

NAAHE Editorial



Director Patty A. Finch

What Did You Do To My Magazine?

We've made some changes! Welcome to *Children & Animals*, formerly HUMANE EDUCATION...and still humane education!

We haven't changed our focus, just our name. Marilyn Monroe used to be Norma Jean Baker, and Cary Grant used to be Alexander Archibald Leach, and *Children & Animals* used to be HUMANE EDUCATION. Like Alexander Archibald Leach, *humane education* is not a household word. We hope someday it will be, and toward that end we have retained *humane education* in our subtitle; but like the movie stars, we think our new name will be more easily understood and recognized.

It's a little scary, frankly, changing a magazine that has been so popular with our readers; but we think you'll be pleased with the results. Inside you will find your old favorite features, but sometimes in new spots. "Happenings" has now been expanded to three features. The first is "Be Aware!" It informs educators about new products, curriculums, or ideas that our readers have recommended or found useful.

The second new feature, "Beware," conversely alerts educators to materials about which our readers have expressed concern. NAAHE traditionally has devoted its efforts to locating appropriate materials and practices rather than identifying and criticizing inappropriate ones. We intend to uphold that tradition in dealing with materials that are obviously and blatantly biased. However, at times our readers write in to tell us about inaccurate or misleading materials that they or other teachers inadvertently borrowed or purchased, assuming from the title, advertisements, or a limited exposure, that the materials would be of benefit to people and animals. In such cases, "Beware" will serve as a forum for the concerns of our readers.

The third feature, "Without a Classroom," is written for the humane educator who is working for a humane shelter, an animal control agency, or an animal welfare organization. We realize that you, the humane educator "without a classroom," are frequently found in a classroom or teaching at your own facility, and we hope you will be able to use the teaching ideas found throughout the magazine. We also hope that many of the ideas in this magazine will be useful for you as you conduct teacher in-service workshops or visit teachers individually in their classrooms. Nonetheless, there are suggestions we would like to share that seem especially appropriate for the humane educator "without a classroom," and those suggestions will be found in the column written especially for you.

Some of our new features, though useful to all humane

educators, are now aimed directly at meeting the needs of teachers. In each issue, we offer our teachers many ways to use humane education as "motivation across the curriculum" and ways to enhance the use of teaching time by accomplishing at least two objectives (a subject or skill area objective and a humane education objective) at once. It is a means of adding humane education to an overcrowded curriculum without taking away class time from any other subject or skills development area. Our "Sharing the Spotlight" pages are devoted to this purpose. In this issue, our spotlight pages will show how humane education can be used in teaching physical education and averaging. In addition, our article "Precision Thinking" demonstrates a new teaching technique that can be used to teach critical thinking, or, as educator Edward D'Angelo once put it, "the skill of evaluating statements, arguments, and experiences." It is our sincere hope that articles such as these will help us live up to our new magazine's subtitle, *Better Teaching Through Humane Education*.

The Humane Education Imperative

At the same time, it is our firm conviction that humane education is worthy of a classroom focus for its own sake...indeed, that such a focus is imperative in assisting children in developing compassion, a sense of justice, and a respect for all living creatures. Toward that end, each issue of *Children & Animals* will continue to contain at least one teaching unit clearly focusing on humane education goals, with the other skills that are taught, such as observing, classifying, generalizing, predicting, defining, etc., playing a secondary but crucial role. It is only right and fair to make this distinction. There is no need to disguise humane education as if it were being offered only to enhance the other goals of education. It is a justifiable subject area in its own right. This issue of *Children & Animals* features a *Kind News* Feature unit on appropriate and inappropriate pets. The unit does an excellent job of illustrating some wonderful teaching techniques, such as the multi-response technique. For that reason alone it is justified; but more importantly, it is sound humane education with clear benefits for animals...and humans. Indeed, it is a unit that could literally save a student from an accidental death in the rarest extreme.

Surely the sky will not fall on the goals of the other curriculum areas in our schools if a teacher makes room for a humane education unit such as this. Pass the word!

Patty A. Finch