As beneficial as a bat

As wise as a wolf

As agile as a rat

As graceful as a snake

As practical as a vulture

As persistent as a spider
Thou canst not stir a flower without troubling a star.
—Francis Thompson

In this single statement, poet Francis Thompson provides us with a refreshing reminder of something many of us already know: Our actions affect the natural world in often imperceptible and surprising ways. At times, this knowledge has come only after we’ve learned that we’ve exploited, destroyed, ignored, and abused nature. But, just as we have the ability to commit these acts, we also have the ability to increase children’s knowledge of and appreciation for these animals.

Do we actually trouble a star by stirring a flower? Perhaps we—adults and children—would be wise to assume we do.

The Cover

If Beverly Armstrong’s cover art prompts you to think of rats, bats, snakes, vultures, spiders, and wolves from a new perspective, we’re pleased. That’s what it’s intended to do. To prompt the same response in students, use the activities described in the Kind News Feature that begins on page 6 and focuses on traditionally maligned animals.

From ‘Ick’ to Interesting
Insects and spiders—they occupy the smallest niches in the natural world and constitute the largest number of species among all animals. Kind News editor, Vicki Parker, provides you with activities to increase children’s knowledge of and appreciation for these animals.

Caring About the Curious and Creepy Creatures
The community of animals that our society so readily labels as creepy, ugly, or evil seldom deserves these stereotypes. Use this mini unit to help your students overcome their fears of and biases toward these maligned creatures.

A Look at Humane Education Summer Camps
Humane educator Patty Finch provides an entertaining and informative look at humane education summer camps and shares the experiences of some of the people who have operated this special type of program.

Places To Go, People to See, Things To Do—for Be Kind to Animals Week
Pick and choose among the activities suggested here to plan a special observance of Be Kind to Animals Week.

Also These Features...

NAAHE Editorial
Happenings
NAAHE News
Clip Art
Can Love Be Taught?
Research in Review
People & Animals
Humane Education Calendar
Humane Education Film Reviews
What’s a Picture Worth?
Back Cover

Symbols to help you better identify the most appropriate grade levels for lessons:

- PRIMARY
- INTERMEDIATE
- JUNIOR HIGH
A Year for Productive Partnerships

Last October, President Reagan announced that he was declaring the 1983-84 school year as the National Year of Partnerships in Education. With this declaration, the President challenged businesses, government agencies, and communities to show their support for quality education by "adopting" individual local schools. Sponsors would provide their "adopted" schools with classroom volunteers, tutors, equipment, and other resources.

Although the specific goals of President Reagan's adopt-a-school campaign differ from those of humane education, the concept of community agencies forming partnerships with individual schools in order to support or improve educational programming has merit for both the animal welfare organization and the classroom teacher. Humane educators associated with animal welfare and animal control organizations often have ideas, programs, and materials available that they would like to see utilized in the schools. Teachers are in need of good films, filmstrips, supplementary teaching materials, and community resource people who care about children and enjoy visiting the classroom.

During this National Year of Partnerships in Education, we at NAAHE would like to challenge our members to form humane education partnerships in their communities. If you work for an animal welfare agency, consider adopting a school in your community. Discuss with the principal and teachers ways in which you might be of service to them.

Possibilities include offering special programming for the teachers and/or students of your adopted school, to visit the animal shelter for special events or teacher's aid one day per week or one day per month, programs, offering your services as an animal-expert teacher charged with servicing all the schools, or volunteering to help with special humane education, sponsored projects.

In order to encourage these special partnerships in humane education, we have initiated a new department in HUMANE EDUCATION titled Productive Partnerships. This department, which began with the December 1983 issue, will appear periodically to highlight special programs that illustrate a high degree of cooperation between schools and animal welfare groups.

The investment of time and effort spent in adopting one school may at first seem inappropriate for a community agency, but it is important to remember that humane educators charged with servicing all the schools in one community. In the long run, however, the return in terms of enthusiastic teachers and students who are committed to humane education far outweighs the cost. Next year, you can adopt a different school—and a different one the year after. The "partners" you've made through the time spent in each adopted school will carry their enthusiasm for humane education long after you've moved on. During the remaining months of the 1983-84 school year, we at NAAHE hope each of you will give some special thought to what you can do in your community to make 1984-85 a year for productive partnerships in humane education.

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From 'Ick' to Interesting:
Building an Awareness of and Appreciation for Insects

by Vicki Parker

Do the students in your class shriek when they find a spider on the windowsill? Do your students pull the wings off flies? Do they cower under their desks when a misguided honeybee flies into the room? Do you cringe at the sound of a dragonfly? If your answer to these questions is yes, you are not alone. The actions and reactions described above are typical, though regrettable, responses to insects and spiders. A recent animal preference survey shows that people prefer all other animal forms over invertebrates. Not surprisingly, the survey also shows that the public has little knowledge of invertebrates and their behavior.

The public's negative feelings toward and ignorance about arthropods (insects and spiders) provide a challenge to educators. Humane educators can seize the opportunity to correct these misconceptions and this ignorance about arthropods and teach children respect for these and all living creatures.

The abundance, accessibility, and size of insects and spiders make them excellent subjects for humane study. There are 24,000 species of spiders and more than 1 million types of insects—more than all other kinds of animals combined. The ideal place to study insects and spiders is within their domain. This allows students to perceive and appreciate the natural behavior of these creatures. And, most important, this type of study is more humane.

Insects can be found in every kind of environment, indoors or outdoors, city or country, snowy mountaintop or grassy field. And, although a few insects and spiders are almost 12 inches long, most arthropods are less than 3 inches long—a size that makes observation unintrusive for children.

To some, the study of insects means dissecting grasshoppers or pinning insects to a board for identification purposes. These methods may provide some information about insect anatomy but do nothing to foster appreciation of or respect for arthropods. And studying dead insects and spiders does not help children understand insect and spider behavior and the ecological roles of these animals. Insects and spiders can and should be studied in their natural environment. An ant hill teeming with busy ants provides a prime example of the ants' cooperative work habits. The spider on its web teaches children about the spider's remarkable ability to spin silk into a snare for unwary insects. Taking the ant or the spider away from its natural habitat limits the child's awareness of the animal's behavior and displays disrespect for the animal. To structure a lesson that is exciting, sharpens observation skills, and is valuable in promoting respect and understanding, take children to the...
Before the Outing
Survey the area your class will be studying before your excursion. Look for areas where spiders may nest in the cracks in the pavement, under rocks, in the school basement, or on the school playing field. Other possible sites include outdoor windowwells, holes in the underside of leaves. By familiarizing yourself with the area to be studied, you can avoid the frustration and disappointment of a fruitless trip.

Once you are prepared, take some classroom time to prepare your students. Discuss characteristics of insects. Identify major groups of insects, such as bugs, etc. Brainstorm differences between insects and spiders. Discuss the habitats of different insects and spiders. Some insects, like sow bugs, prefer damp, dark areas, while some, like ants, can be found on dry, sunny sidewalks.

This is also a good time to present movies and filmstrips about insects and spiders. (For film suggestions, see page 28.) Using films as an introduction to the topic can provide good close-ups of the animals your students will be trying to observe on the outing. Films also make it easy to observe insect behavior.

Your students should also be well prepared for what they will be doing during the outing itself. Plan several small-group activities similar to those that follow so no one will be left out or bored. Help students devise a method of recording their observations on the trip. Clipboards can be made from sheets of corrugated cardboard and elastic bands and can be easily carried by students. Tie a pencil to each clipboard so a writing implement will always be available. Develop a checklist of things students should look for on their outing. The checklist might include the number of areas in which insects were found, the types and numbers of insects and spiders that were observed, and descriptions of what the animals were seen doing. Have your students brainstorm other points of interest they wish to record. The best trips provide a blend of insect and spider study. There are crickets and grasshoppers, pill bugs and water striders, damselflies and dragonflies, centipedes and millipedes, bogwrens and caterpillars, ladybugs and katydids, snowflakes and caterpillars, to name a few other arthropods. The September 1982 issue of HUMANE EDUCATION offers some suggestions for the study of small bugs in the “Learning Center.” Reprints are available for 50 cents each by writing to NAAHE, Box 362, East Haddam, CT 06423.

Many books provide additional activities for arthropod study, such as Nature Activities for Early Childhood by Janet Newton Pulver and Myra Edith (CT: Ten-Minute Field Trips by Helen Ross Russell (Chicago: J. G. Ferguson Publishing Co.); and Small Creatures by J. Kenneth Couchman, et al. (Richmond, Indiana: Winston of Canada, Ltd.). Some materials advocate killing insects and spiders for study purposes, but these activities can be restructured to provide a more humane approach.

If you demonstrate insect appreciation in your own behavior and attitude and involve your class in a few of these awareness-building activities, your students will soon be enthralled by the spider on the windowsill of your classroom or fascinated by the ants on the playground.

Resources


HUMANE EDUCATION/MARCH 1984
Caring About the Curious and Creepy Creatures

—A Mini Unit on Appreciating Traditionally Maligned Animals

by Lorraine P. Holden

The content of the March issue of Kind News, NAAHE's children's publication, relates to the theme of this article. If you do not 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 352, East Haddam, CT 06423.

Rats and bats, bees and fleas, hogs and octopod—what reactions do thinking about these animals evoke in you? If you were to begin a word association game with students, what words do you think they would use to describe these creatures? Would their words be as positive as those they might associate with puppy, butterfly, or robin? Probably not. Many people—children and adults—consider animals such as those mentioned above as second-class citizens of the natural world. Or as Ronald Rood describes them in his book of the same title, they're the "animals nobody loves." This dislike often results in disrespect and even acts of cruelty directed at these creatures.

On the other hand, few of us would support the suggestion that children hug rats or cuddle sharks. But children can learn accurate information about these animals and other commonly maligned animals that can help them develop positive, respectful attitudes toward these creatures. Demonstrating humanness—that quality of showing compassion and consideration toward people and animals, even those we think of as creepy, dangerous, or ugly—does not have to mean treating the animals as one treats a pet. Instead, loving animals we consider ugly, evil, dirty, or troublesome involves reappraising our attitudes and misconceptions, making the effort to study these animals with a fresh perspective, and respecting the worth of and differences among all creatures.

As an educator, you can help children engage in this process by affording them the opportunity to critically evaluate the opinions they hold about certain animals. This mini unit provides you with ways in which to do this. But beware! Your attitudes will affect the success of the lesson. Before addressing the topic with your class, I suggest you do what I did repeatedly while writing this article. I continually asked myself: What stereotypes do I believe about this or that animal? From where or from whom did my notions about animals come? What support do I get from my surroundings that promotes adherence to my stereotypes? How do my beliefs affect my actions?

My hunch is that your consideration of these questions will assist you in preparing this mini unit. If necessary, and if you're willing, use these activities to learn with your students and broaden your ability to demonstrate compassion and respect toward the animals nobody loves.

Sharing Viewpoints

Regardless of where your students live, most of them will easily be able to name animals they dislike. So introduce the subject of maligned animals by asking students to brainstorm a list of animals they most disfavor. It's likely that the area in which your students live will have some impact on their choices. For example, coyotes are disliked more in the western sections of the United States than in the eastern sections. Pigeons probably won't appear as often on the "dislike lists" of children living in rural areas.

Discuss with your students the reasons they dislike the animals they've listed. Ask your students to answer the following questions:

1. Which of these animals have you seen? Where?
2. At the time you observed the animal, what was it doing?
3. What adjectives would you use to describe each of the animals?
4. What experiences have you had with any of these animals?
5. What and how did you learn about these animals?
6. What behaviors do you associate with each animal? Why do you think the animal behaves as it does?
7. Which of these animals is innately good and which innately evil, even though the wolf was somehow cognizant of the nature of his act, a deliberate murderer?"

—Barry Holston Lopez, Of Wolves and Men
history. In *The Life, History, and Magic of the Cat*, Fernand Mery analyzes the human perspective toward cats throughout history and aptly describes the irrational fear and distrust of these animals. Given the cat's popularity as a pet today, a historical review of this animal's history and cultural circumstances affect people's view of cats. The children can use art, slogans, or skits to promote their client. Whatever techniques the teams choose or skits to promote their client. Whatever techniques the teams choose.

A Fresh Perspective

After the above points have been covered, divide the class into “public relations” teams, with one team assigned to each animal that appeared on the list of disliked animals. If there are more than one team of animals, assign teams to the animals that were disliked by the most number of students.

The purpose of each public relations team is to develop a packet of information—clippings, pictures, etc.—that will enhance the public profile of a particular animal. The goal of each team is to help classmates learn new and positive information about the team’s animal.

"Over and over, people would bring me an insect or perhaps a shrew, mouse, snake, or even a bird—all very dead. When I asked how the creature died, the same answer came forth so often that I even chanted it with them once or twice in exasperation: 'I didn’t know what it was, so I killed it.'"

"...apparently human beings don’t actually have to hate particular animals—we just have to misunderstand them a little."

—Ronald Rood, Animals Nobody Loves

"Poor black cat! In their fear of evil spirits, men have always made it an object of fear or hatred."

—Fernand Mery, *The Life, History, and Magic of the Cat*
MARINE RESOURCES CATALOGS AVAILABLE FROM AQUARIUM

An excellent set of catalogs of marine studies resources is available from the Mystic Aquarium, Mystic, CT. For $5.00 handling and postage, send requests to the American Marine Association, 9729 East Hampden, Denver, CO 80231.

SOFTIES WANTED

Marine biologists are on the lookout for softies—soft objects that resemble soft living forms of the past. These softies are to be used in marine biology classes to help students visualize concepts and principles. Send your softies to the address above.

SEA LIFE FACT-SHEET PACKETS AVAILABLE FROM CENTER FOR ENVIRONMENTAL EDUCATION

Whales, Seals, and Sea Turtles are three fact-sheet packets available from the Center for Environmental Education. Each packet contains individual fact sheets on different members of the species. Brief descriptions of the individual animals are followed by identifying characteristics, habits, feeding, survival, and population-status information. The fact-sheet packets are available by season and set of 25 for $6.25 plus $1.50 postage and handling. To order see the address above.

HUMANE EDUCATION SLIDE PROGRAMS AVAILABLE FROM THE AMERICAN HUMANE EDUCATION SOCIETY

Food for Thought and The History of the Humane Movement are slide programs for middle school audiences available from the American Humane Education Society, 12 Airport Boulevard, San Mateo, CA 94401.

TOY DOG HELPS TEACH RESPONSIBLE PET OWNERSHIP

Humane educators may purchase a hand-made stuffed dog to be used in conjunction with NAAHE's Patches program. The original Patches, a life-size stuffed toy dog, was created by Rose Milardo of Animal Farm in Old Saybrook, Connecticut. NAAHE used the toy dog as the star of a Dog's Best Friend and Patches Gets Lost, the two filmslips that comprise the Patches program. Individual, handmade replicas of Patches are available for purchase by educators for pet care demonstrations.

INTERMEDIATE WORKBOOKS PROMPT CRITICISM: AN APPROPRIATE APPROACH TO BIOLOGICAL STUDIES

"Hello. I'm Benjamin Franklin, the black-footed ferret. I am an endangered animal...." So begins one book in a series of activity books designed for children in grades three through eight. Published by Good Apple, Inc., the books present activities that stress the importance of interdependence, cooperation, and understanding between people and animals if both are to survive. The titles of the workbooks are The Circle Game: Interdependence in the Natural World, Suitability and Adaptations and Endangered Species, and Is There Room for Me? The Growth and Population of Populations. The interdisciplinary lessons in each
workbook offer a fresh approach to the study of living systems and include such activities as writing haiku, fruit fly population counts, environmental valuing activities, and animal communication studies. All student activity pages may be duplicated for classroom use, eliminating the need for quantity purchases. For more information about these activity books and others in the series, write to Good Apple, Inc., Box 299, Carthage, IL 62321.

The WHEA Steering Committee members from several western states, has developed a Humane Society of Willamette Valley (HUMA) program that includes large pet activity books. HUMA is a group of humane educators interested in responsible pet ownership and include large pet activity books. The WHEA Speakers Bureau is coordinated by Barbara Westerfield, Central California SPCA, 183 South Hughes, Fresno, CA 93706. Write to Barbara to find out more about the WHEA program.

ALPHABET COLORING BOOKS FEATURE ANIMAL LIFE

Keith McConnell has written and illustrated two informative coloring books about animals for upper primary students. The A-Z Alphabet Encyclopedia and The Animal Alphabet Encyclopedia include line drawings and descriptive information on various animals. In both books, the alphabet is illustrated by groupings of animals that have names that begin with that letter. The pages opposite the illustration identifies each animal and provides information about its coloring, range and habitat, and feeding habits. Each book includes exotic animals, such as the African poinsetta, whose diet consists of the cavybara, the zebra shark, the mangerue duck, and the upside-down catfish. The coloring books cost $2.95 each plus $1 for postage and handling. They are available from Stemmer House Publishers, Inc., 2627 Caves Road, Department AE, Owings Mills, MD 21117. Maryland residents should add 5 percent sales tax.

Two workshops have been planned by The HSUS Gulf States Regional Office. The first of these workshops will be held on March 16 and 17, 1984, in Baton Rouge, Louisiana, and will be sponsored by The HSUS Gulf States Regional Office. The second workshop will be cosponsored by The HSUS New England and Mid-Atlantic Regional Offices and will take place on April 26-28, 1984, at the Ramada Inn in Mystic, Connecticut. Information in the following areas will be presented at both workshops: basic approaches to humane education, animal shelter management and standards, research and tenure procedures, and fund-raising. For information and registration to The HSUS Gulf States Regional workshop, write to The HSUS Gulf States Regional Office at 5033 Everhart Road 206A, Corpus Christi, TX 78411 or call (512) 854-3142. Information and registration to The HSUS New England and Mid-Atlantic regions workshop may be obtained by writing to The HSUS New England Office at P.O. Box 362, East Haddam, CT 06423 or by calling (203) 434-8666.

THERE have been important changes and additions to the NAAHE staff recently, and we're pleased to report them to you. Vicki Parker joined the staff in August as editor of NAAHE's new children's publication, Kind News. Vicki has a master's degree in communications and brings to the position a strong background in environmental education. Her free-lance writing has included the development of curriculum materials for the Connecticut Department of Education. In addition to writing and editing Kind News, Vicki will be preparing a series of children's pamphlets on animal issues, contributing articles to HUMANE EDUCATION, and assisting in workshops and the development of other education materials.

Following an internship with NAAHE, Bill DeRossa replaced Vanessa Malcarne in November as NAAHE's research associate. Bill is a recent graduate of the University of Connecticut and an experienced animal-rights advocate. At the present time, Bill is involved in coordinating regional field work for NAAHE's national humane education research project. Bill's other projects include the development of special reports and a master file and annotated bibliography of pertinent research of interest to humane educators. Beginning with this issue of HUMANE EDUCATION, Bill is also the columnist for Research in Review. We invite you to share your concerns, comments, and ideas with Vicki and Bill. Contact them by writing to NAAHE, Box 362, East Haddam, CT 06423 or by calling (203) 434-8666.

If you wanted children to learn responsible pet ownership, would you:

☐ give them each a puppy?
☐ hope they would learn by the time they are adults?
☐ introduce them to Sharing Sam?

During the past several months, two new staff members have joined NAAHE: Bill DeRossa, the new Research Associate, is responsible for NAAHE's research and evaluation activities. Vicki Parker, Kind News editor, writes, edits, and oversees production of the NAAHE newspaper for children.

We're looking for well-developed and clearly written articles for HUMANE EDUCATION.

Interested in submitting an article? Request a copy of our Writers Guidelines by writing to

Bill DeRosa, the new Research Associate, is responsible for NAAHE's research and evaluation activities. Vicki Parker, Kind News editor, writes, edits, and oversees production of the NAAHE newspaper for children.
Our Clip Art artist for this issue is Eric Sakach, field investigator for the West Coast Regional Office of The Humane Society of the United States. His artwork has appeared in earlier issues of HUMANE EDUCATION. Use these sprightly drawings to highlight handouts, spirit duplicating masters, and fliers. Enjoy! 🐕
WHAT IS EMPATHY? HOW Does IT Develop IN CHILDREN? And HOW does THE ability TO empathize WITH OTHERS—INCLUDING ANIMALS—INFLUENCE THE WAY IN WHICH WE BEHAVE?

These were only a few of the questions addressed by the speakers and panelists during a daylong symposium sponsored by NAAHE and the Institute for the Study of Animal Problems (ISAP), the scientific division of The Humane Society of the United States. Titled Can Love Be Taught? Empathy, Animals, and Education, the symposium was held October 12, 1983, in Fort Worth, Texas, just before the twenty-ninth Annual Conference of The HSUS. Dr. Michael W. Fox, Director of ISAP, began the symposium with a discussion of the role of empathy in human behavior toward animals. He suggested that the ability to empathize—not only to understand but also to feel and experience what another individual is feeling and experiencing—is an inherent capacity of humans as a species, but one that our culture encourages us to block, especially as it relates to animals.

Dr. Fox also suggested that our ability to empathize with animals is hampered by other factors, such as our lack of knowledge about animal needs and behavior and our own emotional maturity. According to Dr. Fox, empathizing with others, including animals, allows us to experience their suffering. In order to protect ourselves from this suffering while we continue to use and abuse animals, we "build barriers" between ourselves and other animals and attempt to perceive them as unfelt machines. Dr. Fox suggests that in order to recognize and prevent the suffering of other animals, we must strengthen our ability to empathize with them and expand our understanding of their needs and capacity to suffer.

The Origins of Empathy and Altruism was the title of the paper presented by Dr. Carolyn Zahn-Waxler, a psychologist with the National Institute of Mental Health. Dr. Zahn-Waxler defined empathy as "emotional concern" and discussed how, and when empathy and resulting altruism (unselfish concern for the welfare of others) develop in young people. Using four major theories on how children learn, the findings of a number of studies in moral and social development, and the results of her own research as support, Dr. Zahn-Waxler outlined patterns of empathy and altruism that appear in children beginning in infancy. According to Dr. Zahn-Waxler, although most studies on empathy and altruism deal with how children relate to other children, some of the raw data collected involved observations of how children behave around classroom pets and interviews with children about what they would do in situations that involve animals. Consequently, Dr. Zahn-Waxler suggests that it is not inappropriate to assume that some of what we know about children's development of empathy and altruism toward other humans might be generalized to the development of empathy and altruism toward animals.

Dr. Nancy Eisenberg, a professor of psychology at Arizona State University, followed Dr. Zahn-Waxler with a discussion of specific teaching or parenting practices that can influence a child's ability to empathize and act altruistically. Among the practices she suggested were a "reasoning" approach to discipline (explaining to a child the consequences for others of negative behavior rather than simply correcting the child); providing role models of caring, concerned behavior; providing clear, direct instructions for children about how they are expected to act; allowing children opportunities to help or care for others (including animals) and giving children positive reinforcement; and maintaining a warm, supportive relationship with children.

Dr. Stephen Kellett of Yale University switched the focus of discussion slightly when he reported on his study of children's attitudes toward and knowledge of animals. The study, conducted as part of a larger project on American attitudes toward animals, was sponsored by the U.S. Fish and Wildlife Service. As was reported by Miriam Westervelt (the coauthor of the study) in the December 1983 issue of HUMANE EDUCATION, the survey showed that young children have very little knowledge of animals and very strong feelings about them—both positive and negative. The study also showed a pattern of three phases that the children surveyed appeared to move through: a period from the second through fifth grades during which children exhibit an emotional response to animals; a period from the fifth through eighth grades during which children exhibit an interest in learning more about animals on a factual level; and a period from the eighth through eleventh grades during which young people exhibit more concern about animals on a more ethical level.

Following Dr. Kellett's talk, conference participants selected one of two panel discussions to attend. Dr. G. W. Willingham, a professor of elementary education and sponsor of the yearly humane education seminar at Stephen F. Austin State University, joined Marilyn Wilhelm, Director of the Wilhelm School in Houston, Texas, and Dr. Eileen Whitlock Kelble, a professor of elementary education and sponsor of the yearly humane education seminar at Stephen F. Austin State University, in a panel discussion that focused on strategies for fostering empathy in young children. Dr. John McArdle, Director of Laboratory Animal Science for HSUS and Associate Director of ISAP, joined Dr. Stuart Westerlund, Professor of Education at the University of Tulsa in Tulsa, the founder and former Director of NAAHE, in a discussion of strategies for fostering empathy in the young adult.

In all, more than 100 people participated in the symposium, the first to be jointly sponsored by NAAHE and ISAP. For the most part, responses from participants were positive, and plans are now underway to publish the papers of individual speakers during 1984. Cassette tape recordings of the proceedings are currently available through NAAHE for $15. In addition, single copies of NAAHE's 1983 Special Report on Empathy and Humane Education, which summarizes many of the points discussed during the symposium, are available free of charge under the tapes and/or Special Report, send your request and check to NAAHE, Box 362, East Haddam, CT 06423.©

Participants offer their written evaluation of the symposium and suggestions for future workshops and meetings.
A Look At HUMANE EDUCATION SUMMER CAMPS

by Patty Finch

Summer camp—for many adults these words bring back childhood memories of roaring campfires, group sings, softball games, sunrise breakfasts, and starlit nights. But a humane education summer camp is different, a relatively new phenomenon. A child attending a humane education summer camp is more likely to cherish memories of exploring natural habitats and meeting furry friends.

What exactly is a humane education summer camp? Who attends? What do the campers do? Who offers these camps? Why? What are the special challenges of running a camp? What do the campers get out of the experience?

To answer these questions, I asked six humane education summer camp directors to share their experiences. What follows are their comments and insights, beginning with descriptions of a typical day at camp.

Typical Days

“Six beatings in one day. Can you believe it? Thank goodness that was not a typical day.” Judy Golden laughs. She is director of the American Humane Education Society summer camp in Framingham Center, Massachusetts. This camp is uniquely located at the educational farm operated by the Massachusetts Humane Society. A four-hour camping day starts at 9 a.m. with a group sing-along. Then, four or five age-related groups are formed. The younger children spend some time in their garden growing, according to Judy, “gigantic zucchinis.” The older kids have a chance to interact with farm animals. Interspersed are games and midmorning refreshments. Other activities include building an efficient, humane pig enclosure, participating in pond-life studies, and enjoying craft projects based on animal-related themes. “For instance,” explains Judy, “in our mini course on spiders, the campers put on a performance of ‘Miss Muffett,’ followed by their own rewritten version of the nursery rhyme character’s experiences.”

The camp culminates in family day. Parents watch puppet shows and plays, visit craft displays, and thoroughly enjoy viewing videotapes of their children engaged in activities that occurred throughout the three-week camp. Gayle Richards, director of the summer camp at the Animal Welfare League of Arlington, Virginia, hasn’t had six beatings to contend with, but rather a snakebite. Again, this is not a typical day, although dealing with the unexpected is a regular part of the camp experience. The League’s camp takes place at the animal shelter in a room set aside for educational purposes. Gayle explains about the snakebite, “Each day’s activities start and end with an opportunity for students to meet different animals from our shelter. We were all just sitting there in a circle with a harmless boa constrictor. That snake had been draped around hundreds of kids with no problems, but it just happened to strike out at one girl.”

Luckily, the child is fine. Visits with other animals, including a visit with a Canada goose, work more smoothly. The shelter mascot, Chester, serves as a “guinea dog” for lessons on dog obedience skills. Gayle comments, “I’ll speak for Chester and say that this is probably his favorite part of the week.” For both Chester and the children, the favorite day of camp is spent on a nature walk. “This year,” Gayle recalls, “we walked up a creek and found crayfish and egrets and turtles and identified wild flowers and other wild things. The kids got to get wet and muddy, and they loved it. And my volunteer assistant learned not to wear floppy wooden sandals on a nature walk!”

Mary Dykstra and Lori Otto of the Wisconsin Humane Society also hold camp at their humane society shelter. They relate each day’s activities at camp to a particular theme. Speaking of last summer’s camp, Mary states, “One day we focused on the work of our humane society. We took the kids into our clinic for a while. There, the veterinarians spoke with them. Then we presented a brief slide program on our services.” After a midmorning snack each day, children complete art projects. “The kids always have something to take home to show their parents,” Mary explains. And a part of most days’ activities are animal-related songs and games. “Almost every day,” Mary adds, “we take the kids back into the wards [shelter kennels] where they can see the animals and have some kind of direct contact with them.”

Sue Halsey, director of the humane education summer camp for the Marin Humane Society in Marin County, California, has been at the shelter for five years. The camp activities are similar to those at Wisconsin, including animal-related relays, visits to the kennels, and a take-home craft project. Sue states, “We usually start with some kind of introductory activity like animal bingo. Then we have a learning activity, usually a film or filmstrip or story with some kind of camper participation and discussion.”

Daily lessons are also part of the oldest existing summer camp in the nation. Steve Wachman serves as director of the Animal Rescue League of Boston summer camp, now in its thirty-fourth season. Each day after flag-raising, songs, and a group game, the campers go to “classes.” They register for the classes, picking from diverse selections as proper care of pets, drama, nature photography, dog obedience training, ocean ecology, farm animals, horses, wildlife ecology, group adventures, macrame, woodworking, and candle making. Classes are followed by a milk break, sports, and then a “special event.” Steve explains, “The special activity usually lasts a half hour or forty-five minutes. We have the fire department, police canines, the veterinarian, and a farrier come in. We even had a coast guard helicopter come in this year. Every day it’s something different.”

“Sometimes a senior counselor presents the program, using her own particular skills to create a lesson, perhaps in music or sports.

A typical day in the summer program at Marin Humane Society differs radically from those camps just described. In fact, Nancy Fox, director of the program, explains that her program is not a camp, but rather a “junior volunteer summer program.” The afternoon segment of Nancy’s program is like other humane education summer camps, with lectures, craft projects, and games. But in the morning, an exciting addition to the regular camp fare takes place. The young people, ages 12 to 16, “job shadow” the shelter personnel. Youngsters may sit at the front desk, observe surgery in the clinic, ride out in the field, or work in the kennels. Nancy states, “If the students want to experience euthanasia, we also arrange for that. By going through all the departments, the kids track what the animals go through.” She adds, “You must have the commitment of the total staff for a program like this.”

In addition, the students need specific tasks to complete and detailed observation sheets to guide their experience. Nancy explains, “They can’t be spacing out. They have to be on the ball.”

Nonetheless, problems do arise. One day while a student was out exercising a dog, a man came up and said, “That’s my dog.” The student gave it to him! Nancy laughs about it now, saying, “We thought we had told the children everything, but it never dawned on us that a kid would do that.”

What’s Needed

Program hours, ages, fees, number of sessions, facilities, and staff—are these some of the components that define each humane education summer camp?
offers a special afternoon session for older successfully run by the creative use of the visibility. It has brought families who folder of materials-coloring sheets, otherwise be able to afford camp. Three $27, and the three-week camps cost from to hire a schoolteacher who is free during of regulations are checked out, including also other camps in the area experienced -Mathew Bevis souvenir T-shirts along with their fees. At Motivation $51 to $110. At all but one camp these summer months to run the daily activities how many rest rooms we have, etc. The depressed enrollments this past summer. And this from Ardent Johnson, about students. animal shelter facilities of sponsoring were not familiar with our services to our things children can read. And we also set aside a special corner with games and resources for the children education, they can independently do something. We find that adding the question of “Do you have a future plan?” often suggests “plan early.” Materials like scissors, clipboards, etc. should be ready to use with the what we (the shelter personnel) do.” Gayle and Nancy emphasize the rights of individual animals.

Special Problems

"I was in the kennels today, and I took Frosty, a small black cat who got the owners of the pets were unaffordable. Others like, Judy, echoed that sentiment. Some had, in addition, a special need for camps that are free or low cost. While Sue stresses responsible pet ownership, Mary wants children to better understand the importance of care for animals. And that my greatest concerns is that we help the children leave with a much more positive outlook on what we (the shelter personnel) do.” Gayle and Nancy emphasize the rights of individual animals.

A different kind of challenge is described by Mary and one of the part-time staff in working with the camps is that children finish activities at different levels. Many, for example, need ten minutes; others will take forty-five minutes. We find it helpful to have a full team of staff members so that children can read. And we also set aside a special corner with games and resources for the children education, they can independently do something. We find that adding the question of “Do you have a future plan?” often suggests “plan early.” Materials like scissors, clipboards, etc. should be ready to use with the what we (the shelter personnel) do.” Gayle and Nancy emphasize the rights of individual animals.

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**Do We Act the Way We Feel? A Look at the Relationship Between Attitudes and Behavior**

by Bill DeRosa

For many years, behavioral scientists have disagreed over questions regarding the relationship between human attitudes and behavior. Some theorists suggest that attitudes cause behavior and that beliefs tend to be good predictors of how humans act. Other researchers, however, have found that attitudes do not necessarily lead to the corresponding behavior. Still others see a causal relationship, but of a different kind. These theorists argue that we form our attitudes as explanations for past behavior and that our current attitudes are consistently with their attitudes toward animals? If we care about animals, will we necessarily behave humanely toward them?

A 1982 study by John Braithwaite, a research criminologist, and Valerie Braithwaite, a research fellow in social psychiatry, helps to provide answers to these questions. For their study, the Braithwaites developed a questionnaire designed to examine various aspects of attitudes toward animal suffering. The questionnaire contained seventy-four items that described specific practices associated with animal suffering—practices such as “buck hunting” (by running a stag at a dog), “killing mice painfully for nonmedical research,” and “using live bait for greyhound training.” The Braithwaites asked 302 undergraduates at two Australian universities to express their level of approval, disapproval, or indifference toward each of the seventy-four items.

The results revealed that the attitudes of the students were generally consistent with ideals of humanitarian and animal welfare. The Braithwaites note that practices that had ecological ramifications, such as “harpooning whales,” received particular disapproval from the students. However, the findings of the study also revealed marked inconsistencies between attitudes and behaviors. For example, 89 percent of the respondents either “disapproved” or “strongly disapproved” of “keeping laying hens in battery cages where their eggs are so small that they [the chickens] cannot spread their wings.” The Braithwaites speculate, however, that despite this attitude, most of the students continue to eat eggs produced under battery-cage conditions. Similarly, 90 percent of the students disapproved of “the use of inhumane killing methods” at a slaughterhouse. Nevertheless, only 41 percent disapproved of “eating meat from Advocates or ‘slaughterhouse workers who use inhumane methods of killing.”

An inconsistency also existed in regard to the practice of “force-feeding pigeons to make their livers swell up to produce paie for restaurants.” Seventy-three percent of the students disapproved of this practice, but the majority did not disapprove of eating the paté.

The Braithwaites’ study suggests that attitudes toward animal suffering do not generally translate into corresponding behavior. For the human educator, the practical implications of these results are significant. If people do not necessarily act consistently with their attitudes, should humane education efforts aim solely at changing attitudes, or should it also be aiming at changing behavior?

One of the most important objectives of humane education is and will continue to be to assist children in developing positive attitudes toward animals. But this is only the beginning. Since we cannot rely on humane attitudes alone to foster humane behavior, it is up to the humane educator to initiate and guide the transition from believing to acting. In doing so, we must make children aware of the connections between mistreatment of animals and everyday personal choices. This necessarily involves providing information about animals, their capacity to suffer, and the ways in which they are treated in our society. If a child thinks it is wrong to cause pain to a dog and learns that pulling on a dog’s ear is painful, he or she may continue to do so. Similarly, if an individual believes that it is wrong to raise laying hens in extreme confinement and then learns that most commercial eggs come from chickens that are raised this way, he or she may decide to make an effort to find a source for eggs produced by free-ranging chickens.

In addition to providing this kind of knowledge, the humane educator will want to address factors such as critical thinking skills, dealing with peer group pressure, and the impact of home environment on a young person’s ability to act upon personal beliefs. The point to remember is that humane education must have a number of objectives and that as the Braithwaites’ study implies, changing attitudes is only one objective within the large process of developing humane behavior toward animals.

**Reference**


**Note:** For copies of any studies discussed in Research in Review, or for further information on any topics covered, contact Bill DeRosa at NAAHE, Box 362, East Haddam, CT 06423. Specific questions about the Braithwaites’ work can be directed to either Dr. John Braithwaite or Dr. Valerie Braithwaite, Australian Institute of Criminology, Box 28, Woodin, A.C.T. 2606, Australia.

**The People & Animals page appears in HUMANE EDUCATION to highlight activities from People & Animals: A Humane Education Curriculum Guide produced by NAAHE. The complete guide contains more than 400 teacher-tested activities. For more information about this helpful curriculum guide, write to NAAHE, Box 362, East Haddam, CT 06423.**

**People & Animals CONQUERING ANIMAL STEREOTYPES**

animals, such as domestic cats, evoke drastically different responses, even from members of the same family. The following activity is designed to help students understand the variety of emotional responses that people have to certain animals and how these responses may affect the ways in which the animals are treated. Hopefully, the activity will also help students to reevaluate the basis for their own personal fears and dislikes of certain animals.

**Curticulum Guide Reference**

Level C, Page 75, Math Concept. Humans’ different attitudes toward animals sometimes affect the way humans treat the animals.

**Learner Outcome:** Students will use a survey of family members to illustrate the differences in human views about animals.

**Teaching Strategy:** Help students compile a list of familiar animals in the community. Be sure the list includes insects, birds, reptiles, mammals, and some animals that are commonly feared or disliked. Provide a survey form listing the animals’ names and a checklist to record one of four responses: like, no opinion, dislike, or fear. Have each student interview at least three friends or family members and record their opinions.

**Learning Activity:** Students conduct survey and compile results by assigning a numerical value of 4 to a “like” response, 3 to a “no opinion,” 2 to a “dislike,” and 1 to a “fear.” Total number of points for each animal (the highest numbers represent the most well-liked animals, the lowest the most feared or disliked). Discuss: Did some individuals rate some animals high and some low? Why do you think people would like one animal and not another? Did everyone agree on which animals they liked, disliked, or feared? Why do you think some people might fear an animal while others like it? Do you dislike or fear any animals? If so, why? Do you think your fears are justified? Why or why not?

**Resources**


The Baffling Bat, The Roguish Rat, and The Fringed Fly, flashcards from the series Curious Creatures, available from Pomfret House, P.O. Box 216, Pomfret Center, CT 06259.
by Lorraine P. Holden

It encompasses all creatures and is the oldest animal-related observance. It serves as a reminder to all people that they must act responsibly and "care-fully" toward animals. It underscores the important and necessary work of animal welfare agencies.

It is Be Kind to Animals Week. And what follows are a few suggestions for what humane educators can do to encourage people's observance of this week—seven days set aside each year to help all of us recall that humans aren't the only important residents of our planet.

IF YOU ARE A TEACHER:

☐ contact your local animal welfare organization or humane society to find out what supplies are needed to help the animals. Launch a class- or school-wide campaign to obtain these items.
☐ arrange a class trip to a nature center, zoo, or animal shelter to find out about the work on the behalf of animals that occurs there.
☐ at the beginning of Be Kind to Animals Week, take an in-class survey of who owns pets and have the students brainstorm ways in which they can show kindness to their own pets or pets belonging to someone else. At the end of the week, ask each student to share what they think shows kindness to animals.
☐ have your students create a class chart that records a favorite memory each student has about an animal.
☐ involve your class in a public awareness campaign about Be Kind to Animals Week by having students create posters to be displayed in store windows.
☐ have your students pick up litter in a local park that might otherwise be dangerous to animals.
☐ contact a school principal and ask to be invited to the next faculty in-service to discuss humane education materials.
☐ have a thank-you party to honor special volunteers, children, teachers, school administrators, elected officials, media personalities, or other individuals who have supported and/or helped with your organization's efforts on behalf of animals.

IF YOU WORK FOR AN ANIMAL WELFARE ORGANIZATION:

☐ sponsor a walkathon or runathon to raise money for your organization.
☐ provide literature and posters to your local library and ask the librarian to arrange a display.
☐ contact the community education director of your local shopping mall to arrange a display.
☐ have an open house at your organization to show the public the work you and your colleagues do for animals.
☐ sponsor an essay contest for students in which they write about an important animal-related issue. Ask the editor of your local newspaper to print the winning entries.
☐ donate subscriptions to Kind News to your local schools and children's hospitals.
☐ arrange to have a Scout troop participate in a pet wash to raise money for your shelter.
☐ contact a school principal and ask to be invited to the next faculty in-service to distribute humane education materials.
☐ ask to be a guest lecturer on humane education in a teacher-training course at a local college or university.
☐ begin a kindness club.
☐ select and honor a humanitarian of the year in your community.
☐ select and honor a humane education teacher of the year from one of your local schools. Then nominate your special teacher in NAAHE's national Humane Education Teacher of the Year competition in 1985.
☐ conduct a humane education film festival at the animal shelter or in a local library or auditorium.
☐ assign a team of volunteers to be "kindness catchers" for the week. These volunteers would patrol their communities and hand out certificates of appreciation to people who are exhibiting responsible pet ownership and/or respect for wildlife.
☐ choose a specific animal-welfare/animal-rights issue and use Be Kind to Animals Week to launch a public awareness campaign through press releases and personal contact with newspaper, television, and radio personalities.
☐ have a thank-you party to honor special volunteers, children, teachers, school administrators, elected officials, media personalities, or other individuals who have supported and/or helped with your organization's efforts on behalf of animals.

IF YOU ARE A TEACHER:

☐ plan an in-class film festival that includes animal-related films.
☐ have your students write letters to the editor of your local newspaper that discuss the importance of Be Kind to Animals Week or a specific animal-related issue.
☐ arrange to have come to class guest speakers who can talk about their work with animals or share their experiences with their pets.
☐ have your students make a batch of dog biscuits for their own pets or for animals at a nearby animal shelter.
☐ schedule a class visit with someone (a herpetologist, beekeeper, scientist who studies bats) who works comfortably with an animal species your students don't like.
☐ have your students create a class chart that records a favorite memory each student has about an animal.
☐ plan a class party and ask each student to invite a person she or he thinks shows kindness to animals.
☐ involve your class in a public awareness campaign about Be Kind to Animals Week by having students create posters to be displayed in store windows.
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Beginning of Pets Are Wonderful Month

For the past three years, the Pets Are Wonderful Council has been sponsoring Pets Are Wonderful Month during April as a way to recognize "...the joys and responsibilities of pet ownership." Many local ani-
mal shelters participate by planning special activities for their communities. So begin your observance of Pets Are Wonderful Month in April. Emphasize your animal shelter to determine what activities have been arranged which may be appropriate for your students to participate in. Or have the class plan their own activities. Invite in
dividuals to your class to discuss the joys they receive from pet ownership. Discuss with your students the needs and responsibilities involved in owning them. "So You Want a Pet?" written by Helen S. Stoddard, is an excellent tool for introducing this subject to children in both junior and senior high school. A teacher's guide is included. To further demonstrate the importance of protecting your pets, use the activities involving in-
volving in an in-class aquarium 

Environment Awareness: Just a 
Pane of Glass A Story of a Guide Dog

By Miska Miles (Boston: Houghton Mifflin Co.) narrates the story of a Guide Dog to help you students the role of 

Sensitive Sunday a day on which to remember the helpless—especially children and animals—with kindness, compassion, and 

First Seeing-Eye Dog Trained

On this day in 1928 the first Seeing-Eye dog was trained in Switzerland. Bud
dy with Epilepsy was the first Seeing-Eye dog trained by Seeing-Eye, Inc. for Morris Frank, a blind man. 

Observe this day with your students by discussing the contribution guide dogs 

Easter Laboratory Animals

Egg-citing your students' interest in the study of animals is a way to create an awareness of the need to protect these ani-

Rachel Carson's Birthday

The author of the book Silent Spring shocked the world with its descrip-

Bring on the End of the Guide Dog Age

Rachel Carson was an ecologist whose book Silent Spring shocked the world with its descrip-

About Cats, Fluffy: A Cat Saying

About Cats, Fluffy: A Cat Saying that describes the relationship between a young
girl and her pet cat. Even if your students are unable to adopt cats them-

Guide Dog Day

Story of a Guide Dog by Patricia Curtis (New York: Lodestar Books), which combines white photographs with a well-

Easter and Kindness

Easter is a happy and special day for children in both junior and senior high school. A teacher's guide is included. To further demonstrate the importance of protecting your pets, use the activities involving in-
volving in an in-class aquarium discussing the activities surrounding the filmstrip 

Be Kind to Animals Week

Fourteen captioned study prints and a teacher's guide are included. Also available from Random House is the filmstrip available from Random House, 200 Hahn Road, Washington, DC 20007, or What is it? which explores the existing types of pollu-
tion, their causes, and the solutions humans can employ to reverse the effects of pollution. This filmstrip series is especially suitable for children in both junior and senior high school. A teacher's guide is included. To further demonstrate the importance of protecting your pets, use the activities involving in-
volving in an in-class aquarium discussing the activities surrounding the filmstrip series.

Silent Spring

Rachel Carson was an ecologist whose book Silent Spring shocked the world with its descrip-
tion of the effects of human activity on the environment and wildlife. It was the first book to bring attention to the problems caused by the use of pesticides and other chemicals. The book was published in 1962 and has been translated into more than 25 languages. It is considered one of the most influential books in the history of conservation. It helped to bring about a new awareness of the importance of protecting the environment and the need for sustainable practices. Today, the legacy of Silent Spring continues to inspire people to take action to protect the planet and its inhabitants.
Approximately 80 percent of all living land fauna are insects. Entomologists estimate that there are more than 2 million living species, of which only about 40 percent have been named. Although insects populate nearly every corner of the globe, they are not always popular. Frequently maligned, these creatures are generally regarded as undeserving of humane treatment. After all, they are not cuddly or affectionate like dogs and cats. They seldom behave as if they are even aware of humans. Yet, insects play a critical role in nature, and the majority of insect species are actually beneficial to humans. They pollinate crops. They aid in the balance of nature—improving soil, disposing of waste, and providing food for other useful animals. Insects also make products that are valuable when refined by humans, such as medicine, honey, and silk.

The following films and filmstrip emphasize the helpful nature of the great majority of insects. Other film and filmstrip reviews covering subjects of humane interest are included in Films for Humane Education, available from Argus Archives, 228 East 49th Street, New York, NY 10017 for $5.75, including postage.

**Insects Helpful to Man (1977)**

A useful tool for dispelling stereotypes about insects, this insightful film shows bees manufacturing honey, silkworms making silk, maggots and dung beetles scavenging waste material, ladybugs and ichneumon flies controlling harmful insects. Suitable for the fourth through eighth grades, this seventeen-minute film is available for purchase ($250) or rental ($12.50) from the International Film Bureau, Inc., 332 South Michigan Avenue, Chicago, IL 60604.

**Animals and How They Grow: Insects (1976)**

One of a five-part series, Animals and How They Grow: Insects presents the life cycle of insects, with emphasis on the diversity in their appearances, habits, and maturation. Through an excellent presentation, the filmstrip encourages students to observe their surroundings carefully. Suitable for early elementary grades, this eleven-minute filmstrip includes a sound cassette. Purchase information is available from the National Geographic Society, 17th and M Streets, NW, Washington, DC 20036.

**Spiders: Backyard Science (1968)**

Although the spider is actually an arachnid, it is included here because most people mistakenly believe it to be an insect. The film illustrates the anatomy and life cycle of the spider and focuses on how it helps man by destroying harmful insects. A good presentation of a much maligned creature, this twelve-minute film is available for purchase ($140) from BFA Educational Media, 2211 Michigan Avenue, P.O. Box 1795, Santa Monica, CA 90406. Write for rental information.

**Butterflies Are... (1977)**

Monica’s hobby is collecting butterflies. She shows her friend, Mickey, how she captures, kills, and prepares her specimens. When Mickey captures a butterfly that Monica desperately wants, he lets it go, deciding after careful thought that butterflies are meant to be free. A fine springboard for discussion, this fifteen-minute film is intended for grades three through eight and is available for purchase ($240) from Barr Films, P.O. Box 5667, 3400 East Foothill Boulevard, Pasadena, CA 91107. Write for rental information.

**The Bee (1977)**

Originally presented on television as part of the series Animals Animals, this fascinating twenty-two-minute program focuses on the bee throughout history and today. Hives and colonies are discussed as well as the process of collecting and using honey. Thoughtfully produced, The Bee is an excellent film for elementary grades through high school. Purchase and rental information is available from Media Guild, Box 881, Solana Beach, CA 92075.

**Butterflies (1977)**

Narrated by Hal Linden, this striking film takes viewers from Pacific Grove, California, where the monarch butterfly migrates for the winter, to Maine, where Jo Brewer raises monarchs and sets them free. A wealth of useful and interesting information on butterflies and moths is presented. This informative, twenty-two-minute film originally constituted a segment of the TV show Animals Animals, and is designed for elementary grades through high school. Purchase and rental information is available from Media Guild, Box 881, Solana Beach, CA 92075.
Springtime, a time of renewal and new life, is an exciting time to enjoy nature. It’s a perfect season for outdoor excursions to observe and appreciate local flora and fauna.

Sometimes, however, people’s observations of and appreciation for wild plants and animals lead to a desire to handle and collect their discoveries. It’s not uncommon, for example, for children to find birds’ nests perched within easy climbing distance in trees and retrieve them as souvenirs. What is, in reality, a home for young birds becomes a plaything for children.

Other examples of humans disrupting nature include the uprooting of wild flowers and saplings and the adoption of “abandoned” baby animals. Usually, these animals have not been abandoned at all. In these and other instances, curiosity and appreciation for nature results in disturbing the very plants and animals that the nature lovers care about.

Use the photograph on the reverse side of this page to teach your students about the problems associated with interfering with wildlife. Ask your students to identify the ways in which nature is harmed by people collecting plants and animals. What are alternative ways to appreciate the natural world? A “finders keepers” attitude toward nature disturbs the life cycles of wildlife and cheats other people of the enjoyment of observing nature.♥