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Career Education is the In Thing

It was a long time ago when Carlyle told us that “It is the first of all problems for man to find out what kind of work he is to do in this universe.” But it’s only been in the past few years that the schools have heeded Carlyle’s words. Today, career education is the in thing.

By definition, career education might be described as a series of learning experiences that assists the individual in the development and growth of personal interests and aptitudes to prepare for a satisfying career and life style. Paramount among children’s interests is a fascination with animals as evidenced by studies of children’s reading interests which continually point out that children choose to read about animals more than any other subject.

For many children, this interest in animals can be used as the sparkplug that drives and motivates them to study careers. Within every one of the identified career clusters, there are careers that involve working with animals. Perhaps the interest in animals can be maintained, thus leading the inquiring child to a career working with animals. And, even if the child’s interest in animals fades, the study of a career or careers within each cluster will have served to help the child identify his favorite career cluster.

Today, there are hundreds of animal-related careers ranging from entry level positions such as kennel workers to highly skilled careers such as those dealing with animal behavior and veterinary medicine. As man’s use and abuse of animals has expanded over the years, so has the potential for careers working with animals. For example, the whole realm of animal protection, preservation, and management is a career area that had few practitioners in the 19th century. Even today, though there is wide-spread respect for such careers, there is also the sentiment in some quarters that such jobs are for “little old ladies in tennis shoes.”

Thus, as with all career areas, there are positions that require the worker to get dirty, positions that are held in disrepute by some, careers that make the worker flirt with danger, and jobs that place the worker behind a desk for the better part of a day.

We suggest that you use animal related careers to introduce each of the career clusters to your students. Here are some suggestions for specific career areas to examine within each cluster:

**Business Occupations** — humane society bookkeepers, animal shelter directors, pet shop owner/operators.

**Communications** — writers and authors who specialize in animal stories and articles, animal welfare league public relations personnel, editors for conservation and/or animal protection periodicals.

**Construction Careers** — architects who specialize in designing animal shelters or zoos, public works personnel that have built local animal pounds, surveyors that have helped plan natural habitat zoos and animal exhibits.

**Consumer Occupations** — pet shop salespeople, receptionists and clerks in animal shelters, state department of agriculture experts.

**Health Occupations** — veterinarians and aides, U.S. Department of Agriculture pest control inspectors.

**Mechanical Occupations** — engravers that specialize in animals, printers that specialize in animal related publishing or printing.

**Outdoor and Recreational Occupations** — animal keepers and attendants, game wardens, wildlife biologists, conservationists, foresters.

**Public Services Occupations** — humane society directors, animal shelter managers, animal control officers (formerly called dog wardens or dog catchers.)

**Technical Occupations** — animal behaviorists, zoologists, marine scientists.

**Transportation** — animal ambulance drivers, airport animal shipment specialists, cowboys.
Canine Control Officers at Work
KINDNESS CLUB

Get Ready for Walsh's Animals, Page 1

SKILLS: List the following new and hard words on the chalkboard: conversation, tortoise, rodents, humane, overpopulation. Review the meanings of these words before reading the news story. Have the children look up the meanings of the words turtle and tortoise prior to reading. Discuss the difference between the two creatures.

ATTITUDES: Inform your students that John Walsh is the man who coined the phrase "Extinct is Forever." Discuss the meanings of the words extinct and forever. Ask: In view of Mr. Walsh's statement, why is it very important to guard against overhunting, or killing off a species in some other way? After the students have viewed the first program, ask them why they think it is important that some dogs be surgically sterilized? Discuss reasons why the wolf has "earned" such a terrible reputation over the years.

FOLLOW-UP: We suggest that you post the times and dates of the programs in the Walsh's Animals series as well as the poster that was included as part of last month's Teaching Tips. In addition, you may want to have the students make reports about the various programs.

Martha Flies One Last Time, Page 2

SKILLS: The following words may be regarded as new or hard words: passenger, lifeless, flocks, extinct, fragile, reminds. We suggest that you review these words before reading the story. After reading the story, have the children use the words in original sentences. Check your library for additional information about Martha.

DEFENDERS

Gators Get New Homes, Page 1

SKILLS: After reading the lead story, have the students go to the library and explore all materials that may give additional information about the alligator. The students could divide into groups to search out reference materials such as encyclopedias, periodical literature, zoology and biology texts, maps, and picture and photo files. Have the students develop a large map that details the various American homes of the alligator and have them illustrate the map with drawings of the foods that the alligator eats. One group could establish how the alligator fits into the overall scheme of wildlife. This latter group could report to the class about the role of the alligator.

ATTITUDES: Ask: If the alligator was to become extinct tomorrow, what would be the results? How do you think this would affect man? (Ecologists have pointed out that the alligator's holes play an important role in the maintenance of most swamp and jungle life.) Why do you think it's important to encourage people to use man-made materials such as plastic and vinyl instead of alligator hide for products such as shoes, handbags, and luggage?

FOLLOW-UP: Have the students develop a list of other "natural" non-depleting sources of energy for further study. (Examples of such sources would be solar power, tidal power, wind power, and geothermal power.)

ECOLOKIND

Methane Gas Works, Page 1

SKILLS: Have the students use their library skills to find out how other nations have used "sewer gas" or methane to power sources of light and electrical energy. Students who are interested in chemistry may want to actually make some methane and illustrate how it burns and its odor. Have some of the students review periodical literature looking for stories and articles about the use of methane or its man-made counterpart, propane.

ATTITUDES: Discuss the reasons why this well known source of energy has been ignored for the most part in favor of fossil fuels. (Since oil products were fairly plentiful until recently, it may be assumed that government and private agencies did not feel the need to expend funds on alternative sources of power.) Why do you think the use of waste products would be a "natural" way to develop energy? How is methane based power similar to hydroelectric power? (Both sources do not deplete the natural resources of the earth. Both sources use natural elements that do not require the depletion of the element.)

FOLLOW-UP: Have the students develop a list of other "natural" non-depleting sources of energy for further study. (Examples of such sources would be solar power, tidal power, wind power, and geothermal power.)

"Egg-Plant" A Success, Page 3

SKILLS: Have the students look up the nesting habits of the bald eagle. Have the students imagine that they are the nest-robbing scientists.
ATTITUDES: Ask: Do you think that the Passenger Pigeon Memorial Fund will help people understand more about our fragile earth? Why? In what way is Martha’s story like that of the buffalo? How is it different? (The buffalo were saved and placed in refuges. The passenger pigeons are gone forever. Both animals were hunted by man.)

FOLLOW-UP: Ask the students to imagine what it might have been like to stand in an open field and watch a huge flock of passenger pigeons fly over. Have them draw pictures of the event as they imagine it might have looked. More advanced students may wish to write a short story or a caption to accompany their illustrations. Display the work where children from other classes can view it and learn about the plight of Martha’s relatives.

FUN, Find the Baby Animals, Page 3

SKILLS: Use the puzzle technique with words from your spelling list, social studies book, language book, basal reader, or any other subject area to give the children additional exposure to new or hard words. Together with the children, develop lists of words and have the children try to construct puzzles of their own. Then have the children trade puzzles. As the children struggle with the construction of the puzzles, they will gain additional exposure and experience with the new words. You may wish to send some of the puzzles to KIND.

Additional Ways to Use this issue

Post the Walsh’s Animals Poster included in last month’s issue of KIND TEACHING TIPS and alert the children about the time and channel in your area for the showing of the first program in the series.

Encourage your students to write to Arahkun about things they read or see in KIND, on TV, or in magazines and newspapers. Many of your ideas arise from tips supplied by students.

Scientists Import Bugs, Page 3

SKILLS: Before reading this story, it might be wise to examine a map of Florida so that the students can literally see the vast numbers of inland waterways that meander through Florida. After reading the story, have the students look up the flea beetle so that they will be familiar with its look and its region of origin.

ATTITUDES: Ask: Why do you think scientists chose to use a natural control to clear the waterways rather than simply going in with boats and manpower and “cutting” the alligatorweed? (The natural control method should have a continuous and lasting effect. Cutting the weeds would only be a short term solution to the problem.)

Outlaw Animals, Page 3

SKILLS: Have every student choose one of the “outlaw” animals for intensive research. Ask the student to try to determine why certain states would establish bounties for “their” animal. Have the student make a judgement about the validity of the reasons for establishing the bounties when they were originally established and about the validity of the bounties today. The findings could be typed up and bound as a book for other classes and students to use.

ATTITUDES: Have the students look up the word “varmint” and “pest.” Ask: Do you think that there are really varmints and pests? Why or why not?

FOLLOW-UP: Find out if your state offers bounties on any animals. Discover why these bounties were set up and how many animals are killed each year because of the bounty system. Your state department of agriculture would be a good place to begin the research. Encourage the students who feel that bounties are wrong to write to their state representatives regarding their feelings and suggesting changes in the law.

Energy Notes, Page 3

FOLLOW-UP: If you find that these “Energy Notes” spark your students’ interest, you may wish to start a continuing project on various forms of energy. You could start an “Energy Scrapbook” and fill it with news clippings and magazine articles. You could set aside a portion of your bulletin board for clippings, drawings, or stories about energy legislation or alternative sources of energy that are being investigated. Students could make models of some of the power sources or methods of retrieving the power from the sources. Some students could research power sources that are no longer used in significant ways in this nation such as animal power, wind power, and water power.
Introducing
A New Teaching Aid -
Careers: Working With Animals

This new 60 page manual has been designed to be used by teachers, guidance counselors and pupils in junior high through college. **Careers: Working With Animals** discusses the history of the humane and conservation movements, looks at the job market, provides lists of source material, lists hundreds of colleges and universities that have animal career programs, and takes an in-depth look at sixteen careers in both support and executive work. Teachers and guidance counselors will enjoy using the dry copy masters provided in a special pocket in the rear of the manual. These masters have been designed to allow them to be copied so that copies may be distributed to interested students.

The manuals cost $3.95. They can be ordered from: KIND, 2100 L Street, N.W., Washington, D.C. 20037.

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-TALK IT OVER-

We suggest that you use the poster of the Canine Control Officers at work as a starting point for an examination of other animal careers. A brief listing of careers working with animals can be found on page one of this issue.

Invite your local animal or canine control officer to visit your class. Or, better yet, pay a visit to the local animal shelter or pound. In some locales the control workers are municipal employees. In other places they are employed by humane societies, SPCAs, or animal welfare leagues.

The work of the control officer is often dangerous. They work out of doors in all kinds of weather, and they are not among the best paid animal career workers. Rates of pay for control officers vary a great deal depending upon the size of the area he or she serves and the degree of commitment of the area residents.

Animal control officers are called upon to rescue abandoned animals, animals that are trapped in trees, sewers, and other dangerous places. In addition, the control officer is often in charge of the pound. This means that he or she has to feed and care for the animals. On occasion, the control officer has to apply emergency first aid and euthanasia. Some control officers spend time working with school children and local service clubs to find ways to curb the unwanted animal problem.

Many control officers find satisfaction in helping sick, injured, and unwanted pets, in the outdoor work, and meeting people. Frequently, the control officer is called upon to interview people who want to adopt animals from the pound. He or she has to make judgements about these prospective pet owners and give them tips on raising and caring for the animal.