With a Little help from our friends, we may institute some changes in the KIND newsletters. Of course, if you like things exactly the way they are we won't make any changes. It's up to you!

Will you please complete the questionnaire below and return it to KIND within a week after you have received your newsletters? We want your help.

PLEASE CHECK
1. Which newsletters are you receiving? KINDNESS CLUB ___ DEFENDERS ___ ECOLOKIND ___
2. For your students, the degree of reading difficulty is: OK ___ TOO HARD ___ TOO EASY ___
3. The length of articles is: OK ___ TOO SHORT ___ TOO LONG ___
4. The type sizes used are: OK ___ TOO SMALL ___ TOO LARGE ___
5. In what condition does your newsletter arrive? POOR ___ FAIR ___ GOOD ___
6. Are you using the Teaching Tips?

PLEASE FILL IN
7. How many newsletters are you receiving? KINDNESS CLUB ___ DEFENDERS ___ ECOLOKIND ___
8. Which part of the newsletter do your students like most? ______________________________________
10. Would you recommend the KIND newsletters to other teachers? Why? _________________________

12. Is there enough "meat" in the articles for meaningful discussions? _____________________________

13. Have any of the articles ever offended you or your students? Explain. _________________________

14. (Defenders and Ecolokind only) Are the projects suited to the level and interests of your students? _____
If you answered NO, how could we improve the projects? _________________________________________

COMPLAINTS? _____________________________________________________________

OTHER COMMENTS? __________________________________________________________

Check here if you would like to receive a free subscription to the Humane Society newsmagazine _____________

Return to: KIND 2100 L Street, N.W. Washington, D.C. 20037

©1975, The Humane Society of the United States, 2100 L St., N.W., Washington, D.C. 20037. R. Dale Hylton, Editor. Permission is hereby granted to teacher members to reproduce any part of this publication for non-commercial educational purposes. Yearly dues are $2.00 for individual KIND members and $1.00 each for class subscriptions of 10 or more.
animals... We couldn’t have done it without them!

SKILLS: Have students look up each Bicen- tennial Nominee in an encyclopedia. Have them make drawings of the animals to post in the classroom. (We chose not to depict the animals so we would not color the election in any way. Next month illustrations of all the animals will appear.) Divide the class into small committees and have them make reports about the Nominees. Be sure they stress the historical role of each of the animals.

Some classes may wish to make a presentation to the entire school in an assembly program. Others may wish to make a large mural for all to see. You could set up ballot boxes for each of the nominees and ask the entire school to participate in the election. If your school has a school newspaper, perhaps you could run an article with a ballot. You may collect and count all of the ballots and send KIND a report, or you may send us all of the ballots.

The entire process of publicizing and coordinating the election in your school will be a worthwhile lesson in the mechanics of an election.

ATTITUDES: Ask: Why do you think many people forget the roles animals have played in the history of our nation? Why do you think it’s important to recognize the roles animals have played? Are there any animals that are contributing to our developing history today? (The many threatened and endangered species are contributing, in that they are the source of an international effort by many nations and groups that are seeking to save them from extinction. The growth of the anti-hunting movement is slowly changing the attitudes of the population. New strains of cattle such as the beefalo, and the like, contribute, in that they are the source of an international effort by many nations and groups that are seeking to save them from extinction.)

SKILLS: Have your students divide up into small groups to investigate the historical significance of each of the Bicentennial Nominees. Have each group prepare an oral and illustrated written report. Collect the written reports in a booklet and place it in the library for all to use. Have some of the students prepare a large outline map of the U.S.A. Have them draw the ranges of the various animals on the map. Note former as well as present areas of habitation. Encourage your students to involve the entire school in the election of a Bicentennial Animal. Prepare ballots and ballot boxes for all to use. Put on an assembly program. Appoint official ballot counters. Send your results (or the uncounted ballots) to KIND. The process of organizing the local election, counting the ballots and making a report to KIND will be a good lesson on the mechanics of running an election.

If your school has a newspaper, perhaps your students will want to prepare submissions about the election for inclusion in the paper. This may be one way of giving every student a ballot.

ATTITUDES: Ask: Why do you think people tend to forget the contributions of animals toward the development of our history? Discuss: Are there animals today who are contributing toward the development of the nation? (The entire movement dealing with endangered species, the anti-hunting movement, the breeding of new strains of beef cattle such as the beefalo, and the movement to save whales from becoming extinct are all items that are contributing toward our developing history. The effect of these movements and animal-related events cannot be known until they, in fact, become history.)
as the Beefalo (buffalo and beef cattle) are being developed as food sources, and the dramatic change from the feed lot raised beef steer to the grass fed steer is an historic change that will affect the meat that many of us eat.

FOLLOW-UP: Encourage as many classes as possible to participate in the Bicentennial Animal Election. If your school becomes totally involved in the election, take photos and send your story to KIND. We shall report your efforts to the membership.

Popol, The Gourmet, Page 3

SKILLS: Introduce the following hard words to your students: breed, territory, route, pedestrian, and gourmet. The word gourmet will give you the opportunity to teach a foreign word that has become part of the English language. It is pronounced goo-MAY with the accent on the second syllable.

ATTITUDES: Ask: Why do you suppose Popol has not been picked up by the local canine control agents in Paris? (Obviously, everyone is fond of him) He must be a very likeable dog.) Do you know any dogs like Popol? Tell us about the dog.

FOLLOW-UP: Have the children find Paris, France on a world map or globe. Use the map scale to find out how many miles (or kilometers) Paris is from your community.

The Animals' Week, Page 3

ATTITUDES: Ask: Why are animals important? How do they help man? How have they helped mankind? (Use this month's poster to begin a discussion of how animals have helped and continue to help man.) Ask your class to think of words other than those listed on the poster that describe how animals help man.) Are there things that some animals do that don't help man? What are they? Are these things really the animals? (or has man caused the problem?

FOLLOW-UP: If your class makes the Bicentennial Election a school project, KIND would like to know about it. Take photos and send them along with the details about your efforts. We'll tell the best story in an upcoming issue.

Friends Help Save Pony, Page 3

SKILLS: Use the story about Sparky as a creative writing starter. Ask the students to read the story and then write a short story about the events that took place during the long vigil with Sparky. This would be a good time to teach the students how to write dialogue.

ATTITUDES: Ask: Would you have done what Derrick did? Why? Do you know anyone who has gone through a similar siege with a pet? What happened?

Whale Day, Page 3

SKILLS: Darlene's poem could serve as a stimulus for your students to use as they prepare poetry of their own.

Be Kind to Animals Week-May 4-10, Page 5

ATTITUDES: Discuss: Why should we be kind to animals? What have they done for us? Are animals really dumb creatures who don't feel emotions? (Find out how many students have pets. Ask them to relate personal experiences that illustrate that animals have feelings.)

FOLLOW-UP: Have your students break up into small groups and prepare presentations about Be Kind to Animals Week. Arrange for the groups to visit with different classes during the week of May 4-10 and make their presentations. Others could prepare posters to display in the school hallways.

Reverence For Life, Page 5

ATTITUDES: Discuss: Why do you suppose Popol has not been picked up by the local canine control agents in Paris? (Obviously, everyone is fond of him) He must be a very likeable dog.) Do you know any dogs like Popol? Tell us about the dog.

FOLLOW-UP: Have the children find Paris, France on a world map or globe. Use the map scale to find out how many miles (or kilometers) Paris is from your community.

THE ANIMALS' WEEK, PAGE 3

ATTITUDES: Ask: Why do you suppose Popol has not been picked up by the local canine control agents in Paris? (Obviously, everyone is fond of him) He must be a very likeable dog.) Do you know any dogs like Popol? Tell us about the dog.

FOLLOW-UP: Have the children find Paris, France on a world map or globe. Use the map scale to find out how many miles (or kilometers) Paris is from your community.

THE ANIMALS' WEEK, PAGE 3

ATTITUDES: Ask: Why do you suppose Popol has not been picked up by the local canine control agents in Paris? (Obviously, everyone is fond of him) He must be a very likeable dog.) Do you know any dogs like Popol? Tell us about the dog.

FOLLOW-UP: Have the children find Paris, France on a world map or globe. Use the map scale to find out how many miles (or kilometers) Paris is from your community.

THE ANIMALS' WEEK, PAGE 3

ATTITUDES: Ask: Why do you suppose Popol has not been picked up by the local canine control agents in Paris? (Obviously, everyone is fond of him) He must be a very likeable dog.) Do you know any dogs like Popol? Tell us about the dog.

FOLLOW-UP: Have the children find Paris, France on a world map or globe. Use the map scale to find out how many miles (or kilometers) Paris is from your community.

THE ANIMALS' WEEK, PAGE 3

ATTITUDES: Ask: Why do you suppose Popol has not been picked up by the local canine control agents in Paris? (Obviously, everyone is fond of him) He must be a very likeable dog.) Do you know any dogs like Popol? Tell us about the dog.

FOLLOW-UP: Have the children find Paris, France on a world map or globe. Use the map scale to find out how many miles (or kilometers) Paris is from your community.

THE ANIMALS' WEEK, PAGE 3

ATTITUDES: Ask: Why do you suppose Popol has not been picked up by the local canine control agents in Paris? (Obviously, everyone is fond of him) He must be a very likeable dog.) Do you know any dogs like Popol? Tell us about the dog.

FOLLOW-UP: Have the children find Paris, France on a world map or globe. Use the map scale to find out how many miles (or kilometers) Paris is from your community.

THE ANIMALS' WEEK, PAGE 3

ATTITUDES: Ask: Why do you suppose Popol has not been picked up by the local canine control agents in Paris? (Obviously, everyone is fond of him) He must be a very likeable dog.) Do you know any dogs like Popol? Tell us about the dog.

FOLLOW-UP: Have the children find Paris, France on a world map or globe. Use the map scale to find out how many miles (or kilometers) Paris is from your community.
NEW FULL COLOR POSTERS — $1 each or all six for $5. Please order by number.

1 — “Wild And Free” — 18 x 24
2 — “Nothing Bugs Me” — 16 x 21
3 — “Let’s Be Friends” — 18 x 24
4 — “A Friend Is Someone To Lean On” — 18 x 24
5 — “A New Day” — 16 x 20
6 — “Hidden Beauty” — 18 x 24

-TALK IT OVER-

The celebration of Be Kind To Animals Week will take place shortly. It is a good time to review the important role animals have played and continue to play in the saga of man. Naturally, our poster could not illustrate the countless ways animals have aided and served man. The slogan, “We couldn’t have done it without them,” expresses the gratitude that man should have for his partners on earth.

Discuss the 9 words we have presented that describe some of the ways animals have been used by man. Have the students try and think of other words that could be included in this listing. Use this poster lesson as a springboard for a discussion of the negative ways man has used animals. You could begin by looking up the word animal in a thesaurus to find the many synonyms we have developed for it. Some of those synonyms are words that have definite negative connotations.

Words such as “beast” and “brute” are used to describe the negative attributes of people. Ask: Why do you think these words are used in negative ways? Does it mean that men have negative feelings about animals? If so, why do you think this is true?

Have the students make posters of their own illustrating what they think are the most important ways animals have aided man. Discuss the posters and choose several that express the feelings of the majority of the class. Display these posters in the library with a collection of animal stories and books during Be Kind To Animals Week.

In some cases, machines have displaced animals for certain chores. Develop a list of machines that have taken the place of certain animals. Discuss the pros and cons of machinery versus animals.