Best of Friends

Remember that special pet you had when you were growing up? He was always your friend—whether you were happy or sad, kind or unkind, neat or messy. He was always willing to share your games, dreams, and feelings. You’ll never forget the animal friend who shared your childhood.

That’s the kind of memory you’d like your students to have one day. Teaching humane values isn’t always easy. Yet anyone involved in humane education knows it’s worth the effort. Long after your students have forgotten grammar rules and history dates, they will continue to relate to animals. When you help students build appreciation and respect for all creatures, you enable them to create their own positive relationships with animals and to begin building memories that they, too, will treasure for a lifetime.

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Barbara Morrissey of New Haven, Connecticut.
In our travels throughout the country and our frequent correspondence with educators, we at NAAHE encounter a variety of misunderstandings about the goals and definition of humane education. School officials often confuse the topic with other popular and sometimes related "educations" such as humanistic education or environmental education. Others think of humane education as simply presenting children with a set of rules for right and wrong behavior toward animals. Still others perceive humane education only in terms of content: If a lesson teaches about animals, it must be humane education. Although each of these misconceptions relates directly or indirectly to some aspect of our work, none fully defines the scope and objectives of what humane education can and should be.

Humane education, like humanistic education, is concerned with all human values. And as in environmental education, we are concerned with helping young people recognize their relationships with the delicate ecosystem that supports all life on our planet. Yet our goals in humane education differ from these other areas in that they focus specifically on those values and understandings that lead to compassionate and responsible behavior toward nonhuman as well as human animals and toward the environment we all share.

A primary goal of humane education is certainly to help young people develop a system of humane ethics that will enable them to determine appropriate and inappropriate behavior toward animals (and each other). However, lessons that simply dictate "kindness rules" for children to absorb fail to address the facts and understandings upon which compassionate behavior is based and fall short of helping young people form lasting and workable systems for making ethical decisions. True humane education objectives focus on increasing knowledge and understanding, developing appreciation and positive attitudes, and promoting critical thinking based on these attitudes and understandings so that young people can and will choose to behave compassionately.

Although animal-related activities comprise most of the content of humane education lessons, not all activities involving animals can be considered humane education. Activities that present animals simply as tools for human study or define an animal's value only in terms of its worth to humans are inconsistent with the goal of developing respect for the inherent value (and rights) of animals. In addition, activities that incidentally injure or cause stress for animals in the name of building appreciation or understanding can actually teach the opposite of the intended lesson.

At NAAHE, our programs and materials reflect the following definition of humane education, found in the introduction to People & Animals: A Humane Education Curriculum Guide:

Humane education involves far more than the teaching of simple animal-related content. It is a process through which we (1) assist children in developing compassion, a sense of justice, and a respect for the value of all living creatures; (2) provide the knowledge and understanding necessary for children to act according to these values; and (3) foster a sense of responsibility on the part of children to affirm and act upon their personal beliefs.

We invite HUMANE EDUCATION readers to use or adapt this definition to clarify what is meant by humane education for those unfamiliar with our field. In addition, we welcome your use of the long-term objectives established in the definition to provide direction in planning future humane education activities for your classroom or shelter.

Pet problems in the community—who's responsible for them? Often we blame the badly behaved pet, the person who complains about the pet's behavior, or the animal control officer who must deal with the consequences of that behavior. Yet the responsibility for a pet's conduct really belongs to someone else. It belongs to the pet's owner.

Community pet problems frequently begin with pet problems at home. Often, pets develop "problem" behavior—or behavior that is inconsistent with their owners' wishes—when the pets' needs are not met. An owner, for instance, may fail to recognize an animal's need for companionship. The pet may react by exhibiting such attention-getting behavior as barking or howling. Neglected pets often display disruptive behavior, sensing perhaps that negative response from their owners is better than no response at all.

One of the most commonly overlooked needs of pets is consistent training. Pets may not understand our language, but they respond to our behavior patterns. If an owner corrects a dog for barking one day and neglects to correct it for the same offense the following day, the dog receives a mixed message.

When an owner makes a pet choice that is inconsistent with his or her needs, problems can arise for the pet and the owner. Many prospective owners are unrealistic about the time and money they will have to spend on a pet. Or they choose a favorite breed without considering factors such as available living space and their life-style. All too often when a pet develops poor habits, the owner reacts by doing what is easiest—putting the pet outdoors, allowing it to roam. Finally, many pets are victims of the "freedom" attitude—the mistaken notion that pets have a need or a right to roam. One of the most important humane education lessons your students can assimilate is that free-roaming pets cause problems for everyone— for people in the community; for other animals, domestic and wild; for the pet itself. In addition, unaltered, free-roaming pets contribute to the ever-growing numbers of unwanted animals that must be euthanized.

Not everyone is as friendly to the animal control officer as this dog is. Poor public awareness often makes the enforcement of animal laws difficult.
PET PROBLEMS AT HOME

Use the activities that follow to begin your unit on community pet problems. Start with a discussion of pet problems in the home. Encourage discussion of behavioral as well as physical needs and focus on why appropriate pet choices and responsible care are good for the owner and the community as well as the individual pet.

Selecting a Pet

Encourage students to consider how a poor decision in selecting a pet might lead ultimately to a pet problem in the community. Lead into a discussion of the factors to consider when choosing a pet by pointing out some inappropriate pet selections. For instance, someone may choose an Irish setter because he or she has always wanted one, even though the person lives in a small apartment and has no place to exercise the animal.

Discuss the things a prospective pet owner should consider, such as size of living space; the availability of a fenced-in yard; the cost of the pet and its food, medical care, and licensing; the amount of time needed for grooming, training, and exercising; and how the pet will fit in with the individual's life-style and values. (For a complete unit on making a responsible pet choice, please see our article “So You Want a Pet...,” which appeared in the September 1983 issue of HUMAN EDUCATION, or write to NAAHE, Box 362, East Haddam, CT 06423 for a reprint.)

Animal control officers frequently encounter the following scenario: An owner makes a poor choice of pet; fails to meet that animal's needs; and unable to cope with the pet's behavior, turns it out to roam through the neighborhood. The free-roaming pet, in turn, annoys the neighbors, presents a traffic hazard, and often winds up as a shelter responsibility—coped with the pet's behavior, turns it out to roam through the neighborhood. The free-roaming pet, in turn, annoys the neighbors, presents a traffic hazard, and often winds up as a shelter responsibility—

How have students draw pictures of pets they would like to own. Some students might have pets that are owned in their situation in order to be responsible owners for their favorite pet. Have each student tell if his or her life-style would have to change in order to keep the animal; and if so, how it would have to change.

Discipline: Yours and Your Pet's

Pets that are well trained and disciplined are a pleasure to own. But what if you have a pet that is not so easily trained? Some students might have pets that are owned in their situation in order to be responsible owners for their favorite pet. Have each student tell if his or her life-style would have to change in order to keep the animal; and if so, how it would have to change.

Pets, People, and Property

Have students organize a survey of citizens in the neighborhood around your school to determine the number of strays in the area and homewners' attitudes toward these strays. Students should prepare their survey questions ahead of time and include such questions as: How many stray dogs and cats do you observe in the neighborhood on a weekly basis? Do these animals cause any damage to your property? Do you approve of pets being allowed to run loose? Do you own a pet? Do you permit it to run loose? How do you think the problem of stray animals will best be solved?

When the survey has been completed, have the class tabulate the results. What suggestions for reducing the stray pet population were proposed? Which ones do students agree with? Which ones do students disagree with? Why? How might keeping pets at home provide a partial solution to the problem of pet overpopulation?

Most communities have laws that require dogs to be licensed and kept on a leash or on their owner's property. How do students feel about similar laws regarding cats? What community pet problems might negligent cat owners cause? Point out that cats often suffer for humans learn about right and wrong behavior? Why is euthanasia preferable to abandonment? Why is it preferable to send the animal to a pet store for adoption? Discuss with the class the implications of these questions. As a humane educator, one of your most difficult decisions lies in determining the right time to focus on sensitive issues. In many cases, however, even young children are interested in the animal problem. They might best be solved?

Share with your students the Read-Along story “A Cat Without a Home.” Included in this issue of HUMAN EDUCATION. You may want to make copies of the story for older students to read themselves or to follow along while you read. In addition to discussing the moral dilemma that faces Eilleen, encourage students to share their feelings about the possibility that Tess might have to be put to sleep. Why is this better than abandoning Tess at the schoolyard? Who is responsible for the fact that young children see stray animals to sleep? Is it the fault of the shelter workers? Who is really responsible?

TEACHING ABOUT EUTHANASIA

Are your students emotionally mature enough to approach the topic of euthanasia if you bring it up? As a humane educator, one of your most difficult decisions lies in determining the right time to focus on sensitive issues. In many cases, however, even young children are interested in the animal problem. They might best be solved?

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fail to pass laws regarding licensing of cats, there are often no community funds to provide for felines at animal shelters. Animal control officers frequently have no jurisdiction over cats and no means of returning lost cats to their owners. Have students form an imaginary city council to consider the problems of stray cats in the community. Select several additional students to represent citizens who have had their property damaged or who have been injured by stray cats. Other students may represent concerned pet owners and animal control officers. For an imaginative twist to the exercise, choose a few youngsters to represent the stray cats themselves. What might be the feline perspective on this issue? Have each group testify before the mock city council, then let the council decide: What legislation should be passed to protect pets, people, and property in the community?

The Community's Role

While disruptive pets cause problems for owners and nearby neighbors, stray, lost, or abandoned pets can create health and safety problems for the entire community. As a consequence, it is ultimately the community that must take responsibility for the thoughtlessness of irresponsible owners. The animal shelter is the principal organization through which the community fulfills this obligation.

Give students the opportunity to better understand the workings of the community service agency by focusing on the people who enforce laws regarding animals. Invite an animal control officer or shelter worker to speak to your class about his or her work. Or arrange for your students to visit the local animal shelter as a class. (For more information on arranging such a visit, please see our article “A Visit to the Animal Shelter,” which appeared in the June 1982 issue of HUMANE EDUCATION or write to NAHE for a copy of the article.) In general, how does the community perceive animal control personnel? Do people in the community always view the animal control officer as someone who wants to help animals? To give students a better understanding of the difficulties that confront the animal control worker, have them act out the following role-play situation.

Susan, the animal control officer, is trying to catch a stray dog in the middle of a busy street. She hopes to reunite the dog with its owner through the license on its collar. Jim, however, is making this difficult. He sees Susan as an enemy of the dog. He thinks the kind thing to do is to let the dog run free. Susan knows this is wrong. She knows that the dog could be injured or killed by a passing car. Or it could become lost and starve to death. Jim starts to make fun of Susan. He calls her a “lady dogcatcher” and says she is not going to let her catch the dog, let alone take it to the shelter.

After allowing different students to take on these two roles, have the class discuss: Who cares about the dog? What mistake does he make in directing his anger at Susan? What are the dog’s needs? Does Jim understand those needs? How did Susan feel? How would you feel if you were trying to help animals and people accused you of hurting them?

The Community and Pet Overpopulation

In addition to the disruptions caused by free-roaming and abandoned pets, most communities are also faced with the problem of what to do with a multitude of unwanted animals. To illustrate the need for controlled pet breeding, provide students with copies of the “Too Many Pets: Too Few Homes!” work sheet. As a humane educator, you can help your students to understand that responsible pet ownership has implications that extend beyond the home environment.

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number of kittens born to a female cat over a period of time. Does this mean that only female pets should be altered? Why not?

Concentrate on some of the myths associated with spaying and neutering. Begin by asking students: What are some of the reasons that people fail to have their pets neutered? Student answers might include: expense, concern that the animal will gain weight, or the notion that a pet has the right to experience parenthood.

Refer to the “Time and Money” work sheet from the “Choosing a Pet” section of this article to point out that spaying and neutering are relatively small costs in comparison to the overall expense of caring for an animal. Then have students compare the costs of spaying and neutering with other expenses: the purchase of groceries for one week, the monthly telephone bill, the cost of half a dozen record albums, or two video game cartridges, for example. Emphasize that these items all eventually run out or wear out, but that an operation to neuter is good for the entire life of the animal. Then have students consider: Is expense really an acceptable reason not to have your pet altered? Should a person who cannot afford to have a pet altered consider acquiring one?

Consider with your students some of the other reasons offered for not spaying or neutering: one visit to the veterinarian, and yearly shots? Although these costs do not arise every month, they are important to consider when planning for a new pet.

Caring Means Looking Ahead

Part A

How much time would you need to set aside to care for your pet each month?

1. What things would you have to do for your pet each day? Below list each pet care action that you would have to perform on the lines at the left. Then guess how many minutes each action would take. Write this number to the right of each action.

2. How many minutes would the above actions take each day? Add all the numbers in the right-hand column above.

3. How many minutes would the above actions take each month? Multiply your answer for exercise 2 by thirty, the average number of days in a month.

4. What pet care actions would you have to perform only a few times each week? a few times each month? Below list each such action on the lines at the left. Guess how many minutes you would spend each month completing each action. Write this number to the right of each action.

5. What is the total number of minutes you included for exercise 4?

6. What is the total cost of the items in exercise 5?

7. How many hours would you need to care for your pet each month? Divide your answer for exercise 6 by sixty, the number of minutes in one hour.

Part B

How much money would you need to care for your pet?

1. What is the cost of a daily portion of food for your pet?

2. What would be the cost of feeding your pet each month? Multiply the answer you had for exercise 1 by thirty, the average number of days in a month.

3. What, besides food, does your pet need? Hint: What items might you need in order to complete the actions you listed above in Part A? Write the cost to the right of each item. (How about including the expenses of spaying or neutering, one visit to the veterinarian, and yearly shots? Although these costs do not arise every month, they are important to consider when planning for a new pet.)

4. What pet care actions would you have to perform only a few times each week? a few times each month? Below list each such action on the lines at the left. Guess how many minutes you would spend each month completing each action. Write this number to the right of each action.

5. What is the total number of minutes you included for exercise 4?

6. What is the total cost of the items in exercise 5?

7. How many hours would you need to care for your pet each month? Add your answer for exercise 2 to your answer for exercise 4.
Who’s Responsible?

On a separate sheet of paper, answer the following questions for each of the situations described below.

1. Who’s responsible?
2. Which of the animal’s needs is not being met?
3. How could the problem have been avoided without harming the animal?

A. Your sister lives in an apartment and works during the day. She comes home one evening to find that her new puppy has chewed her best pair of shoes. Who’s responsible for the ruined shoes—the puppy? or your sister?

B. John’s cat scratches the furniture. John has bought a scratching post for his cat, but so far the cat has ignored it. Several times, while watching television, John has heard the cat scratching furniture. He did not want to miss his television program, so he did not get up to scold the cat. Who’s responsible for the scratched furniture—the cat? or John?

C. Evelyn has just adopted a dog from the animal shelter. The dog is very friendly and likes companionship. Evelyn works during the day and goes to school at night. A neighbor lets the dog go outside three or four times a day. The shelter staff told Evelyn that the dog was housebroken. But each evening, when she gets home from class, Evelyn finds that the dog has messed in the house. Who’s responsible for the dog’s behavior—the dog? or Evelyn?

D. Mrs. Murray’s dog barks a great deal. When her dog barks, she lets him out into the backyard. The dog barks outside too. Mr. Jenson, Mrs. Murray’s next door neighbor, complains that the barking dog frightens his grandchildren. Mrs. Murray says that Mr. Jenson should keep his grandchildren away from her backyard. Who’s responsible for this neighborhood problem—the dog? Mr. Jenson? the grandchildren? or Mrs. Murray?

E. Ralph’s cat likes to use Ms. Thompson’s garden as an outdoor litter box. Yesterday Ms. Thompson planted new tulip bulbs. Today Ralph’s cat dug up the bulbs and scattered them. Ms. Thompson is furious. Ralph says she should put a fence around her garden. Who’s responsible for the bulbs being dug up—the cat? Ms. Thompson? or Ralph?

F. Michael works at the animal shelter. On the street where Michael lives there is a family that owns an unspayed female dog. Each year the family brings a litter of puppies to the animal shelter. Often there is no room at the shelter and the puppies have to be put to sleep. Michael has talked to the family about this. He suggests that they spay their dog. They say it is too expensive. They are thinking of getting rid of the dog because she keeps having too many puppies. Who’s responsible for the fact that the dog has so many puppies? Who’s responsible for the fact that the puppies have to be put to sleep—the dog? the animal shelter? or the family that owns the dog?

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Too Many Pets: Too Few Homes

Part A.
The birth rates of dogs and cats are getting seriously out of hand. For every human born, there are fifteen dogs and forty-five cats born. Given this information, what numbers belong in the chart below?

<table>
<thead>
<tr>
<th>dogs</th>
<th>15 dogs</th>
</tr>
</thead>
<tbody>
<tr>
<td>cats</td>
<td>45 cats</td>
</tr>
</tbody>
</table>

Part B.
A female cat has a litter of five kittens. Of these five kittens, two are females. After six months, the mother and her two daughters each have a litter of five kittens. Again, each litter has two females. This happens every six months, with each female having a litter of five kittens, of which two are females.

Using the information given above, find the answers to the problems listed below.

1. How many kittens did the mother cat have in the first litter? ______
2. What fraction were female? ______
3. How many cats are there after the first litter? ______
4. How many female cats are there after the first litter? ______
5. How many litters are produced at six months? ______
6. How many kittens are produced at six months? ______
7. How many cats are there after six months? ______
8. How many females are there after six months? ______

Adapted from Zero Pet Population Growth, Los Angeles, California and from the Pet Overpopulation Teaching Unit, Peninsula Humane Society, San Mateo, California.
A CAT WITHOUT A HOME

by Willow Soltow

More than anything in the world, Ellen wanted a pet cat. So when she saw something orange and furry dart under the bushes near her house, she went to investigate. A cold rain was falling. Ellen leaned down and held aside one rain-soaked branch. Huddling underneath was a small, young cat.

"Here, kitty, kitty," cooed Ellen. "Wonder if she'll let me pick her up?" she thought out loud.

Gently, softly, Ellen reached in and lifted the little cat out of the wet bushes. The kit snuggled against the warmth of Ellen's jacket. It began to purr, softly at first, then louder.

"Mom, look what I found!" Ellen called as she stepped inside the house.

"Now, Ellen, don't go getting attached to that animal." Mom's voice sounded worried. "You know your father is allergic to cats."

"I've got an idea," said Ellen. "We could keep her outside. Lots of people have outdoor cats."

Her mother shook her head. "Just because other people do it, doesn't make it all right," she reminded her daughter. "It's not fair to the cat to leave it outside all the time. It might get lost or be hit by a car. And what would happen to it when the weather turns cold?"

"Maybe we could keep her on the porch," Ellen surprised herself by saying. "If the cat were on the porch, she wouldn't bother Daddy so much," she added hopefully.

"I wouldn't bet on it," answered her mother. "Besides, the cat probably belongs to someone. You'd be taking somebody else's pet."

She doesn't belong to anyone on our street," said Ellen. "Or I'd know.

Her mother rubbed the little cat behind the ears. "We always had a cat in my family when I was growing up," she said softly. "Well...I guess she can stay on the porch until the rain lets up. But then I want you to go knock on some doors and find out who she belongs to.

Ellen nodded slowly. She knew the little cat was a stray. She just knew it, although it was hard to believe that anyone could have deliberately abandoned her.

When the rain stopped, Ellen asked at the neighboring houses. Nobody knew where the cat had come from. One woman thought she had seen her a few days before, near her garbage cans.

"She was probably hungry," the woman said. "But when I tried to give her some food, she ran away."

Ellen was secretly glad the little cat had run away. But she didn't say anything.

The next afternoon Ellen's friends John and Mandy came over to visit.

"What are you doing?" asked Mandy.

Ellen was lying on her stomach on the floor, a large, felt-tip marker in one hand. She was carefully printing letters on pieces of construction paper.

Found: orange female cat

Presently, someone knocked on the door. Ellen hurriedly marked her construction paper. "Making signs," she answered. "You want to help?"

"No really," said John, smiling good-naturedly. "Do we have to?"

"Yes, you have to. Both of you," said Ellen briskly. "If we're going to find the person who owns this cat, we've got to put up lots of signs."

"Wait a minute," said John. "Have you tried calling the animal shelter yet?"

Ellen made a face. "Why would I do that? All they do is kill animals."

"That goes to show how much you know about animal shelters," said John. He sounded disgusted. "My uncle works at a shelter. He says lots of people find their lost pets at shelters. Besides the shelter finds good homes for the animals that are brought there."

"Maybe so," said Ellen. "But they still kill the ones that nobody wants."

"Well, yes—but they do it for a reason," John explained. "My uncle and I talked about it for a long time. He says it isn't fair to keep animals in a cage forever. He says that putting animals to sleep seems cruel to us. But it's better for the animal than spending its life in a cage. Would you like to live in a cage with no one to care about you?"

"No, I guess I wouldn't," said Ellen slowly.

"Anyway," said John, "I think you should call the shelter and see if someone is looking for your kitty." He reached down and scratched the little cat behind the ears. "Someone might be trying to find her right this minute," he said.

But a telephone call to the animal shelter brought no news of the cat's owner. Ellen put up her signs all around town. She secretly hoped, however, that no one would call to claim her new pet. After three days, no one had.

After three days of keeping the cat on the porch, Daddy seemed really all right.

"I just know this is going to work," Ellen whispered to the cat one afternoon. Just to prove it, she decided to give the cat a name.

"Tess," I call you Tess," she said. Ellen thought the little cat looked as if she thought Tess was a perfect name.

For a while, things were fine. Tess stayed on the porch. Daddy stayed off the porch. But each day, Tess grew a little more restless. She wanted to be in the house. She wanted to be closer to Daddy.

That night as he tucked Ellen into bed, he shook his head. "She's just not going to work," he said. "If we haven't found a home for Tess by this Saturday, we're going to have to put Tess to sleep."

"But, Dad!" she pleaded. "They kill animals at the shelter."

"I'm sorry, Ellen," said her father. "But there's no other way. At least, she'll have a chance of finding a good home.

After school the next day Mandy and John walked Ellen home.

"What are you going to do?" asked John.

Ellen angrily kicked a pebble along the sidewalk. "I don't know," she muttered.

"If she were my cat," said Mandy, "I'd take her to the school playground and let her go. Someone would be sure to take her home once they saw how cute she was. And even if no one did, Tess would be all right living at the playground. Cats don't really need anyone to look after them. They find things to eat outside."

"But if Tess couldn't find food?" Ellen wondered. If a dog chased her into the street? What would happen if she became sick or were hit by a car?

"I think you should take her to the shelter," said John. "Her real owners might come to get her. Or maybe someone else will adopt her. She might find a really good home and people to care for her."

"Maybe Tess's real owners wouldn't think of looking for her at the shelter—they hadn't shown up yet. And what if nobody wanted to adopt Tess?" thought Ellen.

One way or the other, Ellen knew she would have to make up her mind soon.

What would you do if you were Ellen?
Helping Children Help Animals
by Vicki Parker

I love animals and I want to help them. But what can I do?

Have you been asked this question by children in your school or community? Have you wondered how you could build on this enthusiastic interest in animals to help children develop compassion for all living things? Have you wondered how to organize children so that their participation in special projects will help them develop a deeper concern for and sense of responsibility toward animals?

You can help the children in your community help the animals by sponsoring a children's club to promote kindness to animals. These organizations—often called kindness clubs—are common around the world.

The first children's club for animals was formed in 1882 by George Angell, the founder of the Massachusetts SPCA. By 1984 there are Kindness Clubs in more than a dozen countries; and kindness club has become a generic term when public education began to turn from its strong focus on ethics and morality to a more skills-oriented curriculum. In 1989 Mrs. Aida Fleming introduced the first Kindness Club in Canada to teach children to love and respect animals. Thanks to the work of Mrs. Fleming, today there are Kindness Clubs in more than a dozen countries; and kindness club has become a generic term for youth groups dedicated to animal concerns.

Forming a Kindness Club

By definition, a kindness club is a group of young people in the community who join together for a common goal: to protect and care for animals. Since most children are intrigued by animals, a kindness club is a good vehicle to unify and mobilize this common enthusiasm. Through a club children can learn more about animals and turn their interest and knowledge into responsible behavior by participating in activities to benefit animals.

Forming a club is not a difficult process, but it does require careful planning. A well-organized club will help motivate the children to action, while a disorganized group may discourage participation.

Anyone may form a kindness club. If you work at an animal shelter, you may want to hold meetings at and affiliate with the shelter. Teachers often form kindness clubs at their schools. If you are not a teacher or a shelter worker, you may form an independent club. Public libraries, churches, or schools will often allow small groups to use a room as a meeting site—especially if the club involves local youngsters.

Once you have established a meeting place for your club, you will need to publicize the first meeting and recruit potential members. If the club is sponsored by an animal shelter, publicize your meeting through the shelter newsletter and on shelter bulletin boards. Teachers usually recruit members from flyers on school bulletin boards and announcements over the schools' public-address system.

Sponsors of independent kindness clubs should examine other sources of publicity as well. Local radio stations and newspapers sometimes run public service announcements as an aid to the community. All publicity materials should provide meeting information and a telephone number (probably yours) that members will make and display posters about the importance of neutering a pet.

When the list of projects is complete, ask members to choose one project to begin work on immediately. Guide them toward a realistic project that will show positive results in a short time. Help the members outline the various components of the project and divide up the responsibilities. Try to involve all members of the club, not just a few outspoken individuals.

Provide plenty of support during this initial project and offer praise lavishly. Your interest may influence participation in the future.

Other Club Activities

In addition to involving members in constructive activities, kindness clubs also provide an opportunity to increase children's awareness of animal needs and understandings about animal rights. Speakers such as animal control officers, veterinarians, animal trainers, and environmental protection officers can teach children about animals and offer varying points of view on animal issues. Field trips can be arranged to wildlife sanctuaries, veterinary clinics, or dog obedience schools. You may also want to help the members plan activities such as parties with an animal theme, to provide an opportunity to simply have fun together.

The Humane Society of the United States can supply your kindness club with leaflets, and materials on a variety of issues. Many clubs use Kind News, the young people's newspaper from The HSUS, to keep members up-to-date on important happenings that involve animals. (For more information about the children's newspaper, write to Kind News, Box 362, East Haddam, CT 06423.) If your club is large enough, you may want to publish your own newsletter to keep members informed of events and animal issues in your community.

The Role of the Adult Sponsor

As an adult sponsor of a kindness club, you have a vital but delicate role in the operation of the club. You will want to provide guidance and support without assuming control. You will need to help keep activities organized and moving without becoming dictatorial. The members will need your actual and moral support in all activities.

One way to provide this support is to publicize the work the youngsters are doing. Make contacts with members of the local media and keep them well informed. Emphasize the young people's involvement with the projects. Also notify Kind News when the members have completed a particularly rewarding activity. Kind News is about and for children, and stories about committed young people are often an inspiration to others.

If you feel you need guidance in your role as the club's sponsor, you may find that reading HUMANE EDUCATION magazine is beneficial. The magazine offers teaching materials, activities, and resources that may be valuable planning tools.

The following is a list of sample activities that may help you get involved in your club projects:

Direct-Action Activities

• Volunteer to help shelter workers clean, paint, or landscape the shelter.
• Write letters on animal issues to legislators and local officials.
• Volunteer to help feed, groom, or exercise the animals at the shelter.
• Clean up the litter in a park or wildlife area to make it more pleasant for people and animals.
• Help the shelter with a public-education or fund-raising project.

Fund-Raising Activities

• Bake sale
• Garage or yard sale
• Car-wash, gift-baskets, yard sale
• Raffle
• Newspaper or bottle collection drive
• Dog wash or walk

Public-Education Activities

• Make and display posters on animal issues, such as pet overpopulation, leash laws, or dogs in hot cars during summer.
• Set up a booth to distribute animal literature at community events.
• Write public service announcements about animal problems for the local radio station.
• Prepare an educational program to be presented to other schoolchildren.
• Write letters to the editor of the local newspaper about animal problems.
• Make and distribute a list of animal emergency phone numbers for your area.

Kindness clubs come in many shapes and sizes. Each club approaches animal problems differently, but all have one thing in common: concerned young people who love animals and want to help them. Let your enthusiasm for both children and animals inspire you to help the children help the animals by starting a kindness club in your community now.
FREE PUPPY PAMPHLET OFFERED

The Gaines Cycle Dog Food Company is offering My First Puppy, a new pamphlet designed to help teach children about the responsibilities of puppy ownership. The pamphlet takes an individual approach. It does not talk down to young readers. Unfortunately, the pamphlet encourages teaching dogs to catch Frisbees, a practice objected to by some veterinarians. On the whole, however, the booklet is helpful and accurate. Schools, clubs, and animal welfare organizations may order free copies by writing on their organization’s letterhead to Gaines Cycle Dog Food Company, 290 North Charles Street, Baltimore, MD 21201.

MINESTRIL PAST PRESENTS ENVIRONMENTAL ISSUES

Hundres of years ago, minstrels wandered the European countryside singing of legendary figures. Today, Wisconsin’s Environmental Science Institute is using this same folk-based approach to teach young people. As the “Minstrel for the Environment!” travels from school to school, he presents an environmental education program that uses the traditional minstrel format to address today’s environmental issues, performing for young people in grades four through high school. The musical format provides a medium to which students readily relate, according to Vicki Martin, environmental education specialist for the institute. Humane educators in the Wisconsin area who are interested in teaching students about saving wildlife and the importance of a clean environment for animals as well as for people will want to contact Vicki for information about the minstrel’s visits. The program contains tape sets of environmental songs, one for elementary grades and the other for junior and senior high students. The tapes are available for $6.95 each. The Minstrel for the Environment Songbook, containing music and lyrics to the songs on both tapes, costs $8.95; and a curriculum guide is available for $3.95. Please add 5 percent sales tax and $2 for postage and handling when ordering. For more information, write to Vicki in the Wisconsin Environmental Science Institute, 114 North Carroll Street, Suite 208, Madison, WI 53703.

SPCA PROGRAM FOCUSES ON PET PROBLEMS

The Delaware SPCA has developed a new adult education program designed to solve pet behavior problems before they get out of hand. According to Director of Human Education, Nancy Welch, a recent survey of individuals who turned their pets over to the SPCA indicated that over 50 percent of the animals were turned over because of behavior problems. Based on the survey, the SPCA decided to design a new program to address these problems. Staff members planned and developed a series of pet care clinics to offer owners a chance to learn more about normal dog and cat behavior. Within three days of being advertised, the clinics were filled, leading SPCA staff to believe that many pet owners simply do not know how to handle the basics of pet obedience. Nancy writes, “Perhaps other animal shelters may find that this idea can decrease their own pet turnover.” For further information, contact Nancy at The Delaware Society for the Prevention of Cruelty to Animals, Route 7, Box 6607, Stanton, DE 19804.

NEW ANIMAL ORGANIZATION DIRECTORY PUBLISHED

A helpful resource guide, The Animal Organizations & Services Directory, lists more than 165 groups in the United States devoted to animal protection and welfare. Compiled by the director, the directory contains entries for organizations under various headings-national, state, professional, and social- as well as listings for political action committees, animal behaviorists and consultants; zoological societies; and veterinary organizations. Each entry contains complete information, including address, year established, membership requirements, objectives, and publications available.

The Animal Organizations & Services Directory is a helpful source for anyone interested in keeping in touch with the many different groups devoted to animals. It is available for $10.95 plus $2 for postage and handling when ordered from your local bookstore or directly from the publisher, Prentice-Hall, Inc., General Publishing Division, Englewood Cliffs, NJ 07632, for $10.95 plus postage.

NEW BOOK HELPS CHILDREN EXPLORE NATURE

Nature With Children of All Ages by Edith A. Sisson is an attractive book full of inviting activities for learning about nature. For the most part, the author takes a positive approach to animal observation and appreciation of the environment. Readers should be aware, however, that a number of activities involve capturing insects and small creatures for observation, although the author stresses returning these creatures to where they were found. The 195-page paperback book contains a chapter on techniques for teaching outdoors as well as chapters with activities that focus on trees, plants, seeds, invertebrates, fish, reptiles, birds, and mammals. Nature With Children of All Ages may be ordered from your local bookstore or directly from the publisher, Prentice-Hall, Inc., General Publishing Division, Englewood Cliffs, NJ 07632, for $10.95 plus postage.

SHARING THE EARTH TEACHING UNIT IS OFFERED

The Sharing the Earth teaching unit packet has been prepared by The Animal Care and Education Center. The sixty-four-page packet of hands-on materials for humane education includes forty-four student work sheets, pre- and posttests, and an attractive full-color poster. The packet is designed to supplement upper elementary curricula in science, math, social studies, language arts, and career education. It will assist teachers who want to purchase these comprehensive packets individually, or animal welfare organizations who want to sponsor sets to large numbers of packets in their local schools. The packets are available for $15.95 each; or for those interested in supporting placement of the packets in schools, sets of five packets may be purchased for $49.95 plus $3.75 postage. For more information, contact Ivan Gola, Director of Education, The Animal Care and Education Center, Box 64, Rancho Santa Fe, CA 92067.

DOG CARE BOOKLET OFFERED

In his new book, Farm Animals: Husbandry, Behavior, and Veterinary Practice, Dr. James N. Parker provides a balanced, modest and effective analysis of intensive farm animal husbandry techniques currently in operation in the United States. Dr. Parker believes all persons who work with farm animals should have a basic understanding of the need for and benefits of humane reforms as well as farm animal welfare guidelines. The book is appropriate for junior high school students through adults and will prove helpful to humane educators planning a unit on pet owner responsibility or development of guidelines at shelters and humane societies.

Puppies, Parents and Kids may be ordered for the cost of shipping and handling. The cost is $1 for 100 copies, $2 for 500 copies. Write to Jean G. Paul, Customer Service, The ALPO Center for Advanced Pet Study, Box 2187, PA 18001.

DOG AND CAT STAMPS AVAILABLE

Teachers who enjoy using rubber stamp designs for their handouts, quizzes, and homework assignments will be interested in hearing about Clacketer Designs. Nearly 150 breeds of dogs and cats are featured in the rubber stamps of Leslie Faleteek of Clacketer. For a catalog and price information, write Leslie at Clacketer Designs, 6231 LaBolle Road, Little Canada, MN 55117.

CALENDARS AS FUND-RAISERS

Nita Hemeter of the Jefferson SPCA reports that the SPCA has 1984–85 Pet of the Month calendars available as fund-raisers for humane societies. The calendars, one for elementary grades and the other for middle and high school students, feature the winners of the SPCA’s 1983 Pet of the Month calendar contest. The cost is $3.75 each; or for those interested in using the calendars to raise money on behalf of real animals, contact Nita in care of the Jefferson SPCA, Box 601, North Meadow, Metairie, LA 70003.

S.H.A.R.E. SHARES HUMANE EDUCATION RESOURCES

At about this time last year, a number of humane societies, animal-control agencies and a veterinary association in the Houston, Texas area banded together and SHARE was born. SHARE, the Society of Humane Advocates and Resources in Education, represents a united educational effort aimed at alleviating animal suffering through humane education and awareness. SHARE works to educate more than two million Houston-area residents about ethics and animal welfare issues. SHARE educates young people. We, at NAHAE, would like to offer our congratulations to Aida and the Kindness Club on its twenty-third birthday. For information on beginning a kindness club in your area, see the article by Vicki Parker in this issue of HUMANE EDUCATION—'Helping Children Help Animals.'

HAPPyENINGS

Dakin PUPPETS PROVE HELPFUL FUND-RAISERS

Glenda Schaefer, humane educator of the Saint Charles Humane Society in Missouri, writes that the cuddly Dakin animal puppets have proved to be great for use in humane education fund-raising, as well as for use in humane education activities for all. Glenda reports a measurable increase in orders through catalogs and from a number of outdoor shows. A puppet show combined with a Dakin fund-raising event may be just the thing for your own local shelter or humane society. For further information on Dakin animal resources and how to raise money on behalf of real animals, contact Glenda in care of the Saint Charles Humane Society, P.O. Box 9, Saint Charles, MO 63302.
HUMANE EDUCATORS: BE AWARE

Often a teacher does not have the opportunity to view a film before showing it in class. In such instances it is necessary to rely on the film producer's advertisements. These advertisements can be misleading, causing frustration for teachers and students alike. According to Dr. John McArthur, Director of Laboratory Animal Welfare for The Humane Society of the United States, "Speaking of Harvey, Kids and Pets, a portable exhibit available for viewing at local humane organizations in the humane education workshop sponsored by NAHE and featuring members of the Western Humane Educators Association. Ideas for teaching about controversial issues, such as trapping and factory farming; organizing animal clubs for children; writing grant proposals for humane education; and using volunteer ideas in education programs are just a sampling of the topics to be covered. Regular readers of HUMANE EDUCATION will look forward to a special creative-ideas session to be conducted by Beverly Armstrong and Charlotte Moore, both frequent contributors to the magazine. The humane education workshop will close Wednesday afternoon with a sharing session, which will be open to all, and the country will share the best of their programs and activities.

Where Can You Turn? When you need:

- A humane education idea in a hurry?
- A humane resource for long-term teaching plans?
- Teaching strategies for many different animal-related activities?

**Correction**

The photograph of the wolf appearing on the contents page and page 6 of our June 1984 issue was incorrectly attributed to NAAPA. This is in error is the work of Ed Simp- son. We'd like to express our apologies to Ed.

October 13, 1984: Humane Education 1984—For a Generation More Humane Teaching Days. If you're in the New York City area this fall, plan to attend the symposium held by the Humane Education Committee. Designed for teachers and animal welfare educators, this symposium will focus on the planning and presentation of animal welfare lessons and new materials to inform people who share your commitment to animals. The Humane Society of the United States. The conference opens Wednesday, October 24, with a full-day humane education workshop sponsored by NAHE and featuring members of the Western Humane Educators Association. Ideas for teaching about controversial issues, such as trapping and factory farming; organizing animal clubs for children; writing grant proposals for humane education; and using volunteer ideas in education programs are just a sampling of the topics to be covered. Regular readers of HUMANE EDUCATION will look forward to a special creative-ideas session to be conducted by Beverly Armstrong and Charlotte Moore, both frequent contributors to the magazine. The humane education workshop will close Wednesday afternoon with a sharing session, which will be open to all, and the country will share the best of their programs and activities.

THE HUMANE SOCIETY OF THE UNITED STATES 1984 ANNUAL CONFERENCE: A Bonus for Humane Educators

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Making Humane Education A Reality: The 1984 Humane Education Teacher of the Year

Whether it’s a class of kindergartners, a roomful of science teachers, a group of humane educators, or a gathering of sixth grade bilingual students, Mildred Butler at home with her listeners. In her twenty years of teaching and administrative work in the New York City school system, Mildred has had extensive experience as a classroom humane educator and as a resource to teacher training and education community in her area.

In the classroom, Mildred directs student activities toward developing an understanding of the interrelationships between all living things—humans, animals, and plants. As a “cluster” science teacher at Community Elementary School 64, Bronx, she visits a number of classrooms each day. Her youngsters range in age from kindergarteners to sixth graders and include bilingual students. Endangered species is one of Mildred’s particular concerns and a subject that she has successfully used to help bilingual students become more actively involved in science. Recently, an endangered species project executed by her class of bilingual sixth graders was honored at the District 9 science fair.

As an inner-city teacher, Mildred frequently works with children whose only contact with dogs and cats results from their encounters with stray. Mildred strives to help her students voice their feelings and fears with regard to stray animals, at the same time teaching about the need to reduce pet overpopulation and their encounters with strays. Mildred’s contact with dogs and cats results from her students become more actively involved in particular concerns and a subject that she grades and include bilingual students.

Mildred recently completed a one-year Sabbatical, during which she worked to expand her own background in the subject of animals, animal habitats, and the interrelationships between plants and animals. She regularly spends time outside the classroom persuading pet shop owners to provide information on the care of the pets they sell.

Books


Films and Filmstrips
The Animals Are Crying. 16mm film, 28 minutes, color and sound. Learning Corporation of America, 1520 Avenue of the Americas, New York, NY 10019.


Humane Education Society.


The Animal Connection. The Humane Education Committee of New York City, 750 3rd Avenue, New York, New York, 10017.

Outreach to her colleagues is a primary objective of Mildred’s. Although she had been personally involved in humane education for some time, attendance at a humane education meeting sponsored by the American Society for the Prevention of Cruelty to Animals prompted her to become involved with developing and promoting humane education programs throughout her school district. She joined the Humane Education Committee of New York City and to date has spent much of her personal time in furthering the committee’s goal of promoting and supporting humane education activities in all the New York City school systems. Not content to contribute to the committee’s newsletter, attend meetings and conferences; or to share posters, newsletters, films, and other resource materials with her fellow humane educators, Mildred designed and implemented a committee-sponsored workshop aimed at science coordinators throughout her district. The enthusiasm generated by her workshop was instrumental in involving new teachers in humane education programs and in acquainting them with facts on animal issues.

Until recently, New York City science teachers were encouraged to fulfill their state’s mandate on humane education largely by the use of occasional speakers or programs from animal-welfare organizations. Mildred was instrumental in arranging a meeting of district science coordinators from all over the city to demonstrate how humane education could function as a vital part of New York’s science curriculum. Mildred is a compelling proponent of animal welfare. In addition, her extensive teaching experience makes her particularly well aware of the needs of other educators. Both factors contributed to the wholehearted response that Mildred received from her workshop audience. Many of the participants were able to respond to Mildred as a teacher whom they knew personally. Attending educators indicated overwhelming that the content, materials, and ideas presented at the workshop could be implemented within the instructional programs under their jurisdiction. Many were also enthusiastic about joining the Humane Education Committee itself.

In the years that Mildred has been involved with the Humane Education Committee of New York City, the organization has greatly benefited from her thoughtful personal and her sense of commitment. Recently, the committee instituted a mini-grant program through which it offers funds and support services to selected New York City humane educators. With the donation of materials or services by such groups as the ASPCA, the Humane Society of New York, Bide-a-Wee Home Association, and NAAHE, the committee has helped humane educators design and develop viable programs. The committee’s first symposium, held in November, introduced the concept of humane education to more of the area’s teachers than ever before. How does humane education is well on its way to becoming an integral part of the curriculum in the New York City school system largely as a result of the dedication of Mildred and her colleagues.

Committed to furthering her own education as well as that of others, Mildred recently completed a one-year Sabbatical, during which she worked to expand her own background in the subject of animals, animal habitats, and the interrelationships between plants and animals. She regularly spends time outside the classroom persuading pet shop owners to provide information on the care of the pets they sell.

Mildred was nominated for the Humane Education Teacher of the Year award by one of her colleagues on the Humane Education Committee of New York City, coordinator Sheila Schwartz, and by Stanley Mandel, district science coordinator of her school district.

As is always the case in education, Mildred’s efforts reap their own reward—a very special one at that. A dedicated humane educator in the community’s largest city, she shares her experiences with county children in the importance of humane conduct toward animals. In addition, her work with the Humane Education Committee helps to provide other educators with the resources they need to enable youngsters to develop kindness and compassion toward animals. NAAHE is proud to introduce Humane Education Educator of the Year, Mildred Butler and to have her as our 1984 Humane Education Teacher of the Year.

Footnotes:
1 M. Butler (left) and Dr. Ann Squire, director of the ASPCA humane education department, discuss the Humane Education Committee’s first symposium to be held in September, 1978. Pet and the Animals Are Crying.

2 Pet and the Animals Are Crying.

3 Mildred Butler, right.

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(continued from page 6)
1984 Humane Education Teacher of the Year Finalists

In addition to introducing HUMANE EDUCATION readers to Mildred Butler, NAAHE is pleased to honor the four outstanding teachers who were named finalists in this year’s Humane Education Teacher of the Year selection.

Barbara Davis

Finalist Barbara Davis utilizes her talents as a teacher and an artist to promote compassion toward and appreciation for animals. Barbara teaches fifth grade students at the J. W. Chorley School in Middletown, New York. In addition to including pet and wildlife education as a major part of her daily classroom routine, she has instituted a number of activities that foster understanding and appreciation of animals among her students. Barbara has written for the National Wildlife Federation and the American Teacher, and has contributed articles to the National Wildlife Rehabilitation Association and the National Science Teacher’s Association.

Sam Chattin

Persuading school administrators to support humane education isn’t always easy—especially when Sam Chattin is well aware. Sam teaches seventh grade science at the Indiana Junior High School. When he began his unique humane education program eight years ago, Sam requested his resignation for bringing sick and injured animals into the classroom. Six years later, Sam’s program was honored by the Indiana Department of Public Instruction and the National Science Teacher’s Association as the outstanding science program in the state. Sam’s program has received numerous other awards to date, and his current school administration is very supportive of his work with children and animals.

Maria Morris

In the classroom of finalist Maria Morris, a handwritten sign reads “I have a right to be myself in this room. This means that no one will treat me unfairly because I am black or white, fat or thin, tall or short, boy or girl. The message is an important one, and it holds true for all of Maria’s classroom family—animals as well as people.

To see the world through the eyes of the littlest—the very young—is what Maria tries to help her students achieve. Maria teaches language arts to fourth, fifth, and sixth grades at Inyokern (California) Elementary School. Humane education pervades all her classroom activities. Sparkle, the classroom cat, is a great help to Maria in promoting humane attitudes. When the little stray cat showed up at the schoolyard, Maria adopted her and had her spayed. Maria has since designed countless classroom activities around Sparkle, including games teaching animal species, stories, letter writing, and posters. Daily involvement in feeding, cleaning, and caring for Sparkle helps students learn pet owner responsibility firsthand. But Sparkle is more than a teacher. She is an important class member—and a favorite with all of the students.

Recently Maria’s classes used what they had learned to design and produce a 35mm slide show on responsible pet ownership. With help from Maria, the students drafted a script composed of excerpts from their essays on pet owner responsibility and made slides of their drawings of animals. Two students recorded the script. After having been viewed by the entire school, the sound-slide show was donated to the chief animal control officer for the Inyokern area.

Pets aren’t the only animals that find their way into Maria’s lessons. One morning, when Maria’s students came to class, they discovered paper bear tracks traveling up one wall, across the ceiling, and down the other wall of the room. Lively discussion of how the tracks had got there was followed by various writing activities. While encouraging youngsters to imagine their experience and improve their communication skills, activities such as these enable Maria to convey important lessons about the need for care and respect for animals in Maria’s classes learn that all creatures deserve kindness, compassion, and respect.

Maria was nominated for the Humane Education Teacher of the Year award by Patricia Gay on behalf of the Indiana Wells Valley Spay and Neuter Program.

DEADLINE

For 1985 Humane Education Teacher of the Year Nominations Set for January 18

Nominations for the 1985 Humane Education Teacher of the Year award must be received by January 18, 1985, in order to be considered by the selection committee. Eligible candidates include any classroom teacher currently teaching in kindergarten through twelfth grade who regularly makes humane education a part of his or her classroom activities. For further information, write NAAHE, Humane Education Teacher of the Year, Box 362, East Haddam, CT 06423.

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Differences Between Boys' and Girls' Attitudes Toward Animals

by Bill DeRosa

As human educators, it is important for us to be aware of factors that may have an impact on the ways children think and feel about animals. Age, ethnic and socioeconomic background, place of residence, parental values, and peer pressures are just a few of the variables that may influence children's knowledge and perceptions. One variable that has been proved to have a major effect on how children perceive the world is gender. How does a child's sex affect his or her attitudes toward animals and animal welfare issues? Unfortunately, the research in this area is sketchy and limited, and it is difficult to make broad generalizations from the existing studies alone. Nevertheless, current research does suggest certain relationships between sex and attitudes toward animals.

In 1974 G. O. Sanders conducted a study to determine the differences between boys' and girls' attitudes toward animals. In all twenty-eight of these cases, girls expressed a higher degree of concern than did boys. In this study secondary school students were asked whether they liked or disliked certain animals. The more positive attitudes expressed by the male respondents could be explained by the probability that boys, in contrast to girls, are generally more familiar with and less fearful of well-known wild animals such as reptiles, amphibians, fish, and small rodents. In the Sanders and BSCS studies, however, young people were asked to react to statements about important and controversial animal welfare issues. It was necessary for the students to actually make moral and ethical judgments, not simply express opinions about animal preferences. The fact that females scored higher on the attitude surveys that involved degrees of moral reasoning supports psychological studies that suggest that women's moral judgments are linked to empathy and compassion to a greater extent than are men's.

As human educators, we are, of course, limited in the ways we can attempt to overcome the differences between boys' and girls' attitudes toward animals. Since most of our groups or classes contain both male and female students, it may be inconvenient and even untrue to direct a particular lesson to one or the other. Nevertheless, there may be times when we want to help some female students become more familiar with and, consequently, less afraid of reptiles, for instance, by assigning a project on snakes or lizards. Other times we may want to stress to the class (especially the boys) the importance of empathy and compassion in our relationships with animals. Role-play activities that emphasize similarities between people and animals may be particularly useful. The point to remember is that being aware of factors that influence children's attitudes toward animals, like the sex variable, can help us to better direct our humane education efforts to the particular needs of our audience.

For citations, copies of any studies reported on in Research in Review, or for further information on any topics covered, contact Bill DeRosa at NAHAE, Box 362, East Haddam, CT 06423.

PARTIES WITH A PURPOSE

Classroom Parties That Teach About Animals

by Christine Donovan

You don't have to wait until Be Kind To Animals Week to have a classroom party that teaches animals. Anytime is a good time to combine a humane education program with some good old-fashioned party fun. The classroom party can become one of your most successful teaching tools. Traditional holidays take on new meaning when animal-related activities are included in the festivities. But don't wait until a special occasion to make a humane education program special. Children love parties any day of the week!

Party Preliminaries

When you’re planning your humane education parties you may want to consider the following suggestions:

• Schedule classroom parties regularly so students will have something to look forward to all through the year.
• Let children know about your plans in advance. A poster announcing a Farewell Party for Extinct Animals or a Vegetarian Thanksgiving stimulates students' imagination and builds excitement. If you're visiting humane educator, send a large invitation to the class a few days before your visit.
• Whatever your theme, serve a nutritious snack in conjunction with the party. Even a small glass of apple juice puts students in a festive mood and makes them feel special.
• Provide party favors whenever possible. Animal buttons can be fashioned out of construction paper. Or you can use felt-tip markers to write humane messages on balloons. Local animal protection agencies may be able to provide educational handouts that can be rolled up and tied with ribbons or yarn.
• When appropriate, invite special guests like animal shelter volunteers, animal control officers, or nature center staff members to participate in the festivities.

Party Plans

September: The first few days of a school year can be a stressful time for students and their teachers. Help students relax and get to know one another (and you) by giving a Getting To Know You Reception. Write the names of animals on name tags. Give one to each student and wear one yourself. Ask each child to write down three outstanding characteristics of the animal, to list the animal's favorite foods and where it lives, and to think of at least one word that describes the animal in a positive way. For instance, students might describe a wolf as wise or a snake as graceful. Have the students write down the same type of information about themselves. Each student should also think of an adjective that describes himself or herself in a positive way. (You may want to provide forms or work sheets to make this project easier.) When the information has been compiled, have students take turns sharing their animal facts and description words. Don't forget to include yourself in the sharing session. You may even want to go for a walk in the woods. With a little advanced preparation you may be able to provide snacks appropriate for the animals in your menagerie (dried fruit for the primates, sunflower seeds for the rodents, etc.) or you can make cookies in the shape of animals. After the presentations, give students tags with their real names and encourage everyone to wear them until you get to know one another better.

October: Halloween is a favorite holiday for children. Announce a Halloween party with a poster that says, "Scary Animals Don't Scare Me" and invite students to come dressed as a scary animal (bat, wolf, shark, etc.). Ask them to read about their animals in advance and be prepared to tell their classmates...
something special about their choices—something that will increase appreciation for these often misunderstood animals. Make construction paper buttons that say, “I have a Heart for Animals.” Invite someone from an animal shelter to speak to your class about how children can help homeless animals—by volunteering at an animal shelter, helping stray animals, or keeping their own pets safe. Make heart-shaped buttons that say, “I have a heart for animals, I volunteer at an animal shelter.” Make a special button for your guest speaker that says, “I have a heart for animals, I walk my dog on a leash.” Or “I have a heart for animals, I volunteer at an animal shelter.” Some possible themes include: local wildlife, students’ pets, endangered species, or United States birds.

January: What would students think if you invited them to a birthday party for someone who was 10,000 years old? You can find out if you have a local Mammoth bone. For over 10,000 years, the domestic dog has played a part in humans’ lives. Celebrate with a cake and all the traditional party trappings. Say, “This is how I imagine a mammoth cake, with one candle for each year, 1,000 candles!” (See if students can guess the total number of years indicated by the candles.) Talk about animal behavior and ask students to make a commitment to animals by filling in the blank with their own words. (“I have a heart for animals, I walk my dog on a leash.”) Tell students to make a commitment to animals by filling in the blank with their own words. (“I have a heart for animals, I volunteer at an animal shelter.”) Make a special button for your guest speaker that says, “I have a heart for animals, I walk my dog on a leash.” Or “I have a heart for animals, I volunteer at an animal shelter.” Some possible themes include: local wildlife, students’ pets, endangered species, or United States birds.

March: In the spring young people’s thoughts invariably turn to the outdoors. Many youngsters don’t realize that many plants, as well as animals, are endangered. Talk about the food chain and why it is so important to protect plant and animal species. In addition to food, plants also provide habitats for many animals. Check with a local horticulturist or university to find out what plants are native to your area and which ones could use some helpful bolstering from the human species. Wild animals depend on the plants within their ecosystems. Keeping native plants native is one of the simplest ways to contribute to the preservation of local wildlife. If March is not too early to do so in your area, have students raise money to purchase a shrub or tree and arrange to plant it in the schoolyard when the weather is suitable. You may want to seek professional advice on how and where to plant it. You can use tree-shaped paper for invitations and invite parents and other guests to join in the tree-planting celebration. (Don’t forget to send an announcement to your hometown newspaper.) Ask students to think of a slogan for the event and make up printed balloons ahead of time.

April: Unfortunately, one of the largest groups of animals in need of a day of recognition are laboratory animals. World Day for Laboratory Animals will be held in April this year, and students can plan your own Day of Remembrance in honor of these animals. Help students investigate state laws regarding the use of animals in school science fairs, contests, classes, etc. Ask children to come up with some alternatives to using animals in these areas. Compile a list of their suggestions and have students create a poster to state senators and representatives. Encourage legislators to consider more stringent laws regarding animals in classroom experiments. If a government official (or someone from his office) can visit your classroom, present him with a scroll of your ideas. Suggest that interested students volunteer to give a speech or a slide presentation for the event. Invite area science teachers to attend.

May: The first full week in May is Be Kind to Animals Week, so you may want to plan a week-long series of humane education programs. Divide your class into four or five groups. Ask each group to plan and host their own celebration based on the theme People Helping Animals. At the end of the week, let students know how much you’ve enjoyed their presentations. Make up thank-you notes on small pieces of paper and use popcicle sticks or straws to fashion them into small flags. Write a different message on each one and give them to your students. Such messages might include: “Thank you for being a wildlife rehabilitation volunteer.” Or “Thank you for teaching me about animal-related careers.”

June: The end of the school year might be a good time to talk about separations and reunions—and about those animals whom we will never see again. Have a Farewell Party for Extinct Animals. Ask students to prepare a tribute to an extinct animal of their choice. If possible, provide an illustrated list for them to follow. Ask students to each make up a song using a well-known tune and his or her own words. Reproduce the lyrics to everyone’s songs and have a song fest.

July and August: If your school classes or shelter have summer programs, you may want to continue the party fun in July and August. Since summer students may be new to each other, you may want to plan a theme such as “Getting to Know You” Receptions—or you might hold an Animal Housewarming. Ahead of time, ask students to make replicas of animal homes and to tell about how they would feel if they were to spend some time there. To get the ball rolling, show a picture of an animal home, such as an eagle’s nest, and express your own feelings at staying there. For instance, “It looks as if it would be exciting to live here, but I’d be afraid to be up so high.” Or in describing the home of a wild horse, for example, you might say, “The prairie would be a perfect home for me. I love being outside in all kinds of weather.” At the housewarming, display the homes and see if students can guess what animal lives in each one. Ask volunteers to offer their own feelings about the different habitats. Ask students to vote for Nature’s Prettiest Home, Nature’s Most Complicated Home, or Nature’s Most Spectacular View.

August: Have a Surprise Party for Endangered Species. Ask students to bring a present to the party. Presents might include something they have written, such as a poem, story, or report, or something artistic such as a drawing, sculpture, or photograph, that will help people understand the plight of endangered animals. You may want to display the collection of animal photos you collected for your community library. Since children may not realize that some of our best animal friends are in danger of becoming extinct, compile a list of easily recognizable endangered animals: alligator (American), turtle (green sea), wolf, (red, crane (whooping), and so on). Be sure to let students take turns representing each one. Have the other students ask questions that require only yes or no answers. (“Do you live in the desert?” “Do you eat only fish?”) Be prepared to assist as the questions become more specific. Give out construction paper buttons that say “Surprise, the animal is an endangered species” to the students who correctly guess an animal’s identity.

Learning Is Fun
Not only are humane education parties fun to attend, they’re fun to plan, so let your imagination roll. You might want to invite a special guest—such as a local zoo or an animal shelter on a field trip to the zoo. If you have a local zoo or a Wildlife Reserve, you might consider having a party for students and their parents that focus on animals. You’ll get a chance to use your new publicity skills to create an interesting event. As you plan your event, you’ll be able to decide whether you need an educational or entertainment focus to build interest.

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October

Adopt-a-Dog Month
Sponsored by Doglovers Farm, Inc. and the American Humane Association, Adopt-a-Dog Month is celebrated in October in animal shelters throughout the country. Actually, for animal lovers, every day is a good day to adopt a dog, but October is adopted-a-dog month. But during October, concerned animal welfare workers gain a little extra help and recognition as they strive to find loving owners for a portion of the millions of puppies and dogs that are left homeless each year.

Adopt-a-Dog Month can be used to help students focus on the problems encountered by dogs in a human world. Encourage students to discuss their ideas about how problems can a dog encounter if it runs loose? Why is it important for dogs as well as cats to wear identification? What happens when there are more puppies born than there are homes available for them? Why is it important to spay or neuter your pets? To complete the exercise, have students write short compositions describing a real animal and its owner. The owner may be someone from real life—a family member or neighbor—but a story character. Have students describe the ways in which the owner is responsible.

October

Halloween traditions continue to mean bats, Halloween, and other animals. In the late fifteenth century, Prince Ulad of Walesia went mad, executed 23,000 Turkish prisoners and then grimly displayed their heads outside his castle. Ulad’s father was Dracula, meaning “The Devil,” and Ulad became known as Dracula, or “Son of the Devil,” for his grisly deeds.

The bat, associated with the blood-thirsty Dracula, is the frequent victim of human misunderstanding. Bats play an important role in the ecology. Have students research: What is this role? What creatures are eaten by many species of bats? How does this help humans? Have students read Randall Jarrell’s The Bat Poet (New York: Macmillan) for a fictional bat’s-eye view of the world that can help build appreciation for this maligned creature. Have each student bring in one favorite fact about bats. Allow time for your students to illustrate their facts and share them with the rest of the class.

October

Saint Francis Day
In many parts of the world, this day is set aside as a day to remember Saint Francis. Saint Francis of Assisi lived in the late tenth century. He is remembered and revered for his love of animals. Saint Francis Day is often celebrated locally with a Blessing of the Beasts ceremony. Animal owners bring their pets and farm animals together to receive a blessing. You might want to share with your students Francis’ Poor Man of Assisi (New York: Holiday House) by Tomie De Paola. Saint Francis Day can represent a good time to encourage young people to think about human-animal relation ships and some problems animals suffer. Have students make lists of all the animals that they encounter on a particular day. These could include family pets, a neighbor’s pets, wild animals, or insects. Then, using their lists, have youngsters with brief essays examining their relationships with these animals. Do they feel happy about these animals? Encourage students to consider each relationship from the animal’s point of view. Is the relationship a positive one from the animal’s viewpoint?

October

National Poetry Day
Haiku, an ancient form of Japanese poetry, centers on a written reflection of beauty, symbolism, and complex relationships in nature. You can use a study unit on haiku to blend human education with an observation of this important historical figure. Haiku captures meaningful moments in time through the use of powerful visual images. Point out the importance of the images in the examples you share with students. Next, explain the structure of haiku: a three-line poem in which the first line consists of five syllables; the second line, of seven syllables; and the third line, of five syllables. Finally, allow students time to create their own animal-related haiku. Haiku is illustrated by showing a number of examples. For a resource on teaching poetry, you might consider The Fount Book of Poems (New York: Fount).

November

Veterans Day
Originally Veterans Day was observed as Armistice Day because it was the anniversary of the signing of the armistice in 1918 that ended World War I. In 1954 President Eisenhower signed a bill calling for recognition of soldiers who died in World War II and the Korean War. Today we observe Veterans Day by honoring all those who have served in our armed forces.

Many people are aware that dogs and horses have been killed during the years. Too often there are not enough homes for the animals in our world. It is important to keep in mind that dogs and horses have needs food, shelter, medical needs, companionship, and care. Their needs are just like those of any pet owner. Have students make special buttons out of construction paper that read “I am a veteran.”

November

November

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Calendar

October

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December
Recently I made a trip to the local supermarket. A well-intentioned boy and girl had stationed themselves by the entrance with a covered box. I stopped and looked at the two puppies in the box. The girl said, “We’re doing really well—we got rid of four already.” She added, “If we don’t get rid of these two by Friday, then they go to the pound.” I asked her if she didn’t think “we found homes” rather than “we got rid of” might better describe her feelings. She thought for a second, seemed to get my meaning, and then agreed.

Teaching young people about the importance of responsible pet ownership and the reasons for controlling pet breeding is important. Equally important is the need to discourage impulsive buying where pets are concerned. The films below are designed to make young people aware of the long-term responsibilities of pet ownership and to develop an awareness of the meaning of lifetime care for an animal.

**PEOPLE ENJOY PETS:**
**PETS ENJOY PEOPLE (1980)**
The ASPCA has designed this useful humane education program for elementary students. The program includes an eighty-frame filmstrip, a cassette, a teacher’s guide, four student activity sheets, and the filmstrip script. The set is especially helpful for developing awareness of the needs of pets and of the problems associated with pet overpopulation and stray animals. This fifteen-minute filmstrip is available for purchase ($30) from the ASPCA, 441 East 92d Street, New York, NY 10028.

**ONE LITTLE KITTEN: WHERE IS IT? (1980)**
Only three minutes in length, this colorful sound film has been created especially for preschoolers to first graders. Without narration, filmmaker Tana Hoban depicts a curious kitten exploring its environment. A useful tool for developing pet appreciation on the part of young children, the film is available for purchase ($190) or rental ($35) from Texture Films, Box 1337, Skokie, IL 60076.

**ANIMALS AROUND US: CATS AND DOGS (1977)**
Cats and Dogs is one of a set of five filmstrips from the set Animals Around Us. Featuring beautiful photography, this filmstrip focuses on responsible pet ownership, the need for proper veterinary care; and it touches on the problems of stray animals. Twelve minutes in length, the sound filmstrip must be purchased as part of the entire set. The other titles included are Birds, Fish, and Other Pets, Farm Animals, Zoo Animals, and Animals Near Your Home. Animals Around Us ($110.95) is available from the National Geographic Society, Educational Services, Washington, DC 20036.

**ABOUT CATS (1978)**
This eighteen-minute color sound film is an excellent resource for building awareness of an appreciation for the cat. The film introduces the history of human attitudes toward the cat, as well as responsible cat care and the importance of spaying and neutering. Produced by Ralston-Purina Corporation, the film may be rented for the cost of return postage and insurance from Modern Talking Picture Services, 500 Park Street North, Saint Petersburg, FL 33709.

**SMILEY (1979)**
Ten-year-old Jesse finds a stray dog and names her Smiley. Although he attempts to find the people who originally owned Smiley, Jesse becomes very attached to the new dog. Smiley disappears for a time but is eventually returned to Jesse by none other than her original owners. With teacher guidance, this film can successfully be used to point out the problems of stray animals and the importance of leashing and licensing. This twenty-minute film is available for purchase ($265) or rental ($25) from Third Eye Films, 12 Arrow Street, Cambridge, MA 02138.

Additional films on pets and other animal topics are reviewed in Films for Humane Education, which may be purchased for $5.75 (postage included) from Argus Archives, 228 East 49th Street, New York, NY 10017.
Autumn means many things to many people...the beginning of school, the onset of cool weather, a time when birds migrate and other animals prepare for the arrival of winter. What does autumn mean to your students? Is it a time for guns and traps...or for cameras and binoculars? Is it a time to take life...or to observe life?

Use the study print on the reverse side of this page to illustrate differences in people's attitudes toward nature and wild animals. Discuss with students: What is a consumer? What does it mean to behave in a consumptive manner toward wildlife? How is the boy on the left a consumer of wildlife? What makes the two boys on the right nonconsumers? Help students make a list of human activities that involve wild animals, such as wildlife study, nature photography, fishing, bird-watching, hunting, and trapping. Have students identify which activities are consumptive and which are nonconsumptive. Then have students explore their own relationships with wild animals. Would students describe themselves as consumers or nonconsumers of wildlife? Why do they relate to wild animals in the way they do?

Books, movies, newspapers, magazines, and television shows are filled with examples of people engaged in consumptive uses of wildlife. Ask each student to relate one experience in which he or she enjoyed wild animals in a nonconsumptive way. As a follow-up exercise, have youngsters make illustrations of people engaged in nonconsumptive activities that involve wild animals.