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Humane Education: An Annotated Bibliography [1991-2000]

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SUBJECT	Humane Education
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Balcombe, J. (1999). Animals & Society courses: A growing trend in post-secondary education. *Society & Animals*, 7(3), 229-240.

A survey of college courses addressing nonhuman animal ethics and welfare issues indicates that the presence of such courses has increased greatly since a prior survey was done in 1983. This paper provides titles and affiliations of 67 of 89 courses from the current Survey. These courses represent 15 academic fields, and a majority are entirely devoted to animal issues. The fields of animal science and philosophy are proportionally well represented compared with biology and wildlife-related fields. An estimated 5000 or more North American students are now receiving instruction in these issues each year. While the availability of courses in animal issues is still sporadic, it is unprecedentedly high and seen as an important component of changing social values toward nonhuman animals.

Bebeau, M. J., Rest, J. R., & Narvaez, D. (1999). Beyond the promise: A perspective on research in moral education. *Educational Researcher*, 28(4), 18-26.

Changing concerns and ideological shifts in American society produce different emphases in moral education. We argue that different approaches address different dimensions of development. If viewed as complementary rather than contradictory, we may be able to move beyond ideological and philosophical disputes to solid theory-building based on empirical findings. In proposing an action program for moral education that incorporates research, we draw upon lessons learned from the Head Start movement of the 1960s. In defining researchable variables, we recommend the Four Component Model (sensitivity, judgment, motivation, character) instead of the usual tripartite model (thinking, feeling, acting).

Rusnak, T. (1998). *An integrated approach to character education*. Thousand Oaks, Calif: Corwin Press. ISBN: 9780761904373.

Shows how to promote character growth and discernment of right from wrong among schoolchildren of all age groups.

Ryan, K., & Bohlin, K. E. (1999). *Building character in schools: Practical ways to bring moral instruction to life*. San Francisco: Jossey-Bass. ISBN: 9780787943448.

Young people in America today face a crisis of character. Traditional role models continue to disappoint the public, falling short of expectations and fostering cynicism rather than idealism. As a result, many young people struggle to distinguish right from wrong and seem indifferent to whether it matters. It clearly becomes the task of parents and schools to re-engage the hearts and minds of our children in forming their own characters. In *Building Character in Schools*, Kevin Ryan and Karen Bohlin draw from nearly fifty years of combined field experience to offer a practical guide to character education -- designed to help children to know the good, love the good, and do the good. Ryan and Bohlin provide a blueprint for educators who wish to translate a personal commitment to character education into a schoolwide vision and effort. They outline the principles and strategies of effective character education and explain what schools must do to teach students the habits and dispositions that lead to responsible adulthood -- from developing curriculum that reinforces good character development to strengthening links with parents. A useful resource section includes sample lessons, program guidelines, and a parents' list of ways to promote character in their children. *Building Character in Schools* clearly defines the responsibilities of adults and students in modeling and nurturing character and sets forth practical guidelines for schools seeking to become communities of virtue where responsibility, hard work, honesty, and kindness are modeled, taught, expected, celebrated, and continually practiced.