Children trained to extend justice, kindness, and mercy to animals become more just, kind, and considerate in their relations with each other. Character training along these lines in youth will result in men and women of broader sympathies, more humane, more law-abiding—in every respect more valuable citizens.

Humane education is teaching in the schools and colleges of the nations the principles of justice, goodwill, and humanity toward all life. The cultivation of the spirit of kindness to animals is but the starting point towards that larger humanity which includes one’s fellow of every race and clime. A generation of people trained in these principles will solve their international difficulties as neighbors and not as enemies.

—from the 1933 National PTA Congress

With this statement, made fifty years ago, the national PTA strongly endorsed the inclusion of humane education in our nation’s schools.

Today, PTAs still serve as key organizations with which teachers and humane society educators can work collaboratively. New programs can be developed or established programs can be enhanced when a community of dedicated people is involved in them. After all, we all have a responsibility in the outcome—empathetic and compassionate human beings.

Children are meant for each other. Right? Not always! This article is a mini unit for teaching students how to make responsible decisions regarding pet ownership.

NAAHE recognizes and honors Cindy Crawford—the 1983 Humane Education Teacher of the Year.

Our Neighbors’ Pets Centerfold
Can your students identify the examples of responsible and irresponsible pet care found in this fun-to-color Copy Master mini poster by Beverly Armstrong? The answer key is on page 13.

Also These Features...
Happenings 10
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Symbols to help you better identify the most appropriate grade levels for lessons:
Decisions. We make them all the time. In fact, some experts say that even when we’re not making decisions, we’re making the decision not to decide! Decision-making, and its importance as a skill, is being studied and taught more at this time than ever before. Tufts University now has a Center for the Study of Decision-Making, in which graduate and undergraduate students take courses to improve their abilities to make satisfying, informed choices. There are books about decision-making and community workshops that focus on decision-making skills. In keeping with this trend, educators identified language and decision-making skills as the two most important skill areas to emphasize in kindergarten through twelfth grade. These educators were surveyed by members of the Curriculum Committee and the Research Committee of the National Council for the Social Studies.

When we look closely at the topic of responsible/responsible pet ownership, we see the relevance of teaching decision-making skills in humane education programs. Ironically, Americans consider themselves to be animal lovers, and yet euthanizing millions of unwanted pets. Either through ignorance or apathy, faulty decisions are being made in the area of pet ownership. People frequently fail to carefully consider the demands and requirements of pet ownership; the characteristics of a particular pet; and their own needs, values, likes, and dislikes. All these factors affect the decision-making process and are ones humane educators can address when teaching responsible pet ownership. The following mini-unit provides activities for integrating this important topic into the teaching of responsible decision-making. While the activities are essentially designed for students in the upper elementary grades and older, they can be adapted for younger students. You may want each child to keep a notebook that can serve as a handy record of information discovered and learned.

Decision-Making—What Is It?

If we kept an accurate record of all the decisions we make during one day, we might be left reeling. Usually, the decisions we remember making are the ones that are the most arduous. But regardless of whether our decisions are painstaking or spontaneous, responsible decisions—are ones that are satisfying to us and are considerate of others—are generally those based on a consideration of these factors:

- Our Values—These are our preferences. I tend to prefer short stories over novels; the color blue over the color purple; apples over oranges. Who knows why? We see preferences for certain colors, foods, toys, etc. surfacing in even the youngest children.
- Our Likes/Dislikes—These are our dislikes. I tend to dislike snow over summer; the color red over the color green; dogs over cats.
- Our Needs—These are things we require; they may be tangible or intangible. We all need food, water, shelter, clothing, love. But do we all need relationships with others? Do we all need pets? We frequently confuse wants with needs.
- External Factors—These are the needs, interests, demands, and requirements of others. In regard to pet selection, external factors might include the values, needs, and preferences of other family members; applicable rules and laws; and the needs of the animals being considered as pets.

Decision-Making—What Do We Do?

Irresponsible decisions, including those involving pets, are characterized by an incomplete assessment of one or more of the above factors. If I’m ignorant of local pet-related laws and the needs of my family, unschooled in the variety and needs of animals, and unaware of my own preferences, needs, and values, I am likely to blunder when it comes to deciding whether to have a pet or which pet to choose.

Decisions, Decisions, Decisions

Because children are usually under the supervision of an adult, they generally underestimate the number of decisions they make. A simple way to introduce the topic of responsible decision-making is to ask students to keep a one-day log that records all the decisions they’ve made in that time period. All decisions—what clothes to wear, whether to go to school, whether to feed the dog or clean the cat’s litter box, whether to write in the log—count in this activity. Your goals are simply to raise the students’ awareness of the frequency with which they make decisions.
decisions and to begin generating material for class discussion. When the one-day logs are complete, have your students share their lists while you record the decisions on the chalkboard. Select certain decisions, especially pet-related ones, and ask the students why they decided the way they did. As students give reasons, categorize them according to the factors discussed above (values, needs, likes/dislikes, external factors). Discuss with your students the factors of the decision-making process identified earlier in the article. Emphasize that people who are responsible decision makers carefully consider these factors. To help clarify these terms, you may need to select other examples of the students’ decisions and have students categorize the reasons for the decisions made. Once students have an understanding of the factors involved in effective decision-making, they can explore each as it relates to pet ownership.

Focus on Values
Frequently, the standards, qualities, and principles that people cherish are reflected in their reasons for giving up their pets. To assist your students in seeing the connection between values and pet ownership, develop and distribute a handout titled “Reasons Why I Gave Up My Pet” that lists reasons people give for abandoning pets. Then have students commonly heard at many animal shelters include the following: “I just bought new furniture, and I don’t want the cat to ruin it.” “I’m tired of walking the dog.” “The cat smells.” “The dog jumps on people.” “My family goes away on weekends and doesn’t want to spend any more money boarding the dog.” (If you have difficulty generating a list, call your local animal shelter for help.)

Pair students and ask them to review the definition of values and to identify which values affected each decision to give up the pet. Each student pair should try to identify at least one value in every example. List the students’ ideas on the chalkboard. To further explore the role of values, ask your students who own pets to share what they cherish most about owning a pet and what they think their family members cherish most about owning a pet. Ask your students to begin a “My Values” list in their notebooks. This list should include values that may or may not be affected by pet ownership. To help your students, you may want to provide your class with a sample list that includes popularity, achievement, self-respect, personal appearance, the opinions of others, freedom, money. Emphasize that the “My Values” list may be added to at any time. These will be used later in discussing responsible pet ownership.

External Factors Affect Decision-Making—Needs of Pets and the Community
Begin the discussion of responsible decision-making and pet selection by having students brainstorm types of animals that are appropriate to keep as pets. These might include dogs, cats, guinea pigs, gerbils, hamsters; pigeons; domestic cats, mice, and rabbits; horses; ponies; and goats. Divide the class into small groups and assign each group a pet. Provide the groups with books, brochures, and news clippings that inform students about the needs of the pet—including health care, food, licensing, and needed equipment—and the local laws that pertain to each animal. You may want to invite a veterinarian, animal control officer, and/or humane society educator to address the class on these issues. When enough has been learned about the pets, have each group develop and illustrate a “ Needs Chart” for the class. Display these charts and discuss their contents by asking the class to answer these questions:

1. Which pet is the cheapest pet to own?
2. Which pet is the most expensive pet to own?
3. Which pet needs the most care and attention?
4. Which pet needs the most room?
5. If your best friend lived in a big city and wanted a pet, what would you recommend?
6. If you knew your friend had a lot of money, very little room, and wanted a pet as a companion, which pet would you recommend?
7. If you knew your unmarried uncle traveled frequently and was considering owning a pet, what would you recommend?
8. Which pet could be the most suitable for you? Why? Which would be the least? Why?
9. Suppose you felt you should not have a pet. What are other ways to meet your needs and act on your values?

Human Needs and Preferences
Now begin to focus on your students’ needs. Review the definition of needs and have the students brainstorm examples of human needs. Be sure to clarify the difference between needs and wants. Ask your students to review their My Values lists and see if there are any needs they have in their values. Emphasize that sometimes needs and values are related. From the discussion, create a “Needs Chart” for the class. Ask your students to brainstorm examples of preferences people have for pets. Assign the various needs and preferences to imaginary people. Mount the chart next to the Pet Needs chart and discuss the following questions:

1. If you were in charge of deciding who could adopt a pet and which pet that person would adopt, what matches might you make based on what you know about the animal and the person?
2. If you were certain that you needed the companionship of a pet, which pet would you choose?
3. If you were certain that you preferred a “pretty” animal as a pet, which animal would you choose?
4. Knowing what you do about people and goldfish, how do you explain the fact that there are more pet fish in this country than any other pet?
5. Today, elderly and handicapped cat and dog owners are fighting for their right to keep pets in apartment houses and in the Federal Government. On the basis of these charts, why do you think this is so?
6. Why do you think cats and dogs are more likely to be kept by these people than are horses, ponies, or goats?
7. What might happen if an elderly or handicapped person had a pet horse or pony?
8. What might happen if a small child were responsible for walking a large dog?
9. Which pet would be the most suitable for you? Why? Which would be the least? Why?

10. Take another look at the Reasons Why I Gave Up My Pet handout. What mismatches occurred and what were the consequences?

Have the students share their answers. Then help students pinpoint the similarities and differences in needs and preferences that people have. A helpful follow-up activity is to have volunteers from the class interview people who own different types of pets and people who do not own pets. Interviewers should ask about the reasons for the decisions to own or not own a pet and the positive and negative aspects of pet ownership. Have the interviewers present their findings. Assist the class in identifying the factors involved in these relationships between owners and pets.

Responsibly deciding whether to have a pet is a key to whether pet ownership is joyful or burdensome. Neshea enjoys a quiet moment with Sparky. During the Konstant News Feature, students are shown what they cherish most about their pets and how they would respond to their pets in different situations.

Summing Up
Being a responsible pet owner means knowing yourself and your pet. This mini unit touches on the important aspect of decision-making as it relates to responsible pet ownership. There are a number of follow-up activities you can use to reinforce your students’ learning. These include:

• Showing films that depict children and families deciding about pets. The March 1983 issue of HUMANE EDUCATION contained reviews of some movies. A reprint of these reviews is available for 50 cents from NAHHE.

• Having your students develop scenarios in which students role-play family members deciding whether to have a pet or which kind of pet to have. The needs, preferences, etc. of family members are important external factors to be considered, and such role-playing gives students practice in responding to these factors. Or you can have your students role-play various pets trying to persuade a person to adopt them. “The Play’s the Thing,” which appeared in the March 1983 issue of HUMANE EDUCATION, covers the basics of role-playing. Reprints are available from NAHHE for 50 cents.

• Your students can monitor the variety of subtle and direct messages about relationships between people and pets that are depicted in advertising and television shows. Distribute samples of magazine ads that show people and pets and ask your students to write the “untold” story that applies to the ads. How are the realities of pet ownership different from the way it’s depicted in advertising?

Responsible pet owners are good citizens, wise “shoppers,” self-aware, and able decision-makers. Your guidance and instruction can help that happen.

Reference
Please welcome Kind News—the new publication from The Humane Society of the United States. Consider Kind News an economical, diminutive but valuable new successor to Kind magazine, the former youth publication of The HSUS. Developing quality educational materials in humane education has always been a priority at The HSUS. And, although Kind magazine had an attractive format and a loyal readership, it was not successful in reaching large numbers of children. So after much deliberation on ways in which we might reach more children and better meet the needs of humane educators, we decided to replace Kind magazine with Kind News.

**What's special about Kind News?**

First, though Kind News has been designed for children, it will be a useful tool for you. In fact, the success of Kind News will substantially depend on adults. There will be no individual subscriptions to Kind News. Instead, adults can bring Kind News to children by subscribing for them. Teachers, humane society educators, Scout leaders, and other concerned adults can purchase a one-year subscription for a group and receive a packet of thirty-five copies of one level of the newspaper four times during the year. From the outset, the educator's role will be crucial.

Second, Kind News will be very newy. Every issue of this four-page tabloid will be based on an animal-related theme and designed for children, it will be a useful resource for children, it will be a useful tool for you. In fact, the success of Kind News will substantially depend on adults. There will be no individual subscriptions to Kind News. Instead, adults can bring Kind News to children by subscribing for them. Teachers, humane society educators, Scout leaders, and other concerned adults can purchase a one-year subscription for a group and receive a packet of thirty-five copies of one level of the newspaper four times during the year. From the outset, the educator's role will be crucial.

Third, Kind News will contain either a Question & Answer section in which we print children's responses to a specific question or a Letters section in which we print selected letters we receive from our readers. These sections will be forums in which children can express their opinions, concerns, and ideas.

With your guidance, children can help create Kind News. If your students are involved in an animal-related activity, we want to know about it. Share their achievements with us for possible use in Kind News.

Other sections that will appear in Kind News include puzzles; reviews of books, movies, or television programs; and columns written by guest writers.

How can you use Kind News?

The news items contained in Kind News will focus on people and animals and will likely prompt response—concern, delight, surprise, opinion—from your students. News items will be from a variety of locales and will provide excellent starting points for class discussion and action on behalf of animals. Is your community's experience with stray animals or the elderly the same that reported in Kind News? Your students can investigate to find out.

Classroom subjects come alive when they're tied to current events. You can use Kind News to augment the classroom materials you use to teach science, social studies, language arts, careers, etc.

Use Kind News as a teaching vehicle for slow learners. You can choose the appropriate level for your students and use Kind News to assess reading comprehension. Like all newspapers, Kind News will contain a variety of short articles.

If you are a humane society educator, you can subscribe to Kind News and distribute the issues to children with whom you're working. If you need more than thirty-five copies of Kind News or copies of both levels, you can purchase additional subscriptions (each entitling you to quarterly packets of thirty-five newspapers). There's a place on every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every every even...
Children in Hawaii represent many cultures. Frequently, they and their families have emigrated from countries where animals are held in low esteem. For these children, the concept of humaneness is strange and unfamiliar. Other children living in Hawaii come from military families. These families are transferred often, causing serious pet abandonment problems. It’s within this milieu that Cynthia (Cindy) Crawford, NAAHE’s 1983 Humane Education Teacher of the Year, instructs children and their families about responsible pet ownership and the importance of respecting Hawaii’s wildlife and provides a role model of caring and concern.

Cindy teaches kindergarten at the Moanalua Elementary School in Honolulu, Hawaii, where all the students know her as "the teacher who cares about animals." Her involvement in animal welfare began about ten years ago when she adopted a puppy from the Hawaiian Humane Society. Soon after adopting Molly, Cindy began working with Cathy Goeggel, the Humane Education Specialist at the society who nominated Cindy for the Teacher of the Year Award. Cindy's involvement in animal welfare and humane education.

In her daily work with children—in the classroom, at recess, on field trips—Cindy creates opportunities to build on their interest in and concern for animals. As a result, she is recognized as the expert on animal welfare and as a valuable source of support and instruction at Moanalua Elementary School. Cindy’s many and varied humane education activities are highlighted by her teaching assistant, Molly, who visits Cindy's kindergartners several times each year. Through their interactions with Molly, the children see the importance of health care, grooming, and kindness in relationships with pet animals. By the time their pet-related education culminates in a field trip to the Hawaiian Humane Society, the kindergartners are knowledgeable and prepared for their visit.

In addition to the formal humane education activities she facilitates in her own class, Cindy offers assistance to other classes studying animal-related topics. Cindy also helps other classes prepare special projects. She serves as a resource person, providing helpful teaching materials to students and discussing with them aspects of animal protection. In response to her efforts, sixth graders engaged in letter-writing campaigns urging their congressmen's support of the Research Modernization Act and requesting the Philippine ambassador to address the animal cruelty problems in his country.

Cindy, who understands the importance of fully integrating humane education into the school curriculum, also directs her educational activities toward her colleagues at Moanalua Elementary School. She has developed resource material covering animal concerns and has underwritten the cost of reproducing this material so that it can be disseminated among the faculty.

Through her work as an educator and as a volunteer at the Hawaiian Humane Society, Cindy reaches children, teachers, parents, and others, and raises their awareness about animal welfare issues. In regard to Cindy’s work, Cathy Goeggel writes, "Humane education is most definitely an elemental ethical concept. It embodies the excitement of the human spirit to extend the protective mantle of care and respect outside of ourselves.... What Cindy provides for her children is a model of humane education."

Now when the schoolchildren observe the geckos, skinks, bufos, and the familiar tide pool animals, or when they interact with pets, they do so with a better appreciation and respect for these creatures. In Hawaiian, mahalo means "thank you."

Mahalo for your teaching efforts, Cindy Crawford, and congratulations on being chosen NAAHE’s 1983 Humane Education Teacher of the Year.

Nominations are in order!

March 2, 1984, is the deadline for nominations for the 1984 Humane Education Teacher of the Year.

Who's eligible? Any teacher who makes humane education a regular part of classroom activities and who teaches kindergartners through twelfth grade is eligible.

How do you make a nomination? Use the nomination form that will appear in the December 1983 HUMANE EDUCATION.

Need more information? Write NAAHE Teacher of the Year, Box 362, East Haddam, CT 06423.
NEW GUIDE AVAILABLE FROM THE AMERICAN CAMPING ASSOCIATION

Humanizing Environmental Education: A Guide for Leading Nature and Human Nature Activities has just been published by the American Camping Association. The 231-page guide is coauthored by Clifford E. Knapp, chairperson of the Outdoor Teacher Education Faculty at Northern Illinois University, and Joel Goodman, project director at the Sagamore Institute, a nonprofit educational training and resource organization.

Written in an enjoyable style, Humanizing Environmental Education incorporates some of the best features found in humanistic education, new games, values training, and outdoor/environment education activities. Knapp and Goodman bring into sharp focus the importance of teaching the “whole” child (knowledge, values, attitudes) and the processes through which the teaching best occurs. Humanizing Environmental Education is suitable for the experienced and the beginner, and is designed, the guide provides ideas for teaching humanistic education to political leaders. Titled Become a Letter Writing Expert, the guide encourages letter writing and advises the novice to “be brief, be courteous, be sincere, be specific, be busy.” A list of political officials in the United States completes the one-page handout. For a sample copy, send a self-addressed, stamped envelope to Dorothy at the above address.

ALBERT SCHWEITZER FILMSTRIP DISCUSSES “REVERENCE FOR LIFE”

For All That Lives is a sound filmstrip that couples Albert Schweitzer’s own words with beautiful and rare photographs to summarize Schweitzer’s “reverence for life” philosophy and his concept of the “will to live” found in all life. Because Schweitzer’s language is often complex, this filmstrip is best suited for students in junior high school and older. A helpful teacher’s guide, written by Ann Arwood, accompanies For All That Lives and list discussion questions and learning objectives. For All That Lives costs $28.75 (including shipping and handling) and may be ordered from Lyceum Productions, Inc., P.O. Box 1018, Laguna Beach, CA 92652.

The guide contains 285 lesson plans written by professional subject-area teachers, implementation strategies, a references and implementation strategies, and may be ordered from Lyceum Productions, Inc., P.O. Box 1018, Laguna Beach, CA 92652.

Social Role of Animals in Society Discussed in Book

People interested in companion animals are likely to be interested in New Perspectives on Our Lives With Companion Animals, written by Dr. Aaron Katcher, associate professor of psychiatry at the University of Pennsylvania, and Dr. Alan Beck, director of the Center for the Interaction of Animals and Society. This text results from the proceedings of a symposium held at the University of Pennsylvania and includes the major research and clinical findings on the interactions of people and companion animals. Some of the book’s sections are “Companion Animals in the City,” “Companion Animals and Human Health,” “Loss of a Companion Animal,” and “Ethological and Anthropological Studies.”

Note: For Our Lives With Companion Animals costs $25 and may be ordered from the University of Pennsylvania Press, 3933 West Walnut Street, Philadelphia, PA 19104.

ANIMAL KINGDOM FILMSTRIPS AVAILABLE

Educational Enrichment Materials is distributing a new filmstrip series called Animal Kingdom. The series was produced in cooperation with the New York Zoological Society. Set 1 of Animal Kingdom explores the shark and the lion; Set 2 covers snakes and monkeys. For more information, write to Educational Enrichment Materials, 357 Adams Street, Bedford Hills, NY 10507.

NEW BOOK PROVIDES INFORMED AND PERSONAL LOOK AT FERAL CATS

Honey Puss, Turtle, and Herbert—all feral cats—populate Maverick Cats: Encounters With Feral Cats, written by Ellen Perry Berkeley. What’s a feral cat? Berkeley defines a feral cat as “…one that was once domesticated, or with domesticated ancestors, but is now living as a wild creature.” The topic of feral cats makes for interesting reading. These animals are found in Antarctica, Australia, and Europe. Berkeley writes of her experiences with feral cats in her native Vermont. In a capable manner, Berkeley provides the reader with a summary of relevant research regarding feral cats and descriptions of her encounters with these animals. Attractive black-and-white illustrations by Sandra Crawford accompany the text.

Maverick Cats: Encounters With Feral Cats costs $12.95 and may be ordered from your local bookstore or from Walker and Company, 720 Fifth Avenue, New York, NY 10019.

BRINGING LANGUAGE ARTS OUTSIDE

Charmaine F. Starr has written the teacher’s guide for the Wisconsin Humane Society’s The Zoo: A Prehistory of Domesticated Animals. The guide is a support volume for Teaching the Language Arts Through Outdoor Education. The guide contains outdoor activities for the primary and middle school age groups that teach students vocabulary, observation and mounting and capture wild animals, and nature. Children registered for a one-week session that cost $20.
1. A door or window carelessly left open is an invitation to a pet to go outdoors unattended. Pets may then be lost or injured.
2. Free-roaming dogs are sometimes dangerous to pedestrians. Who would want to be this mail carrier? But it’s not the dog’s fault; it’s the fault of an irresponsible pet owner.
3. Free-roaming pets are often a nuisance to wildlife, disrupting nests or even killing animals.
4. Free kittens! It doesn’t look as though this pet owner is very successful at even giving away these animals. Spaying or neutering would have avoided this problem. If the kittens are adopted, it may not be by responsible and loving people.
5. Here we see three pets that are well cared for. One young pet owner is exercising her cat using a harness and leash. Another pet owner is grooming her cat. And the dog is free to exercise in a fenced yard where there are shade, water, toys, and companionship.
6. This stray dog probably once had an owner. Now the animal suffers from lack of food and risks being injured. Spaying or neutering would have kept this dog healthy and cared for. And the dog is free to exercise in a fenced yard where there are shade, water, toys, and companionship.
7. Cats may like to climb, but this cat isn’t able to get down again. It’s stranded! It would be much safer indoors.
8. Oops! This free-roaming cat is making a mess. Unfortunately, the man in the hammock is unaware of the problem—or unconcerned.
9. Responsible pet owners usually don’t lose their pets. However, when an accident does occur and a pet becomes lost, posting “Lost Pet” signs in the neighborhood is one effective way to recover the animal. Notice the collar, leash, and tag being worn by the dog. This dog’s owner has taken steps to prevent his pet from becoming lost.
10. This dog is only doing what comes naturally—digging. Unfortunately, there’s no pet owner in sight to stop the dog and the damage being done.
11. An overzealous dog and a child holding an ice-cream cone don’t mix! A free-roamingly leashed, and led by the animal along for a drive. But now, in a parked car where the temperature can soar to 160 degrees, the dog might suffer from brain damage or die. Leaving the car windows open wouldn’t have helped much.
12. This girl doesn’t seem to welcome the unexpected company! If the dog were yours, would you think it was a good idea to bring the animal along for a drive? But now, in a parked car where the temperature can soar to 160 degrees, the dog might suffer from brain damage or die. Leaving the car windows open wouldn’t have helped much.
13. When fights break out, free-roaming pets can be hurt. These pets would be safer at home.
14. This cat risks injury by sneezing in the shade of the car. Will the driver take this animal before driving away?
15. The owner of this dog probably thought it was a good idea to bring the animal along for a drive. But now, in a parked car where the temperature can soar to 160 degrees, the dog might suffer from brain damage or die. Leaving the car windows open wouldn’t have helped much.
16. This girl doesn’t seem to welcome the unexpected company! If the dog were yours, would you think it was a good idea to bring the animal along for a drive? But now, in a parked car where the temperature can soar to 160 degrees, the dog might suffer from brain damage or die. Leaving the car windows open wouldn’t have helped much.
17. Pets need exercise, but it’s up to the owner to exercise the pet in a safe and considerate manner so that the pet won’t be bothered by other people. Where’s the leash, collar, and tag?
18. Here we go again. Another mess to clean up because these cats weren’t kept home where they belong.
In our society people face many contradictions regarding the treatment of animals. While we are taught from an early age the social value of being kind to animals, the reality is that animals are mistreated in our society on a massive scale (for example, in food production and science experimentation). However, most people seem to have little trouble accepting this profound discrepancy between society’s morals about animals and its actual treatment of them. How is it that people can believe in being kind to animals yet seem to overlook the cruelties commonly and systematically inflicted upon them?

Dr. Alan Bowd, Senior Lecturer in Educational Psychology at the Riverina College of Advanced Education in Australia, sought to gain insight into this discrepancy by taking a look at the experiences and beliefs children had as very young children. He hypothesized that young children believe that humans and animals are basically similar. He thought that kindergarten children, because of their egocentrism, are more likely to assume that animals are like themselves than to conceive of basic differences between humans and animals.

Bowd interviewed thirty-seven children (average age: five years, eight months). His questions focused on four topics: the extent of the child’s contact with animals, society’s use of animals in food production, the distinction between domestic and wild animals and the role of human care, and the child’s concept of animal experiences as similar or dissimilar to human experiences.

What did the interviews show? The results confirmed Dr. Bowd’s first hypothesis: young children’s knowledge about animals is primarily egocentric, reflecting their direct experiences with animals (particularly their experiences with pets). The young children studied were limited in their knowledge of how animals are treated in society as a whole. These children did not understand the role of animals in the care and use of domestic animals and were not aware that animals are raised and killed for food. These results suggest that young children are ignorant of society’s institutionalization of treatment of animals and, thus, are unaware of any contradiction between that treatment and the social expectation to be kind to animals.

The results did not, however, confirm Dr. Bowd’s second hypothesis: kindergarten children believe that humans and animals are basically similar. Instead, Dr. Bowd found evidence of the beginning of a belief in differences between human and animal experiences. Only half the children believed that animals experience pain in the same way as humans, and almost half believed that animals experience pain from an injury less severely than humans. This devaluing of animal feelings probably helps children function in a society that formally condemns cruelty to animals and at the same time exploits and destroys animals on a large scale.

While generalizations can be only tentative made because of the small number of children interviewed and the lack of research with older children, the study does provide some insight into the process that allows children to function in a society that endorses kindness to animals at the same time it allows their exploitation. The results of the study also suggest that humane educators might be wise to focus less on the mistreatment of individual animals and more on the similar ways in which humans and animals respond to it. It may also be necessary to emphasize the similarities between individual acts of cruelty and institutionalized cruelty so that children can better understand the humane concerns involved. Encouraging children’s concern for individual animals is certainly important, but Dr. Bowd’s study suggests that it is unlikely that children’s knowledge of or attitudes toward institutionalized cruelty will be affected significantly through this approach alone.


In order to best make HUMANE EDUCATION meet your needs, we need your input! Please take a few minutes to fill out this reader's survey and return it to NAAHE, Box 588, East Haddam, CT 06423 by October 15, 1983. Thank you!

1. Which description most accurately describes you?
   □ classroom teacher
   □ school administrator
   □ educator for humane society, animal shelter, or animal control program
   □ researcher for natural science or environmental education center
   □ educator for zoo or aquarium
   □ librarian
   □ other (please describe)

2. If you are an educator for a humane society, animal shelter, animal control program, nature center, zoo, or aquarium, are you a
   □ paid professional?
   □ volunteer worker?

3. When did you begin reading HUMANE EDUCATION?
   □ This is my first issue.
   □ within the past year
   □ two years ago
   □ three to five years ago
   □ have been reading it since the charter issue (Fall 1977)

4. How did you find out about HUMANE EDUCATION?
   □ at a workshop
   □ through a mailing to myself or my organization
   □ through correspondence with NAAHE
   □ through an ad in a magazine
   □ through a friend and/or work associate
   □ other (please describe)

5. What has been your favorite article since you started receiving HUMANE EDUCATION?

6. Create the title (or describe the subject area) for an article you’ve always wanted to see in HUMANE EDUCATION.

7. What do you like most about HUMANE EDUCATION?

8. What do you like least about HUMANE EDUCATION?

9. If you could make one change in HUMANE EDUCATION, how would you change it?

Specific Ratings: Regular Departments
Listed below are the titles of regular HUMANE EDUCATION departments. Please rate each on a scale of 1 to 5, with 5 indicating that you find the department very useful or interesting; 4, moderately useful or interesting; 3, occasionally useful or interesting; 2, not often useful or interesting; and 1, useless and uninteresting. If you are not familiar with the department, just leave it blank.

10. Happenings
   □ 1 2 3 4 5

11. Book Reviews
    □ 1 2 3 4 5

12. Film Reviews
    □ 1 2 3 4 5

13. Read-Aloud Stories
    □ 1 2 3 4 5

14. What’s a Picture Worth?
    □ 1 2 3 4 5

15. Calendar
    □ 1 2 3 4 5

16. Research in Review
    □ 1 2 3 4 5

17. Learning Center
    □ 1 2 3 4 5

18. Events
    □ 1 2 3 4 5
**HUMANE EDUCATION Reader Survey**

**Specific Ratings: Feature Articles**

Listed below are the titles of feature articles from recent issues of HUMANE EDUCATION. Please rate each on a scale of 1 to 5, with 5 indicating that you found the article very useful or interesting; 4, moderately useful or interesting; 3, somewhat useful or interesting; 2, not very useful or interesting; and 1, useless and uninteresting. If you are not familiar with the article, just leave it blank.

<table>
<thead>
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<th>Article Title</th>
<th>Ratings (very useful/interesting)</th>
<th>Ratings (useless/uninteresting)</th>
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<td>20. Programs for Preschoolers (activities for preschoolers/March 1983)</td>
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<td>21. Don’t Stay Between the Lines! (animal copy master series/March and June 1983)</td>
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<td>22. When the Teaching Begins at Home (parenting practices/March 1983)</td>
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<td>23. Mom, Apple Pie...and Humane Education (humane education controversy/March 1983)</td>
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<td>24. People and Animals - The Pet Care Game (March 1983)</td>
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Please cut along the vertical dotted line, fold, seal, stamp, and mail.

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**By Vivian Leidy**

Pets play significant roles in the lives of children by providing companionship and nonjudgmental love. As a topic of classroom discussion, or as the subject of classroom visual aids, pets provide a comfortable, familiar, and nonthreatening theme a teacher can use to help students adjust to each other, to the teacher, and to classroom activities.

This article, originally published in INSTRUCTOR magazine, provides a back-to-school unit for primary-grade students. All the activities in the unit offer students opportunities to get to know each other better, practice study skills, and learn more about "cuddly canines." What better way to kick off the new school year than with humane education?

---

**V**ivian’s class is going to the dogs!” joked one of my colleagues last year. And she was right! During the first weeks of school my primary class and I immersed ourselves in cuddly canines. It was a great way to help kids forget first-day fears and, at the same time, get them to bone up on skills they had neglected over the summer. The activities were simple—they didn’t rely on elaborate supplies or on special grouping (which can require extensive testing and observation). In other words, we could get right down to work on the very first day. And that’s what I call starting off on the right foot, or should it be the right paw? **Pooch Pouch Name Game**

To get started, we played the Pooch Pouch Name Game, which helped make remembering new names just a bit easier. We made name cards with each child’s name on one card and his or her dog’s name on another. If a child didn’t have a dog, we used the name of a dog the child liked. All cards were placed in pouches, or pockets, on a chart hanging on the wall. Students played the game like Concentration, matching a child’s name card to the proper dog’s name card.

---

**What’s in A Name?**

We used the same name cards to review language arts skills. Students matched names of dogs that had the same beginning sounds, the same ending sounds, and that rhymed. We even used these cards to review the alphabet by putting the names on the chart in alphabetical order.

---

**Something to Bark About**

Once we had mastered names, I asked children to tell me about their dogs’ coloring, breeds, talents, and so on, which they recorded in booklets. Children brought in pictures of themselves and their dogs to display on the door of our corner cupboard. And so it wasn’t long before my students knew not only each other’s names, but the name of everyone’s dog as well! During the year we continued to use this area to feature pictures of dogs and children who celebrated their
Welcome to the Dog Show

We labeled the pictures and then grouped them under the following categories: sporting dogs, working dogs, terriers, toy dogs, nonsporting dogs, and mutts. For example, sporting dogs included retrievers, pointers, spaniels, and setters; working dogs were guard dogs, sheep dogs, Saint Bernards, and so on; nonsporting dogs were those difficult to classify elsewhere, such as bulldogs, Dalmatians, and chow chows. (Any good encyclopedia offers numerous examples of each category.)

Mutts Math

We even used our newly collected dog data to review graphing skills. Through bar and picture graphs, we found ways to compare dog populations according to size, breed, and origin.

Reading With Rin-Tin-Tin

Reading was a much anticipated activity when the kids knew they could read about Rin-Tin-Tin, Lassie, and other well-loved dogs. At the back of the room we set up a special tent full of books on dogs and equipped with a bright rug, colorful pillows, and a large poster of Rin-Tin-Tin. A sign above the tent said, “The Pup Tent (Admission by ticket only).” A child who had worked well during the day was given a ticket called a dog tag and admitted to the Pup Tent for silent reading time.

You’re in the Doghouse

Children in the Doghouse weren’t in trouble; they were having fun! The Doghouse was a learning center full of tapes, books, records, filmstrips, and activity packets about dogs. The packets encouraged kids to practice various skills we were studying in class and included such activities as matching comic strips about dogs, classifying pictures of dogs, alphabetizing breeds of dogs, matching captions to magazine pictures of dogs, and unscrambling breed names, solving dog crossword puzzles and word searches, coloring dog pictures, and so on.

Besides providing great motivation for learnings, dogs can be a teacher’s best friend when it comes to classroom management. Here are three ways in which I used them in that area.

Listen to Snoopy

I felt it was important to lay down classroom rules the first day so my students would know what was expected of them. To do this, I used life-size Snoopy cutouts to illustrate the rules.

For the Love of Benji

To help children go quietly to their seats when they came in each morning, I admired the help of that lovable pooch Benji. Each morning I placed a specially selected book about dogs at each child’s desk. Inside, I put a bookmark with Benji’s head traced on the top. Each child read for a few minutes until I was ready to take attendance. When a student finished a book, he or she completed a special book report form and added the name of the book to a book chart kept on a bulletin board near the Pup Tent. This activity not only increased reading time on task but also got each day off to a productive and enjoyable start.

Rover Riddles

At recess or lunchtime, I used dogs to encourage my children to line up quietly by giving them riddles to solve. For example, I would say, “I’m thinking of a boy who is sitting quietly in his seat, who has a brown and white dog named Spunky.” If that boy was quiet and listening, he would be able to guess who I was talking about and get in line. If not, I would go on to another child. It worked! The kids would remain quiet to make sure they heard the riddle and could guess who was next in line.

After learning so much about different kinds of dogs, everyone wanted to know more about the care and feeding of dogs. So, as a grand finale to our unit, we visited the local humane society shelter during Responsible Pet Care Week in late September. We toured the kennels and talked to the caretakers to learn the responsibilities of owning a dog. After our visit, the unit wound down to a close; but thanks to our four-footed friends, we all knew each other a little better, and we had brushed up on needed skills. It was indeed a doggone good start!

Consider why six out of every 10 of us own pets

We have

That’s why we work to protect pets.

HUMANE EDUCATION/SEPTEMBER 1983

LEARNING CENTER/LORRAINE P. HOLDEN

IT’S MUSIC TO THEIR EARS

Aside from rock ’n’ roll, other types of music are often unfamiliar to children because they haven’t had enough opportunity to listen to a variety of music. This learning center introduces students to the music of Paul Winter, a jazz musician who specializes in playing the voices of the sea lion, dolphin, sea otter, timber wolf, a humpback whale, and an African fisheagle. “Callings” includes the voices of the sea lion, dolphin, sea otter, blue whale, oar, and other sea mammals. The “music” made by each of these animals is treated as the theme in each piece. Around this theme, the Paul Winter Consort improvises musical passages that capture the mood of the environment in which the animal lives. Each piece provides an unusual listening experience for children. You can purchase these records at your local record store or order them from the Living Music Foundation, Inc., P.O. Box 68, Litchfield, CT 06759. You may also be able to borrow these records from your local library.

After you have reviewed the music, create a chart for the learning center which lists the titles of the selections and the names of the animal heard in each. This chart will help communicate. Anabel Dean’s (New York: Julian Messner) covers animal’s music and imagine what the animal is singing about, and what the animal looks like.

“When you’re done listening, draw and color a picture that shows what the animal is singing about.”

Using a bulletin board, display the titles of the songs. As each child listens to a song and completes a picture, exhibit the picture under the appropriate song title. Students may return to the learning center, listen to the remaining selections, and continue to contribute their stories to the display.

Place in the learning center children’s books and encyclopedias that provide information on these animals and how they live and communicate. Anabel Dean’s (New York: Julian Messner) covers this topic. Have the children select one of the animals they’ve heard on the record.

Note: If you have suggestions for learning centers that focus on humane education concepts or objectives, send your ideas to NAAHE, Box 362, East Haddam, CT 06423.
Most educators are aware of studies that show children learn more by doing than by reading or listening. So, in teaching kindness and respect for animals, a logical tool would appear to be a classroom pet. But therein lies a painful dilemma for humane-minded teachers: Can the benefits gained by the presence of a live animal in the classroom outweigh the problems that might arise? Is the classroom really an appropriate place for a pet?

The answer to both questions is a qualified yes, says NAAHE Director Kathy Savesky. "Firsthand experience is a strong activity for empathy building," she says. "If chosen and kept responsibly, an appropriate pet can be a valuable addition to a classroom."

But what is an appropriate pet? And what factors should be examined by a teacher considering an animal companion for his or her classroom?

To answer the second question first, the single most important factor to be considered by a teacher is the role model he or she will present to children through the classroom pet experience. "The most powerful lessons associated with keeping a classroom pet are those communicated through the teacher's actions and attitudes," says Savesky. "When teachers decide to keep animals in the classroom, they must constantly be on guard to assure that their behavior is consistent with what they are trying to teach about compassion, respect, and responsibility. Kids are quick to pick up on inconsistencies, and research suggests that the behavior kids observe in their teachers generally has a much greater impact on their attitudes than do structured lessons, particularly if the two conflict. A lecture on the importance of a healthy environment for a pet will have little impact on students who have watched their teacher put off cleaning the gerbil's cage for three days because things were unusually busy."

Providing a role model of a responsible pet owner may be more difficult than it seems. In addition to making sure that the pet always has adequate food and water and a clean, safe, comfortable home, the very question of who "owns" the classroom pet is important. "While every child in the class can take part in the pet's care, the ultimate responsibility for oversight has to fall on a single individual—the teacher," Savesky stresses. "There's no such thing as a collective pet. Sending the animal home with a different student every weekend or vacation is not only risky in terms of the animal's care and safety but can also be inconsistent with the concept that a pet is a full-time, permanent responsibility," Savesky adds. "What's more, drawing straws at the end of the year to see who gets to keep the animal—a common practice in many classrooms—only reinforces the all-too-familiar perception that pets are disposable objects. The real learning comes when the children can come back and visit the pet even after they've "graduated" from that class."

Even if you're willing to take on the responsibility of providing a positive role model, there are other considerations to take into account before deciding to get a classroom pet. Does your school or school system have rules or guidelines about classroom pets? It could be traumatic to introduce a pet into the class only to have to remove it because its presence violates a rule. Are you willing and able to provide the animal with adequate care on evenings, weekends, and school vacations? Remember that many schools conserve energy by turning thermostats down on winter evenings and weekends to a point that could jeopardize your animal. If you're not able to keep the pet at your home as well as in the classroom, you may have to reconsider the idea. Do any of the children in the class have allergies (or phobias) that would preclude certain animals? Is there an appropriate place to keep a pet in your classroom? Pets need to be kept where they are comfortable and not forgotten about, but they also need a place that is quiet and where they won't be distracting during lessons that aren't pet related. Finally, are you prepared to cope with the children's reactions if the...
animal should become ill or die suddenly? If you're ready to handle all of the above, the next factor to consider is what type of pet will be appropriate for your classroom. According to Savesky, appropriate classroom pets include most domesticated small mammals, especially hamsters. It's important to remember that birds and exotic saltwater fish. Both of these, while readily available in this country in pet stores and aquariums, are operations that subject the animals to stress, sickness, and, as much as 50 percent of the time, death. Purchasing encourages the smuggling and the suffering that goes with it. Domestic fish, however, involved in purchasing food and equipment and the time required for regular care and cleaning of a pet will be major factors to examine. Many books on the care of small mammals, birds, and fish are available in your bookstore or library, and often the local animal welfare organization can provide guidance in both selection and care of classroom pets. The American Humane Education Society, 450 Salem End Road, P.O. Box 2244, Framingham, MA 01701, publishes Bird Care and Small Mammal Care, two brief but helpful guides to the care of common classroom pets. You can write the society for price and ordering information.

If the pet you've chosen is a small one, such as a mouse or gerbil, you may want to get two of them. Don't, however, warns Savesky, allow the animals to continually reproduce. Remember that any offspring, like the pets themselves, will be your responsibility. One way to avoid the problem is to get two animals of the same sex, making sure beforehand that they won't fight. You should also be sure in advance that you can find a veterinarian nearby who will care for your pets when they need it. Many vets won't handle small mammals.

It's a good idea not to introduce the pet on the first day of class. Not only is the stress of the day hard on you and the children, it's also hard on the pet. "Prepare the children first," Savesky advises, "by explaining what type of animal the pet will be, how much and what kind of care it will need, who will provide that care, and how chores and handling will be shared. You may want to make a chart of tasks and/or cordon off an area of the classroom as the pet's 'home.'

If your pet is a small mammal, you will need to establish rules for how and under what circumstances the pet may be removed from its home and/or held. Discuss these rules with your students prior to introducing them to your pet and focus on the reasons that such guidelines are needed (to protect the pet and the children). Injuries to the pet and children can be avoided if the children are prepared and motivated for careful and respectful handling of the animal.

You may also want to involve the class in preparing the pet's living arrangements. In addition to needing clean, comfortable surroundings, the animal also requires things to do and play with, as well as its own place where it can seek privacy or quiet when it needs to rest. Cardboard tissue boxes or paper towel tubes can provide both toys and shelter for gerbils, mice, and small hamsters. Make sure the children understand why the animal needs to be left alonesometimes and why there won't be able to watch it or play with it.

Once integrated into the classroom, the pet can provide almost limitless opportunities for learning exercises above and beyond the identification of animal needs and basic pet care. Here are a few:

- Practicing Responsibility: "Feeding and cleaning chores and taking turns handling the animal enhance the development of responsibility, as well as promote sharing and cooperation," says Savesky.
- Studying Behavior: Have the children watch the animal without playing with it. They can practice basic observation skills by making charts or keeping records of the animal's eating, resting, and activity periods.
- Creative Writing: Ask the children to write a story or describe the classroom from the animal's point of view.
- Public Speaking: Ask each child to pretend he or she is the pet. Then ask each child to describe what he or she likes and dislikes about life in the classroom.
- History and Geography: Have the children study the natural history of the pet and natural habitat of its wild relatives.
- Classroom Management: Problems in the classroom may be recast for the children as problems for the animal. "It may be easier to quiet a restless class because 'Ambrrose wants to rest now, than because the children should be resting,'" Savesky says. The bottom line, according to Savesky, is that you shouldn't get a pet for your class unless you also want to get a pet for yourself. But if you do, and if you're willing to accept the responsibilities and special problems that go along with keeping an animal in the classroom, the learning opportunities can be well worth the work.

About the author... Julie Ronnerv, formerly with The Humane Society of the United States, is now working as a free-lance writer in Washington, D.C. Her work has appeared in past issues of HUMANE EDUCATION.

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1. The first agricul­

tural fair in the United States was held on this day in Pittsfield, Massachusetts. The fair was launched with a guide by George Washington in which he noted, "...the multiplication of useful animals is a common bless­
ing to mankind.

Observe this day by exploring with your students the modern techniques used for the maintenance and "multiplication of useful animals" on today's farms. Have your students compare and contrast the lives of farm animals in George Washington's time with the lives of today's typical farm animals. There are many people who are concerned about the plight of animals that are suffering as a result of some modern farming techniques. Ask your students to write to The Humane Society of the United States, 2101 L Street, NW, Washington, DC 20037, for more information about this issue.

People & Animals: A

2. Frederic Remington, a famous American artist, was born on this day in 1861. He is best known for his drawings and paintings of frontier life, American Indians, and horses. View photographs of your students with Remington's work by displaying some of the books that show his art. There are a number of resources available, such as Frederic Remington: The Complete Drawings, edited by Matthew Baigell (New York: Harry N. Abrams, Inc.) and The Major Artworks of Frederic Remington, edited by Timothy R. Fillmore (Albuquerque, New Mexico: Albuquerque Art). Ask each student to choose one of Remington's drawings or paintings that depicts horses and draw his or her interpretation of the scene. Discuss the important relationship humans have had with horses through the ages. An excellent article covering this theme appeared in the December 1980 issue of HUMANE EDUCATION. For a reprint, send 50 cents to HAAE, Box 362, East Had­

ton, VT 05442. Your students can follow up their study of human-animal relationships by investigating examples of this type of relationship in their own community.

3. Vidya Iswaran, a veterinarian and zoologist, was born on this day in 1927. She lived her life to study and write about insects. As a result, she is a well­

known entomologist.

Insects are frequently misunderstood. And, yes, insects are among the most fascinating of all the Earth's creatures. They occupy almost every habitat on land and in fresh water. There are more species of insects than all other animal groups combined. The many soci­

cases of insects that have specialized families that are frequently characterized by a species that is harmful to members of other species. Observe this day by inviting a local entomologist to discuss how insects or he or she has learned about insects. Use a local entomologist to debunk myths about insects and to answer such ques­
tions as: Do you support the use of animals in scientific experiments? Why? Why not? Is the use of animals in scientific experiments al­
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People & Animals: A

5. The United Nations Day of the United Nations, October 24, 1945, is an organization dedicated to promoting peace and un­
derstanding among peoples throughout the world. An unusual way to observe this day is to have your students conduct a class trip to a local park, forest, or nature center so your students can experience the natural environment firsthand. An informative article about the United Nations and their educational programs appeared in the June 1983 issue of HUMANE EDUCATION.提到 which is best known for his drawings and paintings of frontier life, American Indians, and horses. View photographs of your students with Remington's work by displaying some of the books that show his art. There are a number of resources available, such as Frederic Remington: The Complete Drawings, edited by Matthew Baigell (New York: Harry N. Abrams, Inc.) and The Major Artworks of Frederic Remington, edited by Timothy R. Fillmore (Albuquerque, New Mexico: Albuquerque Art). Ask each student to choose one of Remington's drawings or paintings that depicts horses and draw his or her interpretation of the scene. Discuss the important relationship humans have had with horses through the ages. An excellent article covering this theme appeared in the December 1980 issue of HUMANE EDUCATION. For a reprint, send 50 cents to HAAE, Box 362, East Had­

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People & Animals: A

6. The world's first Smokey the Bear Dies. He symbolized the importance of fire protection in our country's national parks and forests. An ideal way to observe this day is to have your students conduct a class trip to a local park, forest, or nature center so your students can experience the natural environment firsthand. An informative article about the United Nations and their educational programs appeared in the June 1983 issue of HUMANE EDUCATION.提到 which is best known for his drawings and paintings of frontier life, American Indians, and horses. View photographs of your students with Remington's work by displaying some of the books that show his art. There are a number of resources available, such as Frederic Remington: The Complete Drawings, edited by Matthew Baigell (New York: Harry N. Abrams, Inc.) and The Major Artworks of Frederic Remington, edited by Timothy R. Fillmore (Albuquerque, New Mexico: Albuquerque Art). Ask each student to choose one of Remington's drawings or paintings that depicts horses and draw his or her interpretation of the scene. Discuss the important relationship humans have had with horses through the ages. An excellent article covering this theme appeared in the December 1980 issue of HUMANE EDUCATION. For a reprint, send 50 cents to HAAE, Box 362, East Had­

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People & Animals: A

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People & Animals: A

5. The United Nations Day of the United Nations, October 24, 1945, is an organization dedicated to promoting peace and un­
derstanding among peoples throughout the world. An unusual way to observe this day is to have your students conduct a class trip to a local park, forest, or nature center so your students can experience the natural environment firsthand. An informative article about the United Nations and their educational programs appeared in the June 1983 issue of HUMANE EDUCATION.提到 which is best known for his drawings and paintings of frontier life, American Indians, and horses. View photographs of your students with Remington's work by displaying some of the books that show his art. There are a number of resources available, such as Frederic Remington: The Complete Drawings, edited by Matthew Baigell (New York: Harry N. Abrams, Inc.) and The Major Artworks of Frederic Remington, edited by Timothy R. Fillmore (Albuquerque, New Mexico: Albuquerque Art). Ask each student to choose one of Remington's drawings or paintings that depicts horses and draw his or her interpretation of the scene. Discuss the important relationship humans have had with horses through the ages. An excellent article covering this theme appeared in the December 1980 issue of HUMANE EDUCATION. For a reprint, send 50 cents to HAAE, Box 362, East Had­

ton, VT 05442. Your students can follow up their study of human-animal relationships by investigating examples of this type of relationship in their own community.

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6. The world's first Smokey the Bear Dies. He symbolized the importance of fire protection in our country's national parks and forests. An ideal way to observe this day is to have your students conduct a class trip to a local park, forest, or nature center so your students can experience the natural environment firsthand. An informative article about the United Nations and their educational programs appeared in the June 1983 issue of HUMANE EDUCATION.提到 which is best known for his drawings and paintings of frontier life, American Indians, and horses. View photographs of your students with Remington's work by displaying some of the books that show his art. There are a number of resources available, such as Frederic Remington: The Complete Drawings, edited by Matthew Baigell (New York: Harry N. Abrams, Inc.) and The Major Artworks of Frederic Remington, edited by Timothy R. Fillmore (Albuquerque, New Mexico: Albuquerque Art). Ask each student to choose one of Remington's drawings or paintings that depicts horses and draw his or her interpretation of the scene. Discuss the important relationship humans have had with horses through the ages. An excellent article covering this theme appeared in the December 1980 issue of HUMANE EDUCATION. For a reprint, send 50 cents to HAAE, Box 362, East Had­

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7. Jean Henri Fabre's Birthday

Jean Henri Fabre was born on this day in 1823. He devoted his life to study and writing about insects. As a result, he is a well­

known entomologist.

Insects are frequently misunderstood. And, yes, insects are among the most fascinating of all the Earth's creatures. They occupy almost every habitat on land and in fresh water. There are more species of insects than all other animal groups combined. The many soci­
cases of insects that have specialized families that are frequently characterized by a species that is harmful to members of other species. Observe this day by inviting a local entomologist to discuss how insects or he or she has learned about insects. Use a local entomologist to debunk myths about insects and to answer such ques­
tions as: Do you support the use of animals in scientific experiments? Why? Why not? Is the use of animals in scientific experiments al­
ways good? Bad? For the protection and preservation of the invertebrates of our country's wilderness. The address is Secretary James G. Watt, Interior Department, Main Interior Building, Washing­
ton, DC 20240.
surroundings—a lizard in a loft, a boy, loves his Joey. But as the kangaroo living in people’s homes as pets, where they frequently suffer as a result of their captivity.

Wild animals raised as pets are commonly called exotic pets because they are kept in places other than their natural surroundings—a lizard in a loft, a wolf in a basement, a beaver in a living room. The films and filmstrips reviewed below chronicle the problems associated with keeping wildlife as pets.

ME AND YOU KANGAROO (1974)

Without dialogue, this film tells the story of a boy’s decision to raise a baby kangaroo after he and his father accidentally kill its mother. Robbie, the boy, loves his Joey. But as the kangaroo matures, the inherent problems in having an exotic pet quickly become evident. Joey romps through Robbie’s mother’s garden and upsets a local food stand, scattering the produce everywhere. Inevitably, Joey returns to the wild, but whether the half-domesticated kangaroo is ultimately able to survive in the wild is left in question.

This nineteen-minute, 16mm film is suitable for children in the primary and elementary grades. It is available from Learning Corporation of America, 1350 Avenue of the Americas, New York, NY 10019, for purchase ($265) or rental ($225).

WHERE SHOULD A SQUIRREL LIVE? (1975)

This is the story of a baby squirrel lost in a rainstorm and rescued by a man who tries to make a pet of the little orphan. He buys toys and a collar for the squirrel which he would one for a kitten or puppy. But the squirrel gets in trouble in the home environment. Quickly the man understands that this is an unnatural environment for a squirrel and releases it. The squirrel searches for food, and survival seems assured. Because the squirrel hasn’t developed dependence on humans, the release is successful.

This fourteen-minute, 16mm, color film is suitable for children in the primary and elementary grades. It is available for purchase ($155) or rental ($10) from Arthur Barr Productions, Inc., P.O. Box 7-C, Pasadena, CA 91104.

MANIMALS (1978)

This film by Robin Lehman is about pets in New York City—not usual pets like cats and dogs but exotic and “wild” animals. The hectic life of the metropolis is suggested by high-speed photography. Yet this hectic city is the unlikely home of many incongruous and inappropriate pets, among them a python, owls, otters, roosters, raccoons, a lion cub, and alligators. Several of the owners attempt to justify their “pets,” insisting that their animals are like people (hence “manimals”) and that they make responsive, lovable companions. However, the film shows the difficulties and cruelty of keeping nondomesticated creatures in urban apartments.

The mood grows increasingly somber as we watch a small animal turn ceaselessly behind the bars of its cage. We are told that a man, bitten by his koala, pulled out its teeth. Then, as the film ends, we see two pathetic, crazed-looking coyotes imprisoned in a filthy cell. Technically, the film is very well done.

Many viewers feel it is a powerful indictment of the practice of maintaining wild animals in a domestic urban setting. By keeping the mood light at the beginning and showing some of the dangers of annoying wild animals. Important points are made about the inappropriateness of keeping wild animals as pets and the dangers of annoying wild animals.

Unfortunately, the filmstrip’s tone tends to promote fear of rather than fascination for wildlife. But the positive educational aspects can outweigh the negative portrayal of the wild animal-human relationship if handled well by the teacher.

This sound/color filmstrip is available for purchase for $26 from Marshfilm, P.O. Box 8082, Shawnee Mission, KS 66208. The sound track comes in both a cassette and record format and is available in Spanish. This filmstrip is suitable for children in the primary and elementary grades.
Venture to a local park on a pleasant weekend and spot the variety of cohabitants and the activity. In many areas across the country, you’re likely to find people, picnics—and animals. Our parks are vivid reminders of the extent to which we share the Earth with other creatures.

Unfortunately, however, people share more than the Earth with animals. We frequently share our litter as well. You need only to drive along our nation’s highways or walk along a city street to see the amount of litter we leave behind. This litter is more than an eyesore; it can be a source of danger for stray animals and wildlife.

Your students may be unaware of the ways in which animals risk injury or death because of our litter. Use the photograph on the reverse side of this page to help students brainstorm the common ways in which people litter and the effects litter can have on animals. Discuss ways in which children can prevent such danger. Many of the prevention techniques are very simple: cutting the plastic rings that hold our canned beverages; completely removing the lids from cans and flattening the cans; picking up broken glass; carefully disposing of plastic bags, string, and other items in which an animal can be caught.

Unlike many problems faced by animals, problems litter poses are ones that your students can easily and immediately help to remedy. Children can learn to make wiser decisions about how to dispose of their own litter, and they can help educate their families and peers. Learning how to share the Earth but keep the litter is a small but important lesson in environmental awareness and protection.