With the advent of warm weather, a bright new world of discovery is open to young people. Summer provides a unique opportunity for youngsters to gain insights into the ways of wild creatures. For children who have been influenced by caring adults throughout the rest of the year, summer wildlife encounters can provide a joyful experience and a greater appreciation of all life. As humane educators, our actions have implications far beyond the bounds of the classroom. The examples we provide today may one day benefit students more than we will ever know.
Mysterious, aloof, irresistible... these are the adjectives that have traditionally been used to describe the cat. Ever since the relationship between humans and felines began, people have professed to view the cat with an attitude approaching reverence. But the "feline mystique" has not always benefited the object of that supposed reverence. Our misconceptions with regard to cats and their needs have sometimes had devastating consequences.

Anyone familiar with the history of the cat knows of the "feline mystique." Willow Soltow

Contrary to popular belief, cats are quite capable of leading healthy, happy lives without going outside. Can students think that students bring to class examples of things that a cat needs—either a picture or the real object will do. Make a class bulletin board incorporating the pictures and, whenever possible, the items collected. Cats, like humans, have a range of different needs. Learning to respond to these needs is what responsible pet ownership is all about.

THE FELINE MYSTIQUE:
Dispelling the Myth of the Independent Cat
by Willow Soltow

Mysterious, aloof, irresistible... these are the adjectives that have traditionally been used to describe the cat. Ever since the relationship between humans and felines began, people have professed to view the cat with an attitude approaching reverence. But the "feline mystique" has not always benefited the object of that supposed reverence. Our misconceptions with regard to cats and their needs have sometimes had devastating consequences.

Mystic legends, pet food companies, the American Humane Association, and other animal welfare agencies, Cat and Kitten Month provides an opportunity for humane educators to dispel the myth of the feline mystique.

If your school is in session during the month of June, a unit focusing on cats and their habits. The following activities will also provide useful ideas if you are planning teaching strategies for a summer camp or Scout group. Activities are divided into two categories: the first for primary grades, the second for older elementary grades.

For Younger Students

How Cats Behave

Provide your students with an introduction to typical cat behavior. Allow them some time to watch a real cat. (Perhaps a student or local cat owner will permit his or her pet to visit for a day.) As an alternative, you might want to show a movie that focuses on cats and their habits. The Resources section at the end of this article references a number of films on cats. Following the film or observation, have students act out different cat mannerisms. Encourage pupils to use their imagination in performing various catlike actions: walking, preening, pouncing, eating, curling up for a nap, scratching, stretching, playing, running. At the conclusion of these exercises, have students tell what it felt like to "be" a cat.

A Cat's Needs

Discuss the elements of responsible cat ownership with your students. Being a concerned pet owner means more than providing food, water, and shelter. Explore with your students: What else do cats need? Grooming, affection, exercise, humane discipline, veterinary care, and respect for a cat's individuality are all ingredients of caring pet ownership. Your local animal welfare group, veterinarian, or library may be able to provide you with handouts or information on cat care. Discuss with your students: What are some behavior traits in cats that reflect their wild ancestry? How do these traits reflect cats' relationships with humans? Should a pet owner be angry with a cat that has just killed a mouse? Why? Why not?

Contrary to popular belief, cats are quite capable of learning healthy, happy lives without going outside. Can students think of other popular fallacies about cats? (Some possible misconceptions include: Cats do not need to be groomed because they groom themselves. The food that people eat is better for cats than canned or dry cat food. A cat will instinctively avoid eating a poisonous house plant.) The Cat True-False Quiz from the Winter 1978 issue of HUMANE EDUCATION turns a number of these fallacies into a fun and educational game. For a copy, send a self-addressed, stamped envelope with your request to NAHAE, Box 362, East Haddam, CT 06423.

Explain to your students that cats, like humans, have a range of different needs—as well as various means by which they express their needs. Learning to read a pet's communication signals is an important part of responsible animal care.
through the ages, the black cat has often been the victim of human fears and superstitions.

perhaps a veterinarian or shelter worker can suggest someone in your community. as a follow-up to this presentation, have students bring to class books containing pictures of different breeds and play a classroom identifying game. hold up a picture of a specific domestic breed and see who can remember its name. discuss with students how each breed developed for a special purpose? if so, what purpose? you may want to play a similar class game using pictures of wild cats such as the tiger, lion, cheetah, leopard, and bobcat.

storybook cats
does your classroom have a reading corner? if so, supplement your unit on cats by stocking your reading area with a number of humane cat books from the school library. in selecting cat stories, consider the following: does the book avoid negative stereotypes? is the owner of the cat responsible? or if the owner is irresponsible, is it clear that this behavior is unacceptable? if the story is fantasy, do the cat characters relate in any way to real cats? if the story is based on fact, is the information provided about cats accurate? for review of a number of humane books about cats, see the naahe book reviews in this issue of humane education.

you may find you want to decorate your reading area with pictures of cats and kittens. a few stuffed toy cats provide quiet reading companions. you may also want to enlist class help in making a supply of construction paper cat bookmarks to store in the reading corner.

colossal cats
allow a cat to introduce your students to stars and constellations. explain to students that a constellation is a group of stars. point out that early in history humans saw these star groups as a group of animals, objects, and people. is there a cat constellation? pass out ten or more gummed paper stars to each student and ask students to paste down the stars on paper to portray their own make-believe cat constellations. have students then draw lines connecting the stars to outline their cats.

fanatical witch-burnings were the order of the day. many negative superstitions involved cats as a result of their early associations with pagan gods and goddesses. religious leaders encouraged mass cat sacrifices to such an extent that cats were nearly wiped out in europe! as a consequence, the black rat population went uncontrolled, resulting in the virulent plague, the black death, being transmitted to humans from fleas. the few cat owners who had spared their pets in defiance of religious laws fared better than their cat-hating neighbors. eventually, even fanatic cat haters saw the folly of annihilating the cat. the population and the destruction of the cats came to an end.

your students will enjoy tracing the history of the domestic feline from its beginnings in ancient egypt to the present. the resource list at the end of this article includes useful books for study on this topic. encourage students to investigate: from what countries is the domestic cat descended? what are some modern superstitions concerning cats? how and when did the domestic cat arrive in europe? from the new world? through the centuries, how have oriental attitudes toward cats differed from western attitudes? in what ways have cats been harmed by their association with humans? in what ways have cats been benefited? suggest that students present their findings to the rest of the class in the form of a factual presentation, creative display, or slide program.

responsible cat care
review the basics of responsible pet ownership and humane cat care with your students. after they have studied cat care guides and participated in class discussion, have students make their own cat care booklets. suggest that each booklet list and illustrate at least ten items that cat owners should remember in caring for their pets.

in addition, have your students explore: what are the pros and cons of instituting leashes and licensing laws for cats? would this benefit cats' owners? other people in the community? take a look at the problems that cats (as well as dogs) face in the human world. overpopulation and abandonment are two critical issues. discuss the importance of spaying and neutering pets. interested students can be encouraged to research more about the importance of controlling the pet population. your local humane society or animal shelter can provide some ideas. the perils of priscilla and cat tale are two films that focus on the problems of stray and abandoned cats. have your students view one, then write a brief paper outlining a humane resolution to the situation presented in the film.

cat language
ask students to define the word idiom. how many cat-related idioms can students list? review the figurative meanings of the following phrases. ask students to try to get the cat out of the bag, to have kittens, to smile like a cheshire cat, to look like the cat that swallowed the canary, to be cat's, to act as if the cat has got your tongue. discuss the following: cat purr, catwalk, carwash, scaredy-cat, cut-up, cuticle, copycat.

have students make comical drawings to illustrate the literal meaning of each of the above cat sayings. if students have difficulty coming up with their own sayings, suggest that they consider using the words listed below. list words on word origins will be helpful resources for those interested in learning how these sayings developed. do these cat-related expressions reflect accurate information about cats, or are they based on stereotypes? suggest that class members make up and illustrate their own sayings based on their knowledge of true cat behavior.

literary cats
you can use cats as your reference point in study units on literature and poetry. have students research ancient greek myths about Apollo, Artemis, and Aphrodite to find examples of tales in which cats appear. or suggest that students look for fairy tales and folktales in which a cat plays a prominent role. despite differences in social outlook, many cultures share a common love and respect for the cat. lowery wimberly's famous cats of fairyland and the everlastin' cat by mildred kirk include a varied selection of folktales. have each student choose one tale that a cat in a favorable or unfavorable role. students may be encouraged to illustrate their favorite tale.

share some of the cat-related tales as a class and discuss: are cat characters portrayed realistically? or do they have magical qualities? what typical cat behavior do they exhibit? who is the cat's owner in the tale? is the owner responsible? how do you know? suggest that students write their own myths: how can the cat get its tail, why can cats see in the dark, why cats cannot fly, why cats and mice are natural enemies. the cat catalog, edited by judy fireman, is a helpful source for fictional and factual books about cats by such prominent writers as paul gallio, ernest hemingway, dorothy l. sayers, dorothy canfield fischer, and alfred h. karens. you may also want to share with your students edward leach's "the owl and the pussy-cat" or poems from old poison's book of practical cats by t. s. elliot.

books
have students research library books on art to find paintings and artifacts in which cats are portrayed. cats frequently figure in works by ancient egyptian artists. the cat was also popular in the chinese and japanese cultures. in western history, such artists as da vinci, celini, and durer portrayed the cat. cats were often used in medieval artwork to symbolize human qualities. more recently, cats have appeared in the paintings of renolit, gauguin, and cassatt and in examples of american folk art as well. as they share their favorite examples of cat-related artwork, have students consider: in what way is the cat's owner portrayed? is the owner responsible? how do these changes reflect human attitudes toward the cat? you may want to enlist the cooperation of the school art teacher in designing a mini unit on cats in art. such a unit might include in an art project involving posters on responsible cat care or on celebrating cat and kitten month.

close your unit with a class discussion of people's attitudes and misconceptions regarding cats. encourage students to consider: is the cat really as independent as most of us would like to believe? what are the names of some cat characters from stories, cartoons, and television commercials that foster the notion that cats do not need their owners? are all cats aloof, or are some cats affectionate? do you think that affectionate cats display this behavior because their owners treat them well?

remind students that just as people depend on each other for basic needs, so the domestic cat must depend on its owner in order to survive in a human world. our romanticized image of the cat as an inscrutable, independent animal may appear in some contexts as a tribute. however, it is important to remember that cats, while occasionally viewed by people as aloof and mysterious, actually have some very down-to-earth needs.

resources
films
the cat tale. 16mm film, 12 minutes, color, and sound. latham foundation, latham square building, studio city, ca 91604.
the perils of priscilla. 16mm film, 16 1/2 minutes, color, and sound. churchill films, 662 north Robertson Boulevard, los angeles, ca 90069.
what a cat! 16mm film, 14 minutes, color, and sound. film fair communications, 10990 ventura boulevard, p. o. box 1728, studio city, ca 91604.
books
the cat catalog. judy fireman, editor. new york: workman publishing company, 1976.
understanding your cat. michael w. fox. new york: coward, mcCann and geoghegan, inc., 1974.
for younger readers
abandoned. g. d. griffiths. new york: dell: yearling books, 1975.
"a kitten is born. heiderose and andreas fischer-nagel. new york: g. p. putnam's sons, 1982.
cat walk. mary stolz. new york: harper and row, 1983.
Before It's Too Late: Teaching About Endangered Animals
by Willow Soltow

The content of the June issue of Kind News, NAAHE’s children’s publication, relates to the theme of this article. If you receive Kind News, we suggest you use it as hands-on material to support the activities covered here. If you do not receive Kind News and would like more information about it, write to Kind News, Box 362, East Haddam, CT 06423.

Visitors to the Great Ape House at the Bronx Zoo are frequently taken off guard by the sight of a mirror that bears this inscription:

This animal, increasing at the rate of 190,000 every 24 hours, is the only creature that has ever killed off entire species of other animals. Now it has achieved the power to wipe out all life on earth.

The quote is by Dr. William Conway, Director of the Bronx Zoo. The animal is you and me. The Bronx Zoo’s subtle use of the mirror is the key to effective teaching on the subject of endangered species. We, as individuals, tend to regard the problems of habitat encroachment, pesticide use, overhunting, and animal exploitation as something done by “the other guy.” To persist in this attitude is to continue to lose endangered plant and animal species at an alarming rate. If, on the other hand, we recognize that each of us contributes to some degree to the problems that cause animals to become endangered, perhaps we can learn to accept the challenge of saving our endangered animals and their environment. The following unit is designed to help your students gain an understanding of the factors that cause species to become endangered, identify how personal attitudes and values have an impact upon potential solutions to the problem, and explore some alternatives for positive action.

What Is an Endangered Species?
Begin your unit by discussing with students the differences between the terms extinct (no longer living in any part of the world), endangered (currently in danger of extinction), and threatened (likely to become endangered in the near future). Ask students to name some extinct animals. Next have them name some animals they believe are endangered. Are any of these animals indigenous to the United States?

Ask students to focus on the U.S. and compile an extemporaneous list of animals endangered in this country. Then have them compare their answers with the list of “Endangered and Threatened Wildlife and Plants Native to the United States,” available from the Office of Endangered Species, Fish and Wildlife Service, U.S. Department of the Interior, Washington, DC 20240. After students have had a chance to review this official list, have them discuss: How many of their guesses were accurate? How many were wrong?

Center: Do we “play favorites” in choosing which endangered animals are to receive protection under the law? Wolves are among the most feared and maltreated of our endangered species. Fat with fewer than twenty-five births surviving in the wild, the California condor provides a good springboard for discussion of the effects of habitat loss on endangered species.

Why Do Animals Become Extinct?
Suggest that your students consider: Is extinction a natural process? The dinosaurs became extinct long before humans, as we know them, existed. Does this mean that all extinctions are natural events? What is meant by the term “people-hunted extinction”? When extinction of a species is brought about as a direct result of human activity, can we still describe the process as “natural”?

Point out that humans destroy habitats by many of their activities. We deliberately destroy the homes of wildlife in order to build our own homes and cities. We routinely clear forest for land on which to grow our own food or to use the land’s natural resources such as wood, oil, and minerals. Often we destroy habitats inadvertently by pollution or by over-exploitation for recreational use. These activities can all be directly linked to the disappearance or near disappearance of specific species of animals.

As human activity interferes more and more with the natural habitats of wild animals, the problems that have caused many species to become extinct or endangered are reflected even in the lives of common, plentiful animals. Consequently, the animals that live in and around our community, though not endangered themselves, provide an ideal focus for the study of the problems encountered by endangered species. Make reference to the habits of these familiar animals in your discussion. These animals can be used to illustrate broader ecological concepts as you proceed with your study.

When habitats are destroyed, natural food chains are destroyed as well. Explore with your students: What is a food chain? What happens to animals high on the chain when a lower organism is destroyed?

Have students conduct a field study to trace the food chains that affect the wildlife in your area. Some of these chains may be very complex and may involve many different species. Ask your students to determine the order of the species in the chain. Why would the consumer species be in this order?

Do we destroy habitat? If so, how? Have students research the number of freshwater and saltwater animals that rely on plankton for food or that eat other creatures that subsist on plankton. Are any of these animals endangered?

Oil spills and poisonous industrial waste sometimes kill plankton. More often the poisonous substances are absorbed by and concentrated in the plankton. Whales and other endangered creatures, both saltwater and freshwater species, are eventually poisoned by the contaminated plankton. Are any of these animals endangered?

Have students discuss: Is plankton protected by any laws? Does it make sense to protect plankton if doing so will ruin the entire ecosystem? What possible steps could federal agencies take to protect endangered freshwater and saltwater animals as well as their food sources?

Have students research local newspapers for articles on events that most likely involved destroying the habitat of an animal. Point out that the article will not necessarily mention that an animal’s habitat was destroyed. Students will probably have to deduce this from other facts stated in the article. Some examples of habitat destruction might be inherently involved in articles covering dam building, land development projects, insecticide use, water pollution, hunting, or commercial exploitation of a wildlife refuge. Have students share their articles and their opinions as to which animals are likely to have been affected. Are any of these animals endangered?

How have students discuss some of the ways in which they can help protect wildlife habitats in your area? Discuss with your students: What do humans do to inhabit extinction rate of animal species?

Studying Endangered Animals
Using the list prepared by the Office of Endangered Species mentioned above, have students suggest a number of species that they would like to study as a part of a larger research project. Let students group into pairs and have each pair choose a different animal for study. The following questions can serve as a basis for student research on each animal chosen.
1. What does the animal look like? What is its size? Describe any differences between males and females and explain how to identify the same species.

2. Where is the animal found? Is it present in a diminishing or formerly abundant form? Does the animal migrate? If so, to where? Does its migratory pattern differ and/or how long does it remain?

3. Describe the animal’s habitat. Include information on its type, terrain, climate, and the environment required by the animal for feeding and/or breeding. Where and when does it eat? How does it obtain food? Are there any other animals this endangered species interacts with?

4. Where and what does the animal eat? Explain the importance of diet to the species.

5. What are the animal’s courtship and reproductive habits? Is it an egg-laying or live-bearing species? Do these threats reflect natural causes or human interventions? How do the threats change across the species’ life span?

6. What factors constitute the major threats to this species? Consider habitat loss, hunting, climatic changes, pollution, pesticides, and commercial trade. Do these threats reflect natural causes or the result of human interference?

7. What can be done on the part of individuals to save this animal from extinction? Provide specific strategies, such as a work sheet or a classroom project, to help students identify ways to protect this animal. Are the laws currently in place effective? Why or why not?

8. Have students conducted their research by sharing the information they have learned with other students in their class? Let each pair of students contribute one or two pages of information on their endangered species plus a photograph or drawing of the animal to a class book on endangered wildlife.

9. Explain to students that the principal value in this country for protecting endangered animals and their habitat is the Endangered Species Act. Students can obtain a copy of this federal law by writing once again to the Office of Endangered Species, Washington, D.C. If you would like more information about preparing a unit on the political process involved in listing an animal under the Endangered Species Act, please see our article in the January issue of HUMANE EDUCATION titled “The Politics of Endangered Species.”

10. The subject of endangered species involves many complex issues. Helping students to understand the issues is important—but it is not enough. A critical element of any unit on endangered animals lies in providing students with the means for choosing which issues most concern them and in encouraging them to put their knowledge to work for the animals. Commitment, after all, is not really something we can teach. We can only strive to find ways of helping children discover it for themselves.

Rachel Carson
Silent Spring

The Circle Game: Interdependence in the Natural World.

The Endangered Species Handbook.


Silent Spring.


Wildlife in America.

How Do You Feel About It?

The statements below do not have right or wrong responses. They are simply meant to help you decide how you feel about endangered animals. Use a separate piece of paper to write down your answers. Tell WHY you agree or disagree with each statement.

1. I don't care if an animal species becomes extinct.

2. Every animal species should be kept alive because we may learn someday that it is necessary for human survival.

3. Animal species should be kept alive whether or not they directly help humans.

4. Some animal species are more important to save than others.

5. If I owned a piece of land that was part of a limited habitat for an endangered animal (that is, the animal could not live anywhere else), I would give up the land for use as a sanctuary (a safe place) for that animal.
   a. I would do this if the animal was a mammal. (rabbit, deer, bear)
   b. I would do this if the animal was a reptile. (snake, toad, lizard)
   c. I would do this if the animal was an insect. (beetle, butterfly, ant)

6. It is wrong to kill endangered animals regardless of the reason.

7. If their natural habitat has been destroyed, endangered animals should be kept in zoos to save, or preserve, their species.

8. Endangered animals that can be dangerous to people should be killed.

What's Your Verdict?

Part A

Your father has been out of work for several months. Your family is running out of money. An electric company is in the process of building a dam on a large river in your community. Your father, like many people, has been promised a job in the new electric plant. The plant will open as soon as the dam is finished.

When the dam is complete, however, the river and the land that surrounds it will be flooded. Most of the animals in this area will die as a result of the flooding. One of these animals is a tiny fish called a snail darter. It is believed that the snail darter does not exist anywhere else in the world.

The Supreme Court is going to rule on whether work on the dam should be stopped. If the Court decides in favor of the snail darter, your father may be out of work again. He may have to leave home to find a job.

If the Court decides in favor of the dam project, the snail darter may be killed off forever. What should the court decide?

Part B

1. You want very much to go to camp this summer. If your father does not find work soon, you will have to stay at home this summer and get a job to help your family. Does this affect your feelings as to what the Court should decide?

2. In addition to killing the snail darter, the dam has other drawbacks. It means flooding lands sacred to the Cherokee Indians, forcing hundreds of families to give up their homes, and destroying farmland. The rivers leading away from the dam will be dredged. Clams, crayfish and fish will be dredged up from the river bottom, then dumped in piles along the river bank and left to die. Does this affect your decision?
M any children enjoy learning about animals, the problems they face, and possible solutions to these problems. Who Am I? is an animal identification game for children of all ages, which is designed to stimulate interest in animals. Once the materials for Who Am I? have been prepared, they may be left in a quiet work area of the classroom for youngsters to manipulate at their own pace. The game can be used as an individual or self-testing activity, or it can be used competitively by two youngsters.

Young children may be challenged by identifying the characteristics of common domestic animals, such as the dog, cat, cow, or duck. Older children may enjoy identifying the characteristics and problems of endangered animals. At each level, the children have the opportunity to increase their reading comprehension and classification skills while learning about animals.

To prepare Who Am I? you will need a large piece of poster board, several envelopes (eight usually work well), and approximately sixty 3 inch by 5 inch cards. Attach the envelopes to the poster board as indicated in the diagram. The openings of the envelopes should face up so that the cards may be inserted during the game. Write the name of one animal on the front of each envelope. For a game on endangered animals, you might include the black-footed ferret, California condor, giant panda, blue whale, and red wolf among others.

Write facts about each animal on 3 inch by 5 inch cards. Include only one fact per card. Be specific and use the first person as though the animal were describing itself. Avoid general information that refers to many of the animal’s characteristics. For instance, “I am a bird” could be confusing to the child if the possible choices were California condor, osprey, and whooping crane. “I am a vulture” is a better statement. This information should direct the child immediately to the California condor envelope.

Place six to eight cards for each animal. The cards should provide various details about the animal’s habitat or characteristics. For example:

- “I am brown fur and a black mask.” (physical characteristics)
- “I am a member of the welsid family.” (scientific information)
- “I eat prairie dogs.” (feeding habits)
- “I live in burrows in Wyoming.” (range information)
- “I became endangered because people poisoned my food supply.” (reason for endangered status)
- “Oil companies have agreed to stop drilling in my habitat for a while.” (what is being done to protect the animal)
- “My babies are called kids.” (other information of interest to the students)

After you have prepared your cards, turn the poster board over and print the correct answers beneath the name of each animal. This will allow the children to check their answers without additional assistance from you.

Print the instructions for the activity on the board or on a piece of paper placed next to the board. Then shuffle the fact cards, place them in front of the board; and your learning center is ready to be used.

You can adapt this activity for use by older students by allowing them to create their own Who Am I? game. Give each child an envelope and a small set of blank 3 x 5 inch cards. Then ask each child to pick an animal of interest to him or her and write the name of that animal on the envelope. Provide the young people with sources for animal information such as Kind News, encyclopedias, wildlife periodicals, and books. Each child can then research his or her chosen animal and prepare one of the sets of Who Am I? fact cards for the game.

Students are sure to find that Who Am I? is an enjoyable learning activity. You may want to adapt the game for different units. By preparing several sets of envelopes and cards, Who Am I? may become a year-round activity.

Adapted from an idea in Teacher’s n’ Creatures’ “Information Exchange” by P. McGillic, September 1980. The Pennsylvania SPCA.
HAPPENINGS

Freedman, 431 Ferrell Drive, Fayetteville, NC: (1) books that promote a humane ethic, (2) enjoyable animal stories, and (3) books that contain facts about animals and attitudes contrary to a humane ethic. Barbara gives detailed information regarding each book. To order, send $4 to Barbara LaBuda, 431 Ferrell Drive, Fayetteville, NC 28303.

NEW EDUCATION CENTER OPENS IN VIRGINIA

On January 15, 1984, the Animal Welfare League of America, 2650 South Arlington Mill Road, Arlington, VA 22206 officially opened its new Humane Education Activity Center attached to the League's existing animal shelter. NAHAE Director Kathy Savelsky presided below right with AWL Director of Education Gayle Richards and Executive Director Martha Armstrong, was on hand to assist in the ribbon-cutting ceremony.

NEW GUIDE AVAILABLE ON NEIGHBORHOOD FIELD TRIPS

Young children, as well as their parents and teachers, are sure to benefit from Open the Door, Let's Explore, the new source book that helps turn neighborhood walks into special learning experiences. The book provides educators with plenty of material for animal- and environmental-related activities.

The emphasis of the new book is on exposing young people to the learning potential of everyday experiences. An introductory section on how children learn sets the stage for supportive educational adventures. Suggestions include an after-school walk, an animal life walk, a tree walk, a windy day walk, and visits to various town establishments. Ideas for conducting each trip are outlined in detail with extensive preparatory and follow-up suggestions including songs, poems, and finger-plays.

The book includes a section on helpful hints for ensuring safe trips with thoughtful contingency plans and valuable pointers for orienting adult volunteers. Open the Door, Let's Explore by Rhoda Redleaf is available for $9.95 plus $1.75 shipping from The Track of the Grizzly, Frank Craighead, Track 2650 South Arlington Mill Road, Arlington, VA 22206.

NEW HUMANE EDUCATION BOOK AVAILABLE

Teaching Humane Education is a new two-volume work by humane educator Henrietta Howard-Moineau. Volume I, Animal Welfare Issues, outlines the history of the humane movement and includes chapters on such issues as "Live Animals in School Science Projects," "Animals in Research," "The Pet Overpopulation Problem," "Rodents," and "Hunting," among others. Volume II, Methods, complements its companion volume by providing suggestions for presenting a number of these complex issues to students. For more information, write Henrietta Howard-Moineau, 48 Fillmore Street, West Boylston, MA 01583.

CAT BOOKS GALORE

Cat lovers who are also book lovers will find the perfect meeting of their interests in The Cat Book Center. Hundreds of fiction and nonfiction books on cats (including out-of-print titles) may be purchased from this unique source. A catalog is available for $1. If you are looking for a specific book that is not listed in the catalog, The Cat Book Center will try to find it for you. Request a further information from The Cat Book Center, Box 112 Wykagyl Station, New Rochelle, NY 10804.

HURRLEY FOR PBS!

"Pet Action Line" features practical advice on everything from pet care and emergency treatment for animals to such controversial topics as trapping, rodeo, and dogfighting. Hosted by broadcast journalist Sonny Bloch and produced by Gale Nemec, the program is currently being released to more than 900 communities through cable systems.

We Need Your Help!

Be sure to contact your local PBS station and request that they carry "Pet Action Line." This weekly program for advancing the rights and welfare of animals can reach thousands of families each time it is aired. But unless it reaches your local PBS station, the program cannot reach its full potential. For more information or to order the "Pet Action Line" guide, write Gayle or Martha Howard-Moineau, 53 Harvest Drive, New Rochelle, NY 10804.

KIND NEWS AVAILABLE IN BIG BUCK ORDER

Kind News, the young people's newspaper published by The Humane Society of the United States, is now available in bulk order. Packets of thirty-five copies of a single issue may be obtained at a reduced rate for use as giveaways at animal shelters and at public displays on animal welfare. For more information on the various themes of the different issues of Kind News and bulk order prices, write Vicki Parker, Editor, Kind News, Box 362, East Haddam, CT 06423.

NEW GUIDE HELPS CHILDREN AND EDUCATORS DISCOVER THE ZOO

Activities and resources abound in What's New at the Zoo, Kangaroo? written by Andre Tempre and Linda Diebert. This comprehensive source book focuses on zoo, animal, reptiles, birds, conservation, and ecology. The guide contains work sheets and learning activities as well as background information, vocabulary lists, and children's book lists. A valuable adult information section suggests sources for books, periodicals, records, and additional teaching materials. A must for those involved in wildlife education with preschoolers through sixth graders, this ninety-two-page activity book is available for $8.75 (including postage) from Worms, Wiggles, and Wonder, P.O. Box 9383, Fresno, CA 93723.

Do your ideas and materials belong in Happenings? If they do, send them to us. We welcome materials, information, and, when available, black-and-white photographs to Happenings, Humane Education, Box 362, East Haddam, CT 06423.

EVENTS

July 9–July 23, 1984: Seventh Annual Humane Education Workshop. Stephen F. Austin State University will host the workshop for teachers who are interested in receiving graduate credits in elementary or secondary education. The workshop, entitled "Animal Rights and Reponsibility: The New School for Educators," is for four credit hours and provides three credit hours of continuing education for teachers. Highlights include "So You Want to Be an Educator?" "Introduction to Hurrley," "Teaching about Hurrley," and "The Engineer's Role," and "The Scientist's Role." For more information, contact Dr. C. D. Williams, Department of Elementary Education, SFASU, Nacogdoches, Texas 75962.

Sunny Slay, interviews Congressman James Jeffords during the "Pet Action Line" coverage of the March 1 St. Patrick's Day Reception hosted by The HSUS.

"Pet Action Line" features practical advice on everything from pet care and emergency treatment for animals to such controversial topics as trapping, rodeo, and dogfighting. Hosted by broadcast journalist Sunny Slay and produced by Gale Nemec, the program is currently being released to more than 900 communities through cable systems.

We Need Your Help!

Be sure to contact your local PBS station and request that they carry "Pet Action Line." This weekly program for advancing the rights and welfare of animals can reach thousands of families each time it is aired. But unless it reaches your local PBS station, the program cannot reach its full potential. For more information or to order the "Pet Action Line" guide, write Gayle or Martha Howard-Moineau, 53 Harvest Drive, New Rochelle, NY 10804.

KIND NEWS AVAILABLE IN BIG BUCK ORDER

Kind News, the young people's newspaper published by The Humane Society of the United States, is now available in bulk order. Packets of thirty-five copies of a single issue may be obtained at a reduced rate for use as giveaways at animal shelters and at public displays on animal welfare. For more information on the various themes of the different issues of Kind News and bulk order prices, write Vicki Parker, Editor, Kind News, Box 362, East Haddam, CT 06423.

NEW GUIDE HELPS CHILDREN AND EDUCATORS DISCOVER THE ZOO

Activities and resources abound in What's New at the Zoo, Kangaroo? written by Andre Tempre and Linda Diebert. This comprehensive source book focuses on zoo, animal, reptiles, birds, conservation, and ecology. The guide contains work sheets and learning activities as well as background information, vocabulary lists, and children's book lists. A valuable adult information section suggests sources for books, periodicals, records, and additional teaching materials. A must for those involved in wildlife education with preschoolers through sixth graders, this ninety-two-page activity book is available for $8.75 (including postage) from Worms, Wiggles, and Wonder, P.O. Box 9383, Fresno, CA 93723.

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New Editor Joins NAAHE Staff

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Dear Readers,

One of the pleasures of working as editor of HUMANE EDUCATION is the opportunity to read and respond to letters from our readers. I especially value the anecdotes, photographs, and ideas humane educators share with me for consideration in future issues.

I hope you’ll keep HUMANE EDUCATION in mind as you read about the life of our new editor. Willow joined the staff late in 1983 to devote time to her new baby and her free-lance writing.

Willow has spent the past six years in educational publishing. As the former editorial director for Listening Library, Inc., Willow wrote and produced supplementary teaching materials. As a former free-lance writer, she has written and produced supplementary teaching materials. Willow’s responsibilities at NAAHE include assisting in the development of new teaching materials, preparing educational brochures, and helping NAAHE staff with the preparation and production of the magazine.

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HUMANE EDUCATION/JUNE 1984
book is a helpful general resource for a young person who is thinking about getting a dog. The text is complemented by Francene Sabin's crisp black-and-white photos.

DOMESTIC ANIMALS

Fiction

Valda. Felicia Cotichini. New York: Coward-McCann, Inc., 1983. Grade 7 and above. A/C. Set in Australia during the Depression of the 1930's, Felicia Cotichini's book focuses on young Valda, the daughter of a poverty-stricken family, and her beloved Beauty Sabrina. There are those in town who say that Valda's parents should sell Sabrina for the money she would bring. Even Mother suggests it; but, fortunately, Dadda will not hear of it. Valda knows that she simply could not bear the hardship of their poverty if it were not for the joy of riding Sabrina each day.

This sensitive novel about Valda's com- ing of age will be especially appreciated by prettier girls who love horses. Humane educa- tion, however, should be aware that the text contains a passage devoted to rabit trap- ping. While the subject is presented briefly, graphically, and hardly in a favorable light, Valda does not entirely disapprove of the trapping of rabbits; she suggests that they are “hard, but necessary” under the family's im- poverished circumstances. Overall, Felicia Cotichini's book will appeal to young readers who love horses and understand the ways in which animal trust and companionship can help to lessen human burdens.

Good Dog, Bad Dog. Corrine Gerson. Illustrations by Melvin Backstrom. New York: Atheneum, 1983. Grades K-3. A/C & R. It's easy to explain why you love a dog that's friendly—one that everyone likes. But Tim's dog is different. Misfit loves Tim and his family, but he doesn't like strangers—and they don't like him. In fact, "good dogs" are given away or aban- doned for minor transgressions. Good Dog, Bad Dog provides young readers with a vivid example of a young boy's unconditional love for his pet. The need for proper train- ing and control to prevent temperamental prob- lems is clear, but the young boy realizes that even if his dog doesn't learn, he would never stop loving her. Simple line draw- ings by Emily Arnold Michcally complement the text.

Perdita. Isabelle Holland. Boston: Little, Brown & Company, 1983. Grades A/C & R. Teenage horse lovers and mystery lovers alike will enjoy Isabelle Holland's gripping new tale. The young heroine does not know her grandmother, who came from. She was discovered at the bottom of a well and brought to a proven horse-trainer. The train- ers have named her Perdita.

As Perdita recovers, she finds that she is an excellent horsewoman, and it is her work at a local stable that leads her to rediscover her troubled past. In the course of regaining her memory, Perdita rescues an old horse from the slaughterhouse and exposes a cruel, sadistic rider. Not just another horse book, Isabelle Holland's novel will recommend itself to horse lovers for its enlightened attitudes toward animals in general. Even the much-maligned stable rat fails to dis- turb Perdita, who sensibly observes: "I loved animals and recognized that rats had their place in the cosmic scheme of things, but I preferred to respect rats at a distance."

Unfortunately, like many horse trainers, Perdita makes a difference between a stable rat and a house cat—which may disturb some young readers. In general, the concern for all animals and for horses in particular makes Perdita a highly accep- table novel for use in humane education.

No One Is Going to Nashville. Mavis Jukes. Illustrations by Lloyd Bloom. New York: Alfred A. Knopf, 1983. Grades 2-5. A/C & R. When Sonia finds Max on the deck early one morning, she's determined to find a way to keep the dog, but her father isn't convinced. Sonia lives with him only on weekends; and he and Amette, Sonia's mother, would have to care for Max when Sonia returns to her mother's apartment during the week. Mavis Jukes tells the story of how Amette helps Sonia break down Dad's objections while the relationship be- tween the daughter and her mother, Tank and mural, is strengthened.

The only drawback to this otherwise enjoy- able book is the negative and unfortunately unexplained reference to the pound and its policy of keeping dogs for only five days. Attractive black-and-white drawings illus- trate the text.

Shoot, Tank, Shoot. Jeff Millar and Bill McMeel, Inc., 1977, Grade 5 and above. C & R. "...And I'm Tank McNamara with the norts shoes," blurts out the husky, ex-pro football player. Tank has certainly found his niche in the big league as the most popular career. But on an ultimatum from his boss, the mighty Tank becomes an unwilling partici- pant on a deer hunting expedition. How Tank, despite his he-man image, fails to live up to the expectations of his hunting companions makes for a provocative presentation. Shoot, Tank, Shoot is a thought-provoking indictment of killing animals for sport and the values that Mrs. Higgins recently performed some help digging. Anyone who has ever

Wild Animals

Fiction

The Pigeon Lover. George Abbe. Norfolk, Virginia: Donning Company Publishers: 1981. Grade 9 and above. A/C & R. Contrary to its title, The Pigeon Lover is not about pigeons or even just about people who love pigeons. It is a tender tribute to all of the wild animals that share this planet with us. It is the story of a man who cares enough about animals to defend them against cruelty and unnecessary cruelty of society. It is also the story of someone who prefers to appear a bit foolish at times than to hurt them.

It is easy to love an endangered animal. The Pigeon Lover makes us examine our at- titudes toward many animals. With humor and sensitivity, one of America's foremost writers gives a first-person ac- count of the battle to stop a city council from poisoning the town's pigeons popu- lation. Led by the hero, a small group of car- ing citizens fights the mayor, the town council, the inelegant village shopkeepers, and an apathetic public. The story will be enjoyed by teenagers as well as by adults inter- ested in animals and humane methods of animal control.

Moon Song. Byrd Baylor. Illustrations by Ronald Hiinter. New York: Charles Scrib- ner's Sons, 1982. Grades 1-3. A. "Coyote was born by a brittlebush. His mother was the coyote. So began Byrd Baylor's life, retelling of the Pima Indian legend of the coyote. In a book dedicated to the "people who are trying to stop government programs from trapping and potenning wild animals," the author portrays the mystical qualities of the coyote, focusing on the animal's special

Shoot, Tank, Shoot, by Jeff Millar and Bill McMeel, Inc.
The Dead Bird. Margaret Wise Brown. Illustrations by Remy Charlip. Reading, Massachusetts: Young Scott Books (Addison-Wesley), 1983. Grades K-3 & R. For children who find such animals as spiders, mice, and snakes either frightening or creepy, Tony's Tunnel will provide a refreshing change of perspective. Tony is a young boy, whose hidden place—a large pipe near a road—is shared by a mouse, a spider, a black snake, and a turtle. Instead of being frightened by the cohabitation of his tunnel, Tony brings treats to some of them, draws their pictures on the wall, and forms the ends of the tunnel in appearance and behavior of the animals native to the country's most widely misunderstood predator, the black bear and the spectacled bear of South America. America. Included are interesting chapters on the problems that arise when people intrude into the bears' habitat and ensuring them a wild home, the grizzly's biology, and the famous study of the grizzlies of Yellowstone conducted by the Craighead family. Bears in the Wild concludes by urging humans to make an effort to understand and respect these animals. An interesting and informative account of the bear's life-style and habitat is told in this wise and funny tale about the ways in which various species survive their intimidating appearance and incredible strength, the orangutan is actually a shy, peaceful animal. Numerous black-and-white photographs reveal the various aspects of the orang's habits and life-style as well as the captivating subtlety of its facial expressions. Unfortunately, as McDearmon tells us, the orangutan is the most endangered of all the great apes. Through the author maintains a largely nonjudgmental attitude concerning past exploitation of orangs, he includes a discussion of the major threats to the animal's existence today as well as current efforts to save it in the wild.

Gibbons. Patricia Hunt. New York: Dodd, Mead & Company, 1983. Grades 2-5 & K-U & R. This well-written account of the gibbon’s life-style and habitat is told from a projectionist’s point of view. Hunt follows a family of gibbons, graceful apes that reside in the Asian jungle) through a day of feeding, vocalizing, caring for their young, resting, and playing. She also documents the case of a gibbon who was used for medical research but who was rescued and allowed to live in a capable rehabilitation center. The author further informs the reader of the consequences of habitat destruction for the gibbon. Hunt concludes by urging the reader to close the book by observing “The more we can work toward leaving gibbons in the wild and ensuring them a wild home, the better.” Black-and-white photos enhance the narrative text of Gibbons—a enjoyable nature history book for all students who care deeply about her subject.

The Secret World of Underground Creatures. Dorothy Leon. New York: Julian Messner, 1982. Grades 4-6 & K-U. In clear, readable prose, Leon explains the theory and behavior of a host of familiar and lesser-known animals who spend much of their lives in secluded, underground burrows, tunnels, and lodges. Among the species Leon discusses are the harvester ant, trapdoor spider, earthworm, mouse, and prairie dog. In addition, there is a chapter devoted to the origin of underground life, as well as a concluding chapter titled “A Mini Safari for You.” This final section contains practical advice for the young wildlife watcher, including a warning to view animals from a distance, never disturbing, feeding, or touching them. Many of the ideas contained in this section such as keeping a journal of “safari” experiences, lend themselves nicely to class projects and field trip activities.

Orangutans. Kay McDearmon. New York: Dodd, Mead, and Company, 1983. Grades 2-5 & K-U. McDearmon offers a detailed and colorful account of the physical characteristics, behavior, and habitat of what is surely one of the world’s most intelligent and fascinating creatures. We learn that, despite its intimidating appearance and incredible strength, the orangutan is actually a shy, peaceful animal. Numerous black-and-white photographs reveal the various aspects of the orang’s habits and life-style as well as the captivating subtlety of its facial expressions. Unfortunately, as McDearmon tells us, the orangutan is the most endangered of all the great apes. Through the author maintains a largely nonjudgmental attitude concerning past exploitation of orangs, she includes a discussion of the major threats to

WILD ANIMALS Nonfiction

Secrets of a Wildlife Watcher. Jim Arnosky. New York: Lothrop, Lee, and Shepard, 1983. Grades 5 and above, K-U. Arnosky’s book combines an easygoing, conversational style with beautiful illustrations to describe the techniques of wildlife observation. The reader learns the secrets of stalking, the downward approach, observing camouflaged animals, as well as the dos and don’ts of getting too close. The book also includes interesting sections on the use of binoculars and the construction of simple, effective observation blinds. Through concise factual descriptions, as well as accounts of his own personal experiences, Arnosky provides a wealth of information on the physical appearance and behavior of the animals native to his home state of Florida. What a world of miniature elephants he has before him: the white-tailed deer, eastern coyote, skunk, newt, box turtle, and numerous birds. The various chapters are broken down to specific animal characteristics and habits and serve to reinforce the notion that to be a good wild observer one must possess a detailed knowledge of and respect for the animals that share our world.

Two Coyotes. Carol Carrick. Illustrations by Donald Carrick. New York: Clarion Books, 1983. Grades K-U. Two coyotes struggle for survival during a difficult winter season. The hungry male coyote and his pregnant mate search endlessly for a supply of food but find little to eat. Finally, they discover a fallen buck and appear to be doomed to starve. The coyote male approaches the food, and the two males must fight for survival. Carrick presents a sensitive and believable story about coyotes, their place in the ecosystem. Pringle has included a glossary and bibliography to help young readers understand a subject that has fascinated biologists for years. Full-page, black-and-white drawings by Leslie Morrill beautifully illustrate this book.

tary-minded father, he is Tyler Hawkins. To Charly, his dreamy sister, and to his friend, Byron, he is Ty. When he puts his fins and snorkel on, he becomes transformed into the extraordinary Fishman and Charly. Gibbs Davis brings much attention to the plight of the endangered manatee. Her affection for the creatures, as well as the dangers they face, is told in this wise and funny tale. We learn that, despite its intimidating appearance and incredible strength, the orangutan is actually a shy, peaceful animal. Numerous black-and-white photographs reveal the various aspects of the orang’s habits and life-style as well as the captivating subtlety of its facial expressions. Unfortunately, as McDearmon tells us, the orangutan is the most endangered of all the great apes. Through the author maintains a largely nonjudgmental attitude concerning past exploitation of orangs, she includes a discussion of the major threats to the animal’s existence today as well as current efforts to save it in the wild.

The Dead Bird. Margaret Wise Brown. Illustrations by Remy Charlip. Reading, Massachusetts: Young Scott Books (Addison-Wesley), 1983. Grades K-3 & R. Originally copyrighted in 1938, this simple story by Margaret Wise Brown predates the myriad of more recent books that attempt to help children understand death by dealing with the death of an animal. In this case, the animal is already gone, and the children find shortly after it has died. Their imitation of a funerary enables the children to celebrate the bird’s life and grieve over their loss. Charly’s warm, childlike illustrations add to the innocence of the story.

Fishman and Charly. Gibbs Davis, Boston: Houghton Mifflin Company, 1983. Grades 5 and above, A/C & R. To his austere, military-minded father, he is Tyler Hawkins. To Charly, his dreamy sister, and to his friend, Byron, he is Ty. When he puts his fins and snorkel on, he becomes transformed into the extraordinary Fishman and Charly. Gibbs Davis brings much attention to the plight of the endangered manatee. Her affection for the creatures, as well as the dangers they face, is told in this wise and funny tale. We learn that, despite its intimidating appearance and incredible strength, the orangutan is actually a shy, peaceful animal. Numerous black-and-white photographs reveal the various aspects of the orang’s habits and life-style as well as the captivating subtlety of its facial expressions. Unfortunately, as McDearmon tells us, the orangutan is the most endangered of all the great apes. Through the author maintains a largely nonjudgmental attitude concerning past exploitation of orangs, she includes a discussion of the major threats to the animal’s existence today as well as current efforts to save it in the wild.

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describes and illustrates twelve North American owls. The description of each owl notes the owl’s range, size, feeding habits, and song, as well as ethical concerns for each species as a whole. In addition, The Owl Book opens with a general introduction on owls as a family and closes with a plea to readers to help preserve this bird. Brown-tone illustrations by Jack Sadawoy are so detailed, you can almost smell the feathers. The Owl Book is a fine resource for the young naturalist.

The Wilderness War: The Struggle to Preserve Our Wildlands. Edward B. Weinstock. New York: Julian Messner, 1982. Grade 9 and above. K & U/A. This fascinating, fact-filled book provides an excellent account of the wilderness preservation movement in the United States. Weinstock traces the history of attitudes on both sides of the preservation movement from colonial times to the present. The history of legislative efforts to preserve our wilderness as well as the emergence and development of the national park system are also discussed. Weinstock includes inspiring profiles of those who present wilderness movement throughout the nineteenth and twentieth centuries—men such as John Muir, Aldo Leopold, and Robert Marshall. The final chapters present present-day threats to our wildlands such as mass migration, pollution, and acid rain. The Wilderness War is a rich source of information for teachers, as well as an excellent resource for students who are interested in wilderness movement. The option of visiting the schools more often was appealing. School visits would make it possible to demonstrate the activities and motivate the teachers to make better use of the materials. But how many schools and how many visits? Rather than make limited visits to a large number of schools, Julie and Ken chose a different approach—one that has contributed significantly to the success of their program. They decided to concentrate visits in just a few schools. Each target school would be the focus of an intensive programming for a three-year period. Then Julie would move on to other schools leaving the teachers to carry on the program with the materials and any other schools leaving the teachers to carry on the program with the materials and—

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When students form a patrol to rescue injured birds, when they respond eagerly to an ill and aging stray dog in the schoolyard, when classroom teachers actively include humane education as part of their regular curriculum...then you know that your time as a humane educator has been worthwhile.

One person who knows what it means to experience such a feeling of accomplishment is humane educator Julie Cone of the San Francisco SPCA. Recently we spoke with Julie about her role in a special three-year pilot program developed by the SF/SPCA.

The pilot program grew out of the SPCA’s desire to provide a more comprehensive humane education curriculum in the area’s elementary schools. SF/SPCA Education Coordinator Ken White began to address this need several years ago by creating the Animal Awareness Club. Centered around five theme packets that are provided free to local teachers, the Animal Awareness Club program assists teachers in introducing students to various animal issues. The packets, delivered throughout the school year, contain instructional material on animal classification, pet care, California wildlife, animal communication, human activism, and much more. (For more information on the Animal Awareness Club, see "NAAHE Update" in the September 1980 issue of HUMANE EDUCATION.) Although the new materials were well received, Ken and Julie felt that the program needed to be expanded.

Julie explains, "We decided after giving out the Animal Awareness Club packets to all the teachers free of charge and working with them in two classroom visits per year, it still wasn’t enough. We asked ourselves: How can we reinforce what we are doing? Actually make humane education a part of the curriculum?"

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The Owl Book is a fine resource for the young naturalist.
enthusiasm she would leave behind. Julie works with two elementary schools, visiting each for one day a week and interacting with one-third to one-half of the classes at a visit. During the first year of the program, Julie conducts most of the teaching with the help of various animal demonstrators and follows the theme packets of the Animal Awareness Club. Many of the sessions, she is assisted by her own dog, Blueberry, who has virtually become the mascot of Lakeshore Elementary School.

"The second year is kind of different," explains Julie. "Now I'm teaching me and the animals being the focus, we're switching it more to the teacher. For the second year, we pick a few teachers who seem enthusiastic. We continue to visit other classes in the school, but we visit these particular classes every week. We give our preparatory and follow-up materials for each program that the students are asked to do. The teacher is asked to follow up on these and return them to me. The idea is to support the teacher in using the activities and sheets on his or her own."

The 1983-84 school year represented the second year of the new pilot program. By the third year (this coming school year), Julie is hoping to phase out her role and leave the program as much as possible in the hands of the classroom teachers. Her plan is to meet with the teachers once a week and with students twice a month for special projects. "By then," she says hopefully, "human education should be a natural part of the teachers' curricula." At that time, she will focus intensively on other schools, although she will continue occasional visits to the original schools, just as she does for every school in the city.

The pilot program has successfully benefited the SPCA in a number of ways. Through the Animal Awareness Club, humane education materials and programming have been made available to more children than the organization could possibly reach on its own. The new pilot program has provided a means for encouraging classroom teachers to use the materials and for helping them to become self-sufficient in teaching about humane ethics and animal issues. The classroom teachers have responded with such enthusiasm, it is easy to see that they will carry on Julie's teaching efforts long after Julie herself has shifted emphasis to other schools.

In addition, the teachers and school administrators are pleased with the quality of materials being offered and the effectiveness of the program on their students. Sharon Guillestegui, principal of the Lakeshore Elementary School notes, "We had bird nests everywhere outside our building, and over one weekend somebody knocked down most of them. The kids came in on Monday and were very upset. They couldn't understand why someone would do that to a bird. I feel this awareness is part of the result of our involvement with the SPCA."

The teachers involved in the program can't get enough of Julie and humane education in their classrooms. Ellen Champaan and Carol Leikem, fourth and fifth grade teachers at Lakeshore Elementary, are enthusiastic about the ways in which the program has helped their students. They cite the growing respect the children are demonstrating toward all living creatures. Carol points out, "The most popular job in our classroom has become that of pet monitor." And Ellen adds that the children are learning to "think beyond themselves."

The program has even had an impact on students' parents, some of whom have allowed their children to adopt pets from the SPCA after hearing about the program from their youngsters. "The parents are very positive," observes Sharon Guillestegui. "Parents run our library, with teacher input; and they have seen what a demand there has been for books on this subject."

All of the participants give the pilot program high marks. From the point of view of the SPCA, the teachers, the principals, the students—even the students' families—the program has benefited everyone. And that, of course, is what makes it a productive partnership is all about. ~

Judi Kukulka is the Humane Information Associate for The HSUS West Coast Regional Office. She also serves at West Coast Representative of NAAHE.

Several of the teachers in the pilot program schools have acquired classroom pets whose care and observation form the basis for ongoing humane education activities. Since the program began, teachers have begun to come to Julie for advice on whether they should adopt a classroom pet, what kinds of animals are appropriate, and what special care is required for each.

M any of us at one time or another have been confronted with the problem of defending or promoting the concept of humane education. This can be a difficult task, particularly if we are attempting to influence a person who has never thought of animals and animal welfare as subjects worthy of serious consideration. Often at such times, if we sense that an emphasis on animals may not be well received, we feel compelled to support our position by arguing that if children are taught to feel kind and compassionate toward animals, they will feel similarly toward human beings as well. When we make such arguments, we are expounding what is known as the transference theory. According to the transference theory, we can assume that children are transferable, or will generalize, to humans.

Throughout the years, the transference theory has been used in many attempts to set forth a definitive rationale for humane education. It is often cited to support proposals for introducing humane education into school curricula and teacher programs. Recent research, however, has begun to cast some doubt on the validity of the transference theory. During the spring of 1981, Vanessa Malcarne conducted a study at Stanford University that attempted, in part, to determine if children's experiences would increase those children's empathy toward animals; and if so, whether this would lead to increased empathy toward other children. (A summary of this study can be found in the December 1981 issue of HUMANE EDUCATION.) Malcarne found that children who had experienced increased empathy toward animals after role-playing, showed little tendency to extend this empathic attitude to children. In other words, the students' increased empathy toward animals did not transfer to other children.

In 1981, a study was carried out by Dr. John J. Ray, a sociologist from the University of New South Wales in Australia. In his study, Ray attempted to determine whether a correlation, or relationship, existed between people's love of animals and their love of people. Ray developed two attitude scales, one designed to measure love of animals, the other designed to measure love of people. These scales were put into questionnaire form and sent out to 400 people who had been randomly selected from the voter registration lists of New South Wales, Australia. Based on the transference theory, we might expect those people who demonstrated positive attitudes toward animals on the questionnaire to consistently show a high degree of love for people as well. According to the results of Dr. Ray's study, however, this was not shown to be the case. Although Ray found correlations between attitudes toward animals and age, sex, and number of children (pet lovers tended to be younger, were more likely to be female, and had fewer children), the two scales, love of animals and love of people, were found to have no significant correlation. In other words, people's attitudes toward animals, whether positive or negative, were not found to be reliable predictors of these children's attitudes toward people.

The findings by Malcarne and Ray suggest that the transference theory, although it seems to make perfect sense on the surface, may not be as valid as it has been traditionally assumed. Fundamentally valid as it might have hoped. Nevertheless, the research findings do not unequivocally support the contention that children who are taught to be kind and compassionate to animals will demonstrate similar attitudes toward people. Both of the studies discussed above were rather limited in scope, and neither attempted to determine the effects of a comprehensive humane education program on children's attitudes toward animals and people. Malcarne was concerned solely with the effects of a single educational technique (role-play) on a single psychological-emotional state (empathy). Her research was further limited by a small sampling size and the relatively short period of time the children were actually involved in role-play. The study by Dr. Ray was an attempt to determine the existence of a correlation between existing attitudes in adults, rather than to attempt to influence the impact of an educational program on children's attitudes.

The transference theory has, in fact, received support from classroom teachers who have observed positive changes in children's attitudes toward their classmates after humane education programs or units involving classroom pets. Perhaps a classroom setting in which children take part in humane education activities over a long period of time and have the opportunity to continually interact with one another facilitates the transfer of attitudes from animals to humans. Or it may well be that the teaching to the transfer—that is, the way in which the attitude is transmitted—is the key to the overall development of humanness to all living things—accounts for the discrepancy between some of the research findings and actual classroom experiences.

Clearly there are many variables to consider—teaching methods, program duration, and the nature of the educational environment to name a few—before we can conclusively determine the validity or invalidity of the transference theory. Until additional research has been completed, however, the findings of the existing studies, such as those by Malcarne and Ray, should serve to caution us against relying too heavily on the transference theory. It seems as we gain more knowledge about the complex interrelationships among our students' experiences that attempting to formulate a rationale for current or proposed humane education programs is not as simple as it might appear.

Reference

Note: For copies of any studies reported in this Research Review, or for further information on any topics covered, contact Bill DeRosa at Box 362, East Haddam, CT 06423.
JULY AUGUST SEPTEMBER

CALENDAR

1
2 AUGUST
Friendship Day
What better day than Friendship Day to find an animal friend? Encourage students to do at least one kind deed for an animal this day. Students may elect to help out their own or a neighbor's pet, a wild or a stray animal. Discuss possibly good deeds with your class. Ask students to walk the neighbor's dog helps both the dog and the neighbor. Students without pets may also opt to put out birdseed or cut-up apples for wild birds and squirrels. Tomorrow, have students share their special humane deeds with the rest of the class.

Henry Bergh's Birthday
Celebrate the birthday of Henry Bergh, founder of the American Society for the Prevention of Cruelty to Animals (ASPCA) by visiting your local animal shelter with your class or read Syd Hoff's The Man Who Loved Animals with your younger students. If a trip is not possible, perhaps a shelter representative would be willing to come speak to your class or group.

29 AUGUST
Harry Bergh's Birthday
Celebrate the birthday of Henry Bergh, founder of the American Society for the Prevention of Cruelty to Animals (ASPCA) by visiting your local animal shelter with your class or read Syd Hoff's The Man Who Loved Animals with your younger students. If a trip is not possible, perhaps a shelter representative would be willing to come speak to your class or group.

3 AUGUST
Columbus Sets Sail
On this day in the year 1492, Christopher Columbus set sail for the New World. Have students investigate which animals were plentiful in North America in 1492 that have since become rare or extinct. Discuss with your students how immigrants to the New World helped to cause the extinction of these animals. Teachers and upper level students will find a helpful resource for this subject in Wildlife in America by Peter Matthiessen (New York: Penguin Books, 1977). Animalบาล หนังสือที่สำคัญ เท่านั้นที่ เข้าไปในความรู้ของตัวเอง และนักเรียนให้ความสนใจในเรื่องนี้.

SEPTEMBER

23 SEPTEMBER
Martha Dias
On this day in 1914, Martha, the last surviving passenger pigeon, died in captivity at the Cincinnati Zoo. Devote a portion of class time during this week to a consideration of the phenomenon of the passenger pigeon's fastened extinction. Explain that passenger pigeons were once so plentiful, they were said to "blacken the skies" with their numbers. By the end of the nineteenth century, however, commercial and recreational hunting interests had reduced the passenger pigeon to such a low population level that the birds eventually died out. Scientists now believe that huge breeding colonies were necessary in order for the passenger pigeon to reproduce. By the time people noticed that the birds were disappearing, it was too late. The Kind News Feature in this issue of HUMANE EDUCATION contains plenty of teaching strategies for study units of this magnitude.

26 SEPTEMBER
American Indian Day
Point out to students that Native Americans are not a single people with a single culture. From the Agriculture and Nutrition in Food to the Indian Runners, Indian customs and beliefs vary vastly from one another. From many Native American tribes, however, animal myths have often figured in religious and social ceremonies. Have students spend some time in the library looking for Indian myths that center upon animals. Let the class share some of students' favorite myths as a group. You may want to read these myths to the class or have students do the reading aloud. Afterward discuss with your students: How were animal characters portrayed? Did the animal characters behave like real animals? Did they have magical qualities? Which adjectives would you use to describe their different characters? Why was an animal character rather than a human used as a vehicle for telling each particular story? Did you ever think how the animal was regarded in real life by the Indians who used it in their myths?
by Argus Archives

This has been the time of the finishing off of the animals, they are going away—their fur and their wild eyes, their voices. Deer leap and leap in front of the screaming snowmobilers until they leap out of existence. Hawks circle once or twice around their shattered nests, and then they climb to the stars. I have lived with them fifty years, we have lived with them fifty million years, and now they are going, almost gone. I don’t know if the animals are capable of reproach. But clearly they do not bother to say good-bye.

—Hayden Carruth

Extinction is irreversible. Many human activities willingly or unwillingly prove harmful to the animals that share our world. The film and filmstrips reviewed below are designed to build an awareness of the problems of endangered species in younger audiences—primary through second grade. We conclude with a list that updates price and ordering information on the selection of films for older students reviewed in the Film Reviews segment of the March 1982 issue of HUMANE EDUCATION. For more detailed reviews of these films, send a self-addressed, stamped, business-sized envelope to NAAHE, Box 362, East Haddam, CT 06423.

SAVING OUR WILD ANIMALS

This two-part filmstrip set, produced by the National Geographic Society, explores the current status of a number of endangered animals in America, including the black-footed ferret, wolf, prairie dog, bobcat, grizzly bear, bald eagle, sea otter, and whale. Superb photography highlights the presentation of scientific methods for study of these endangered species.

Excellent guide accompanies each 13-minute sound filmstrip. Suitable for grades K-6, the program is available for purchase ($39.95) from The National Geographic Society, 17th and M Streets, NW, Washington, DC 20036.

VANISHING ANIMALS OF NORTH AMERICA

This five-part filmstrip set provides an in-depth look at the history of endangered species, animal habitats and their destruction, protected animals such as the California condor and Florida key deer, and prospects for the future of endangered animals in general. Each 13-minute filmstrip is accompanied by a helpful teacher’s guide. Designed for grades K-6, the set may be purchased ($10.95) from The National Geographic Society, 17th and M Streets, NW, Washington, DC 20036.

WALTZ OF THE DEER

This 50-minute film (not a filmstrip as in the above listed reviews) centers on efforts to save the giant panda of China. As human populations expand, habitat destruction is a growing threat to this endangered yet endearing creature. The film shows a team of scientists studying panda behavior and the ecology of bamboo—the panda’s main food source. Included are scenes of a baby panda born in the Mexico City Zoo in 1981. This outstanding film, intended for grades 3-8, is available for purchase ($395) or rental ($43) from The National Geographic Society, 17th and M Streets, NW, Washington, DC 20036.

THE PANDA

This excellent 13-minute filmstrip focuses on various kinds of whales, the scientific method of whale study, and includes humpback whale songs. A brilliant photographic display, the program is designed for grades K-6 and includes a useful teacher’s guide. Whales is available for purchase ($29.95) from The National Geographic Society, 17th and M Streets, NW, Washington, DC 20036.

SAVE THE PANDA

This 50-minute film (not a filmstrip as in the above listed reviews) centers on efforts to save the giant panda of China. As human populations expand, habitat destruction is a growing threat to this endangered yet endearing creature. The film shows a team of scientists studying panda behavior and the ecology of bamboo—the panda’s main food source. Included are scenes of a baby panda born in the Mexico City Zoo in 1981. This outstanding film, intended for grades 3-8, is available for purchase ($395) or rental ($43) from The National Geographic Society, 17th and M Streets, NW, Washington, DC 20036.

The following is a brief listing of the films reviewed in our March 1982 Film Reviews with price updates.

Wolves and the Wolf Men (1970), designed for grade six and above, is available from Films Incorporated, 1144 Wilmette Avenue, Wilmette, IL 60091 for purchase ($600), for rental ($50), or in videocassette ($450).

At the Crossroads (1976), suitable for all age levels, may be obtained for purchase ($450) or rental ($45) from Stouffer Productions, P.O. Box 1057, Aspen, CO 81611.

The Last Stronghold of the Eagles (1981), for grade four and above is available for purchase ($450), for rental ($40), or in videocassette ($350) from Learning Corporation of America, 1350 Avenue of the Americas, New York, NY 10019.

Last Days of the Dolphins (1976), appropriate for grade three and above, is available for purchase ($350) or rental ($19) from Association Films, 866 Third Avenue, New York, NY 10022.

Additional films on endangered species and other animal-related topics are reviewed in Films for Humane Education, which may be purchased for $3.75 (postage included) from Argus Archives, 228 E. 49th Street, New York, NY 10017.
Out in the hot sun is no place for a dog to be tethered. Without shelter or a shady area to provide relief, a dog can quickly succumb to the heat.

Review with your students the summertime needs of family pets. Use the photograph on the reverse side of this page as a springboard for discussion on pet owner responsibility. For instance, should a dog be left tied up without access to a filled water bowl? Where are this dog’s collar and license tags? Outdoor pets are frequently victims of such parasites as fleas, ticks, and worms. The dog in the picture isn’t wearing a flea collar. Is it likely that the owner of this pet has made other provisions to combat parasites?

Even people who care about their animals are sometimes unaware that their actions prove unpleasant or even harmful to their pets. Ask students to tell what they would do if they saw a dog tied out in the sun without any water or shut up in a hot car with the windows closed. Would they risk action that might anger the owner? Or would they take a chance letting the animal die as a result of the owner’s negligence?