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Humane aspects relating to pet animals in elementary basal readers

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HUMANE ASPECTS RELATING TO PET ANIMALS IN ELEMENTARY BASAL READERS

Submitted by
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A thesis submitted in partial fulfillment for the degree of Master of Education.

1957

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CHAPTER I

INTRODUCTION

Hypothesis: Eminent educators are in general agreement that the major goal of a basic reading program in the elementary school is to provide a wide range of opportunities prepared to foster meaningful growth in mental, emotional, and social aspects. . . . that this type of academic activity will be highly constructive only in proportion to the basic needs of children which are best served through story content, its organization, and effective gradation.

To be consistent with this altruistic aim. . . . that of providing materials from the pre-primer onward to develop a balanced personality imbued with strengths and wholesome attitudes, drawing from valuable social experiences, such as, toil, play, planning, sharing, and helping others, then, there is more than just academic curiosity in critically surveying the basic reading series from grade one to grade six, to determine the scope of science content restricted to material reflecting upon the humane qualities influencing the behavior of pets and domesticated animals in all types of situations, events, and experiences.

This thesis will present a framework within which an unbiased and critical analysis of content will be made describing pet and animals of the domesticated class under cir-
cstances provoking such inquiries as the following: Does this human-animal situation stimulate wholesome attitudes toward animals conventionally accepted as pets, and with which the boy or girl is likely to have contact? Does this child make the true observations of the human-like qualities of animals so that their dynamic role in our environment may be better understood? Does the growing child demonstrate acts of appreciations relative to a pet's show of loyalty, perseverance, pathos, humor, and acts of kindness? Are there enough animal stories to help explain the marvellous things that the animals do? Does the child exhibit unnecessarily frightful fear of even the more familiar type of pet, such as, the cat, the dog, the hamster, or even, the fowl? Can we classify other misconceptions which children are wont to overplay, often as a result of parental dissemination of spurious information which forebodes harm to unsuspecting children?

The psychological bases for the fomentation of fears and fallacious notions will receive substantial commentary; and due attention will be given to the social implications, stressing the intimate relationship of a pet to a family, those overt acts of tender, thoughtful care accorded pets and even, the conventional barnyard animal creatures; the influence of animal communication through the medium of simulated human dialogue; the deep, sensitive concern which is demonstrated in behalf of the living creatures in dire moments of hunger,
pain, abandonment, illness, cruelty, and other forms of distress. These vicarious experiences will give rise to a chain reaction of emotions and conflicting attitudes, dependent, of course, upon the character of humans involved in a particular situation. The lonely, unloved boy will likely react kindly to a homeless animal because of his experiential background. "The desire for a pet, some soft and cuddly animal that will satisfy the child's desire for a personal friend, and will help fill an emotional need that all humans have, is apparent in almost every book for the younger child."

The illustrative materials are extensively used in contemporary basal readers to aid pupils to gain a satisfactory interpretation of the stories under consideration and discussion. These commendable pictures in "technicolor" and, also, in black and white, arouse in readers' ideas, emotions and influence character. It can readily be realized what an impact a wide range of meaningful illustrations can register in the aim to develop ideal attitudes toward the pets and domesticated animals. Art values, utilitarian and aesthetic, both represent an education pointing the way to a broader outlook upon life.

Justification: A critical examination of the author's

wide selection of tales, themes, and poetry, indicates strongly that the authors have recognized the need for variety and balance, the fluctuating and maturing interests of the developing child, and the value of opening up new vistas of experience.

However, the findings of this study reveal that the authors of basic readers underplayed the importance of including more anecdotes, narratives, and expository type of materials that might emphasize the animals's manifestations of love, joy, grief, courage, revenge, pain, pleasure, want, and satisfaction---the very things that go to make up man's life are also found in them; if their literary product is to furnish the boy and girl with worthwhile ideals, attitudes, and virtuous concepts to achieve the status of happy, well adjusted individuals in a democratic environment. If the chief function of a dynamic reading program is to develop good citizens, and we have no reason to believe otherwise, if the reading program is to develop this objective satisfactorily, then, the writers of the basic series must be able to identify the traits and characteristics of a good citizen, so that a literary program geared for this constructive purpose can be made available. Academic knowledge in itself is not substantial enough to perpetuate democracy in this era of rapid changes and cataclysmic upheavals, of conflicting ideologies, and of tensions and pessimism. Since today's
youth is the humane, democratic citizen of tomorrow, the purposeful selection of reading matter, to reinforce that sense of moral and ethical responsibility, should be given priority by these accomplished authors.

Along with teachers, parents, and dedicated youth service workers, writers of basic readers ought to inquire of themselves these poignant questions: Is it not also our responsibility for helping boys and girls reach sound moral judgments, to be instrumental in indoctrinating them with such life values as respect for individual rights and dignity, cooperation for common good, and responsibility for the general welfare of community members?

Some of the materials made accessible to the eager young minds for reading purposes are most profitable when they are built around situations that the children can readily identify with their own experiences, some of which might be associated with animal contacts. Reading content so prepared can provide practical ways of engendering desirable ideas, understandings, appreciations, and attitudes. At times, it might be frustrating for the teacher or writer of stories to grasp the significance of such a quality as loyalty in the abstract. However, a narrative may be selected in which a pet or a domestic creature exhibits loyalty, thus giving the children something tangible or concrete an objective to evaluate as they find themselves in a more comfortable position to
relate this act of loyalty with their own experiences. Reflective thinking about this manifestation of loyalty may impress upon them the intrinsic value making this virtue an integral part of their personal being. Because of the effectiveness of reading stimuli, a child will consciously or subconsciously develop attitudes and behavior patterns approximating those of some interesting characters he omnivorously read and appreciated.

The importance of evaluating basic reading materials to gain an insight into the nature and scope of animal stories gathers greater meaning when it is acknowledged that children often respond with deeply rooted fears and misconceptions. When involved in an event dominated by the familiar pet or conventional barnyard animal because of some unpleasant past experience, or sinister influence wielded superstitiously by erring parents. This writer can vividly recall repulsive animal situations created by misguided adults who should have known better. Behavioral aims can be nearer achievement when unwarranted fear of animals is decisively dispelled. At such a moment can we hope to inspire in growing children the basic concept that it is our responsibility to accept the pet, the domesticated creature, and also, the wild species as vitally essential to the enrichment of man's world and uplift of his living standard.

The Scope: A schematic plan was formulated to critically
analyze, page by page, two complete series of basal readers commendably graded for children exposed to the general pattern of elementary education in grades one to six, consecutively. Pre-primers and primers were excluded from serious processing as the anticipated findings were likely to lead to premature and inconclusive judgments. The major aim was to determine quantitatively and qualitatively the per cent of themes, stories, poems, and also, anecdotes, as fragmentary as they happened to be, devoted to the graphic presentation of pet and domesticated animal tales, and whether this type of reading material tended to fulfill the aim of elementary education—that of developing in the child, a well balanced personality and happy adjustment to his immediate and general environment in which the animal species also serves a vitally important role in meeting the acute social and physical needs of mankind.

Each and every page was examined for pictures, sketches, and illustrations to evaluate the purpose or intent of colorful and descriptive art to assist the young reader in gaining a realistic interpretation of the necessities and luxuries of everyday living in terms of citizenship and economic values. This writer has not ignored the economic importance of domesticated animals as they fulfill the needs of the individual, the family, and also, the community. Art qualities, utilitarian and aesthetic, both represent an education.
This leads effectively to improved living, broader outlook, enlarged horizons, and all in all, better citizens.

Illustrations of wild species of animals, particularly those represented in violent action were completely eliminated in order to delimit the scope of this investigation and achieve a real measure of consistency. In the ensuing pages, the strategic value of pictorial aids as devices for developing humane attitudes will be more adequately described.

The second item assessed, as a controlling factor in stimulating favorable and gentle feelings for pets in general, was the emphasis given to the family circle and activities in which the pet was accepted with equanimity, frolicking and participating as a bona fide member of this special group.

Third, critical attention was centered upon those situations in which the befriended pet or domesticated animal was accorded the status of a playmate; perhaps, the creature served as a mascot for the local baseball team, or the popular neighborhood pet. These anecdotes provide invaluable material for fostering appreciations and helpful traits.

Fourth, reading materials, relating to the domesticated animals maintained for economic reasons, were systematically annotated for creating opportunities to readers to appreciate the bountiful ways by which the cow, the horse, the hen, the sheep, the oxen meet the dire needs of man.

Fifth, the content was thoroughly checked for all tangible
evidence of human characters willingly and feelingly catering to the simple and immediate wants or cares of the animal in need, that is—humaneness expressed in terms of providing food, drink, shelter, warmth, and also, ministering to the wounds and ailments of the pet in distress.

Sixth, and a very noteworthy topic, was the study of man's or the child's genuine concern for the welfare of the pet, or the situation in reverse, wherein the creature displayed traits of anguish, heroic action, and loneliness for the child or the master regarded with endearment. Assessing these themes for manifestations of loyalty, concern, and affection affirmed this writer's belief that the human-animal relationship deserves wider latitude and impetus in the interaction of motives and in stimulating humane responses, particularly in reading materials prepared for the middle grades. This is not to suggest that maudlin sentiment should motivate the child's expression of worryment for the animal friend but a rational respect for the talents and humanlike qualities of the animals.

Seventh, and lastly, a tabulation was made of the frequency with which the authors circumscribed within the perimeter of a particular story, communication among animals through the medium of conventional human dialogue, personalizing the emotional and physical responses of these creatures as featured characters in dynamic plots. The application of this technic served to bring into refined perspective the dramatic feelings,
frustrations, and even, moments of elation that the pets and domesticated animals experienced.
CHAPTER II
RESEARCH RELEVANT TO THE PROBLEM

The Concepts of Attitudes and Ideals: Since the core of this thesis is primarily concerned with humane responses and attitudes toward pets and domesticated animals and the degree to which these understandings are stressed in basic readers, the concept of how attitudes and ideals within the human-animal relationship orbit are shaped, should receive greater consideration. The eminent psychologist, Howard L. Kingsley, poignantly sums up the far reaching influence of attitudes with these meaningful words: "Among the various tendencies and predispositions which are acquired and modified by learning, none is more important to individual and social welfare than attitudes and ideals. These determiners of activity are important because of the broad scope of their potent influence. They extend beyond the range of habit and they govern the use of knowledge. Their development is more difficult to manage and to appraise than is the development of skills and knowledge; but it is equally essential for the full and wholesome education of the individual." 1/

Attitudes are reflected by the manner in which children respond to various animal situations. What the child feels, thinks, and does are manifestations which will receive impetus and guidance by the type of attitude dominating the situation at the moment. The boy athlete who is a fiery competitor but

a recalcitrant loser and sportsman, likes to win at all costs, belligerently disputing valid decisions; and often, he will go so far as to carry on "umpire baiting" and accuse rival players of malicious cheating. His general attitude will invite disfavor and ill-will because of repulsive behavior and unethical tactics.

Perhaps, as a child, while alone, a pet dog's action may have frightened the little boy or girl with the result that unfavorable responses directed upon the dog were influenced by the kind of situation which previously conditioned the child's attitude.

Properly selected stories by discriminating authors could contribute immeasurably to the growth of attitudes and ideals more compatible with our concept of the rightful place of the animal in our environment, to learn to appreciate his versatility, his resourcefulness, and human-like traits revealed in such forms as: seeking shelter against heat and cold; building sturdy homes; laying up a supply of food for the hard seasons; skillfully caring for the offspring with tender care and protection. We may take heed of the words of a highly regarded naturalist, staunch friend of all animals to wit:

"There are also numerous signs, sounds and motions by which animals communicate with each other, though to man these symbols of language may not always be understandable. Dogs give barks indicating surprise, pleasure and all other emotions."
Cows will bellow for days when mourning for their dead. The mother bear will bury her dead cub and silently guard its grave for weeks to prevent its being desecrated. The mother sheep will bleat most pitifully when her lamb strays away. Foxes utter expressive cries which their children know full well. The chamois, when frightened, whistle; they might be termed the policeman of the animal world. The sentinel will continue a long, drawn-out whistle, as long as he can without taking a breath. He then stops for a brief moment, looks in all directions, and begins blowing again. If the danger comes too near, he scampers away.

In their ability to take care of their wounded bodies, in their reading of the weather and in all forms of woodcraft, animals undoubtedly possess super-human powers. Even squirrels can prophesy an unusually long and severe winter and thus make adequate preparations."

Too often authors, who have accomplished so much to meet the extensive range of children's needs, include in their repertoire of animal stories adventure tales in fantastic and abstract manner, far removed from the realm of the child's simple and complex interests, thus hindering the young reader from gaining a true and refined interpretation of the central theme and perhaps, delay the strengthening of perceptual levels so essential for conceptual development of humane attitudes of friendliness, tolerance, concern, and appreciations. Something of this appraisal was made by Arthur T. Jersild of Columbia University when he

"Children's Concepts and Understandings in Relation to the Amount of Instruction. Studies, such as the foregoing indicate children's information tends to be spotty in many areas and that a large proportion of children, at about junior high age and below, show relatively little understanding of many topics relative to historical affairs, such as, frequently are emphasized in textbooks. It appears that in many schools what the educators had hoped to achieve and had expected children to understand through the social studies has been radically out of line with reality. It appears that a large proportion of children have either failed to understand or have acquired more than a superficial familiarity with certain words.

We might ask: What is the reason? Have expectations been too high? Have methods of teaching been too poor? Available evidence does not give a complete answer to these questions. However, there is evidence to indicate that the reason for the discrepancy between what has been expected and what children have achieved resides both in failure to present what is being taught in such a manner that the child can learn it and interpret it in the light of his own experience." 

Children's understandings will increase, then, in proportion to the experiences associated with the fact of growing older. In line with this point of view, Jersild states: "That children prefer straight-forward, factual material in books dealing with science and that adults may be quite mistaken in their judgment as to the probable appeal of a book. Among other things, children in his study scarcely influenced

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by the color and design of a book's cover or by general features of format. The content is what interested them most, and they wanted informative content--now information, explanations of how animals live and how things work--rather than rhapsodies about the glories of nature and the wonders of the subject under treatment."

Perhaps, authors are passive in their interests toward and increased number of pet and domesticated animal stories because of an inadequate science background, or interest motif may be attributed to their reliance upon supplementary materials and aids for classroom instruction. The adaptability and value of many of the secondary sources are commendable, but can teachers be depended upon to consistently use these extra materials to develop kindly humane attitudes for our environmental creatures and friends? Through the basic reading program, however, the assimilation, discussion, interpretation, and evaluation are part and parcel of a daily "must" program of reading that should move the alert teacher to plan and build refined and favorable opinions wherein animal situations are treated with immediacy, familiarity, and vital importance.

_4/ Jersild, _op. cit._, p. 519._
THE PSYCHOLOGY OF CHILD'S FEAR OF ANIMALS

"Much of this harm interferes, even though seemingly slight, with a child's thinking and behavior enough to retard his maturation in a world full of strange and interesting living things." Due to these sinister influences, millions of children are often denied opportunities to gain knowledge about plants and animals, although accelerated camp programs and stimulating field trips have partially filled the vacuum of natural science facts.

Experiences of the nature already described have the cumulative effect of fomenting fears and instigating indescribable attitudes toward nature and its creatures in a premature manner since, children must be given the chance to find out for themselves the harmless interplay between them and the animals. "These little fears and anxieties interfere with their education and rational behavior in the classroom and outside of it."

Often these misconceptions are developed inadvertently by parents and their associates who might have acquired them from other misinformed individuals; thus, it becomes necessary


2/ Woolever, op. cit., p. 122.
for the teacher to undo the harm by subtility educating the parents—a rather difficult task.

Many people can recall an incident wherein some squeamish young lady or elderly person who visibly shuddered at the sight of harmless snakes, frogs, and even, bugs. The personality of such persons is affected, and warped notions, repulsive attitudes are instilled in the minds of boys and girls who fall within the spell of erring adults.

Untold numbers of children fear frogs, toads, beetles, and butterflies because of dogmas and suspicions that overbearing parents have manifested so often that children have evolved distorted concepts about nature's living creatures, as evil things ready to inflict harm and frighten children. Unfortunately an animal's demise occurred after the children were found playing well with them, or after showing deep concern for them as desired pets, and in doing so showed no fear whatsoever. It is the moral obligation of every solicitous parent to create a pattern of living with their children day by day so that meaningful, every day experiences become, in the course of time, a completed whole as does an inspiring statue. This mode of living places a high premium on the fine art of living with children.

"Most young children, as soon as they are able to walk, like to toddle around for a walk with Father or Mother. Do you, perhaps, like tramping in the woods, or in the park?
their progress in the elimination or expansion of their anxieties. It is inevitable that the growing child will come into contact with common species of animals at home, in his neighborhood, at the picnic grounds, out camping, or even, in the school laboratory and classroom. To foster tender, wholesome attitudes toward living creatures in our scheme of life should be a teacher's altruistic objective.

Some of the most frequently mentioned reasons for fears by the children in all grades were the following:

- snakes ........................................ slimy, wiggling, poisonous
- spiders ........................................ poisonous, ugly, hairy
- bees ........................................... buzz, sting, bile
- worms ........................................... wiggle, slimy
- caterpillars .................................. hairy
- lizards ......................................... poisonous, wiggle, slimy
- fish ............................................ slimy, bite, sting
- blue jay ...................................... peck, noisy
- turtles ........................................ bite, slimy, unknown reasons
- snails .......................................... slimy, unknown reasons
- grasshopper .................................. jump, spit, tobacco
- deer ............................................. big, bite, kick, jump

The survey further revealed that children have learned fallacious ideas concerning the degree of harm that can result in a human-animal relationship. From this study it was strongly ascertained that creatures most frequently cited as a menace were those often found in the science laboratory or science room. "In more than seventy five per cent of the

5/ Ibid., p. 125.
cases, the children could not distinguish between the poisonous and non-poisonous snakes. In addition, it was found that more than half of those who feared leeches did not recognize one when they saw it. More than ninety per cent of those who feared bees and wasps or even, hornets could not tell one from the other. Although proper identification is not the most important factor in eliminating fear, in almost all the animals listed, more than half the children did not recognized some of the animals from those closely related or similar in appearance." The reasons given for their concern were warped and distorted.

The Revision and Inclusion of Related Pet and Animal Stories. To eliminate childish fears and misconceptions about pets and domesticated animals, authors of basal readers should give priority compounded to dispel ridiculous concepts about animal antagonism toward human beings. In a sense, the basic reader definitely could be made more functional in the lives of boys and girls if it were centered upon life situations, with the aim of providing these young readers with understandings and competencies needed to live in a complex and interdependent world in which even the lowest of classified animals serve useful and sometimes, indispens-

6/ Ibid.
able roles...yes, even, in this world which is often characterized by rapid and sometimes, cataclysmic change. With the inclusion of gripping stories, situations, and events of recognized pets and domesticated animals, selected and written to give children clear interpretation of what he reads, constructive and humane attitudes are more likely to be molded.

Stories of animals ought to contribute to the concept that the animal is more than a mass of instincts and reflexes, and that a careful study of his activities in many places and under all conditions leads unbiased observers to classify their acts as wise and intelligent. "Animals have demonstrated all along that they not only have as many talents as human beings, but that under the influence of the same environment, they form the same kinds of combinations to defend themselves against heat and cold; to build homes; to lay up a supply of food for the hard seasons. In fact, all through the ages man has been imitating the animals in burrowing through the earth, penetrating the waters, and now, at last, flying through the air." 7/

Childhood Experiences Bases for Fear of Animals. The fear that many children have for harmless animals can often be traced to childhood experiences dominated by some squeamish, ignorant, biased adult. "So this is where they study

Are you interested in flowers, or birds, or fishes? How your children will love stories you can tell them about these interests of yours, and how they will enjoy sharing your enthusiasms! At first, the stories will be just stories to the children, but later they can lead to a real, shared interest in nature. If you can help your young children to be perceptive of the beauty of what lies around them, you will have accomplished something worthwhile in laying the foundations for appreciation of the beauty and manifold wonders of the natural world. 3 If more of the parents followed a course of action paralleling that "by a naturalist, his wife, and their three children in collecting, preserving, and mounting many kinds and specimens of flowers, insects, and butterflies. These children, including the youngest, grew a great deal in sturdiness and in their ability to meet all sorts of primitive conditions. They learned the joys of camping, of sleeping out under the stars. The heavens became a vast, new storybook for them. They had fun photographing wild animals and magnificent scenery in color. But the whole family agreed, and I think you will too, that the best part of the summer was the sharing of interests, pleasures, and responsibilities that made the summer memor-

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able. The parents learned to guide their children's curiosity and interests, and the children learned fascinating facts about woods and streams, birds, and animals. They, also, learned to share responsibilities, each one taking on his share of the work of camping. The pleasures of that summer vacation will have a lasting effect on the lives of these children.  

A survey was recently completed in Detroit, Michigan, restricted to the elementary schools and covering a pupil population of some nine hundred boys and girls during a four year span to determine the nature of anxieties and repulsions they felt toward certain species of animals which they were likely to encounter in their formative school years. "The children studied were selected on the basis of their variety of experiences, economic level, and residence. As wide a range as possible on these bases was obtained so as to see just how extensive the fear of certain living things extended throughout the grades. Written unsigned questionnaires, interviews, and observations with anecdotal records were used as the method of study. Children from the kindergarten to the eleventh grades were studied with many of the students followed through several grades to check on

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4/ Woolever, op. cit., Vol. 15.
memory. Often their dislike started there."

Because of the implications of anguish that may enshroud the child's personality, it becomes most expedient for the teacher, who is earnest about fostering uplifting attitudes and promoting a science program effectively, to be aware of the necessity of eliminating fear to achieve the aim of developing a citizen with a humane outlook upon the animal world and conservationist of the future.

Another concern can be described as the ineffectiveness of a science program when anxieties are permitted to dominate the educational climate of the young learner; and third, is the embarrassing, confusing atmosphere that is created in a learning situation when a science specimen is introduced for motivated science study, and the live subject proves repulsive to the pupils—girls in particular. A disturbing incident of this type can make it rather difficult for a child to think clearly or "act rationally towards wild life when he becomes ill looking at it, or his heart skips a beat when confronted with the animal unexpectedly. To alleviate these various undesirable situations, there are certain steps the science teacher can take. Proper activities and planned lessons will do much to erase

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8/ Woolever, op. cit., p. 123.
or substitute anxiety for intelligent thinking and proper attitudes towards animals that were once feared.  

The improvement of reading content, centering around animals likely to augment the experiential background of the youngster, should provide the concerned teacher with a source of realistic pet and domesticated animal themes so constructively planned as to contribute immeasurably to the stability of the child's animal concepts once dominated by warped notions and fear.

Suggested Methods for Allaying Animal Fears. Since the teaching of science in the elementary school is the academic responsibility of even the first grade teacher, methods of allaying needless anxieties could be incorporated as part of a reading readiness program.

This writer is sympathetic with the view of the basic reader authors that:

"Books can do much to reinforce desirable patterns of group living in a classroom. It is the conscious purpose of the authors of this series to provide opportunities for teamwork, for cooperation, and for mutual responsibility. As the social group under consideration widens, these aspects of living and working together for common ends expand to the idea of citizenship in the community, state, and nation.

Closely allied to the social ideal is the ideal

_9/ Woolever, op. cit., p. 124._
of ethical character. The content of this series presents not by precept, but by example. The primary books, in intimate setting, and later books, in a wider setting, present characters in situations where choices based on high motives are made. As children project themselves into these situations, they build worthy behavior patterns and sound ethical values."

Suggested Methods for Alleviating Fear of Animals:

1. Have animals become part of the child’s science room environment. This includes living specimens, models, dioramas, pictures, or mounted specimens.

2. Disseminate factual information concerning the animals. This may be in the form of reports, lectures, speakers, reading, or informal discussion.

3. Experiment and demonstrate the behavior and reactions of animals under certain conditions. Show that animals are easily frightened by things which children may think are normal and not frightening to them. A child’s seemingly ordinary behavior may sometimes result in both the pupil and animal being frightened or injured. Impress upon them the importance of their own behavior, in the presence of animals.

4. Handle the animals yourself and give the children many opportunities to do so, with due consideration from the animal. Never force the child to hold the animal. Sometimes another child holding the animal lends encouragement or even having the child put his hand under the one that is holding it brings the act from one of pretense to one of actuality. Voluntary petting is a good sign of progress.

5. Work with mounted or preserved specimens, especially in extreme cases of anxiety.

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6. Permit the children to care for the animals. Assign each child a certain job which involves frequent although not necessarily bodily contact with the animal. The animal's position will change from one of a wild, dangerous creature to that of a beloved pet; the child, from an anxious defendant to a tender protector.

7. Encourage the child at every opportunity. Whenever he shows the least bit of progress in alleviating his anxiety, be it just in patting the animal or merely cleaning his cage, he will gain confidence and increase his sense of achievement. Conquering a fear is an accomplishment and confidence is need-ed in every step." 11/

**Psychologically, Fear Can Be an Asset.** Psychologically, this segment of the thesis is not overly concerned with the phenomena of fear as expressed in a state of obsession, in the spell of a phobia, or in the form of fantastic whims. Such irregular manifestations, perhaps, are in need of psycho-analytic attention, as they will do the individual more harm than good. Doctor Leonard Carmichael, in analyzing the direction which fear might follow, poignantly points out:

"In general, most successful people and achieving people in our society adjust their levels of aspiration from time to time so that they can achieve objectives which they recognize as good. Fear, which can be shown to have a great role in much character formation, sometimes, also, plays a large part in the individual's concern about possible failure. It is indeed a bad

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12/ Carmichael, Leonard, Ph. D., formerly president of Tufts College, from 1938-1952.
sign to change motives too often or to stick to those that are impossible of achievement too long. A rolling stone gathers no moss, but to bark up the wrong tree too long is also not wise." 13/

Upon closer, critical examination of this intriguing emotional factor, it is this writer's opinion that fear can engender a drive that can lead to constructive, educational lessons in life. This premise is based on the knowledge that fear often gives rise to apparent danger signals: that this state of emotion can brace people with surging courage; that it has the power to stimulate individuals to evaluate a delicate situation with an educational viewpoint. Fear can often be a good thing, for worthwhile challenges on many occasions accepted under the tension of fear with added understanding. The conclusion that fear, treated as an emotion can do both harm and good, is expertly shared by the eminent psychologist, Dr. Gannon, who emphatically asserts:

"All of these observations indicate that the emotions, like most other human traits, have both advantages and disadvantages. Properly guided and controlled, the emotions can be valuable assets which lend charm and effectiveness to personality. Left to themselves, they are potent sources of maladjustment." 14/

It is assumed that the teacher has some power of direct-

ion and control over the mental states and emotion of children whom come within her sphere of understanding; it is also assumed, as a corollary to foregoing statement, that a teacher can, with some measure of success constructively guide the feelings, emotions and attitudes of the children who, without just cause display animosities towards pets and tame animals. For the teacher to perform his or her responsibility in bringing emotional conflict under indirect control for the most part, the cultivation of sound habits of emotional hygiene must continue so long as the teacher plays a dominant role in the academic life of the child. This type of a teacher must have developed "A sound view of the role of emotion in personal development and the formation of good emotional habits can do a great deal to minimize the disintegrating effects of emotional conflicts and to help one to withstand the regressive tendencies that accompany emotional crises." 15/

15/ Ibid., p. 268.
HISTORICAL PROFILE OF
PICTORIAL AIDS

Authors of basal readers have accepted challenging responsibilities with great distinction in meeting the needs of children by writing literature, with subtlety and skill, calculated to satisfy and broaden their reading interests, improve their skills and abilities so essential for interpretation, meet the needs of individual pupils, and promote interpretation beyond the realm of a child's experience.

The liberal use of graphic pictures and colored illustrations has increased the effectiveness of helping the middle grade child to understand situations of all types. To interpret with logic and satisfaction what he is reading, the child must be able to mold images of scenes, events, and characters dominating the stories. He must be able to react to how something felt, tasted, or sounded; he must be able to draw from a growing experiential background to react emotionally to what he literally absorbs with such manifestations as joy, sadness, exuberance, satisfaction, or disappointment. Such mental pictures and emotional responses are vital to a clear understanding of what is read. To explain further: A child who relies upon his own experiences with pets to give meaning to an anecdote about a child and his pet snow-white kitten is reacting to his experience level
of interpretation.

The teacher's vital objective is to assist the child further through the medium of pictures to stimulate appropriate imagery, emotional responses, and proper attitudes. "The child must also be taught to use pictorial aids given in the text to supplement his own background of experience, and to clarify his visual images. Illustrations, graphs, maps, etc., often furnish background for reading a given selection, and they enrich the text matter itself. The teacher must assume that just because pictorial aids are present in reading materials the children will automatically use them. She should persistently focus attention of these aids."  

The emphasis on illustrative presentation of literary content leads to the inquiry: What is a satisfactory procedure for the artistic rendering of an animal form? This has always been a perplexing problem. Stimulating illustrations of animals in color provide stories with great impact for the youthful minds; yet, there is somehow a void created by the absence of the psychological treatment of aspects, attitudes, and emotions affecting animal responses.

It is of prime necessity for the illustrators to consider not only the anatomy, but also, mental and physical traits.

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of animals before he can properly represent a lifelike attitude in either action or relaxation.

Since the human-animal relationship can often be complex in specific situations, the use of a wide range of meaningful pictures as a tool to aid interpretation and promote humane attitudes toward animal life, it becomes desirable to probe into the distant past to share the ancient enthusiasm for animal painting and even, sculptural reproductions of animals in their state of nature and mode of activity.

The convincing reproduction of the animal form, either in sculpture or in painting, has been a cherished goal of man's artistic curiosities down through the ages. Even prehistoric ancestors wrought crude though exaggerated figures of animals that have merit and skill. The animal patterns have been traced upon the grim coarse stone walls of caverns and grottoes in Europe and Africa. France and Spain are fortunate enough to preserve these early relics of man's primitive interest in animal life.

Early man was skilled in the capture and killing of wild animals for use as food or for skins to provide warmth and covering. This set of circumstances goaded primitive man into making some of the sketches found in ancient subterranean shelters; others appear to demonstrate merely a whim to portray in black and white or color the creature that he was accustomed to see in his wanderings in endless quest for
food and other necessities of life. These drawings reveal upon close observation, real animal figures.

These age-old cave artists belonged to the Cro-Magnon race, "a tall and sturdy people, who either killed off or absorbed the much more primitive Neanderthals who preceded them in Western Europe." The races which succeed the Cro-Magnons were not artistically inclined as no trace of pictorial workmanship has been found.

It was not until the later Bronze and Iron Ages that man began to win recognition as an artist. Animals again became the dominant subjects of grace, charm, and strength. In these patterns, horses, deer, wild boars, and birds of all species appear in the decorative murals of domestic implements and hunting and fighting tools.

In Egypt, and later, in Assyria, many kinds of animals were used as ornaments for walls, armor, weapons, objects, and utensils, while several subjects of religious worship were designed to include various forms. In many cases, the gods were accorded animal attributes and were so represented in carvings and paintings in great palaces and temples, built by these wonderful people. The Assyrian artists seem to have been the first to completely capture the meaning of

the need of depicting the actual musculature, bony anatomy, combined with the emotional element for proper presentation.

In later years, the skilled Grecian sculptors infused great refinement and technique into sculpturing the most remarkable statue the world has ever seen. They made outstanding models of horses in animated and convincing situations with consummate grasp of action, often under dramatic conditions. The treatment of other animals lacked lustre and artistic flair.

The Romans did not achieve distinction in their animal studies, even though they were constantly exposed to many species of beasts during their era of spectacular conquests and reign. With the decline of the empire, all activity in art suffered a collapse. The loss of prestige was not regained until the Gothic period made a tremendous impact as it opened new vistas of opportunity for the use of animals as decorative objects in diverse ways. The artists of this period exercised almost unrestrained delight in inventing all sorts of combinations in animal anatomy—dour and sinister brutes often eagle-headed and lion-bodied, with either lion's feet or eagle's claws and with small wings sprouting from their shoulders were highly admired.

Fortunately, the Italian artists of the Renaissance were determined to reproduce animal forms with greater authenticity and refinement. Such masters as Leonardo da
Vinci, Michelangelo, and others, concentrated their talents toward reproducing realistic equestrian statues. In such countries as Belgium, Holland, Germany, and France, the paintings attracted the attention of the aristocracy. Animal painting enthusiasm gathered momentum. Men of greater skill invested their talents and time to create beautiful pictures of both live and dead game, canvases, where upon swans, ducks, pheasants, deer, wild boars are represented in delicate contours.

The renowned Flemish master, Peter Paul Rubens, early revealed a flair for painting animals in violent action, reproducing scenes wherein bears, hounds, wolves, dogs, horses, and men struggled violently for mastery; but Rubens had one serious flaw in artistry, that of never mastering the skill of depicting animal anatomy and psychology with realistic touches.

In the far east, in such places as India, Persia, and China, animal painting, modeling, and carving flourished for centuries with realism as the basis of their zealously developed art. Often the art masters immortalized great events into stone or wood, in fabrics or rugs, in jewelry, and water color miniatures. Many of the local gods embodied animal attributes.

In England and in France, there was a special interest in animal painting. In these countries, the gifted coterie
of painters could not resist the driving urge to capture on canvas, the animated action of a hunting scene; horses and dogs in a spectacular chase. The quality of these portraits has never been highly regarded.

Where our own country is concerned in the field of animal painting, a remarkable man, John James Audubon, contributed much talent as an artist. Though a lover of birds, all animal life stirred his imagination with tremendous impact. Most of his studies achieved in water colors are stored in the collection of the New York Historical Society. From a professional standpoint, his product failed to bring out "the true and always characteristic profiles of many of his larger birds, and thus, lost, at once, the most essential part of any bird portrait." Notwithstanding this criticism, his sketches possess that quality of exquisite delicacy. Audubon was the first man who saw the need of working directly from wild models. Animal lovers are highly indebted to him for stimulating a genuine and intelligent interest in the variety and beauty of the unfettered creatures to be found in the state of nature.

Others who have stimulated so nobly the art of animal painting are: Van Marche, a Dutchman, who painted many scenes of sheep, usually with an alert man and dog to maintain

\[18/\text{Op. cit., p. 3.}\]
watch over them; and Louis Agasiz Fuertes is another prominent artist. He had an insatiable desire for painting birds as objects of beauty and grace combined with stressing all their physical and mental characteristics.

The need for excellent representation of animal forms is justified because it is one of the best known media for encouraging in the growing child, a reverence for the beauty of created forms.

Our relationship with the horse has changed. Less in number, no longer necessary for travel in cities or on the farm, he is not so much in our lives. Even though we do not find him so useful as heretofore, he is still affectionately esteemed as the prince of man's family of domesticated animals.

With anticipated pleasure individuals have sketched and carved likenesses of the horse long before they mastered the technique of breeding him in captivity, to mount and ride him, or to make him pull cumbersome wheeled vehicles. In Paleolithic art, the horse was depicted as one of the animals of the hunt worth destroying and eating.

It is difficult to establish when and why the horse was domesticated. Speculation has it that domestication of the horse had its origin in the small mouse colored, wild animals which survived on the southern steppes of Russia until some eighty or ninety years ago. Perhaps, it was in the great
Merv oasis, east of Persia that domestication had its inception. "Anthropologists have collected evidence that men did not tame and breed animals simply because they would be useful in their economic life. Domestication, they think, came first for whatever emotional and religious reasons: The idea of using the animals and exploiting them occurred afterwards."

As a subject, the horse is an artist's delight. This princely animal represents power and rank, brawn and speed, as the swiftest creature of the plains. So long as man can race and ride, we shall never be able to peruse the record of the long association of horse and man without sympathy and wonder or with complete misunderstanding.

ART IS AN EDUCATIONAL PROCEDURE

"It interprets the necessities and luxuries of every day living in terms of social and economic values. The clothes we wear, the homes in which we live, the various institutions which add to our comfort and satisfaction, so ably reflect the art inherent in them that they form rich and abundant sources for developing consumer literacy, Art values, utilitarian and aesthetic, both represent and education. This points the way to richer living, broader outlook,

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enlarged horizons, and, all in all, better citizens.

ART IS A PSYCHOLOGICAL PROCEDURE

"It serves as a means of understanding human behavior and the development of personality. It helps children and teachers alike in their difficulties by the act of creating something that is emotionally satisfying. Art is a psychological procedure which does not play a role in life adjustment. It creates a new kind of life for the student."

ART IS A CULTURAL PROCEDURE

"It is the inheritance of all. Every person shares in this inheritance according to his ability. In an ideal democracy, all people see the truth about life. Fortunately, art portrays all these. Art as a democratic procedure equips millions of people with at least an introductory appreciation of the contribution that art can make to happiness."

Drawings, reproduced illustrations, photography, and slides were among the earliest kinds of visual aids introduced in the classroom to make pertinent lessons purposive. The richly colored illustrations used in basic readers can be used by the alert and wise teacher for some definite goals. This type of teacher must be successful in harnessing

21/ Ibid., p. 304.
22/ Ibid.
the power of pictures or art so effectively that pupils are likely to develop humane attitudes toward the pet and domesticated animal world.

THE ROLE OF A PET IN
A CHILD'S LIFE

"A pet may be as near and dear to a child as any member of his family. And, because children love a pet, they learn much from it that will prove helpful to them in making good adjustments to life." 23

When to get a pet and what species to prefer are questions vexing to solicitous parents. When the child begins to toddle about, he is recommended for association with some kind of a pet, especially one of his own choosing.

Because of extenuating circumstances, such as limited living quarters, parents often succumb to the selection of birds, fish, turtles, and hamsters for their children. These animals often fail to fill the needs of children's desire to have an ideal pet because a child cannot play with them without the strong possibility of harming them.

Another limitation is that the animal's range of activities is too narrow and inflexible to hold a child's interest for any appreciable time, and they show a little warmth and affection for anyone.

Country living is more practical for the development of a child-pet relationship. In the rustic surroundings, often with a spacious yard, the child can spend much time out of doors. Under such inviting conditions, a rabbit, a pony, a sheep, or a large dog may suitably become affiliated with a child.

There are substantial reasons why pets become an integral part of a child's life: (1) In the absence of a human playmate, a child is wont to accept a pet as a playmate to fill a significant social void. For an only child, or a child much older or younger than the other children of the family, the desired animal offers the companionship he yearns. The realization that his pet is with him, makes him cheerful and buoyant in spirit. (2) The child learns to develop a sense of responsibility from caring for a pet. No children can be expected to discharge this duty without occasional indifference, but realizing how dependent the pet is on people for food, drink, shelter, and care in times of sickness, gives the child a sense of responsibility. Far more important, tending to the needs of a pet teaches him the meaning of day-in and day-out responsibility, even when it interferes with his interests and pleasures. (3) The pet serves as an outlet for childish affection. When the child enters school, he discovers that showing affection or being the recipient of reciprocated affection is considered "babyish" by his
playmates. So he puts on a cold front. Like all pent-up emotions, affection needs an outlet, and this pet can supply it without anyone belittling this tender manifestation.

4) The pet serves as the confidante of the child. Almost every child, at one time or another, feels that no one loves him or understands him. He must have someone to whom he can turn for sympathy after he unfolds his tales of woe. True, the pet cannot resolve his problems, but it will sympathize in its own way, nor will it be as critical as a human is likely to be. (5) "The pet teaches the child to sympathize. Unlike the human being who learns to control his feelings, the animal shows them in ways even a small child can understand. When a child loves his pet, he feels sorry when things go wrong and happy when things go right for his pet."[24]

6) The pet teaches the children how to tolerate and get along with people. While teasing and bullying his pet, he soon discovers that he not only drives his pet away but a bite or a scratch might be his come-uppance. Whenever he is kind to his pet, he sees the animal is kind in return. These lessons in social relationships can set the pattern for the manner in which he treats people. (7) The pet teaches the child the importance of bodily care. Watching how an

[24] Ibid., p. 28.
animal cleans itself, eliminates without concern, rests when he is tired, and eats at only regular times, sets a pattern of behavior that a child will imitate more readily than he would a human model. (8) The pet teaches the child about sex. From watching the sex play of animals, the birth of the young, and the maternal care of the young, the child develops wholesome attitudes about sex matters and acquires correct knowledge, he is far less likely to obtain from other forms of sex instruction.

HUMAN-LIKE QUALITIES OF OUR ANIMAL FRIENDS

To understand the human-like qualities of animals, it becomes mandatory for us to cast away all dogmatic restraints and study the wonders of life from points of view that are observative and free from hide-bound prejudices; only then can we hope to lead ourselves and our children into a realm of truth, beauty, charm, appreciation, and even, love. The philosophy that underlies the affinity which Royal Dixon has for nature's creatures should strengthen our own attitudes towards the animal world:

"Life is one throughout. The love that fills a mother's heart when she sees her first-born babe, is also, felt by the mother bear, only in a different way, when she sees her baby cubs playing before her humble cave dwelling. The sorrow that is felt by the human heart when a beloved one dies is experienced in only a less degree by an African ape when his mate is shot dead by a Christian missionary. The grandmother sheep that
watches her numerous little lamb grandchildren on the hillside, while their mothers are away, is just as mindful of their care as any human grandparent could of their own. One drop of water is like the ocean; and love is love.

The trouble with science is that too often it leaves out love. If you agree that we cannot treat men like machines, why should we put animals in that class? Why should we fall into the colossal ignorance and conceit of cataloging every human-like action of animals under the word "instinct"? Man delights in thinking of himself as only a little lower than the angels. Then why should he not consider the animal a little lower than himself?"

Animals proved a long time ago that they possess many talents that human beings have. In fact, down through the centuries man has been imitating the creatures in burrowing through the earth, exploring through waters, and now flying through space.

In the safari experiences of Alfred and Elma Millotte in the far, enchanting reaches of Africa, these two ardent picture hobbyists, who had already gained fame through their important association with the prize winning Walter Disney pictures, learned about the close basic kinship between us and our animal neighbors.

"Patient and careful observation reveals how similar are the primitive urges and passions which guide man and beast--how they drive us to pleasure, comfort, danger, a sense of security and survival."
The prolific animal life on the drama-packed plains of Africa, unfolded melodramatic scenes of savage combat, of jealousy, of strife for leadership, of defensive strategies, of conjugal affection, of parental protection, and of family discipline—things which at times, seemed comical; at times, frustrating; at times, action often touched them with pity and admiration, and not infrequently manifested traits approximating those of the finest human behavior. These two adventurers humbly confess to these true observations:

"We may often ascribe the best rather than the worst in human nature to the "beast in us". Love in its various forms—the affections—is what most closely ties the whole mammal world together. The greatest of these, of course, is mother love. The devotion and care and protection beyond all considerations of self which always keeps life ahead of death in Nature's illimitable brood.

The mammal mother who rushes recklessly to the defense of her babies is at that moment moved by the same compulsions as the human mother who fights her way into a burning home to rescue her children.

The closer you get to the creatures of the animal kingdom, the more respect for them grows. We are not of the school of naturalists which discounts the human animal in favor of the lower orders. But we do say, without wishing to create new myths, that the more we see of animals, the more we understand our own kind—especially, our impulses and motives." 29/

29/ Ibid., p. 11.
One of nature's most enlightening examples of stern, rigid discipline of the young is that meted out by the parent animal. Obedience to parental authority is vital in the mammal world. In the closely knit animal society, flouting of the parental rule is a rarity.

After months of stalking animals, of perseverance and quiet waiting beside a water hole, a grim crowded wilderness trail, on the bank of a cool, glistening stream, in a mountain retreat and desert mesa, the two animal adventurers learned enough of animal nature to discover its many parallels in human behavior.

Morrison Colladay, also, highly regards the animal talents with the meaningful observation:

"Some animals think in the same sense that man does, and as a result of their thoughts, work out their problems, enjoy social life and conversations among themselves, and establish their own little governments."

Dr. W. Reid Blair, zoologist at the New York Zoological Park, ranks animals in the following order of intelligence: 1. chimpanzee, 2. orangutan, 3. elephant, 4. gorilla, 5. domestic dog, 6. beaver, 7. domestic horse, 8. sea lion, 9. bear, 10. domestic cat.

Some experts would disagree with the first choice as

31/ Ibid., p. 107.
some would allocate that top category to the gorilla, who, it is claimed can come up with the right answer more often than the others.

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Dr. C. R. Carpenter, a member of the Asiatic Primate Expedition, in Siam, has established that gibbons talk to each other. This he confirmed by ingeniously concealing phonographs with parabolic reflectors to gather sound in trees where wild gibbons made their home.

"After recording their conversations, he played back the recordings to them and, watching their reactions, was able to learn the meanings of their various cries and establish the foundation of a gibbon's language." 33/

Chimpanzees, it has been established exhibit human-like behavior in their social relations except that they are even more considerate of each other than are the average human beings.

Wild geese, flying in a phalanx, behave as if they were under strict military discipline.

A flock of goats, in a short time, organizes an unyielding social order, with each other, recognizing and maintaining his place in order.

Some animals, like people, respond instinctively while

32/ Ibid., p. 108.
33/ Ibid., p. 107.
others, use intelligence. "Thus, societies of a predominantly intelligent basis are illustrated by a troop of baboons, a herd of elephants, horses or cattle, a community of prairie dogs or visachas; while societies of a predominantly instinctive basis are illustrated by the communities among ants, bees, and wasps."  

Some species of ants have formed a society with an aristocratic alignment.

"Some of the slave owning species have become so effete that they will starve to death in the presence of food rather than wait on themselves."  

Another revealing trait of animals is characteristic of a certain species of fish according to Colladay.

"Fish whoop and giggle and sometimes make noises so loud that they mask the sound of propellers and possibly even explode accoustic mines or torpedoes."

In some ways, creatures surpass human beings. For example, some creatures can be frozen without fatal results. Dr. Henry Eyering, Professor of Chemistry, Princeton University, disclosed findings that gold fish frozen in liquid air at a temperature of hundreds of degrees below zero, "became brittle as glass, and yet, with careful warming, it thawed out, recovered its faculties and swam away."  

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34/ Ibid., p. 108.
35/ Ibid.
36/ Ibid., p. 107.
The electric eel is a more efficient generator of electricity than any other apparatus in use by man. Professor R. T. Cox of New York University tested a small specimen and discovered that it developed 196 volts over a stretch of 4½ hours.

Scientists have also been able to reproduce the cold light of fireflies by compounding four chemicals; luminol, sodium, hydroxide, potassium ferrocyanide, and hydrogen peroxide.

Children ought to be oriented to the truth that man is continually unlocking the mysteries of the animal kingdom and at the same time dispelling myths and exaggerations.
The concept of readiness today strongly implies a necessary condition for all learning. It really has its inception from the time a child first makes his venture into the area of reading. To promote interest and provide strong motivation, the competent teacher must be familiar with certain techniques and availability of useful materials in directing and stimulating growth and in helping the pupils to surmount difficulties. Teachers should be aware of the universal appeal of certain specific topics, and animal themes indeed arouse intense interest. Once this interest has been awakened the opportunities for stimulating proper attitudes toward the animal creatures will often arise.

"Materials which will contribute to the child's growth are picture books, books illustrated with pictures, charts, and pictures from magazines. Good use may be made of thins which the child brings from home and shares with his friends, as pets, plants, toys, whatever interests him. Teacher and pupils together make charts about familiar objects and activities such as life in the home or some interest that is very close to the child. Such work brings a feeling of ownership, security, and sharing with each other."  

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Look Magazine carried a series of graphic pictures, taken on the Catskill Game Farm, in New York, maintained and operated for the altruistic motive of providing children real experiences with many species of farm animals, especially, where city children are concerned. One illustration carries this descriptive caption: "A bottle of milk, ice cream and a down-to-earth approach are two-year-old Wealey Shannon's social assets, during the dinner hour at an animal nursery."

Another picture graphically unfolds a scene in which a towheaded boy and dappled fawn show a playful attitude towards each other.

Splashed across the page is a series of pictures showing the little boy, Wesley, in vicarious experiences which convince him that most of the animals he meets are extroverts. He cavorts about, unafraid, with goslings; he shows a strong affinity for a llama posing as an inscrutable sphinx, but after patting it and thrusting a bottle of milk in its mouth, the animal reacts in very friendly fashion. On this unique farm, people's and animal's children meet one another on equal terms. Here, scarcely an animal is confined by fences. "Even bad-tempered creatures like zebras get so

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used to having animal lovers pet and feed them that they
soon develop sociable personalities in spite of them-
selves."  

At the middle grade level, a teacher may experience a
little frustration in the attempt to provide experiential
background, for much of the reading material revolves around
subjects beyond the range of the children's actual experi-
ence. "A child, for example, may have difficulty in com-
prehending a passage about an iguana if he has never seen or
heard about one before. Thus, the teacher must frequently
use not only discussion but also, pictures, movies, models,
and other means for supplementing the children's back-
ground."  

The teacher can develop ability to visualize by calling
attention to pictures that often dramatically describe
scenes in the text.

PSYCHOLOGICAL BASES FOR SELECTING ANIMAL STORIES IN THE
MIDDLE GRADES

Inasmuch as the middle grades are generally populated, by
boys and girls ranging in age from ten to twelve years,
allowing for retarded cases of course, it essential to
investigate the psychological factors underlying the develop-

40/ Look Magazine, op. cit., p. 123.
41/ Gray, William S., et als, Guidebook for People and
mental needs and growth, characteristics of children at specific levels of maturation.

Hanna, in his research in the field of social studies, comments on the developmental needs of children:

"Although children at each grade level vary in interests, physical development, mental development, socio-economic background, and all aspects of their personalities, it is important to know what is typical development for children at particular age group because of the custom of grouping together children of the same chronological age for instructional purposes. As long as chronological age is the determining factor when children enter school and as long as children are promoted and grouped with other children who are like them in that they have lived the same number of years, teachers of necessity must provide experiences which seem suited to the maturational level of most children of that age. Since no child is "average" in that he conforms to all statistical norms for children for a particular age, teachers have to provide for individual differences through a variety of materials and variety of activities." 42/

The age category of ten to twelve years will receive greater attention because an analysis of the content in basic readers points to the existence of a partial vacuum of the right kind of pet and tame animal stories to encourage healthful attitudes where the human-animal relationship exists. It is also in this age spread that the children express a strong desire to read all kinds of books on travel,

adventure, science and biography. They have developed a fairly critical sense of justice, and it usually is easy to appeal to their reason. They become more selective in their friendships; they have active imaginations and reconstruct the lives of other people; but they insist that their pattern of play be realistic and based on facts. Again, in this important age bracket, the child needs tangible experience to give real meaning to social concepts. Hanna makes this valid observation:

"There is marked growth in his ability to use vicarious experiences, to generalize, and to make deductions. Thinking is largely concrete and specific; abstract thinking is still rudimentary. 43/

A glaring defection of the basic reader, adapted to middle grades, is the selection of animal themes far removed from the experiential background of the young readers. Failure to grasp the meaning, the motives, and social implications of reading matter only serves to postpone, indefinitely, the development of humane attitudes of consideration and appreciation for our animal friends.

Children in this age classification show ardent interest in science. They exhibit an avid curiosity about what things are made of, how they work and why.

43/ Ibid., p. 33.
THE PSYCHOLOGICAL BASES FOR DETERMINING ATTITUDES AND MOTIVES TOWARDS PETS AND DOMESTICATED ANIMALS

Since educators and literary cognoscenti, unanimously agree that the basic reader serves as the heart or core of the modern elementary reading program, then the basic reading materials will come under critical study to determine the scope and pattern of attitudes and appreciations fostered toward the child's better understanding of the human-animal situation.

"Teachers and curriculum coordinators must be as familiar with the forces operating in today's world, the problems and issues of contemporary society, as they are with the growth characteristics and interests of boys and girls, if they are to guide in the wise selection of units and are to provide worthwhile experiences for them. A balanced curriculum must be based upon a study of the needs of society as well as on the personal needs of children in that society; it must be rooted in the values of culture as well as in the psychology of the learning process and the interests and desires of children at various stages of their development." 44/

A basic reading program which is geared to meet the developmental needs of children must be based on the wide range of characteristics and requirements of our complex society, combines with an acute awareness of the distinctive growth features of children.

44/ Ibid., p. 3.
We must ask poignant, searching questions to promote the optimum amount of healthful, constructive attitudes towards animals in the child's chain of life experiences. "Almost everyone is in agreement that the curriculum ceases to be functional in the lives of boys and girls if it is not centered upon life situations and if it does not give them understandings and competencies needed to live in a highly technological, specialized, and interdependent world characterized by rapid and often, cataclysmic changes." What does science and research tell us about the development of mental, emotional, and physical traits? In what direction does the behavior pattern of children move at certain stages of development? How do we identify the interests of boys and girls in early childhood, in middle childhood, and in preadolescence? What kind of animal anecdotes and stories can we provide to promote a basic reading program calculated to develop intelligent, humane attitudes towards pets and domesticated animals? What can be effectively done to alleviate fears and correct misconceptions about nature's living creatures?

Stories in basal readers which stress human-like qualities of animals, indeed, should be given priority over stories.

45/ Ibid., p. 5.
dramatizing the actions of remote species of animals, unidentifiable with the experiences of boy or girl in devious fantastic ways. "Occasionally it becomes important for us to cast aside all dogmatic restraints and approach the wonders of life from a new angle and with untrammeled spirit of a little child." Authors of basic readers have achieved a highly commendable standard in providing literature well suited to children's varying tastes and abilities, but they, often slip into the abyss of ignorance and conceit by cataloging every human-like action of animals under the term "instinct."

THE PSYCHOLOGICAL BASES FOR HUMAN MOTIVES

The actions of man are usually governed by motives, both simple and complex; however, these motives are not always understood. The housewife, who does not always interpret domestic phenomenon in refined terms of applied psychology, tries to understand her husband's obsession for manipulating electric trains, or his annual excursions into swampy, mosquito infested terrain to hunt wild game; the manufacturer of two-tone cars, with a strong affinity for booming sales, is forever rationalizing upon the motives that lead prospective buyers to capitulate to shrewd sales

46/ Dixon, op. cit., p. xiii.
gimmicks and purchases of luxurious cars; the solicitous football coach tries to understand and appeal to the motives that control the emotions, sentiments, and actions of his football players; and with some degree of frustration, the bewildered parent makes a candid effort to speculate upon the motives that lead a distraught child to bring home a forlorn, bedraggled, and emaciated kitten, weakly squealing for succor.

Yet, human motives unfold with jarring impact in everyday melodramatic situations, events, and experiences which call for daring and meritorious action beyond man's conventional demands that occur when individuals dare to struggle up the perilous, jagged slopes of high mountains to reach unexplored peaks; when a boy, despite warnings, climbs a tall majestic tree to rescue an injured bird, tottering in distress, among snarled and fragile branches; when a soldier endures inhuman torture rather than disclose strategic information.

PSYCHOLOGICALLY CAPITALIZING ON EVERYDAY SITUATIONS

The psychological bases for understanding the social and economic interplay of motives with concomitant humane reactions, and the impact they register upon the reader in achieving desirable behavior patterns, are given adequate consideration in this thesis.

Because of the wide range of stories that the basic readers
offers to the eager boy or girl in the middle grades, concerted and purposive effort should be made by their skillful authors to provide meaningful themes, so skillfully presented, especially, the kind associated with a child's environmental experiences, so as to help mold the kind of attitudes and appreciations which ought to improve the human-animal relationship.

One of the important functions of teaching is to take psychological advantage of what has been read and apply the lessons of good citizenship and humane understanding to some similar situations as it applies to a real life event. The analogy would be something like this: Suppose the children have to read a tale about a stray dog, hungry and bedraggled, who is fed, and nursed back to health by kindly and understanding boys and girls. Then, a real incident takes place with similar pathos, feelings, and reactions. The alert teacher, who sees a forlorn and bewildered dog wander onto the playground, can help the youngsters to recall the original story involving identical experiences and put into play what they learned about helping a dog in distress.

"Often a child will consciously or unconsciously develop attitudes and behavior patterns similar to those of a story character he has read about and admired." 47/

SOCIAL IMPLICATIONS IN HUMAN-ANIMAL RELATIONSHIPS

People tend to be gregarious for various reasons. Social companionship is highly desirable, so much so that when he is separated from others, he suffers torture. Our pattern of living, superimposes solitude for many people. As individuals move about through design, commitment, or by circumstances beyond immediate control, they lose contact with associates, friends, and relatives. Urban dwellers often are oblivious to existences of next-door neighbors; the child is often isolated from groups of playmates. "Social correctives have to be introduced, not as new ideas, but as a return to some of the naturalness that earlier social arrangements made easy." Because of the pall of loneliness the disturbed one will often turn to the companionship of a pet; be it a dog, a cat, a canary or any other of the more familiar animal creatures. "If a child feels abandoned, left in space devoid of friendly people whom he can count on for protection and refuge, he has a tendency to fill space." When the child is in the dark, isolated, and alone in the psychological sense, he will often search for warmth and nearness to someone, and often, that someone will be a

friendly, sincere, and sympathetic animal. The pathetic feature about a child who loathes solitude is that he manifests a strong inclination to people, his world with living creatures, especially, those more closely allied with his experiential background. In time, the boy and girl who accepts the association of a pet may regard that new found companion as a protective agent, as a reliable guide, a trusted friend, and confidante.

DEVELOPING THE CONCEPT OF THE IMPORTANCE OF ANIMAL LIFE

Educators, who are fully aware of the animated curiosity that the boy and girl reveal, ought to seize this opportunity to help develop in them a true concept of the importance of animals in our schematic arrangement of life phenomena and the genuine need for the conservation of the animal world, which concerned people, along with the professional scientist, constantly advocate, recognizing the real necessity for the preservation and propagation of our too often neglected animal friends. For the fulfillment of this grandiose goal, a flexible interaction of humane understanding and appreciations must transcend the passive and indifferent approach to animals in general; scarcely a laudable approach.

The philosophy of the Scott, Foresman authors, at this point, should receive candid attention:

50/ Gray, op. cit., p. 58.
"If reading is to furnish the child with worthwhile ideals, attitudes, and concepts which he can in turn incorporate into his own thinking and behavior, the right kind of reading material must be used. There is obviously an important place in the middle grade reading program for hero stories and for biographical material about famous men and women. Such materials clarify for children worthy ideals, goals, and courses of conduct and stimulate children themselves to reach toward them. Just as obviously there is a need for reading material about wholesome activities of boys and girls of today. For example, through such stories as "Ronnie and the Mystery Horse", children can get an understanding of and appreciation for such qualities, as loyalty, good sportsmanship, and determination." 51/
SUMMARY OF RESEARCH

In the course of research, this writer found that there is a paucity of literature stressing the development of humane concepts, attitudes, and appreciations within the sphere of human-animal relationships.

The aims which authors and co-authors propound are laudable and altruistic, ranging from the development of basic study skills to the fulfillment of benevolent attitudes and ideals so important to the individual and social welfare. These authors, highly recognized in their field, have compiled a superior repertoire of stories, poems, and anecdotes; and also, have spared no talent, imagination, or experience in meeting the vicarious needs of children at every reading level; however, the personal feeling persists that they leave a void where human feelings towards our animal creatures are given significant play and emphasis, especially at the middle grade levels.

This writer further concurs with Dr. John G. Read of Boston University in the opinion that: "To ask these authors to meet all these conditions of technical construction, and also, to ask them to adjust the child to his environment at the same time is, perhaps, too much." 52/

When human motives, attitudes, and ideals are in the process of critical examination, the psychological bases must be included in the investigatory framework if humane responses to animal neighbors, particularly, pets and domesticated animals, are to be given an understandable interpretation. What the child feels, thinks, and does are reactions which are given impetus by the attitude dominating the situation at a specific time.

Authors and teachers must make a purposive, determined effort to contribute to the child's growth of attitudes and appreciations by adapting stories in such a manner as to strengthen the bond of understanding in the human-animal relationships. To achieve this end, themes must be selected which are interwoven with the more immediate experiences of children.

However, no author or teacher can be wholly successful in bridging the gap of misunderstandings and misconceptions without assimilating a thorough knowledge of human-like qualities of animals of a kind likely to inspire admiration for the ways in which animals respond to our environment.

Because basal readers incorporate a liberal number of highly illustrative materials to aid the child's learning of a wide range of flexible situations, an historical condensation was made of the development of pictorial techniques which had origin in the crude, artistic talent of prehistoric
ancestors, gaining favor and refinement; later, on the stone walls of caverns and grottoes in Europe and Africa; and the most popular subject appeared to be the sketches of animals in a variety of animated situations. Refinement of animal art received greater popularity through the commendable talents of the Greeks and Romans.

The value of art as a vital component part of the basic reader cannot be overstressed since, "It serves as a means of understanding human behavior and the development of personality."

Extended research further uncovers the truth that authors and teachers alike should be acutely aware of the psychological fears that children are wont to nurture because of over-protective parents, squeamish adults, unpleasant childhood experiences, and exposure to distorted animal stories. It should be a responsibility of an educator to dispel unwarranted fears concerning the exaggerated antagonisms of creatures if the aim of fostering humane attitudes and appreciations is to be fulfilled.

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53/ Hilgard, op. cit., p. 20.
THE PROBLEM OF INVESTIGATION

Research has disclosed the imperative needs for a truer and broader understanding of our animal friends who serve a vital and dynamic role in nature's environment; and for a more effective, purposive selection and teaching of a kind of pets and domesticated animals. Therefore, this investigation is a genuine effort to evaluate two complete series of basic readers to determine the scope of science content delimiting materials relating to humane aspects toward the behavior of pets and domesticated animals.

SCOPE AND LIMITATIONS OF THIS STUDY

This investigation is limited to two complete sets of elementary basic readers examined duly in sequence from grade one to grade six, inclusively. This range was preferred to provide this writer with opportunity for more extensive and valid comparison, analysis, and evaluation, as this type of study invited inquiries into fertile, academic fields, guided, of course, by the criteria devised for this investigation.
CHAPTER III

THE RESEARCH

RESTATEMENT OF THE PROBLEM

The problem of this study, is to evaluate two complete sets of elementary basic readers, to determine the scope of science content delimiting material relating to humane aspects toward the behavior of pets and domesticated animals.

PROCEDURAL TECHNIQUES APPLIED

Selection of Basal Readers for Evaluation. The following criteria were devised to provide the bases for selection of basic readers in grades one to six.

1. Each reader must have been designated by the publisher as a basic reader adapted to a specific grade.

2. Each series must have uninterrupted, sequential basic readers from grade one to grade six, inclusively.

3. Each series must have been published by reputable publishing house with national distribution and prestige.

4. Each series must have been published no earlier than 1945.

5. Each book of both series must have been written by eminent or recognized authors in the field.

6. Each book in the series had to be available for analysis before the investigation was started.

7. Each series must have available two teachers' manuals, one in the primary area and the other, in the middle grade levels, to assess the scope and fundamental aims of authors and co-authors.
Six basic readers in each series, a total of twelve, to conform to the prescribed requirements, were selected and discriminately perused. These books, fortunately, were made available to me in the school where this writer has been teaching. To expedite matters, each basal reader was labelled conveniently, by number, according to grade specification.

The basal series, chosen for critical examination and evaluation, were published by the highly esteemed Scott, Foresman and Company, and Ginn and Company, respectively.

In the thorough examination of every book, to determine the scope of science content delimiting the reading material to pet and animal themes and the opportunities provided for the growth of human understandings, a check-list, with seven distinct categories, was formulated to achieve a valid and statistical analysis of story content.

The procedural plan entailed a page-by-page analysis of each basic reader, and illustrations were also included, as they often, with dramatic impact, convey to the young reader situations of deep interest. At this point, it may be advisable to outline the seven main classifications for evaluating the science content circumscribing the human-animal relationships.

1. **Pictures of Pets and Domesticated Animals.** Illustrators have performed a commendable service in providing basic readers with a wealth of graphic sketches in a riot of
colors, thus, setting up a supplementary background of experiences for the interested reader by creating a more understandable theme situation. Often the human-animal relationships can be complex in certain scenes, so that the use of a flexible range of meaningful pictures as a tool, to aid interpretation and promote unbiased attitudes toward animal life that becomes not only desirable, but necessary, to give children the opportunity to share enthusiasm for portrayals which reproduce animals in their state of nature and mode of activity.

A criticism to be made concerns illustrations associated with the fanciful, fantastic type of story, which did not register favorably with sixth grade readers, who revealed an almost insatiable appetite for true adventure, plausible animal stories, and scientific literature.

At times, it was difficult in the page-by-page study, to draw a line of demarcation between pet and the untamed animal species. However, this point was resolved by carefully checking the setting and the plot of the tale, to determine whether the animal under inquiry was treated as a pet or domesticated animal in the theme. Whenever it gained that status, then, statistically, it was classified as a pet. It required a brief examination to discover that a pet—e.g., a chuna, a cranelike bird, inhabiting the regions of South America where it is often accepted as a pet, may be totally
strange and unfamiliar to our young American readers. To interpret, with satisfaction what he is reading, the child must be able to mold images of scenes, events, and characters featured in the stories. It then becomes incumbent upon the teacher to help the child through picture media to stimulate related imagery, emotional responses, and proper attitudes.

A study of Table VII in the ensuing pages discloses the poignant fact that attractive illustrations are liberally used in the first and second grades with related meaning. From then on in succeeding grades, there is retrogression in the number of pictures used to supplement the theme. This situation is understandable in view of the limited vocabulary of the primary boy and girl. Almost half of the sketches in the first grade basic reader can be classed as superb animal illustrations. In the second grade a decline of some six per cent in the number of animal pictures used as compared with the first grade is noted.

In the middle grades, about one tenth of the pictures are devoted to pet and domestic animal stories. To delimit this phase of the study, pictures of wild animals, especially, those depicted in violent action, were omitted for the sake of consistency. Perhaps, under a conservation program—which is the focal point of merited attention today—consideration for the wild animal species could be justified.
There is strong indication that an imbalance of illustrations exists, with an overload of pictures more than favoring the first two primary grades. Findings show that there should be a better distribution of portrayals for the realization of desirable results.

2. Family or Household Animal Pets. Under this category, any pet which was adopted by a member or members of a family and made the object of affection was included, depending, of course, on the nature of the narrative or exposition. For example, a local boy or girl would never associate the South American chuna, a crane-like bird, with the conventional type of pet animal; yet, in the middle grade basic reader this interesting bird becomes the recipient of affection from its benefactor, Mario. 1

As often is the case, where urbanized children are concerned, household pets may seem strange and remote, but their place in a story may be justified on the basis that they are instrumental in widening the sphere of learning experiences for children, who seldom venture into rustic surroundings, as Dr. Elizabeth B. Hurlock philosophizes: "A pet may be near and dear to a child as any member of his family. And, because children love a pet, they learn much

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from it that will prove helpful to them in making good adjustments to life." 2

There are significant implications as to why pets become a vital part of a child's life, one of which is that in the absence of a human playmate, a child yearns to adopt a pet to fill heavy moments of social void.

A study of the findings, under this classification, reveals that in terms of percentage, there is an even distribution of pages and passages devoted to the treatment of animals with tenderness and affection by family members.

From Table VII, the interpretation is made that the second grade basic reader gives this phase of human-animal relationship, two per cent more literature as compared with the other five grades.

3. Pets and Domestic Animals as Playmates. This category, at times, presented a vexing problem, as it proved rather trying experience to separate the family pet from the animal involved in a playful relationship, as the combination of ambiguity and rapid change in story plot confused the issue.

Under this division, the neighbor's parakeet, the vendor's dog, and team mascot, the stray cat, the circus performers, and barnyard beasts usually fitted into the pattern of human-animal relationship, social interaction on a friendly basis.

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This classification of animal stories is, of course, highly recommended for strengthening the bond of understanding between the child and friendly creature. Anxieties, that children might have about the exaggerated animosities exhibited by our better known animals, could be dispelled to a higher degree.

This writer believes that it is the moral obligation of teachers to shape a pattern of living, drawing from a wide range of literary experiences, that stresses the fine art of living with many species of animals.

Frequently, on a single page of reading, there was duplication and much overlapping of categories. Even if there was so much as a single line of a distinct classification of human-animal relationship, that important fact was tallied on the check-list.

Findings showed that within this delineated area, the first and second grades received more literary play, followed by a steady decline until the fifth grade is noted with a slight improvement; however, there is more than fifty per cent constriction on the sixth grade level, engendering the thought that stories with immediacy of experiences should be given priority over themes revolving around remote situations.

4. Simple Care Accorded Animals. This division was included as the overt acts of characters that would certainly reveal their feelings, attitudes towards pets and domesticated
animals. Deeds involving simple care would include such conventional responsibilities as tendering water to thirsty animals, catering to them with adequate food, providing warmth and shelter, ministering to simple injuries, furnishing clean and sanitary quarters, resting a tired farm beast, and showing general concern for an animal's welfare. As conventional and humane as these responses might be appraised, they give an insight into the feelings of individuals, the genuine concern that they manifest for both farm and household creatures.

The kindly acts of merely patting a pet and exercising it, reflects wholesome attitudes. The child learns early in life about the human-like qualities of animals; and he develops a sense of responsibility from the simple cares which serve to protect the pets.

Children cannot be expected to perform such essential tasks without occasional indifference, but realizing how dependent the pet is upon people for food, drink, and other necessities, they accept these challenges with a sense of duty, even when these candid performances interfere with their pleasurable interests.

This writer will never forget the indignant reaction of his class while reading and discussing the story of a turbulent flood menacing a Chinese family who had to abandon its old homestead to flee to safer and higher terrain. Dominat-
ing this tragic situation is the oriental patriarch who, with an implacable disposition, makes decisions as to which articles may be taken along; and impassively he decrees that the family must abandon the dog, long the pet of the closely knit family, and leave it to its own devices because of the scarcity of food.

The pupils, en masse, denounced the Chinese father as cruel and inhuman. This moving narrative touched the tender, sensitive feelings of these aroused children. Constructive life lessons can be taught by the teacher who really cares, through melodramatic situations of this type.

5. Revelation of Deep Concern for Animals. This division is often the outgrowth of the kindly deeds exhibited under the previous classification of human-animal relationships. Solicitous concern in many theme situations, was felt for pets and barnyard animals in distress, or in a scene where the beloved pet or farm animal favorite was sold. This deep feeling may have been expressed for a serious injury, or the unexpected loss of admired creatures.

Because a child's love for a dog or a kitten manifests itself naturally, sometimes there is a tendency for the child to treat a pet as if it were just another toy. Here again, the teacher has the opportunity, by careful explanation and indoctrination, to lead the boy or girl to understand that animals have many of the same feelings and needs as those of human beings. The difference is that an animal cannot open
doors or turn a faucet to get itself a drink. Those are the things which a concerned child must do for the animal in want of something. The opportunity for fostering humane concern and appreciation for animals under this category is ever present.

Investigation, within this phase, showed almost an equal percentage of literary passages devoted to sincere concern and affection demonstrated in behalf of pets and domesticated animals. With the exception of the fourth grade, the average number of pages which mentioned or stressed sympathy for the animal was five percent. The fourth grade, registered seven per cent of its pages as describing this phase of the thesis.

This category provided a plethora of interesting experiences by reopening the age-old question: Can animals really communicate with each other? Anecdotes of horses, dogs, and monkeys vocally communicating with one another abound in the annals of zoology. But every tale has proved too fanciful, or that the particular creature has been a mere vocal mimic.

Today, however, science will support the contention that virtually all species of wildlife have the ability to convey basic information among themselves. The tonal qualities of a dog can indicate joy, pain, fear, or anger.

Within this classification, the animals in story situations, talked to other creatures and human beings with
conventional observance of social amenities. Their desires and aspirations were often expressed verbally through friendly repartee. Sensitive feelings and attitudes, were more conveniently appraised in this area of literature, conveying to young readers that crows, dogs, chimpanzees, and rabbits transmit more than just senseless noises.

Under this classification, the first grade basic reader was favored with personalized animal talk in 29% of the total pages, with succeeding grades showing a steady declining quantitatively; and it is understandable why in middle grades, animal themes were scarcely treated with this technique as children within the age bracket of ten to twelve years of age, would obviously ridicule and disparage this type of story presentation.

Overall figures show that the middle grades, fifth and sixth grades, have been infrequently exposed to meaningful animal stories adapted to their level of functional needs and interests; "to bring about an appreciation of the effect of physical environment of the ways people live and what they do; to stimulate an appreciation of the world of nature and science."  

7. Animals Maintained for Economic Uses. At the inception of this investigation, there was no preconceived notion about giving this category special attention. But its importance loomed progressively greater as the pages of the primary basal readers were systematically processed for pertinent animal situations, of which there were a satisfactory number.

In the routine association with farm beasts and those maintained for economic pursuits--e.g., the oxen pulling a ponderous plow--the opportunities for reflecting upon human responses to animal actions and reactions are timely and frequent. The range of species of farm animals was rather extensive, commencing with the more familiar type of barnyard animal to the stranger species, especially, where the setting of the story was foreign in background. This was typical of stories adapted to fifth and sixth grade basic readers. Characteristic of this kind of presentation, an animal like the llama, which inhabits the hillsides of South America, would be featured as serving manifold uses, economically.

In this area, the first and second grades received the bulk of literary attention with meaningful barnyard themes and background. Under this classification, contact with farm and commercial type of animals was generally routine and frequent. Because of this circumstance, interesting observations were made of the nature of the treatment accorded
animals, maintained for economic and expedient motives, by human overlords. Pertinent inquiries were made, such as:

How did the children react when they learned that their father was planning to kill the turkey which had endeared itself to the youngsters? How did the children respond to the advertised sale of their pet's litter of puppies? Moving experiences characterizing such situations, open up new vistas into the realm of humane feelings and thoughts in a fruitive manner.
TABLE I

TOTAL AND PER CENT OF PAGES RELATING TO SEVEN CATEGORIES OF ANIMAL STORIES IN THE FIRST GRADE READER, RESTRICTED TO PETS AND DOMESTICATED ANIMALS.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Pages</th>
<th>Number of Pages</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pictures of pets and domesticated animals.*</td>
<td>218</td>
<td>96</td>
<td>44%</td>
</tr>
<tr>
<td>2. Family animal pets.</td>
<td>218</td>
<td>12</td>
<td>6%</td>
</tr>
<tr>
<td>3. Animals treated as friends and playmates.</td>
<td>218</td>
<td>17</td>
<td>8%</td>
</tr>
<tr>
<td>4. Simple care accorded to the animals.</td>
<td>218</td>
<td>7</td>
<td>3%</td>
</tr>
<tr>
<td>5. Revelation of deep concern for animals.</td>
<td>218</td>
<td>10</td>
<td>5%</td>
</tr>
<tr>
<td>6. Communication of animals through medium of human dialogue.</td>
<td>218</td>
<td>63</td>
<td>29%</td>
</tr>
<tr>
<td>7. Animals maintained for economic welfare.</td>
<td>218</td>
<td>13</td>
<td>6%</td>
</tr>
</tbody>
</table>

* Often, these items are duplicated on the same page.
### TABLE II

**Total and Percent of Pages Relating to Seven Categories of Animal Stories in Basic Readers Restricted to Pets and Domestic Animals.**

<table>
<thead>
<tr>
<th>Grade II</th>
<th>Number of books</th>
<th>total pages</th>
<th>No. of pages devoted to item</th>
<th>per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pictures of pets and domesticated animals.</td>
<td>2</td>
<td>499</td>
<td>189</td>
<td>32%</td>
</tr>
<tr>
<td>2. Family animal pets.</td>
<td>2</td>
<td>499</td>
<td>37</td>
<td>8%</td>
</tr>
<tr>
<td>3. Animals treated as friends and playmates.</td>
<td>2</td>
<td>499</td>
<td>54</td>
<td>11%</td>
</tr>
<tr>
<td>4. Simple care accorded to the animals.</td>
<td>2</td>
<td>499</td>
<td>23</td>
<td>5%</td>
</tr>
<tr>
<td>5. Revelation of deep concern for animals.</td>
<td>2</td>
<td>499</td>
<td>22</td>
<td>5%</td>
</tr>
<tr>
<td>6. Communication of animals through medium of human dialogue.</td>
<td>2</td>
<td>499</td>
<td>102</td>
<td>22%</td>
</tr>
<tr>
<td>7. Animals maintained for economic welfare.</td>
<td>2</td>
<td>499</td>
<td>98</td>
<td>20%</td>
</tr>
</tbody>
</table>
### TABLE III

**TOTAL AND PER CENT OF PAGES RELATING TO SEVEN CATEGORIES OF ANIMAL STORIES IN THE BASIC READERS RESTRICTED TO PETS AND DOMESTICATED ANIMALS**

<table>
<thead>
<tr>
<th>Grade III</th>
<th>Number of books</th>
<th>total pages</th>
<th>no. of pp. devoted to item</th>
<th>per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pictures of pets and domesticated animals.</td>
<td>2</td>
<td>622</td>
<td>105</td>
<td>17%</td>
</tr>
<tr>
<td>2. Family animal pets.</td>
<td>2</td>
<td>622</td>
<td>36</td>
<td>6%</td>
</tr>
<tr>
<td>3. Animals treated as friends and playmates.</td>
<td>2</td>
<td>622</td>
<td>39</td>
<td>6%</td>
</tr>
<tr>
<td>4. Simple care accorded to the animals.</td>
<td>2</td>
<td>622</td>
<td>14</td>
<td>2%</td>
</tr>
<tr>
<td>5. Revelation of deep concern for animals.</td>
<td>2</td>
<td>622</td>
<td>37</td>
<td>6%</td>
</tr>
<tr>
<td>6. Communication of animals through medium of human dialogue.</td>
<td>2</td>
<td>622</td>
<td>36</td>
<td>6%</td>
</tr>
<tr>
<td>7. Animals maintained for economic welfare.</td>
<td>2</td>
<td>622</td>
<td>70</td>
<td>11%</td>
</tr>
<tr>
<td>Grade IV</td>
<td>Number of books</td>
<td>Total pages</td>
<td>No. of pp. devoted to item</td>
<td>Percent</td>
</tr>
<tr>
<td>----------</td>
<td>----------------</td>
<td>-------------</td>
<td>---------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>1. Pictures of pets and domesticated animals.</td>
<td>2</td>
<td>850</td>
<td>182</td>
<td>21%</td>
</tr>
<tr>
<td>2. Family animal pets.</td>
<td>2</td>
<td>850</td>
<td>46</td>
<td>5%</td>
</tr>
<tr>
<td>3. Animals treated as friends and playmates.</td>
<td>2</td>
<td>850</td>
<td>39</td>
<td>5%</td>
</tr>
<tr>
<td>4. Simple care accorded to the animals.</td>
<td>2</td>
<td>850</td>
<td>34</td>
<td>4%</td>
</tr>
<tr>
<td>5. Revelation of deep concern for animals.</td>
<td>2</td>
<td>850</td>
<td>59</td>
<td>7%</td>
</tr>
<tr>
<td>6. Communication of animals through medium of human dialogue.</td>
<td>2</td>
<td>850</td>
<td>23</td>
<td>3%</td>
</tr>
<tr>
<td>7. Animals maintained for economic welfare.</td>
<td>2</td>
<td>850</td>
<td>117</td>
<td>14%</td>
</tr>
</tbody>
</table>
## TABLE V

TOTAL AND PER CENT OF PAGES RELATING TO SEVEN CATEGORIES OF ANIMAL STORIES IN BASIC READERS RESTRICTED TO PETS AND DOMESTICATED ANIMALS.

<table>
<thead>
<tr>
<th>Grade V</th>
<th>Number of books</th>
<th>total pages</th>
<th>no. of pp. devoted to item</th>
<th>per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pictures of pets and domesticated animals.</td>
<td>2</td>
<td>910</td>
<td>110</td>
<td>12%</td>
</tr>
<tr>
<td>2. Family animal pets.</td>
<td>2</td>
<td>910</td>
<td>61</td>
<td>7%</td>
</tr>
<tr>
<td>3. Animals treated as friends and playmates.</td>
<td>2</td>
<td>910</td>
<td>61</td>
<td>7%</td>
</tr>
<tr>
<td>4. Simple care accorded to the animals.</td>
<td>2</td>
<td>910</td>
<td>37</td>
<td>4%</td>
</tr>
<tr>
<td>5. Revelation of deep concern for animals.</td>
<td>2</td>
<td>910</td>
<td>41</td>
<td>5%</td>
</tr>
<tr>
<td>6. Communication of animals through medium of human dialogue.</td>
<td>2</td>
<td>910</td>
<td>13</td>
<td>1%</td>
</tr>
<tr>
<td>7. Animals maintained for economic welfare.</td>
<td>2</td>
<td>910</td>
<td>116</td>
<td>13%</td>
</tr>
</tbody>
</table>
### TABLE VI

**TOTAL AND PER CENT OF PAGES RELATING TO SEVEN CATEGORIES OF ANIMAL STORIES IN BASIC READERS RESTRICTED TO PETS AND DOMESTICATED ANIMALS.**

<table>
<thead>
<tr>
<th>Grade VI</th>
<th>Number of books</th>
<th>total pages</th>
<th>no. of pp. devoted to item</th>
<th>per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pictures of pets and domesticated animals.</td>
<td>2</td>
<td>892</td>
<td>83</td>
<td>9%</td>
</tr>
<tr>
<td>2. Family animal pets.</td>
<td>2</td>
<td>892</td>
<td>37</td>
<td>4%</td>
</tr>
<tr>
<td>3. Animals treated as friends and playmates.</td>
<td>2</td>
<td>892</td>
<td>30</td>
<td>3%</td>
</tr>
<tr>
<td>4. Simple care accorded to the animals.</td>
<td>2</td>
<td>892</td>
<td>19</td>
<td>2%</td>
</tr>
<tr>
<td>5. Revelation of deep concern for animals.</td>
<td>2</td>
<td>892</td>
<td>31</td>
<td>4%</td>
</tr>
<tr>
<td>6. Communication of animals through medium of human dialogue.</td>
<td>2</td>
<td>892</td>
<td>21</td>
<td>3%</td>
</tr>
<tr>
<td>7. Animals maintained for economic welfare.</td>
<td>2</td>
<td>892</td>
<td>62</td>
<td>7%</td>
</tr>
</tbody>
</table>
TABLE VII

PERCENTAGE OF TOTAL NUMBER OF PAGES IN TWELVE BASIC READERS, CONTAINING PET AND DOMESTICATED ANIMAL SITUATIONS.

<table>
<thead>
<tr>
<th></th>
<th>Gr. 1</th>
<th>Gr. 2</th>
<th>Gr. 3</th>
<th>Gr. 4</th>
<th>Gr. 5</th>
<th>Gr. 6</th>
<th>Total books</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pictures of pets and domesticated animals.</td>
<td>44%</td>
<td>38%</td>
<td>17%</td>
<td>21%</td>
<td>12%</td>
<td>9%</td>
<td>12</td>
</tr>
<tr>
<td>2. Family animal pets.</td>
<td>6%</td>
<td>3%</td>
<td>6%</td>
<td>5%</td>
<td>7%</td>
<td>4%</td>
<td>12</td>
</tr>
<tr>
<td>3. Animals treated as friends and playmates.</td>
<td>8%</td>
<td>11%</td>
<td>6%</td>
<td>5%</td>
<td>7%</td>
<td>3%</td>
<td>12</td>
</tr>
<tr>
<td>4. Simple care accorded to animals.</td>
<td>3%</td>
<td>5%</td>
<td>2%</td>
<td>4%</td>
<td>4%</td>
<td>2%</td>
<td>12</td>
</tr>
<tr>
<td>5. Revelation of deep concern for animals.</td>
<td>5%</td>
<td>5%</td>
<td>6%</td>
<td>7%</td>
<td>5%</td>
<td>4%</td>
<td>12</td>
</tr>
<tr>
<td>6. Communication of animals through medium of human dialogue.</td>
<td>29%</td>
<td>22%</td>
<td>6%</td>
<td>3%</td>
<td>2%</td>
<td>3%</td>
<td>12</td>
</tr>
<tr>
<td>7. Animals maintained for economic welfare.</td>
<td>24%</td>
<td>20%</td>
<td>11%</td>
<td>14%</td>
<td>13%</td>
<td>7%</td>
<td>12</td>
</tr>
</tbody>
</table>
CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

RESTATEMENT OF THE PROBLEM

The problem of this investigation is to evaluate elementary basic reading series to determine the scope of science content delimiting material to humane aspects toward the behavior of pets and domesticated animals.

SUMMARY OF PROCEDURAL TECHNIQUE

The procedural pattern entailed a page-by-page analysis of stories contained exclusively in two complete sets of elementary basal readers, adapted to grades one to six, inclusively. Supplementary reading materials, though superb in variety of content and quality of literature, were disregarded for lack of availability in various schools because of restricted budgets, and the difficulty of adapting such books to refined reading levels and interests of children.

Frequent and conscientious use was made of the checklist, defining seven distinct divisions, to govern the criteria for fruative evaluation of basic readers to appraise the findings of quantitative as well as qualitative treatment of animal tales, especially those more commonly associated with human beings. Focal attention was directed upon
the nature of humane responses and opportunities provided for fostering wholesome attitudes respecting human-animal relationships.

Statistically, wild animal stories were regretfully ignored, as it was deemed expedient to constrict the area of this study. This, combined with the problem of attempting to interpret effectively, activities of untamed beasts enmeshed in theme situations far removed from the experiential realm of elementary school children, influenced the choice of stressing those fundamental concepts of human-animal association which might direct a pupil through a maze of environmental experiences and give meaning to the natural phenomena of the world in which he lives.

Narratives, expositions, and sometimes, poetry, dramatizing beasts in violent action were purposively bypassed as it is difficult to stimulate a sense of appreciation, under extreme circumstances, of their traits of loyalty, perseverance, humor, pathos, and affection.

The guidebook section, indexes, table of contents, and even glossaries were systematically explored to secure authentic lines of demarcation among the closely allied categories of family pets as distinguished from pets accepted as merely friends; of superficial concern as differentiated from deep feelings for pets; and of household pets as identified from barnyard animals.
Table VII projects a composite picture of the frequency with which specific human-animal situations were described as integral parts of a theme. The policy of double checking was often invoked to augment the reliability of the findings. Illustrations were accorded merited attention, as they served as an invaluable source of transferring to young and avid readers, poignant and dramatic imagery. These stirred within the minds and hearts of readers, meaningful interpretation of nature's intriguing ways.

CONCLUSIONS

Because of limitations which beset authors of basic readers, criticism of their commendable efforts should be directed with understandable restraint. That they have reproduced basic reading materials of superior merit, in complex areas circumscribed by specific types of stories, skillfully graded vocabulary, enriched glossary, adaptations to a wide range of individual needs, readiness program, graphic illustrations, and other delineated spheres of today's highly refined reading curriculum, is acknowledged even by the seemingly implacable critics.

A wider and more discriminating selection of animal stories, particularly in the middle grades, by the authors
basic readers, could add constructively to the growth of attitudes and ideals, which are compatible with our concept of the serviceable role of the animal in our environment and way of living. The reading content selected ought to be of a candid appreciation of the human-like traits of nature's creatures—their versatility and resourcefulness.

Tales, which are fanciful and abstract in substance, and far removed from a child's fund of experiences, deter his development of humane concepts and attitudes, as these conditions are not primed to assist the child to interpret in the light of his own experiences.

Psychologically, basic readers which can contribute to the elimination of unwarranted and premature fears that children exhibit toward even the tamest of pets, are woefully thin in both content and design. This discrepancy may be ascribed to the passive interest which authors manifest in the field of animal literature because of inadequate science background; or perhaps, they place too much reliance upon supplemental literature; and, too, technical limitations restrict freedom of literary performance. Whatever the causes for the minimization of animal themes engendering desirable humane attitudes toward our tame creatures, there is a urgent need in the middle grades for more and better pet and domesticated animal situations founded upon realism and opportunity for understanding the
interaction of feelings between man and beast.

Those genuinely concerned with the altruistic aims of elementary education, rely heavily upon the basic reader, the core of fundamental education, to teach children how animals live and how things work. And through the alert, dedicated teacher, humane attitudes and appreciations for our animal friends will be translated into fruitful reality.

However, this responsible teacher must have available reading materials of a kind likely to promote the highest regard for pets and domesticated animals.

RECOMMENDATIONS

1. Reading material, in basic readers, relating to wild animal species could be regarded as a challenging subject for investigation by prospective writers, especially where the important program of conservation is concerned.

2. Authors should replace some of the fanciful, exaggerated type of stories in the middle grades with real, documentary type of narratives, of which there is a rich source.

3. Though primary grades are favored with animal stories in numbers, qualitatively there should be
some improvement.

4. One complete unit of a basic reader could be prepared for the non-fiction type of animal stories, e.g., "Dogs as War Heroes". This category would combine thrilling adventure, science background, and a truer composite picture of the animal responses. Periodicals are effective media for supplying a wealth of real animal experiences.

5. In the Teacher's Manual, notable for the commendable suggestions it offers for motivation and constructive adaptation of themes to the wide range of children's needs, a compendium might be included, of scientific background and knowledge to aid the teacher with insufficient science orientation to perform with greater effectiveness.

6. Since this particular investigation is comparatively new and fertile in scope, it definitely should have a follow-up study for more fruitful results.

7. Authors should project stories, without reluctance, with the element or suggestion of cruelty to achieve realism and provide greater potential in teaching the child warm, kindly feelings for pets.

8. The superb illustrations, universally in color, could stand some improvement, not in quality but
rather in suggestiveness to stimulate the desired attitude imagery.

9. Narratives, expositions, and biographies which stress the human-like qualities of animals should be given priority over content dramatizing the actions of remote species of animals or wildlife.

It is the fervent hope of this writer that these recommendations be so appraised that the translation of so much as one of them into a constructive program will add substantially to the forces working to develop in children, humane and wholesome attitudes for our animal friends.
BIBLIOGRAPHY


Millotte, Alfred and Elma, "That Animals Have Taught Us About People." Rotarian, August, 1955, pp. 7-12.


