

An In-class, Humane Education Program Can Improve Young Students' Attitudes Toward Animals

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Abstract

All 8 first-grade classes of an elementary school participated in a study of the efficacy of an in-class humane education program that incorporated regular visits from therapy animals. The study also investigated the relative efficacy of a popular, printed humane-education publication, although it was not possible to use this printed material in its optimal manner. The in-class humane-education program—but not the printed material—significantly increased students' self-reported attitudes toward nonhuman animals as compared to those of students who did not participate in the program. However, neither the in-class program nor the printed material affected student scores on another, self-report measure of interactions with one's nonhuman animal companions. Therefore, the results suggest that such an in-class approach can change young students' attitudes toward animals for the better; not surprisingly, actual interactions with one's pets may be somewhat less tractable.

Keywords

humane education, elementary school children, empathy

Introduction

Humane education attempts to nurture respect, kindness, empathy, and positive attitudes toward people and other animals. Often conducted by animal shelter or non-profit employees during visits to school classes, humane education is common in communities across the States and many other countries.

To date, however, there are been few published reports on the effectiveness of these ubiquitous programs.

Those studies of humane education programs and materials that have been published in refereed journals (Ascione, 1992; Ascione, Latham, & Worthern, 1985; Ascione & Weber, 1993; Fitzgerald, 1981) typically find that the humane education programs and/or materials are effective. Poresky, Hendrix, Mosier, and Samuelson (1988); Poresky and Hendrix (1990); and Poresky (1996) found that preschoolers with companion animals in their homes tended to have higher empathy scores than did preschoolers without companion animals in the home. Poresky also found that the richer the bond with a child's companion animals, the greater was that child's empathy toward other children.

In a complementary study, Vockell and Hodal (1980) measured the effect of written materials and written materials combined with a live presentation on elementary students' preference to save animals over other "items" in a burning house. They did find some evidence that written materials alone and a program containing both a live presentation and the written material both resulted in better attitudes toward animals than no humane education programming. In addition, a significant difference was found when administering only one of the two versions of their instrument.

Although other studies have been conducted and presented to various professional groups, the number of studies remains insufficient to make necessary assertions about how, and how much, humane-education programs affect children. This study attempted to contribute to our small but growing understanding of humane education in the classroom.

In addition to simply assessing the efficacy of humane education, the current study took into consideration two factors that have been found to affect children's attitudes toward animals: gender and pet ownership. Gender is often found to be an important predictor of attitudes toward animals. Reflecting results typically found among adults (Herzog, Betchart, & Pittman, 1991; Knight, Vrij, Cherryman, & Nunkeosing, 2004; Matthews & Herzog, 1997; Taylor & Signal, 2005), Bjerke, Odegaardstuen, and Kaltenborn (1998) found that gender correlated with attitudes toward animals among children; pet caregivers (owners) and girls both tended to view animals more favorably. Others (Bowd, 1984; Fielding, Samuels, & Mather, 2002; Reid & Sa'di, 1997; Wells & Hepper, 1995) have also found gender differences in attitudes or reactions toward animals and animal issues in children and adolescents. In addition, Selby and Rhoades (1981) reported that female owners are more emotionally involved with their pets than are male owners.

There is some reason to expect that owning pets—especially some types—can affect children's basal attachment or concern for animals. Both Poresky

(1996) and Bjerke, Odegårdstuen, and Kaltenborn (1998) found that children with pets tended to view animals more favorably than did children without pets. Most relevant, Ascione and Weber (1996) found that the effectiveness of a humane-education program to enhance children's empathy toward animals was modulated by children's attachment to/behavior toward animals, as measured by Poresky, Hendrix, Mosier, and Samuelson's (1987) Companion Animal Bonding Scale (CABS). Daly and Morton (2003), however, failed to find a difference in reported attachment to animals (CABS scores) between children with pets in their homes and children without pets in their homes. Further analysis conducted by Daly and Morton indicated greater empathy among those with dogs in their homes versus those with cats; however, even considering the type of animal did not result in a significant effect in reported attachment.

Methods

Participants

The sample consisted of all 154 students in the classes that comprised the first grade at a Connecticut public school. Of the 145 students for which gender was reported, 65 (45%) were girls. Although the children were not asked their ethnicity, the majority (roughly 80-90%) of the children were non-Hispanic Whites. The information and permission slips reproduced in Appendix (Study Information and Permissions) were sent home with the children about one month before the beginning of the study. Children who returned the completed permission slips were allowed to participate in the study. Any children who did not return permission slips would still have been allowed to participate in the lessons; they simply would not have been asked to complete the surveys. However, all children returned permission slips.

Instruments

The participating students were administered the Primary Attitude Scale (PAS) and the Companion Animal Bonding Scale (CABS). Measuring attitudes toward animals, the PAS was created in 1983 by the Western Institute for Research and Evaluation (WIRE) and the National Association for Humane and Environmental Education (NAHEE), the youth education division of the Humane Society of the United States (HSUS). The scale is comprised of 23, yes-no items such as

1. "Do dogs hate to sit in a car with the windows closed when it's really hot outside?"

2. "Would you be sad if you saw a horse fall down?" and
3. "Would a lion make a good pet?"

The items outline the yes and no responses by shapes so that students who have difficulty reading can still respond. Given the quite limited reading abilities of first-grade students, care was taken to ensure they understood the content and also understood how to respond. Ascione (1992, 1996) found that Cronbach's alpha for the PAS to be between .61 and .82.

An 8-item scale, the CABS was also developed by Poresky, Hendrix, Mosier, and Samuelson (1987) to measure behaviors and relationships toward one's companion animals. The scale primarily asks about the extent to which one is personally responsible for the companion animals' care and the amount of time one spends engaging in various activities with them. Some sample items are

1. "How often are you responsible for your animal's care?" "How often do you feel you have a close friendship with your animal?"
2. "How often do you sleep near your animal?" and
3. "How often do you hold or pet your animal?"

It also asks how close one feels toward the animal. Finally, it asks the respondents to indicate which animals (dogs, cats, and fish) are in their homes. The domain measured by the CABS, behaviors toward one's own companion animal, addresses only a part of content of We Love Animals! (WLA!). Therefore, the questions addressed by CABS scores are in addition to the central ones addressed by PAS scores.

Education Program and Materials Implementation

Conducted by a Connecticut non-profit organization that serves children, the WLA! program is a six-lesson, in-class education program that incorporates regular visits from therapy animals. The WLA! program was conducted for this study—as it is usually conducted—once every two weeks during a four-month period. Not surprisingly, Malcarne (1983) found that repeated humane-education visits like this are more effective than intensive, one-time visits. Each classroom visit in WLA! lasted for about 25-30 minutes. The goal of the program is to foster more positive attitudes among the students toward animals and to encourage students' empathy and understanding of animals—particularly companion animals such as dogs, cats, and guinea pigs. The program engages the students in structured conversations and hands-on activities designed to help students understand the needs of companion (and other) animals and ways in which they can meet those needs in their daily lives. Topics covered in these visits are chosen by the humane edu-

cator, but dialogue and activities center on the students. These topics include the following:

1. information on the social and emotional needs of companion animals—including rabbits, birds, and dogs;
2. dog-bite prevention;
3. classroom inventory of family companion animals;
4. what kind of animal the child would like to be—imagining; and
5. brief education on service and working dogs.

The program also seeks to heighten students' awareness both the needs and also the quality of life of these animals; students are encouraged to build empathy toward the animals, primarily through role playing and imagination-exercises. By shifting the focus away from the teacher (as would be done in a lecture-based program) and toward student-centered activities, the program seeks to make the material more engaging and to be accessible through multiple modalities (kinesthetic as well as visual and auditory)—and thus to make a more lasting impression on the students.

The WLA! program focuses on addressing the treatment of, and attitudes toward, companion animals (including horses); it does not address animals in the wild, conservation issues, or animals on the farm. In the program, a live guinea pig, bird, rabbit, and dog are brought in by the humane educator from the nonprofit organization and are integrated into the WLA! program. The students are introduced to the animals and asked questions about the animals' needs and feelings. Then, various props (such as a leash, collar, and water dish) are brought out, and the students are asked to discuss these props and what needs of the animals they help meet. Again, students are asked to associate these needs with their own: their own need for food or play. Great care is taken to protect the animals employed in the WLA! programs from stress or discomfort. Great care was also taken in the development of the WLA! program not to directly or indirectly include information included in the 23 items on the PAS.

KIND News is a *Weekly Reader*-style newsletter created and published monthly by the HSUS. It contains information about animals, what elementary-aged students can do to help them, and activities/lessons. Free issues of *KIND News* were delivered to the classroom teachers of half the participating classes at the beginning of each month to supplement their in-class participation in the WLA! program. Children were encouraged to bring their copies home and share them with parents or guardians. Teachers were asked to encourage the students to read it on their own outside the classroom. *KIND News* was not actively incorporated into the WLA! program. Nonetheless, it is

possible that the additional exposure afforded by *KIND News* will help develop positive attitudes toward animals. Since attitudes as measured by the PAS are all grouped together, any effect on one area will affect the overall score. Therefore, we suspect that any effect would be additive.

The humane educator who conducted the programs did discuss the issues of *KIND News* with the teachers and reminded them to discuss the issues with the students. Teachers did report that they believed a large proportion of the students read *KIND News* at home; nonetheless, the amount that the students read it or completed the activities in it was not measured in this study. It is important to note that the printed material could not be used in its optimal fashion, and so this study is primarily a study of the humane education program with therapy-animal visitation and—only secondarily—an assessment of the printed material.

Procedure

The basic design was a 2×2 factorial: presence versus absence of the WLA! program and the provision versus non-provision of the *KIND News* newsletter. The criterion variables were the posttest PAS (a measure of attitude to animals) and the posttest CABS (a measure of extent of bonding with one's companion animals). Pretest PAS was used as a covariate and gender as a third factor. Each of the eight classes was randomly assigned to participate in one of four groups:

1. those receiving no humane instruction;
2. those receiving only *KIND News*;
3. those receiving only WLA! Programming; and
4. those receiving both *KIND News* and WLA! programming.

Classes were assigned to groups at the beginning of the study, before the children were given the permission slip. Two classes were assigned to each group.

At the beginning of Day 1, each class was administered the PAS. To do so, the instrument was distributed to the classes and questions read aloud by the principal investigator; assurance was made so that the students read along quietly. Note that the participants in this study are first-grade students who are just learning to read. Although the humane educator was careful to ensure that students understood the items and how and where to respond to them, the students' limited reading ability could affect their performance. Therefore, any significant effects that are found are despite any limitations to the students' reading ability.

Since active consent was asked of the students, the students were asked to write their first name and the initial of their last name on the PAS so that

pre- and posttest records could be matched for each student. The children were encouraged to read along—and not to call out their answers—as the administrator read the questions aloud to the class. The students took about 15–20 minutes to complete the scale. After all of the students completed the PAS, the primary investigator collected the forms, thanked the class, and left for the day.

On Day 2, the humane educator visited all eight classes and either conducted the WLA! program (Program Only and Both groups) or simply visited for 10 minutes and discussed her organization and its mission (the *KIND News* Only and Control groups). Later on Day 2, the teachers in the *KIND News* Only and Both groups were given enough free copies of *KIND News* for all their students and were asked to encourage their students to read at home with their parents/guardians.

Every 2 weeks for 10 more weeks—on Days 16, 32, 47, 63, and 78—the humane educator returned to the classes and continued to conduct the WLA! program for those students participating in the program. In addition, the Both and *KIND News* groups continued to receive new issues of *KIND News* and were encouraged to use them.

Four months after the beginning of the study, on Day 124, the students were re-administered the PAS in the same manner. The CABS was also administered after program completion and at the same time that the PAS was administered. This was the only time that the CABS was administered to the students. The students were asked to write their first name and the initial of their last name on their copy of both the scales. The classes took about 25 minutes to respond to these instruments.

Results

All the teachers reported discussing *KIND News* with the students the same day on which the WLA! programs were conducted. The teachers also indicated that the students appeared to enjoy, and be interested in, both *KIND News* and the WLA! program.

Primary Attitude Scale

For this sample of students, the reliability of the PAS was rather low ($\alpha_{\text{pretest}} = .552$, $\alpha_{\text{posttest}} = .617$). Items 5, 11, and 23 had item-total correlations less than .1 in both the pretest and posttest administrations. No other items' item-total correlations were less than .1. Removing these three items raised the Cronbach's alpha scores to .617 and .663 for the pretest and posttest administrations,

respectively. However, in order to facilitate comparison of these results with uses of the PAS in other studies, these three items were retained when calculating the PAS score for analyses.

It is worth noting that low reliability increases the amount of error variance but should not otherwise bias the results. A reliability score denotes the upper limit to any correlations (or related measures such as R^2) that that instrument can have with another variable. A low reliability coefficient therefore sets a limit to the power of any analyses involving the instrument—it increases the chance of a Type II error but not a Type I error. Low reliability should not cast into doubt the validity of any statistically significant result. However, when the reliability is low, truly significance differences may be missed.

To equate scores with those reported by Ascione (1992), the more humane responses to the 23 items on the PAS were scored 2 and the less humane responses were scored 1; scores on the PAS, therefore, can range from 23 to 46. The actual range of scores in this study, however, was much smaller. The lowest mean score was 38.43 ($SD = 3.52$) for the no WLA!/no *KIND News* group pretest mean, and the highest mean score was 41.67 ($SD = 2.12$) for the both WLA! and *KIND News* group posttest mean. Any significant effects are thus achieved in spite of this small range of scores, and the chance of a Type II error is increased.

Companion Animal Bonding Scale

The 8-item CABS is a rather reliable scale ($\alpha = .795$). All item-total correlations were greater than .1 (lowest $r_{\text{item } 1} = .316$).

Relevance of Gender and Companion Animals in the Homes

The CABS asks if a given type of animal lives in the home—but not how many of that type. A rough indication of the total number of companion animals was calculated by adding up the different types of animals in a home.

Due to absences, scores were not available for six of the students. Three quarters of the 148 pretest respondents indicated they had a companion animal in their home. The most common companion animals were dogs (43%) and fish (30%), followed by cats (26%) and other pets (15%) that included hamsters, guinea pigs, rabbits, reptiles, hermit crabs, and birds. The number and types of these “other” companion animals were combined for all analyses.

Significance levels were set at $p = .05$ for all appropriate analyses. The CABS scores correlated significantly with having a dog in the home ($r = .372, p < .001$) and the total number of companion animals in the home ($r = .273, p = .008$). These scores nearly significantly correlated with the presence of other types of

companion animals in the home ($r = .189, p = .0537$). CABS scores correlated significantly with neither gender ($r = .0428$), nor PAS scores ($r_{\text{pretest}} = .127, r_{\text{posttest}} = .154$).

Neither CABS scores, the presence, types, or number of animals in the home correlated significantly with PAS scores (highest $r = .159, p = .0691$, between number of companion animals and PAS posttest score). The students' gender correlated with both pretest ($r = .223, p = .008$) and posttest ($r = .202, p = .021$) PAS scores; girls tended to score more highly on the scale. Gender did not correlate significantly with the presence, type, or number of companion animals (largest $r = -.082$). The correlation between pretest and posttest PAS scores was significant ($r = .445, p < .001$).

The data do allow us to report the size of the untreated difference in attitudes toward animals between young girls and boys, statistics that are often under-reported (Herzog, 2007). The pretest PAS geometric mean score for girls was 39.49 ($SD = 2.48$); for the boys, it was 38.12 ($SD = 3.41$). Congruent with the above correlation, the difference between these means was significant ($F(1, 140) = 7.31, MSE = 9.12, p = .008$). The standardized difference (Cohen's d) for this comparison was 0.456.

Program and Materials Effects

Effect on PAS scores. As suggested by Figure 1—which depicts group least-squared means and their standard errors—the presence of live animals appeared to correlate significantly with students' PAS scores. This was confirmed when the effects of WLA! and *KIND News* on children's PAS scores were analyzed using a 2 (WLA! vs. No WLA!) \times 2 (*KIND News* vs. No *KIND News*) \times 2 (Gender) \times 8 (Classroom) ANCOVA where pretest PAS scores were the covariate. The two-way interaction for WLA! \times *KIND News*, the three-way interactions for WLA! \times *KIND News* \times Gender and WLA! \times *KIND News* \times Classroom and the four-way interaction for WLA! \times *KIND News* \times Gender \times Classroom were entered into the model along with all the main effects. Not being of theoretical interest, the other possible terms were not added to the model. The overall model was significant ($F(16, 113) = 3.98, MSE = 26.72, p < .001$), as were the main effects for participating in the WLA! program ($F(1, 113) = 11.88, MSE = 79.73, p < .001$) and the pretest covariate ($F(1, 113) = 14.40, MSE = 96.64, p < .001$). (The standardized difference between the pretest WLA! PAS mean score ($M = 39.06, SD = 3.01$) and posttest WLA! PAS mean score ($M = 41.21, SD = 3.07$) was 0.541.) No other main effect or interaction term was significant (largest F -score was for gender: $F(1, 113) = 1.83, MSE = 12.28, ns$). Of course, given that the PAS demonstrated low reliability, nonsignificant results should be interpreted with some caution.

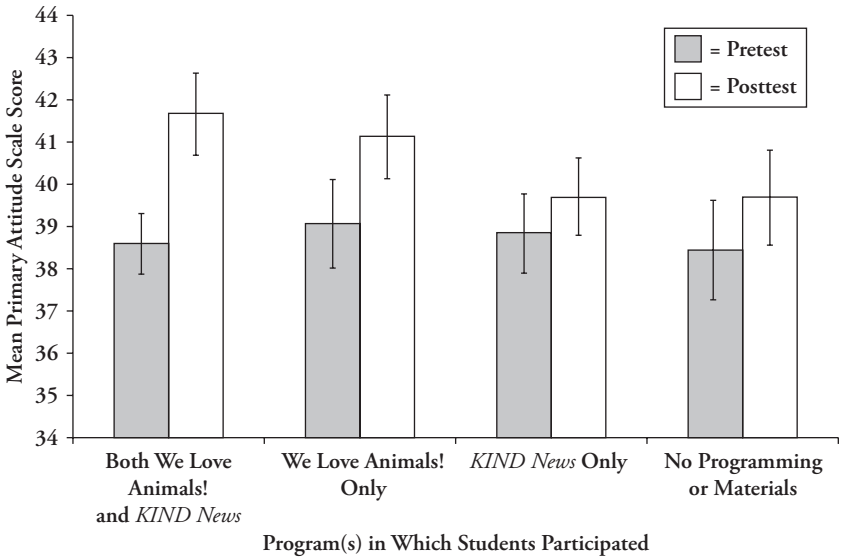


Figure 1. Mean Primary Attitude Scale pretest and posttest scores as a function of student program participation. Y-bars indicate 95% confidence intervals.

Effect on CABS scores. The effects of the different types of educational programs on children's CABS posttest scores were analyzed using a 2 (WLA! vs. No WLA!) \times 2 (*KIND News* vs. No *KIND News*) \times 2 (Gender) \times 8 (Classroom) ANOVA; again, pretest scores were not available for the CABS. The two-way interaction for WLA! \times *KIND News*, the three-way interactions for WLA! \times *KIND News* \times Gender and WLA! \times *KIND News* \times Classroom, and the four-way interaction for WLA! \times *KIND News* \times Gender \times Classroom were entered into the model along with all of the main effects. The overall model was not significant ($F(16, 91) < 1$, $MSE = 47.08$, *ns*), nor were any main effects or interactions (largest F-score was for *KIND News*, $F(1, 91) = 2.265$, $MSE = 138.17$, $p = .136$). The descriptive statistics for the four experimental groups are presented in Table 1.

Table 1. Descriptive Statistics for the CABS Posttest Scores

Group	Mean	SD	N
Both	25.04	7.70	26
We Love Animals! Only	26.93	7.78	29
<i>KIND News</i> Only	24.79	7.65	29
Control	27.63	7.61	24

Effect of the presence of animals in the home on CABS and PAS scores. A large part of the content measured by the CABS concerns one's relationship with the animals in one's home; therefore, additional analyses were conducted on only those 108 students who reported having one or more companion animals. However, even among CABS scores of those with companion animal were not found to differ significantly between groups ($F(3, 92) < 1$, $MSE = 11.31$, n. s.).

Interestingly, considering the presence of companion animals appeared to have some influence on the results when PAS scores were the dependent variable, but not when CABS were the DV. The presence of companion animals in the home was added to the PAS ANCOVA model, creating a 2 (WLA! vs. No WLA!) \times 2 (*KIND News* vs. No *KIND News*) \times 2 (Gender) \times 2 (Presence of Companion Animal) ANCOVA. The two-way interactions for WLA! \times *KIND News* and Gender \times Companion Animal, the three-way interactions for WLA! \times *KIND News* \times Gender and Program \times *KIND News* \times Companion Animal, and the four-way interaction for WLA! \times *KIND News* \times Gender \times Companion Animal were entered into the model along with all of the main effects. The overall model was again significant ($F(16, 113) = 3.99$, $MSE = 26.76$, $p < .001$) as were, again the main effects for the WLA! ($F(1, 113) = 6.82$, $MSE = 45.71$, $p = .010$) and the PAS pretest covariate ($F(1, 113) = 23.36$, $MSE = 156.65$, $p < .001$). More interestingly, the WLA! \times *KIND News* \times Companion Animal interaction approached significance ($F(3, 113) = 2.57$, $MSE = 17.24$, $p = .058$). No other effects approached significance (next largest non-significant F-score was for the Gender \times Companion Animal interaction, $F(1, 113) = .674$, $MSE = 4.52$).

Discussion

These results indicate that the WLA! humane education program with the incorporation of visits from therapy animals significantly increases first-graders' self-reported empathy toward animals as measured by the PAS. However, there are no significant differences between the groups when student attitudes are measured by the CABS. Of course, it is difficult interpreting why an effect is not present. In addition, only posttest scores were taken on the CABS, limiting any comparative discussion. The domains sampled by the items on these two tests do not appear especially different, but these results—and the lack of correlation between their scores—suggest that they do measure different things. At the moment, all we can say is that the WLA! program can change aspects of young students' attitudes toward animals; we cannot say exactly what those attitudes do and do not contain.

In addition, we do not know what exactly it is about the WLA! program that is effective. For example, the program was not compared against another humane education program that did not employ live animals or use such

student-centered strategies. We suspect that similar programs that safely include live animals in student-centered activities would also be effective whenever classroom management permits their use. Of course, the mechanisms and best practices by which young students' attitudes toward animals are ameliorated must wait for further study before they are well understood.

Ascione and Weber (1993) found that the change in empathy engendered by a humane education program persisted for at least one academic year. We, however, did not assess any changes beyond an immediate posttest; we cannot say how long beyond this WLA! affected the children's attitudes.

The *post-hoc* analyses of the effects of the presence of companion animals in the home on attitudes toward animals (PAS scores) and behaviors toward companion animals (CABS scores) suggest interesting directions for future study. Again, of course, any interpretation of such *post-hoc* analyses must be taken with great caution. With this in mind, one interpretation is aligned with previous research in developmental psychology. Young children's cognitive processing focuses on concrete assessments; the empathy they have formed is similarly anchored to their immediate experiences (Gnepp & Gould, 1985). The in-class WLA! program employed live animals and thus may have facilitated the development of positive attitudes toward animals by the very salient presence of animals, in ways similar to the development of empathy. *KIND News*, which was used at home, may have also benefited from the presence of animals to foster positive attitudes toward animals. It may also be that not only does the presence of animals at home enhance the development of empathy (Poresky & Hendrix, 1990; Poresky, 1996), but it also complements contemporaneous education materials and programs such as those presented here. Other interpretations can be proffered as well, of course; only further, systematic study can determine which is best.

The items on the PAS address attitudes much more than they measure behaviors. Conversely, items on the CABS poll behaviors. CABS scores positively, significantly correlated with both the presence of dogs and with the total number of companion animals in a student's home—but not with the presence of cats, fish, or any other animals alone. Similar to that reported by Daly and Morton (2003), then, dogs appear to be especially potent companion animals to change behaviors. The effect of sheer number of animals may indicate that other animals besides dogs can contribute additively to finally achieve a significant level of influence on children's behaviors. Alternatively, it may simply be that the type of personality that adopts many types of animals is also the type that is disproportionately involved with them.

The WLA! program increases PAS scores, but not CABS scores. Given that PAS items sample attitudes more than behaviors whereas CABS items sample

behaviors, it appears that the program effectively changes attitudes, whereas there is no evidence that it affects behavior. The behaviors measured by CABS primarily occur in the children's homes. We did not directly measure behaviors in the classroom (or elsewhere). It may be that the children's attitudes—especially those in the classroom—are more easily influenced by classroom-based programs than are actual interactions with animals, and that the generalization to the home requires more effort. However, both of these interpretations are simply conjectures about null results.

It is important to note that *KIND News* was not used in this program in an especially effective manner. For example, we were not able to measure, or regulate sufficiently, how—and how much—this resource was used. It is therefore possible that *KIND News* could affect student attitudes if used more systematically and differently, that is, incorporated more completely with other activities, especially those also oriented toward animals. Indeed, others have found that it can be effective (Ascione, 1992; Ascione, Latham, & Worthern, 1985; Ascione and Weber, 1993). Although the teachers reported discussing *KIND News* with their students in class (and students appear to have read it at home), NAHEE (2007) creates *KIND News* for optimal use when it is incorporated within classroom instruction (W. DeRosa of NAHEE, personal communication, 2002). Used more correctly, *KIND News* is a sort of humane education program in itself.

It is worth noting that annual surveys conducted by NAHEE (2007) regularly find that more than 80% of the responding teachers “distribute *KIND News* to [their] students and discuss one or more of the articles,” in a way similar to its use here. Therefore, the present study perhaps can be conceived of as simply setting a lower limit for the alternative ways that *KIND News* can be used, and suggests that teachers continue to use it as recommended by NAHEE.

The humane educator who conducted the WLA! programs continues to visit this and other schools. Three years later, participants in this study continue to approach the humane educator and discuss aspects of the WLS! program with her. Although systematic, quantitative studies of the program well attest to the program's efficacy, it is heartening to know the children continue to show the program's influence in other ways, as well.

Note

* Conflicts of interest: Nicoll and Trifone are both members of the organization that created and conducts the We Love Animals! program.

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Appendix

Study Information and Permissions

CONSENT FOR PARTICIPATION

A program of Humane Education conducted by Soul Friends, Inc will begin on _____ and continue for _____ months. Classes will receive animal visits and a humane education newspaper; by the end of the school year our animals will visit every class. For some classes, the program will start in October, for others in January. The animals participating in this program are specifically trained and medically and behaviorally screened. When signed, this consent form allows your child to participate in this program.

I understand that Soul Friends, Inc. has taken every precaution in designing, and implementing the program to provide your child with an enjoyable learning experience.

I recognize that although every precaution has been taken to minimize risks, risks cannot be eliminated entirely. I hereby release Soul Friends, Inc, its officers, directors, members, volunteers and animals, present and future, of any and all responsibility/liability arising from my child's participation in this program.

I have read this consent, understand its contents, and authorize Soul Friends, Inc. to provide a program of Humane Education and Animal Assisted Therapy for:

Child's Name _____ Teacher _____

Parent/Guardian's Signature _____ Date _____

PHOTO/VIDEO RELEASE

Due to the interest in Humane Education and Animal Assisted Therapy, the possibility of media requests to photograph/video your child may arise. We will respect your wishes regarding photo/video when we lecture, share our information with health/educational professionals, or develop promotional materials. We strive to insure the dignity of all program participants. Please check one:

___ I **do not** want any photos/videos taken of my child.

___ Photos/videos of my child may be taken for school information, educational purposes and program documentation only.

___ Photos/videos of my child may be taken for progress documentation, publicity purposes, and reproduction in booklets, newspapers, magazines and television.

Parent/Guardian Name _____ Date _____