objectives of the project, tests were needed that would measure children's knowledge about animals, (2) children's attitudes toward animals, (3) humane education in general, (4) the transfer or generalization to other humans of children's attitudes toward animals. We also needed instruments to survey teacher and parent attitudes and to record background information about the children. For this purpose, we developed the following: (1) a pupil questionnaire designed to assess students' previous exposure to animals, e.g., pets, farm animals, zoo and shelter animals; (2) a Concept Mastery Test (CMT) to determine children's knowledge of animal-related concepts and terms; (3) an Attitude Scale.
In order to test how children might behave around animals, students were asked to respond to a treatment, i.e., humane education in the fall of 1983 prior to any exposure to the same battery of instruments used in the posttest. Both the pretests and post tests were administered by independent volunteers who were not informed of the project rationale and design in order to ensure against bias. The results of the Concept Mastery Test, which presented child-animal dilemmas and assessed children's attitudes of kindness toward animals would generalize or transfer to other situations. The Attitude Transfer Scale, which assessed children's kindness and compassion toward other children, demonstrated positive changes from pretest to post test, while the students in the control group exhibited little or no improvement. Here again, however, the improvement shown by the experimental group was not as dramatic as at the grade level of aggression. Despite the limited early results, however, there is reason to be encouraged by the study. True, the use of the curriculum guide did not produce statistically significant results on every test at every grade level. But this is not as disappointing as it sounds if we remember that the twenty activities from the guide taught by the experimental group teachers constituted a very thin intervention, or weak treatment. Numerous evaluation studies in which curriculum materials were used every day for an entire school year have failed to show significant changes in learner outcomes. In this context it is encouraging that the curriculum guide activities and approach had such a significant effect on knowledge, attitudes, and projected behavior at the kindergarten and first-grade levels and a lesser but nonetheless positive impact at the grade levels beyond. Moreover, it appears from 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 these emerging 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 an age in which natural developmental factors enable children to recognize the needs of others are growing rapidly anyway? Are early childhood teachers better equipped to teach styles that promote pro-social or human behavior? Would more intensive use of activities on 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 in some way less appropriate for the developmental level of the students than at the lower levels? Questions remain to be answered.

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

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

Melinda Haddad, fifth grade teacher at Hill Central School in New Haven, Connecticut, assists her students during a humane education lesson. Many of the teachers in the project, while unfamiliar with humane education at the outset, showed a strong interest in humane education programs and teaching materials as a result of their involvement in the evaluation.

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

Rejecting the need for dissection and invasive experiments on animals in the classroom, NAAHE’s new brochure on Dissecting Disturb You? offers alternative lesson plans and activities for science teachers. One side of the brochure offers an attractive poster of recommendations for the study of animals in biology classes. The other side of the brochure includes a companion brochure for students who are ethically opposed to dissecting or experimenting on animals. Also available is an attractive poster of recommendations for the study of animals in biology classes. One copy of each is available on request. Please send a self-addressed, stamped envelope. Quantity prices are as follows:

50 copies $4
500 copies $0.30

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

by Willow Soltow

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

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

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

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

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

The World of Work

Begin your unit on animal-related careers and community services by having students identify some of the reasons people choose the work they do. Have students take a poll of at least five of their adult friends, neighbors, teachers, and relatives. Have them ask each person what kind of work he or she does, what makes 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 people who harm animals or who does litigation for an animal rights organization. Other examples include a clerical worker at a shelter or animal hospital, a classroom teacher who focuses on humane education, a writer or artist who tries to make people more aware of the plight of animals through his or her work.

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

Although volunteering does not strictly constitute a career, you may want to remind students that volunteering, like
pursuing a career, can be a meaningful and constructive lifetime pursuit—one that benefits the individual worker as well as the community in which he or she lives. Volunteering can also have an added benefit in preparing an individual for a work-oriented career. To learn about kinds of careers and opportunities available in your community, it might be necessary to schedule a visit to local 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 in touch with local facilities, please see our article for MARCH 1985 issue of HUMANE EDUCATION, “A Visit to the Animal Shelter.”)

Did each applicant feel that the questions asked of him or her were fair? Point out that in a real job interview, the interviewer is not “the bad guy.” In most cases, he or she is simply trying to find someone who will be happy and effective at the job that is being offered. Have students discuss: Why is it especially important to be honest with an interviewer about personal interests and qualifications? What might happen if you accepted a job for which you were not qualified? In which you lacked sincere interest?

Humane Education and Career Awareness
Encouraging students to develop appreciation and respect for all animals is one 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.

Students may be surprised to learn that some veterinarians treat large animals as well as small ones. These animal doctors often must visit their patients, rather than have their patients brought to the veterinary hospital.

Would this career involve feeding animals? cleaning their cages? Would a person who pursued this career risk being bitten by a frightened animal? How might it feel to save an injured animal or to return a wild animal to its habitat? Would you be able to euthanize sick or homeless animals if that was part of your job? Explain that while people in animal-related careers care deeply about animals, they often find themselves in jobs in which animal suffering is encountered on a routine basis. How might it affect someone in an animal-related career to be near suffering animals? Have students consider: If you identified too closely with an animal that was suffering, is it possible that you might do the animal more harm than good? Why? If so, would this mean that you should abandon the idea of an animal-related career?

Answers to questions about the various jobs that students have learned about during their studies. Then divide the class into five groups, one to represent each career. Pass out a copy of the “Making Choices” copy master that follows this article to each of the groups. Have the students within each group conduct a brainstorming session on the positive and negative aspects associated with their career. Let each group select one student to record the group’s answers on the copy master sheet. At the end of the activity, have groups share their findings regarding each career.

The following questions will help you to assist groups that have trouble getting started: Depending on what career are you involved in your career? Would you have irregular working hours? What kind of income would you get with this career? Could satisfaction with this job compensate for lower pay? What might be some of the nonfinancial benefits of this career? What kind of education would be required in order to qualify for this? 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? Why? If not, would the reward of helping animals compensate for this?

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 formal education? Which jobs might be found to overlap with career positions at other kinds of animal care facilities? By now your students have had the Information Systems and the classes to review 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 the careers and have them complete the “What’s My Line?” work sheet that follows this article.

Animals and People Who Help Them
After the class shares information on the positive and negative aspects of animal care, have students complete the following writing exercise to give them a broader basis for understanding the implications of working with animals. Write these animal duties on the chalkboard: a lost 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 Ms. Veterinarian.

Some careers, have students complete the following writing exercise to give them a broader basis for understanding the implications of working with animals.

Next to the name of each animal, write the name of an 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 sounds affect the animal? What fears might it have? What people, in addition to the man-animal relationship, might the animal also be likely to encounter? Have students share their finished animal stories with the rest of the class.

The Big Search
You can use the following role-play activity to give students a feeling for what it might be like to apply for a real job helping animals even though 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 on the role of interviewer, and the other that of job applicant. Have each interviewer list questions to ask the applicant in order to see if he or she is qualified for the job. Have the interviewers consider: What duties are involved in this job? What kind of educational background might an applicant need to have? What sort of attitudes 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 background and job history that they feel will best represent an applicant at that job. At this point, you may want to review students’ questions and qualifications before allowing them to conduct their role-play interviews.

Following the interviews, have students share their feelings about the role-play experience. In each case, did the applicant “qualify” for the job? Why or why not? What might have helped the animal get through this interview? What might have hindered it? What might make it easier to get a similar job? How would you have handled the interview differently?

HUMANE EDUCATION / MARCH 1985
What's My Line?

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

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

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

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

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

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

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

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

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

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

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

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

Making Choices

1. Write the name of your career here. ____________________________

2. List the duties involved in this career.

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

   Positive          Negative

   ____________________________  ____________________________

   ____________________________  ____________________________

   ____________________________  ____________________________

   ____________________________  ____________________________

4. Tell how your career helps animals.

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

HUMANE MEANS FOR STIMULATING STUDENT INQUIRY AND YOUNGSTERS IN MIDDLE SCHOOL AND ABOVE

Science games can provide an effective means for stimulating student inquiry and encouraging classroom participation. Krill offered by Ampersand Press is designed to build appreciation of the problems involved in their own way, much like with old-time animal bonds, and concern for all that lives. Particularly rewarding learning tool.

CREATIVE MAKES A COMEBACK

"Whale Fire" for older students may be interested in keeping an Amateur Naturalists Diary. Volumes are available for $6.50 plus $1.50 postage. Ampersand Press offers additional games and tools to help students learn about predators, food chains, and pollination.

RADIO THEATRE MAKES A COMEBACK

Looking for good humane education stories on audioscapes? Cassette stories can help exercise students imagination and can help students' interest and enjoy being with other volunteers." Back to back to back to back.

SNAIL TAINS FILM STAR

Created by filmmaker Roberto Carlo Ciana, Snail and Friend portrays the story of a real garden snail who survives the challenges of life. The diary provides plenty of blank, lined pages for individual recordings and includes 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 ASPCA for $9.95 from your local bookdealer or write to Prentice-Hall, Inc., Englewood Cliffs, NJ 07632.

GETTING THE WORD OUT

Barbara Waterfield of the Central California SPCA and Debbie Corhan of the Animal Protection Guild in Canton, Ohio, are two humane educators who are using the ASPCA's "Get the word out!" to students in their communities. Barbara reports that a new SPCA membership was recently opened in the city. The SPCA'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. Through these classes, Barbara and her education department are able to offer many additional free educational materials to students. These classes are aimed at ages 5-14, and over 500 students have received basic knowledge of animal care, as well as a membership certificate. For more information, write to R. Q. Todd Enterprises, 1438 Kruger Drive, Modesto, CA 95355.

HUMANE SOCIETY WINS ACHIEVEMENT AWARD

Each year, the education department of the Jefferson County Humane Society, Jefferson County, Ohio, produces a cover-up float to be exhibited in the two regional parades. The purpose? To express a humane education theme to the general public—and, no less importantly, to provide a morale booster and enjoyable, challenging project for the humane society's volunteers, including the elderly and youth group members. The float 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 Program," commented Assistant County Coordinator Kathy Provost. For more information about the Salt Lake County program, contact Kathy at the Salt Lake County Animal Services, 511 West 3900 South, Salt Lake City, UT 84102.

NEW DIARY HELPS STUDENTS IMPROVE THEIR ANIMAL AWARENESS

The Amateur Naturalist's Diary by Vincent Brown and Lorna Blumberg offers additional games and tools to help students learn about predators, food chains, and pollination. For a free catalog, write to Ampersand Press, 691 26th Street, Oakland, CA 94612.

NEW BIOLOGY BROCHURES PRESENT HUMANE APPROACH

As populations expand and people become more detached from the natural world, the role of biology studies in the classroom becomes increasingly important. With this in mind, NAHAE has prepared new biology brochures—one for teachers and one for students. The teacher's biology brochure, titled The Living Science: A Humane Approach to the Study of Animal Physiology and Secondary School Biology, features recommendations for the humane study of animals, a discussion of the rubber stamps of wild animals—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 American Humane Association, the ASPCA, the Bide-A-Wee Home Animal Welfare Institute, the Humane Education Conference, and others.

WILDLIFE RUBBER STAMPS MAKE GOOD IMPRESSION

Currently in vogue among students, rubber stamps also hold an appeal for many as a hobby to make handouts, posters, and stamps. Quizzes, and work sheets more attractive. Humane educators who are on the lookout for rubber stamps of wild animals—as well as a few domestic ones—will enjoy the NAHAE Impression catalog of rubber stamp designs. The catalog costs $1.40 and features over twenty pages of realistic images designed to celebrate the earth and its non-human animal representatives.

WILDLIFE RUBBER STAMPS MAKE GOOD IMPRESSION

Currently in vogue among students, rubber

BRM LEAVES A WHALE OF A GAME

Science games can provide an effective means for stimulating student inquiry and encouraging classroom participation. Krill offered by Ampersand Press is designed to build appreciation of the problems involved in their own way, much like with old-time animal bonds, and concern for all that lives. Particularly rewarding learning tool.

CREATIVE MAKES A COMEBACK

"Whale Fire" for older students may be interested in keeping an Amateur Naturalists Diary. Volumes are available for $6.50 plus $1.50 postage. Ampersand Press offers additional games and tools to help students learn about predators, food chains, and pollination.

RADIO THEATRE MAKES A COMEBACK

Looking for good humane education stories on audioscapes? Cassette stories can help exercise students imagination and can help students' interest and enjoy being with other volunteers." Back to back to back to back to back.

SNAIL TAINS FILM STAR

Created by filmmaker Roberto Carlo Ciana, Snail and Friend portrays the story of a real garden snail who survives the challenges of life. The diary provides plenty of blank, lined pages for individual recordings and includes 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 ASPCA for $9.95 from your local bookdealer or write to Prentice-Hall, Inc., Englewood Cliffs, NJ 07632.

GETTING THE WORD OUT

Barbara Waterfield of the Central California SPCA and Debbie Corhan of the Animal Protection Guild in Canton, Ohio, are two humane educators who are using the ASPCA's "Get the word out!" to students in their communities. Barbara reports that a new SPCA membership was recently opened in the city. The SPCA'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. Through these classes, Barbara and her education department are able to offer many additional free educational materials to students. These classes are aimed at ages 5-14, and over 500 students have received basic knowledge of animal care, as well as a membership certificate. For more information, write to R. Q. Todd Enterprises, 1438 Kruger Drive, Modesto, CA 95355.

HUMANE SOCIETY WINS ACHIEVEMENT AWARD

Each year, the education department of the Jefferson County Humane Society, Jefferson County, Ohio, produces a cover-up float to be exhibited in the two regional parades. The purpose? To express a humane education theme to the general public—and, no less importantly, to provide a morale booster and enjoyable, challenging project for the humane society's volunteers, including the elderly and youth group members. The float 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 Program," commented Assistant County Coordinator Kathy Provost. For more information about the Salt Lake County program, contact Kathy 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 Vincent Brown and Lorna Blumberg offers additional games and tools to help students learn about predators, food chains, and pollination. For a free catalog, write to Ampersand Press, 691 26th Street, Oakland, CA 94612.

NEW BIOLOGY BROCHURES PRESENT HUMANE APPROACH

As populations expand and people become more detached from the natural world, the role of biology studies in the classroom becomes increasingly important. With this in mind, NAHAE has prepared new biology brochures—one for teachers and one for students. The teacher's biology brochure, titled The Living Science: A Humane Approach to the Study of Animal Physiology and Secondary School Biology, features recommendations for the humane study of animals, a discussion of the rubber stamps of wild animals—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 American Humane Association, the ASPCA, the Bide-A-Wee Home Animal Welfare Institute, the Humane Education Conference, and others.

WILDLIFE RUBBER STAMPS MAKE GOOD IMPRESSION

Currently in vogue among students, rubber stamps also hold an appeal for many as a hobby to make handouts, posters, and stamps. Quizzes, and work sheets more attractive. Humane educators who are on the lookout for rubber stamps of wild animals—as well as a few domestic ones—will enjoy the NAHAE Impression catalog of rubber stamp designs. The catalog costs $1.40 and features over twenty pages of realistic images designed to celebrate the earth and its non-human animal representatives.

WILDLIFE RUBBER STAMPS MAKE GOOD IMPRESSION

Currently in vogue among students, rubber
story coloring book titled *Lewis and Clark’s Great Adventure*. Written by Glenda Schofer and illustrated by Donna S. Noack, the story is told from the viewpoint of Scannon, the dog that accompanied Lewis and Clark on their famous expedition. The twenty-four-page book includes numerous full-page pictures to color and emphasizes concern for all animals, including endangered species. Lewis and Clark’s Great Adventure may be used by humane educators, teaching about appreciation for all animals or by classroom teachers who wish to focus on endangered species and American history. To order a copy, send $2 to the St. Charles Humane Society, P.O. Box 5, St. Charles, MO 63302.

**BAT 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 vanishing as a result of human interference and ignorance. To address this problem, Bat Conservation International (BCI) is offering a sound-slide program titled *Saving America’s Bats*. The program includes forty-nine slides by Dr. Merlin Tuttle, bat expert, and a nineteen-minute cassette tape. All proceeds from the sale of the slide show support bat conservation. The program may be ordered for $35 for nonmembers of BCI (or $35 for members) from Bat Conservation International, c/o Milwaukee Public Museum, Milwaukee, WI 53233.

**SCIENCE KITS FOR ANIMALS**

Educators of primary students who want to blend humane education with scientific activities can be interested in the Come With Me Science Series. Each set in the series integrates science into other curricular areas like reading, math, spelling, art, and language arts for very young students. The sets cover such topics as Insects, Sea Animals, Birds, Mammals of the Woods, Spiders, etc. Each set includes a collection of childlike, hand-drawn animal story pictures plus stories, songs, a matching picture game, and teacher’s guide. Many of the sets also include a Cassette Tape that uses music as a reinforcement for learning and remembering science facts. The cost of a complete set is $13.50, but individual parts of the sets are sold separately. The Come With Me Science Series catalog includes many other educational science materials for kindergartens through sixth grade. For a catalog, write to Come With Me Science Series, S/S Publishing Company, 4221 Holiday Hill Court, Shingle Springs, CA 95682.

**DOG CHART FUND RAISER OFFERED**

The Ganes Guides to America’s Dogs wall chart has been revised and is now available, announces the Ganes 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 Ganes 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 kit 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 about insect awareness, as the insects all around them. Order for $3 per book from the Entomological Society of America, 4603 Calvert Road, College Park, MD 20748. 

Do your ideas and materials belong in *Happenings*? If they do, send them to us. Send sample materials, information, and, when available, black-and-white photographs to Happenings, HUMANE EDUCATION, Box 362, East Haddam, CT 06423. 

By Patty Finch

• Proudly, the class stands at the Town Hall ceremony. The students are presenting a copy of the four-page flyer they developed on how to find a missing pet.

• Two children sit huddled over their papers busily writing. They are developing articles to send to the Finnish Humane Society children’s newsletter in Helsinki, Finland.

• Last year, a boy’s sole interest in animals was “squishing bugs.” Recently, at recess, he was overheard explaining to other children how to replace worms in their natural environment.

• Two students, thanks to classroom projects, were able to obtain summer positions as veterinary assistants.

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

**The privilege of petting Brunie, the classroom rabbit, is an extra incentive for students to complete classroom assignments. Brunie wants to enjoy the privilege as much as her friend does.**

By Patty Finch

Kathie Pontikes, a doctoral candidate, is in her sixth year of teaching learning-disabled/behavior-disordered children. Her students range in age from seven to ten years. Kathie team teaches with Ken Solomon so that students may experience a more normal class size while benefiting from lots of teacher-student interaction. Kathie sees humane education as a natural for all children but especially appealing to these children. She feels that these children will have an impact on their world as they come into adulthood. They are future crusaders in a very important cause.

**Opening New Worlds**

Mary Thomas is a teacher of educable mentally retarded children at the Skills Center in North Little Rock, Arkansas.
She teaches a four-week unit for eighth- and ninth-grade students through the Skills Center. The students spend half a day in Mary's class. The rest of the day is spent at the junior/senior high school or at a job experience in the community.

Mary's classroom for a portion of the day. That practice is known as Classroom Pets. Pet ownership is one of the subjects covered in Mary's animal care unit. Conveying humane attitudes to her students and teaching them necessary work skills are important goals for Mary.

This is her fifteenth year of teaching. During that time, she has been an active member of Animal Heartline Humane Association.

Consequently, the CHERISH program is referred to as reverse mainstreaming.) The CHERISH program is now in its fourth year of operation and is available districtwide for regular classrooms.

In using the CHERISH guide, Diane is able to meet the established objectives of the school curriculum, while using humane education lessons as the vehicle. For example, a lesson on multiplication also became an exercise in the shocking number of babies one cat and all of her current. She explains, "The index directs her to an activity that teaches not only the like Diane, wrote her own curriculum guide, with an emphasis on humane education. "All I used to write it was HSUS material," she explains, "so I take credit for nothing."

Despite Mary's modest claims, the writing behind her extensive involvement is not always easy to adapt curriculum materials to provide such experiences. But with the classroom pet, no adaptation is necessary for retention of concepts. Diane Wiet has discovered that one adaptation is not necessary when using humane education materials in her classroom: the lesson is already intrinsically motivating as is. Diane explains, "You are building on the children's already established interest in animals." This usually means that no changes are necessary to pique student interest.

Adaptations, however, are necessary for students who have limited skill abilities. By pairing a special education teacher with a regular reader, a non-writer with a writer, and a non-speller with a speller, one is able to meet the needs of the students. "I plant seeds," says Mary, "not only about animal care but also about current issues such as protecting endangered animals and trapping."

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

For Mary, an active member of the Arkansa Humane Association, humane education is very rewarding both personally and professionally. "I just love to come to work," observed Mary. I feel as if I've reached some pretty unreachable kids; and that means so much, doesn't it? my supervisor said she is thrilled with what I'm doing. But it's working with the kids that makes it all worthwhile."

Centering on Humane Education explains how Diane Wiet, a teacher of several disabled children at Cicero School in Cicero, Illinois, helps a self-contained classroom of ten children.

grades one through six, has five units: (1) Classification of Animals, (2) Family and Community Responsibilities, and (3) 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."

skill but responsible treatment of animals as well. After witnessing the results of the CHERISH program, Diane comments, "I can't tell you how gratifying it is to see how the kids learn to care about animals. You are their model, and the kids respect you more because of the example you set."

Adaptations for Special Needs Unique needs exist in any special education classroom. Mary Thomas's students are primarily nonreaders and accustomed to failure. Mary adds, "They don't like to write or do paperwork, and they have a negative attitude toward school." With this in mind, Mary, much need 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 Kathryn's Connecticut's classroom is a black English spot doe rabbit named Brunhilda ("Brunie") who was rescued from the local animal shelter for $2.00. Brunie is definitely not just the teacher's pet in this classroom. Care of Brunie is also the children's responsibility. They contribute money to The Bank of Brunhilda. As needed, Kate and Kathy take Brunie's hygiene chores. If her students were able to work for a veterinarian this past summer! Life in Mary's classroom is filled with Brunie's needs. Mary has two main goals in teaching humane education. One is to help students learn work skills and the ability to cooperate with each other. The other is to convey humane attitudes to her students. "I plant seeds," says Mary, "not only about animal care but also about current issues such as protecting endangered animals and trapping."

For Mary, an active member of the Arkansa Humane Association, humane education is very rewarding both personally and professionally. "I just love to come to work," observed Mary. I feel as if I've reached some pretty unreachable kids; and that means so much, doesn't it? my supervisor said she is thrilled with what I'm doing. But it's working with the kids that makes it all worthwhile."

Centering on Humane Education explains how Diane Wiet, a teacher of several disabled children at Cicero School in Cicero, Illinois, helps a self-contained classroom of ten children.

grades one through six, has five units: (1) Classification of Animals, (2) Family and Community Responsibilities, and (3) 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."

skill but responsible treatment of animals as well. After witnessing the results of the CHERISH program, Diane comments, "I can't tell you how gratifying it is to see how the kids learn to care about animals. You are their model, and the kids respect you more because of the example you set."

Adaptations for Special Needs Unique needs exist in any special education classroom. Mary Thomas's students are primarily nonreaders and accustomed to failure. Mary adds, "They don't like to write or do paperwork, and they have a negative attitude toward school." With this in mind, Mary, much

needed to teach humane education effectively. Diane Wiet's classroom is an exemplary example of a high-quality humane program with no pets. Because of established policies, Diane is not allowed to have any animals permanent in her classroom. In New York, schools are not allowed to have any animals permanent in their classrooms. Diane is not allowed to have any animals permanent in her classroom. Diane's students are permitted to bring pets into the classroom on a limited basis. But with or without those kinds of outside resources, humane education can thrive in a classroom without pets. The flyer on lost pets produced by Diane's class is an excellent proof of this.

Humane Actions, Humane Attitudes The students' awareness of animals has really changed," remarks Diane. "Now when they see a lost dog they say, 'We've got to help him.' Their genuine concern has improved so much, they've started to really care.

Kathie Postles has seen the same kind
of change in her students. "The children's growth just from September to May is incredible. They take the issues about animals to heart. This caring extends to even the smallest of creatures. It was one of Kathie's students who was upset one day at recess because the playground was being sprayed to exterminate 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, this student's only interest in insects was killing and collecting them.

These kinds of changes in student attitudes are the result not only of formal lessons but of teacher example as well. Mary Thomas remarks, "What I do as far as respecting life is something they can incorporate into their own lives as well." Mary recalls finding it hard at first to believe that her rough-talking boys were really talking to the classroom birds, openly showing their affection for these pets. "I mean, these are z-o-o-k-i 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 fur.

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. Kathie emphasizes, "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.

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

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

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

Students took two days out from their regular classroom routine to attend the different presentations and demonstrations offered as part of the program. Guest speakers included pet expert Warren Eckstein; Dr. Kraft 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 Sita, Traveling Zoo coordinator of the Staten Island Zoo; The Environmental Center of Smithtown, Long Island; and the Suffolk County Police Canine Unit. A vast assortment of animals accompanied the presentations, ranging from puppies from Bide-A-Wee pet adoption homes to a hawk, an eagle, and an albino raccoon. In addition, a workshop on making animal masks was conducted by art teacher Liz Perrini, and a demonstration by dance teacher Janet Reddy invited the youngsters' participation—showing how animals can inspire creative body movement.

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

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

Meet Snuggles the Seal from Mattel

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

Together with Snuggles the Seal, you can help to end the suffering of seals worldwide — and you can offer a snuggly gift to someone you love.
World Day for Laboratory Animals

Each year, more than seven million animals are used in U.S. research laboratories, many of them to test products such as new cosmetics and other manufacturing products. But there is no sharing of information between researchers, so testing is carried out at the expense of animals. Often, the tests are required by law, yet the testing continues.

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

The Humane Society of the United States has been involved in a number of projects to eliminate the use of animals in toxicity testing. Write to The HSUS, 2100 L Street, NW, Washington, DC 20037 for a wallet-sized Humane Shopper's Guide and further information on cruelty-free products.

Mother's Day

On this day each year, we pride ourselves on mothers everywhere. You can celebrate this special day in your primary school by conducting activities and preparing cards for mothers. Our editorial "An Attempt at Defeat" discusses how you can help give your students an understanding of the link between human needs and the needs of animals.

Be Kind to Animals Week

Sponsored each year by the American Humane Association, Be Kind to Animals Week is again a perfect time to remind people of the importance of compassion with all living things. 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 NAHAE materials, we will be happy to work with you and many of our catalogs as you need free of charge. In addition, we want to select this day to recognize teachers in the community who are active in humane education. Offer human educators in the community some well-deserved recognition with a party, gifts, certificates of appreciate, or by selecting a local humane educator as Teacher of the Year.

Lewis and Clark Expedition Begins

On this day in 1804, a band of forty explorers set out from Illinois on a historic journey. The expedition, led by Meriwether Lewis and William Clark, eventually enabled America to transform itself into a transcontinental nation. You can draw attention to this day as a springboard for discussion of the changes that resulted for animals from westward expansion. Use the following questions as a guide:

1. What were some of the passenger
   2. What were some of the problems
   3. What were some of the solutions
   4. What were some of the benefits

Lewis and Clark expedition began their trip to explore the West. They faced many challenges, including difficult terrain, harsh weather, and unfamiliar animals. They were also faced with the decision of whether to capture or use the animals they encountered.

National Teacher's Day

Many communities and school districts set aside a day each year for teachers to appreciate the work of the teachers in their areas. In addition to this worthwhile recognition, the National Education Association encourages participation on Wednesday in May of each year National Teacher's Day. If you are active in your community, be sure to nominalize her or him for NAHAE's National Humane Education educators of the Year Award (next year)!
The most solid comfort one can fall back upon is the thought that the business of one's life is to help in some small way to reduce the sum of ignorance, degradation, and misery on this earth.

—George Eliot

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

KISS THE ANIMALS GOODBYE

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

By demonstrating compassion for the animals they handle, shelter workers dispel many of the myths associated with animal shelters. Appropriate for middle school grades and above, this twenty-minute, 16mm film is suitable for upper elementary students as they interact with animals at a shelter-sponsored humane education summer camp. This eighteen-minute, 16mm film introduces the concepts of work specialization, division of labor, and chain of command, as well as the importance of team effort and organization in the work environment.

Various animal care duties are depicted in scenes that range from zoo workers changing the diapers of a baby gorilla to attendants training an elephant to kneel so that its toenails can be trimmed. Appropriate for elementary grades, the film is available for purchase ($220) or rental ($44) from Centron Films, 1621 West 9th Street, Box 687, Lawrence, KS 66044.

A WORLD TO BUILD

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

WORKING WITH ANIMALS

Elementary school children will benefit from this helpful overview of careers involving animal care, training, and protection. The six color filmstrips are accompanied by audiocassettes 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 ($30 each) from Troll Associates, 320 Route 17, Mahwah, NJ 07430.

A VISIT WITH THE ANIMAL DOCTORS

Two young children each receive a new pet and each visits a veterinarian to get advice about proper care of their animal. A girl and her mother bring their new puppy (adopted from an animal shelter) to Dr. Wade's office in the city. They receive a tour of the animal hospital, and their new puppy gets his shots and an examination. In the country, Dr. Powell visits a boy and his new calf at their farm. He checks the calf for signs of illness and tells its young owner how to care for it properly. Suitable for elementary students, this eleven-minute, 16mm film is available for purchase ($185) or rental ($20) from Journal Films, 930 Pitzer, Evanston, IL 60202.

WHO'S WHO AT THE ZOO?

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

Additional films on marine animals and other animal topics are reviewed in Films for Humane Education, which may be purchased for $5.75 (postage included) from Argus Archives, 228 East 49th Street, Box 1048, Santa Monica, CA 90406-1048.

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!