

HUMANE EDUCATION

by

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THESIS

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CHAPTER I

HISTORICAL BACKGROUND

The purpose of this thesis is to present an analysis of the development and present status of humane education in the United States, its administration, aims, and methods. The field of humane education has this peculiarity, that while it has gained almost universal recognition as an important element in the child's experience, it has as a general rule been provided not by the school itself but by an outside agency in cooperation with the school authorities. The reference is to the work of numerous state and city humane societies who have carried on as a part of their activities a program of education.

The material for this study has been derived largely from pamphlets and bulletins published by the humane societies of the United States, from the related experiences of teachers and expressed beliefs of educators as obtained from articles published on the subject, and from personal letters and interviews.

Like most humanitarian ideas, that part of the humane movement chiefly concerned with animals saw its culmination in the nineteenth century. There were, of course, as in all reform movements, individuals who saw and wrote of the need for reform before the rest of the people had even the vaguest idea of such a need. These were the individuals who paved the way for the workers coming after them, who although their own words fell on barren ground made it possible for their successors to find a few willing to listen to them. In England, particularly, the realization or the worth of such a movement was great. Brutal animal sports had for a long time been among the nation's chief amusements. Bear-baiting, cock and dog fighting were common pastimes. In 1857 Thomas Cartwright complained, "If there be a bear or a bull to be baited in the afternoon, or a jackanapes to ride on horseback, the minister hurries the sermon over in a shameful manner in order to be present at the show."¹

The condition of domestic animals was little better. They were beaten, stoned, starved; in general, treated wholly without care or consideration. "The many horrid instances or cruelty practiced by men would almost tempt one to think that a great part of mankind believed that cruelty to brutes is not an act of injustice."²

1. Strutt, Joseph, Sports and Pastimes, p. 241.

2. Rowley, Francis, The Humane Idea, p. 30.

In the eighteenth century, leaders of thought were already realizing that men owed something to the lower animals. Belief in the inviolability of the dignity of man led to the belief in the dignity of animals. It is in late eighteenth century England, however, that the first true agitators of the humane movement are found. They were a small group of men sincerely interested in the questions of animal rights and desirous of placing them before the public. Many are the names of writers of humane literature. It is true that these early writings in behalf of animals neither received a warm welcome nor reached many people. They did, however, influence powerfully the men who came after them, and who succeeded in placing the question not only before the public but before the legislators of the country.

Two of the most influential among the early writers were The Reverend Humphrey Primatt and Jeremy Bentham. Dr. Primatt in 1776 wrote "A Dissertation on the Duty of Mercy and Sin of Cruelty to Brute Animals." In this treatise he said, "See that no brute of any kind whether entrusted to thy care or coming in thy way suffer neglect or abuse. Let no views of profit, no compliance with custom, and no fear of ridicule of the world, ever tempt thee to the least act of cruelty or injustice to any creature whatsoever. But let this be your invariable rule, everywhere and at all times, to do unto others as, in their condition, you would be done unto."¹ Later Lord Erskine in his debates in Parliament for an animal protection law used many of Dr. Primatt's arguments.

Even greater influence was exerted by Jeremy Bentham. It was he who first advocated that legal measures should be taken for the protection of animals. He predicted that acts of cruelty toward animals would be classed as crimes. This was an innovation in the thought of the period, and thus he laid the groundwork for all the humane labors which followed. Henceforth, the pleas on behalf of Animals were placed before the law-making bodies of the country. In 1811 Lord Erskine introduced into Parliament a bill for the protection of animals. This was the first time that a bill dealing with the subject was ever brought before the legislative body of any country. The bill was turned down and its advocate was accused of having introduced the measure only "to have done that which no one yet had ever thought of doing; to have introduced into legislation at this period of the world, what had never been found in the laws of any country"² However, Lord Erskine, though unsuccessful in his attempt, had started the movement which was to gain strength

1. Coleman, Sydney, *Humane Society Leaders*, p. 18.

2. Coleman, Sydney, *op. cit.*, p. 23.

and impetus until it had reached millions of persons and embraced every continent of the world.

It was not difficult to find a new champion for the animal cause. Richard Martin in 1822 for the second time introduced into Parliament a bill for the protection of animals. This time with much difficulty the bill was forced through. The bill was inadequate, a product of compromise. The popularity of certain sports which necessitated ill usage of animals prevented effective legislation. The bill provided for the punishment of persons

“who wantonly and cruelly beat or ill treat the horse, mare, gelding, mule, ass, ox, cow, heifer, steer, sheep and other cattle by a fine of not more than five pounds or less than ten shillings or imprisonment not exceeding three months”.¹

Nevertheless, despite these deficiencies, Richard Martin’s bill of 1822 marks the beginning of the real history of the anti-cruelty movement.

Martin, however, discovered as did all his successors in humane work, that mere legislation was not enough. There was no adequate machinery for the enforcement of the anti-cruelty laws, and flagrant abuses continued. In October, 1822, four months after the passage of the animal protective bill, there was held a meeting at “Old Slaughters’ Coffee House” in St. Martin’s Lane, London, “for the preventing, as far as possible, the cruel treatment of animals”.² The members at this meeting devised a plan whereby the law passed in Parliament could be made effective. They organized a society whose aim was to protect animals and procured for the society police powers with which to enforce the anti-cruelty legislation. The idea of delegated responsibility has characterized humane work ever since. In June, 1824 the first Society for the Prevention of Cruelty to Animals was officially organized and the following plan of operations was adopted:

- “1. The circulation of suitable tracts gratuitously, or by cheap sale, particularly among persons entrusted with cattle, such as coachmen, carters, and drovers.
- “2. The introduction into schools of books calculated to impress on youth the duty of humanity to inferior animals.

1. Coleman, Sydney, *op. cit.*, p. 29.

2. *Ibid.*, p. 27.

- “3. Frequent appeals to the public through the press, awakening more general attention to a subject so interesting, though so much neglected.
- “4. The periodical delivery of discourses from the pulpit.
- “5. The employment of constables in the markets and streets, and
- “6. The prosecution of persons guilty of flagrant acts of cruelty, with publicity to the proceedings, and announcement of results.”¹

This scheme of action is a combined plan of law enforcement and humane education which covers all the most important lines of activity practiced by the humane societies at the present time.

After its inception in England the anti-cruelty movement spread rapidly. By 1850 societies had been established in Germany, Austria, and France. In America the movement was delayed by the Civil War but followed immediately after its close. It was not mere coincidence that in both England and America the movement against cruelty to animals came directly after a movement for the abolition of human slavery. In 1811 an Act of Parliament stamped out slavery in the British Empire. In 1822 Humanity Martin's Cattle Bill was passed. In 1865, a Constitutional Amendment abolished slavery within the United States, and in the following year the New York State Legislature incorporated the American Society for the Prevention of Cruelty to Animals. Anti-cruelty legislation in each country culminated a long period of social reform.

In America, as in England, long before any organized humane activity developed, there were notable pioneers in the field of humane sentiment and expression. The earliest of these was Thomas Paine. In his Age of Reason he says, “The moral goodness of men consists in imitating the moral goodness and beneficence of God manifested in the creation toward all his creatures... Everything of persecution and revenge between man and man, and everything of cruelty to animals is a violation of moral duty.”² These early pioneers were thus laying the foundations for the humane movement and when at last advocates of

1. Coleman, Sydney, op. cit., p. 28.

2. Paine, Thomas, The Age of Reason, Part I, p. 83.

animals' rights come forward, the country was at least in part ready to receive them.

Two men were chiefly responsible for the success of the movement in the United States: Henry Bergh, who founded the American Society for the Prevention of Cruelty to Animals in New York in 1866 and George T. Angell, leader on the organization of the Massachusetts Society for the Prevention of Cruelty to Animals in Boston in 1868. Each man worked independently and without the aid of the other. To Henry Bergh, however, should go the credit for the first organized work in behalf of animals in America. He first became interested in animal treatment while Secretary for the Legation at St. Petersburg. In that city he saw so much atrocious mistreatment of animals that he determined to devote himself upon his return to America entirely to the prevention of cruelty. On his way home he visited the London humane society and there gleaned some idea of the activities of an anti-cruelty organization equipped with police power. The two years after his return to New York he spent in trying to win over public sentiment through speeches, personal interviews with prominent persons, and newspaper articles and editorials. On February 8, 1866 in Clinton Hall, New York there was held the meeting which resulted in the formation of the first humane society in the United States. Bergh's appeal was passionate and convincing; "This is a matter purely of conscience. It has no perplexing side issues. Politics have no more to do with it than astronomy, or the use of the globe. No, it is a moral question in all its aspects; it addresses itself to that quality of your nature that cannot be disregarded by any people with safety to their dearest interests; it is a solemn recognition of the greatest attribute of the Almighty Ruler of the Universe, Mercy, which if suspended in our own case, but for a single instant, would overwhelm and destroy us." ¹ At the close of this lecture Bergh was assured of the backing of all those present. Greatly encouraged by this warm reception of his ideas, Bergh went immediately to Albany and there obtained on April 10, 1866 a state wide charter for the American Society for the Prevention of Cruelty to Animals. A constitution was drawn up in which the purpose of the society was stated as being "to provide affective means for the prevention of cruelty to animals throughout the United States, to enforce all laws which are now or may hereafter be enacted for the protection of animals and to secure, by lawful means, the arrest and conviction of all persons violating such laws." ²

1. Coleman, Sydney, *op. cit.*, p. 37

2. *Ibid.*, pp. 39-40.

The first task which the new society set for itself was to secure the passage of humane legislation. Success in this endeavor came promptly when in April, 1866 the New York State Legislature was persuaded to pass an animal protective law which provided that “every person who shall, by his act or neglect, maliciously kill, maim, wound, injure, torture, or cruelly beat any horse, mule, cow, cattle, sheep, or other animal, belonging to himself or another, shall upon conviction, be adjudged guilty of a misdemeanor.”¹ This law marks the first effective anti-cruelty legislation in America.

The general public was still apathetic, financial aid was slow in coming, the law was vague and tentative and difficult of interpretation. Mr. Bergh patrolled the streets, acted as agent, prosecutor, and chief executive. Frequently he had to pay the bills of the society. Despite these difficulties and discouragements the society continued to grow and its activities to increase. At the present time over one hundred persons are employed and more than a score of trucks and ambulances are used by the society. Among its interests are listed investigation and prosecution of cruelty, fostering humane education, publication of a periodical and other literature, and maintenance of a fully equipped animal hospital and animal shelter.

As indicated above the early activity of Mr. Bergh in New York was paralleled by that of George T. Angell in Massachusetts. Like Bergh, Angell had long been aroused by the cruelty to animals then prevalent in his state. “The cruelties then practiced in Massachusetts would fill a long chapter,” he wrote in his autobiography. “It is not necessary to give many of them here. I will mention a few. Calves taken from their mothers when too young to eat hay were carted through our streets, and lay in heaps at the cattle-markets, tied, and piled on each other like sticks of wood; ... Sheep, from which their fleeces had been taken, stood, in cold weather, about the slaughter-yards shivering for days before they were killed. Nothing had been done to lessen the horrors of cattle transportation. Old horses, long past service, were whipped up and down the streets of Brighton, and sold sometimes for thirty-seven and one half cents each. Worn-out and aged horses, dogs and other animals were ignorantly and thoughtlessly killed, in ways most brutal. A man in my town near Boston, who had mortgaged his stock of cattle to another, quarrelled with him, locked the stable doors and starved them all to death in their stalls to prevent his getting his pay. There was no law in Massachusetts to punish him.”²

1. Coleman, Sydney, op. cit., p. 39.

2. Angell, George T., Autobiographical Sketches, p. 8.

On February 22, 1868 a notorious case of cruelty aroused the indignation of the citizens of Massachusetts and resulted in the founding of the Massachusetts Society for the Prevention of Cruelty to Animals. On that date two horses were driven to death in a race between Brighton and Worcester. So greatly was Mr. Angell aroused that he decided that it was time for systematic intervention. Speaking of his feelings at the time he wrote, "When I saw in 'The Boston Daily Advertiser' of Monday, February 24, the record of this cruel race, my determination was at once taken ... I said to myself, 'Somebody must take hold of this business, and I might as well as anybody.'" ¹ In accord with this resolution he published a letter in the Daily Advertiser of February 25, 1868 protesting against such cruelty and ending with the following challenge, "I, for one, am ready to contribute both time and money; and if there is any society or person in Boston, with whom I can unite, or who will unite with me in this matter, I shall be glad personally or by letter to be informed." ²

As a result of this letter a meeting was held and plans for a Massachusetts humane society were made. On March 23, 1868 a charter was granted the society under the name, "Massachusetts Society for the Prevention of Cruelty to Animals." Once the movement got under way there were few obstacles. The first canvassing for members and funds was done by members of the police force who in three weeks secured twelve hundred members and thirteen thousand dollars.³ At the present time the organization is one of the largest and most active in the country.

As the American and Massachusetts societies grew in reputation, their founders were deluged with requests for help and advice from all parts of the country. Both Mr. Bergh and Mr. Angell responded willingly, conducting lecture tours throughout the country. These trips led to the formation of other anti-cruelty societies patterned after the two older bodies. Even before the end of 1868 Pennsylvania, New Jersey, and California had succeeded in organizing societies and in the next year Illinois and Minnesota followed.

Since the founding of the original societies the anti-cruelty movement has had a steady growth. Hundreds of organizations have been formed ranging from small rural societies which support with difficulty a single agent to the large state-wide societies which employ a considerable staff of agents and maintain numerous

1. Ibid., p. 9.

2. Ibid., p. 9.

3. Ibid., p. 13.

branches. At the present time there are listed with the American Humane Association over nine hundred humane societies.¹ Some of these, it is true, have become inactive and others have ceased to exist altogether, but this figure shows the amount of activity which followed upon the organization of the American and Massachusetts humane societies.

The American Humane Association in its annual report for 1940 lists over five hundred active societies, four hundred eighty of which are interested in animal protective and welfare work. At least one society is reported from every state in the Union and statements of active work come from both Alaska and the Phillipine Islands. The majority of humane societies are interested not only in animal work but also in child work. Three hundred of the societies listed are of this type. This means that the funds and works of the societies must be divided between two important fields. Most of these organizations are limited in their activities since work in both departments usually puts a severe strain upon the resources of the society. As a result it is usual that one field or the other is slighted. The Connecticut Humane Society is one which combines both branches with considerable success. The remaining one hundred seventy-five societies interested in animal work devote their entire time to this aspect of humane work. As a rule the larger and more flourishing societies come under this group; the American S.P.C.A., the Massachusetts S.P.C.A., the San Francisco S.P.C.A., the Pennsylvania S.P.C.A., and the Anti-Cruelty Society of Chicago. This is natural since there is no need for division of attention or funds between two fields of work.

At the beginning of the humane movement the workers in the societies were practically all unpaid volunteers, who were so devoted to the animal cause that they gave their time, effort and money without expecting or receiving any return. As the movement grew, however, it became evident that a large number of experienced and well trained persons would be necessary to carry on the work effectively. At present most societies have at least one paid employee who devotes his entire time to the work of the association. The number of persons employed by the humane societies of the United States is approximately fourteen hundred.² This force of paid employees is augmented by more than ten thousand part-time volunteers. In all, over 250,000 people, employees and members of societies, are actively engaged in the animal cause in this country.

1. Letter from Florence Maher, dated April, 1942.

2. American Humane Association, Annual Report, No. 26

The interest and activities of the humane societies have changed and developed vastly since the days when Henry Bergh and George T. Angell patrolled the streets preventing flagrant abuses to animals. The work of the societies has expanded to include aspects not at all associated with their activities in the early days. It was natural that at first prosecution or cruelty should be the main activity of animal protective societies. With the suppression of the more obvious types of cruelty and with the increased power and respect accorded them, the societies in time round themselves in a position not only to punish but to undertake preventive work through educational means.

This trend is characterized by the manager of the Erie County Society as follows in his 1920 annual report:

“Formerly the humanitarian was more concerned about the enforcement of the law and the punishment of the evil-doer than he was in seeking the cause of things. It has taken nearly a half century of waging warfare upon the cruelist to break down his indifference to the rights of the lower creatures by the law enforcement. It is, therefore, only in recent years that organized humane forces have undertaken another line of attack through constructive methods to make certain his defeat. The punishment of the wrong-doer is not so important in this day as the application of a remedy to cure him of his shortcomings.”¹

The same thought is expressed by the chief officer of the prosecution department of the Massachusetts S.P.C.A., writing in 1940: “Our humane officers have adhered to the principle, whenever and wherever possible, that it is better to convert men from cruelty than to convict them in courts, and that the test of a Society’s usefulness is not the number of its prosecutions but the number of acts of cruelty it is able to prevent.”²

The activities of the humane societies have become so numerous that it is difficult to make a complete list. One of the oldest and most important which even now must be continued, is that of initiating legislation against new types of cruelty not covered by law. There is also the task of preventing the passage of bills which would permit or authorize cruelty or repeal humane measures which have already been enacted. In such a case the societies notify their members either through their

1. Shultz, William, The Humane Movement, p. 99.

2. “Report of Chief Officer”, Our Dumb Animals, Vol. 69, No. 3, p. 43.

periodicals or by circular letter asking them to present a solid front against any such action being taken by the legislature.

After anti-cruelty legislation has been passed, it is the concern of the humane societies to secure adequate enforcement. To this end they undertake to investigate all complaints which are sent to them. Each case is treated individually and if possible is used as an opportunity for preventive education. If the cruelty is the result of ignorance, a better method of caring for the animal is taught. If it is the result of poverty, advice and understanding are given together with financial aid whenever possible. If it is the result of indifference to the condition of the animal, a severe warning is given. However, when a clear case of wanton and vicious cruelty appears, the arrest and punishment of the offender is promptly secured.

A second important activity which the humane societies have taken upon themselves is the maintenance of animal shelters. Every society no matter what its size, has some space set aside for the use of lost or abandoned animals. Many societies have had buildings erected for the sole purpose of housing homeless creatures. Several societies, indeed, were started for the express purpose of providing such places of refuge. The Boston Animal Rescue League was the earliest of these societies; it was the first organization in the country to establish an animal shelter. The older societies were not long in following suit.

These shelters contain spacious and well-ventilated kennels and runways. Good wholesome food is provided and when necessary medical treatment is given. Lost animals are kept at these shelters for a certain definite time, thus giving their owners a chance to recover them. After this period of time has elapsed the animals are either humanely destroyed or new homes are found for them. Most societies keep very complete records of the animals they deal with. Prospective owners are carefully investigated before animals are allowed to leave the shelter and in many cases the society keeps in touch with the family for a time to see that everything is satisfactory.

Closely allied to the shelter idea is that of the rest farm. Not as many societies are able to finance these farms nor are they as absolutely necessary as are the shelters. The rest farms are farms owned and operated by the humane societies and used as places of refuge for the larger animals, particularly the horse. Overworked horses are sent to these farms to rest and to be made fit to work again. Owners are usually very glad to avail themselves of this privilege. Animals unfit for labor are sometimes sent to the rest farms for a well deserved vacation. Most societies concentrate, however, on making the animal again fit for service through

rest and good care. Typical examples of these farms are the forty acre farm of the Animal Refuge Association of Baltimore and "Pine Ridge", a home of rest established by the Boston Animal Rescue League. The principal object of these farms is to give, free of any expense, rest and care to horses belonging to workingmen who cannot afford to have their disabled or tired out horses cared for. This is an activity confined to a few of the richer societies, for not many have either the space or the funds for such a project.

Realization of the importance of medical care for animals is resulting in more and more care and money being devoted to this work. Early in the history of the American S. P. C. A. and of the Massachusetts S. P. C. A. hospitals were erected by these societies. Since then a well equipped hospital has become an important part of the work of many societies, particularly those societies which already maintain shelters. Some societies have on their staff two or three veterinarians who devote their entire time to the work of the societies. These organizations usually have free clinics two or three times a week where persons unable to pay for medical care can obtain it for their pets without expense. Oftentimes the veterinarians give lectures to owners and prepare leaflets on the care of animals for distribution by the society. The city of Boston has two large societies (Massachusetts S. P. C. A. and the Boston Animal Rescue League) both of which maintain shelters, hospitals, and a staff or doctors. Smaller organizations unable to support hospitals and to pay veterinarians full time usually have arrangements with local doctors who care for the societies' animals and take charge of free clinics. For example, the Providence Animal Rescue League has a clinic every Tuesday and Thursday morning at which one of the Providence veterinarians administers care.

One of the most important aspects of the humane work done by the societies is in the field of humane education. This work takes various forms. Talks, illustrated lectures, moving pictures, plays, and puppet shows are given before both adult and child audiences. As a part of this program large numbers of leaflets and pamphlets are prepared and circulated by educators employed by the societies. These leaflets may be kindness to animals stories, rules for the part of particular pets, statements concerning the work of the society, or detailed directions for teachers. Junior Humane Societies or Clubs are formed among children to awaken their interest in animal welfare work. Distribution of posters and calendars, the annual celebration of Be Kind to Animals Week, essay and poster contests, awards of medals for particularly meritorious deeds are all part of the general humane education program. All humane societies have developed some plan of humane education program. So important has this aspect of the work become that several

societies whose sole purpose is the teaching of humane education have been organized. Among them are the American Humane Education Society in Boston, the Rhode Island Humane Education Society, The Humane Education Society of Denver, and the New York State Humane Education Society.

This by no means exhausts the list of activities carried on by the various humane organizations. It but mentions a few of the more general projects engaged in by nearly every organization. There are many types of work which have been adopted by various societies because of the peculiarities of their location. The western states are much occupied in trying to better the condition of range animals and investigating the transportation of these animals. Other societies (like the Illinois Humane Society) are concerned with the inspection of slaughter houses and the methods of killing food animals. A grave problem to the California society has been the treatment of movie animals and the prohibition of cruelty in the making of moving pictures. Some societies have made conservation and the protection of wild life their chief activities; others have become principally interested in the antivivisection problem.

The Humane Society of Baltimore County printed the following list of activities engaged in by them. It is typical of the work done by an average American society.

“What we do:

- “1. We collect stray animals in Baltimore County.
- “2. We give information as to proper treatment and care of animals.
- “3. We maintain a modern hospital where animals receive excellent care and medical treatment. A resident physician is in attendance.
- “4. We give a course in nursing for persons desiring positions in animal hospitals.
- “5. We have Humane Education classes for children.
- “6. We have a committee on Bird Protection that will supply sanctuary posters and bird feed.
- “7. We accept old and overworked horses and all unwanted animals.
- “8. We have an animal cemetery with perpetual care.

“9. We publish a quarterly magazine, “The Humane Endeavor.”

“10. We give 24-hour service.”¹.

The sources of the finances of humane societies are almost as varied as are their activities. The chief single source of income is the dues and donations of members. In 1941 the total income was \$3,329,000 and something over a fourth of this was derived from dues and donations of members. The small, particularly rural, societies which have been unable to build up a large endowment are almost entirely dependent financially on this source of income. The active members are, therefore, the mainstay of the movement financially as well as in the carrying out of its objectives.

Every society has a differentiated membership list graduating from the annual member who pays a dollar a year to the life member or benefactor who contributes anything from a hundred dollars up. Representative lists are those compiled by the American Humane Education Society and by the American Humane Association.

“Rules of Membership in the American Humane Education Society

Active Life	\$100	Active Annual	\$10
Associate Life	50	Associate Annual	5
Sustaining	20	Annual	1 ² .

“Individual Membership Fees in the American Humane Association

\$2	Non-voting	\$500	Life Member
5	Annual	1000	Patron
10	Associate	5000	Benefactor
25	Contributing	25000	Founder” ³ .

A second source of funds is the income received from invested money. The amount is considerable and shews the advantage of building up endowments whenever possible. The largest part of this money goes to a relatively few societies. Those which receive it are the larger and older urban organizations. It is the aim of

1. The Humane Endeavor, July, 1940, back cover.

2. Our Dumb Animals, Vol. 74, No. 5, p. 40.

3. American Humane Review, Vol. XXX, No. 2, p. 27.

the younger and smaller societies to build up similar endowments as quickly as they are able. Societies with endowments are able to survive years of depression and war when contributions to the animal cause are greatly diminished.

Money received from state, county, or municipal appropriations is a third important source of income to the humane societies. Of course, not all humane societies are recipients of such public aid. Indeed, the number of organizations which receive substantial amounts are few. The reasons for and the amount of these appropriations vary for each locality. Most of the societies which receive funds do so because of the performance of some particular duty which they have taken over for the city or state and for which they receive payment. A large number of organizations have charge of the dog pound and run it as a part of their animal shelter program. In return it is customary for the city to pay to the society the money that would otherwise be spent to pay a city dog officer and to support a dog pound. Many societies have also taken over the licensing of dogs and are given for this work the license fees.

In some states it is felt that “the societies are actually doing state work and thereby saving the state the cost of paying extra police officers and social workers; therefore certain funds are advanced to the societies to help defray their expenses. The Minnesota Society for the Prevention of Cruelty receives a biennial grant of 13,000 dollars.¹ The state of Wisconsin gives 10,000 dollars every two years to the Wisconsin Humane Society and its branches.² The Colorado State Bureau of Animal Protection receives an annual sum of 10,500 dollars.³ In California provision is made by law that societies “might be paid a sum not exceeding 500 dollars per calendar month from the city or county general funds by the board of supervisors or other governing bodies thereof.”⁴ This was felt to be just payment for the police work performed by the humane societies’ agents.

In other cases no exact sum is appropriated by the state, but the societies are allowed to keep the fines paid by the lawbreakers whom they arrest and prosecute. This formerly was a sizable amount, but the number of prosecutions has dropped to a very low figure and it is no longer an important source of income.

1. Schultz, William, *op. cit.*, p. 82.

2. *Ibid.*, p. 83.

3. *Ibid.*, p. 79.

4. *Ibid.*, p. 93.

The number of societies receiving funds from the local Community Chest is relatively few. In some cases this is through preference, the societies being unwilling to forego any of their independence and feeling that greater support can be secured by a separate appeal for help. In other cases, however, animal protective societies have been refused permission to participate in the chest on the ground that societies giving aid to people are more important than those which help animals. On the whole the chest has not been a large factor in the support of animal welfare societies.

The progress which the humane movement has made in the seventy-five years since the founding of the first humane society in America is best recorded on the statute books. The first effort of the humane organizations was toward securing a standing in law for the rights of animals to freedom from cruel and abusive treatment. As the activities of the societies developed to include wider aspects of animal welfare so the laws of the states were changed and added to, to give the new aspects of their work legal support.

The first activities of the societies were directed toward the prevention of the grosser acts of cruelty; likewise, the first anti-cruelty laws forbade such acts. Then the societies became interested in the general welfare of animals and the law promptly followed suit by making failure to provide proper food, drink and shelter a misdemeanor. The societies became aware of the importance of humane education and extended their activities to this branch of welfare work; the states made laws requiring that humane education be included among the subjects in the school curriculum.

Necessarily, there is much variation in the anti-cruelty legislation of the various states, but this diversity reflects for the most part the difference in attitude of the societies. However, the law has followed a certain general pattern in all the states.

Without exception every state has a general anti-cruelty law "which forbids overloading, overdriving, unnecessary or unjustifiable beating, killing, mutilation or maiming".¹ All but six states have a law which provides for punishment for failure to supply necessary and proper food, drink and shelter. Usually provision is made giving permission for an outsider (usually a humane agent) to procure food at the expense of the owner.

1. Shultz, William, *op. cit.*, p. 233.

Forty three states have laws punishing the abandonment of disabled and decrepit animals. Permission is given to peace officers to humanely kill such animals.

Save for a few exceptions all the states have laws punishing those who wilfully or maliciously kill or injure another's animals; practically the same number forbid animal fighting, particularly cock-fighting and in several states not only the owners and trainers or the animals are punishable but also the spectators.

Most states have provisions made against the docking or setting-up of horses' tails. As recently as 1941 the humane societies of Massachusetts had difficulty in preventing the annulment of this law. The annulment bill was proposed by horse-show men who were nearly successful in getting it passed.¹

The transportation and treatment of livestock has been a matter of great concern to the humane organizations. The states have based their stock transportation legislation upon the federal Transportation Act of 1873. This act was amended in 1906 and in its new form provided that "no interstate land or water carrier shall transport cattle, sheep, swine or other animals for a period longer than twenty-eight consecutive hours without unloading the same in a humane manner, into properly equipped pens for rest, water, and feeding for a period or at least five consecutive hours." ² Some states have added clauses regulating the minimum rate of speed to be maintained and the maximum number of hours that may elapse after arrival at destination before the animals are unloaded. The question of humane treatment of food animals has not yet been answered to the full satisfaction of the societies. They feel that much can still be done toward providing better conditions of transportation and better methods of slaughtering. They are constantly on the alert in their attempt to put through more humane legislation.

Practically every state has enacted laws defining the powers and duties of police and humane officers. In general these laws provide that the officer may enter any building where animals are kept for unlawful purposes or where a law dealing with cruelty is being violated and that offenders may be arrested without warrant. Usually the additional provision is made that the officer must prosecute all violations of anti-cruelty laws coming to his notice. Officers and agents of humane societies are given police powers with regard to the enforcement of anti-cruelty laws.

1. Our Dumb Animals, Vol. 74, No. 5, p. 83.

2. Shultz, William, op. cit., pp. 109-110.

There is much miscellaneous legislation to be found on the statute books of the various states. These cover a wide range of cruelty from the forbidding of the exhibition of bears except in a menagerie by Maine law to the punishment of careless exposure of barbed wire near livestock which appears in the acts of Oregon.

One branch of humane legislation which is of relatively recent date, dating for the most part from 1900, is that providing for humane education. This has taken a variety of forms in the different states and these differences are reflected in the varied procedures of the societies in conducting a program of humane education.

CHAPTER II

THE DEVELOPMENT OF HUMANE EDUCATION

As early as 1864, George T. Angell had the following clause written into his will: "I do therefore direct that all the remainder of my property not herein before disposed of shall, within two years after the decease of my mother or myself, or the survivor, be expended by my trustees in circulating in common schools, sabbath schools, or other schools, or other schools, in such manner as my trustees deem best, such books, tracts, or pamphlets as in their judgment will tend most to impress upon the minds of youth their duty toward those domestic animals which God may make dependent upon them." ¹ Five years later the Royal Society for the Prevention of Cruelty to Animals, at Mr. Angell's instigation, organized a Women's Humane Education Committee, "the object being to carry humane education for the protection of men and beast into the schools of all countries." ² While these pioneering steps appear at the beginning of the humane movement they were not indicative of a general interest in the educational approach of that early day. Some decades were to elapse before education was to be given the importance that it holds in the humane movement today. The humane societies were too preoccupied with their self-appointed task of arresting and punishing perpetrators of flagrant acts of cruelty to be able to devote their attention to other phases of humane work. It was only after humane agents again and again had heard the plea of ignorance brought forward in excuse of cruel acts that they came to the conclusion that more could be accomplished by going to the root of the evil and educating the guilty than could ever be achieved by threats of punishment. "It has been found that punishing a man by fine or imprisonment for cruelty to his animals accomplishes little in the way of reforming a man or relieving the animal of its pain or protecting it in the future, so long as the man has no conception of the rights of the animal or a belief in its capacity to suffer pain." ³

The first form of humane education tried at all extensively by the societies was teaching those who owned or regularly used animals the proper care and handling of such animals. The societies issued cards of advice suitable for posting

1. Angell, George T., Autobiography, p. 7.

2. *Ibid.*, p. 23.

3. Stillman, William, Humane Education, American Humane Association Leaflet.

and pamphlets with detailed instructions as to the best care of animals. These cards were widely circulated among animal owners. A sample of these early leaflets is one issued by the American Humane Association giving information to horse owners. Among the rules emphasized were:

“1. Always enter a stall from the left; speak to the horse before doing so.

“2. Water a horse at least three times a day; also feed hay and grain three times a day.

“3. Do not give water or grain when horse is overheated.

“4. Have your horse shod at least once a month. Do not allow the blacksmith to be abusive or pound the feet too hard.

“5. Sore backs and shoulders may be avoided by keeping inside of saddle and collar perfectly clean and by sponging off harness marks.”¹

Often those leaflets contained not only information as to the care of the animal but also sought to explain to the owner that he as well as his horse benefited when his animal received good care. They showed that a well-fed, well-housed animal was more valuable, more useful, and could do more work than an animal which was undernourished and poorly sheltered.

It was a common practice also to include on these leaflets excerpts from the laws governing cruelty to animals. These passages lent emphasis to the leaflets by telling the owners what punishment to expect if he did not obey the instructions.

These educational efforts were at first haphazard. A humane agent investigated complaints of cruelty and at the same time would take with him instructional pamphlets and hand them out to persons guilty of cruelty along with verbal warning and advice. Educational leaflets were mailed to stable owners and to poultry raisers and shippers; enlarged cards giving all sorts of information were posted in prominent places.

The idea of distributing educational literature still is a popular one among humane societies. Every year hundreds of thousands of such leaflets are issued. These pamphlets deal with the housing, feeding and general care of all kinds of

1. The Horse; Suggestions on its Care, No. 213, American Humane Association Pamphlets.

domestic animals. Leaflets about special abuses, docking, cock fighting, rodeos, trapping, are also given out. The distribution of literature of this type directly to owners and custodians continues to be an important part of the humane educational program of most humane societies. The practice is based on the contention, as one writer puts it, that “in the long run, more can be accomplished by the prevention of cruelty by peaceful means than by waiting until an act of cruelty has been committed and then prosecuting and punishing by the imposition of a stiff fine or by imprisonment.”¹ Along with the distribution of literature some societies provide for the giving of instructional talks to animal owners and to workingmen who come into daily contact with animals. After the lectures reading material is given out and discussion of particular problems takes place.

A second important influence in instigating humane educational activity on the part of the societies was the need of reaching the public, of arousing their sympathy in and support of humane work. The success or failure of a society, as both Mr. Angell and Mr. Bergh were quick to realize, depends almost entirely upon the backing which the general public accords it. It was in the interests of the societies, therefore, to do all in their power to educate the public to a better understanding of their aims and activities. “Lectures, addresses, sermons, press appeals, and comment, exhibitions and special literature of every type were used as vehicles for informing the public and for stirring them to a more humane attitude and to a larger interest in humane work.”²

It was largely through this educational activity that the early organizations managed to survive. “I saw it was necessary to make an impression to bring the law before the public,”³ said Mr. Bergh. It was because of this conviction that he often adopted spectacular methods in handling cases of cruelty. He carried on a regular newspaper campaign to keep his work constantly before the public eye. Later humane workers have found it expedient to follow his example. The larger and more active a society is, the more time is spent by its officers and workers in giving lectures before men’s and women’s clubs, in delivering radio talks, and in preparing interesting bits of news for newspaper publication. Everything possible is done to make the work outstanding; every individual is looked upon as a potential member,

1. Our Fourfooted Friends, Vol. 36, No. 4, p. 14.

2. McCrea, Roswell, The Humane Movement, p. 106.

3. Coleman, Sydney H., Humane Society Leaders in America, p. 40.

who if approached in the right way will lend his support.

In 1940 at the sixty-fourth convention of the American Humane Association Mr. Sydney Coleman reiterated this opinion. He said:

“The humane cause must galvanize public attention. Its work is news. The local press will gladly give it attention if given a chance. Through publicity new friends and supporters will be gained. Its literature and its annual reports need to be bright and readable.

“In recognition of this tact the association has given ‘The National Humane Review’ a new dress and is striving to make every piece of literature it publishes winsome and appealing. Its posters, the new calendar and its leaflets are part of such a scheme. They till a vital need and should be used. Our now well-established Be Kind to Animals week is but another medium to captivate public attention.”¹

It is clearly the conviction of leaders in the movement that this promotional use or humane education is an essential one. Without it, it is probable that many societies would lose the interest and support of the public and their work would become ineffective.

Important as is the work carried on for the education of adults, that concerned with the education of children is of far greater significance. The teaching of humaneness to children is not by any means a new idea. In this field, also, Mr. Angell was a pioneer. Mr. Angell, in the years after the rounding of the Massachusetts Society for the Prevention of Cruelty to Animals, traveled up and down the country proclaiming the doctrine of kindness to animals and helping to organize new societies. “He realized that all their work was really outside and beyond that of the Massachusetts S. P. C. A. which was then his only incorporated organization. He felt the need of something different, something not limited to state boundaries, something that should deal not with prosecutions and the enforcement of laws, however necessary, but some sort of organization that should be national in its scope, that should deal with theories and principles, that, in short, should be so

1. “The American Humane Association Looks Ahead”, National Humane Review, Vol. XXVIII, No. 10, p. 6.

set up as to reach practically everybody, everywhere. And so, with a master stroke, in March, 1889, Mr. Angell perfected the organization of, and secured from the Massachusetts Legislature the incorporation of, the American Humane Education Society, the first of its kind in the world.”¹ “As stated in its constitution, its primal purpose is to carry Humane Education, in all possible ways into American schools and homes.”²

The new society took upon itself many tasks. In its fifty years of existence it has published more humane literature than any other organization in this or other countries. Most of this literature is in the form of leaflets, usually averaging four pages, or of pamphlets of twelve to a hundred pages. They cover all aspects of the humane movement.

Supplementing all this humane literature are lantern slides and moving pictures especially prepared by the society for humane talks and lectures.

The organization also sponsors “Be Kind to Animals” essay and poster contests in the schools and prepares special programs for the celebration of Kindness to Animals Week. The forming of school clubs is also encouraged by the society which sends pins, merit badges, leaflets and the periodical Our Dumb Animals to such groups.

From the viewpoint of the whole humane movement, the most important activity of this society has been the steadfast assistance rendered in the organization of now humane educational institutions. Since its formation the society has sent field agents to every part of the United States whose duties are either to encourage existing humane societies to establish active humane education departments or committees, or to organize new societies whose aims shall be principally educational. Such an agent will stay for six months or a year if necessary in one particular city until the new work or organization has become well-established under their own guidance. The American Humane Education Society sends supplies to these organizations to help them in their work. This type of activity has been a large factor in the organization of humane education in the schools of America. At the present time the society has eleven agents scattered throughout the country.

1. Richardson, Guy, Fifty Years of Humane Education, p. 4.

2. Rowley, Francis H., A Great Prophecy, p. 1.

From 1900 on the most notable development in humane work was the realization of the importance of humane education. Scarcely an animal protective society exists which has not either added a humane education department or brought about the organization of an independent humane education society. Typical is the case of the Humane Society of St. Joseph and Buchanan County. In her report for 1941 Miss Marie French, secretary, said, "Extremes in cruelty are on the decrease because of Humane Education. The Society felt it was attacking the problem at the wrong end. They were entering the picture after the animal or child had been abused, that the evils were being curbed but not halted. So, the preventive method was launched in 1920.

"In promoting our Humane Education Program we have featured Essay Contests, Building for the Birds, Humane Poster Contests, (first in 1920) and our new feature added this year, a Diorama Contest." ¹ This society is a small one having only two employees and taking both child and animal cases. It shows the importance attached to humane education that such a society should further tax its limited resources by the addition of educational activity, however inadequate.

In not a few cases when a humane education department has been set up as a supplementary activity, that department has developed into the major aspect of the work. The recognition of the importance of the educational phase of the humane movement has in some cases led to the formation of a separate society for the educational activity instead of merely a committee or department of the original society. Miss Elizabeth Olney, one of the founders of the Rhode Island Humane Education Society, gives the following account of that society's organization: "For several years before this Society was organized Miss Sarah J. Eddy who was then a member of the Rhode Island Society for the Prevention of Cruelty to Animals bore the expense of a humane education committee in that society, and furnished an acceptable speaker to go to the schools and address the pupils. Miss Eddy provided humane calendars and other literature. After a few years Miss Eddy was not able to continue the work and pay all the expenses. Believing the work to be a distinct department of humane endeavor, and that it should be in charge of a special board of directors, a proportion of which should be educators, and most especially that it should be brought to the attention of our citizens, not as a side issue of a

1. National Humane Review, Vol. XXIX, No. 8, p. 14.

prosecuting society, in order that it might be properly understood and supported, she secured the assistance of a little company which included among others ... Mr. Louis L. Angell, both a lawyer and humanitarian, and Mr. Howard O. Sturges.

“After much consideration it was decided to have the work incorporated under the name Rhode Island Humane Education Society.”¹

Whether humane education can best be accomplished through the agency of an independent society created for that purpose or whether it can more advantageously be carried on by a well-established society versed in all aspects of humane work is still an unsettled question. In the case of the Rhode Island society it was felt that each society functions better if independent of the other. In other cases, like that of the Animal Rescue League of Boston, it is felt that it is an advantage to have the welfare and educational work in the one society. The teacher of humane education then has at his disposal practical illustrations of animal work. The hospitals and shelters can be used as points of departure for the teaching of the wider aspects of humane education.

It is interesting to note the development of the meaning of humane education. Originally, the term meant to most humane workers merely teaching the custodians of animals the advantages of better treatment. The appeal was made on grounds of practicality and common sense. Few men would be so foolish as intentionally to mistreat their animals if they were convinced that good care would result in better work and more profits.

Gradually the idea was expanded and it became recognized as a good policy to extend this education to the school children. It was thought that since ignorance was the largest factor in the mistreatment of animals, if children were early taught right methods of care, much cruelty would be prevented.

About the same time, the early 1900's, both educators and humane workers alike were arriving at the conviction that humane education held much greater values than the earlier conceptions had contemplated; that, indeed, it constituted an appropriate and essential part of general cultural and moral education. The conviction arose that the intelligent care of animals that might arise from the teachings was by no means the only result achieved nor the most significant. Far

1. Olney, Elizabeth, Letter to Members, p. 2.

more important, it was felt, was the influence of humane teaching on the character growth of the child in helping to develop such qualities of good citizenship as consideration for others, kindness, loyalty, and fairness in human relations as well as in dealing with animals. Under the drive of this new conception the societies redoubled their efforts in the interests of humane education. Attempts were made to have the teaching of this subject made compulsory in the public schools. Many prominent humane workers wrote vigorously in an endeavor to point out the advantages of such a step. "The time will come," said Dr. William O. Stillman, many years president of the American Humane Association, "when the state will recognize that a fence at the top of the precipice is better than an ambulance at the bottom, and that humane education will serve as such a fence when it is introduced into the public schools of the state. By educating the young in the direction of kindness, justice, and duty, the state will certainly improve the quality of its citizenship and eliminate a very large percentage of the lawlessness which makes prisons and reformatories necessary, and which increases so largely the cost of the maintenance of the government. This is no idle theory but a well-demonstrated fact." ¹.

Vast numbers of leaflets designed to assist in the teaching of humane education from this point of view were prepared and distributed. Normal schools were visited by lecturers who stressed the need of such a subject, and the advantages to be gotten from incorporating it in the program of teaching. These activities have been largely rewarded. Many states have passed laws providing that humane education shall be taught each week. Several teacher training schools have included it in their curricula. The representatives of numerous humane societies have been authorized by law to enter the schools and to deliver lectures on humane education.

As early as 1906, a special bulletin was issued by the State Normal School of San Diego, California, giving instructions and suggestions for an elementary course of study in humane education. Since the theory is still sound and serviceable, an extract follows: "The purpose of humane education is to contribute to the highest and most enduring happiness of the human race. The only right anything possesses

1. Thoughts on Humane Education, Reynolds, Harriet, ed., p. 26.

is the right to be useful. All living things must subserve some beneficial purpose or finally be eliminated in the process of evolution. The economic or utilitarian value of animals has been emphasized throughout the course.”¹

As the concept of humane education broadened and developed there followed naturally many writings to analyse the aims of such education and to justify its claims. Dr. Rowley, as president of the American Humane Education Society, is vitally interested in this matter of the aims and values of humane education. He has written many pamphlets dealing with the different phases of the subject. What he has to say is indicative of the beliefs and attitudes held by most humane writers. The following are representative excerpts from his writings on the subject of humane education: “What is its object? To awaken and roster, above all in the heart of the child, the principles of justice and compassion toward all sentient life. At first particularly toward the world of animal life. And is this primarily for the sake of the animal? No. Primarily for the sake of the child. It is the reaction upon the character of the child of the principles of justice and compassion finding expression in conduct and life that is the fundamental thing in humane education. The child trained to treat the lowly creatures about him as he would like to be treated, fairly, kindly, grows into manhood governed in its relation toward his fellows in accordance with these same high ideals. It cannot be said too often that whatever humane societies have done for animals they have done vastly more for men, women and children by awakening in the soul the spirit of a great and noble humanity.”²

In a second pamphlet he states what he firmly believes to be the duty of every humane society: “To help the school and the home to become the wisest and most efficient forces in the child’s moral, spiritual, intellectual, economic, industrial, physical development to the end that it may become a helpful and co-operative member of the social order and a citizen strong to guard and maintain an enduring republic--this is the supreme goal not only of the parent and teacher but of the statesman and teacher of religion. And that is the purpose of the American Humane Education Society.”³

1. McCrea, Roswell, The Humane Movement, p. 210.

2. Rowley, Francis H., Humane Education the Vital Need, p.1.

3. Rowley, Francis H., Humane Education, pp. 7-8.

CHAPTER III

HUMANE EDUCATION TODAY

As has already been said, there is scarcely a humane society in the country which has not organized some educational activity. The smaller, poorer societies are, of course, limited in what they can accomplish in this phase of their work. They usually have to be content with organizing contests, essay, poster, photographic-- among the school children and with distributing humane literature. Generally, the volunteer officers of the societies are in charge of this activity since the agents have more than they can do to manage the practical end of the work. These societies also instigate Be Kind to Animals Week activity by giving out posters and sponsoring pet shows and, sometimes, special programs in the schools.

Vastly different is the case of the larger societies. Most of these have developed elaborate plans of operation to further humane education. One, two, or more persons are employed to devote their entire time to this aspect of the work. In many cases these workers are required by the societies to have state teachers' certificates. Many of them are college graduates.

These workers are expected to organize humane education in the schools. This they do in two ways; first, they prepare programs suitable for school assemblies or classroom lectures. Second, they arrange pamphlets designed to help teachers in preparing lessons in humane education. These pamphlets generally give suggestions as to how lessons in humane education can be correlated with the usual subjects of the curriculum.

It is customary for these workers to visit at least one and usually more schools every day during the school year. In the summer they make arrangements to give talks at children's camps, boys' clubs, and other youth organizations.

If more than one teacher is employed by a society, it is common to have one of them devote part of his time to giving lectures to adult groups. In societies where it is not possible to employ more than one teacher, it is customary for the officers to take over the adult part of the education program.

These large societies also carry on other educational activities. They sponsor essay and poster contests, pet shows, and exhibits; they award medals and prizes for heroic deeds; they publish a great deal of literature on a variety of humane subjects and distribute much of it gratis. Oftentimes they send out field agents to organize humane education programs for those parts of the country not already

recipients of such service. They celebrate Kindness to Animals week by giving radio talks and programs, by preparing stories for the newspapers, and by holding special exercises.

It is difficult to give specific figures dealing with the amount of humane educational activity carried on in the United States as a whole. This is true partly because the only figures available are from the reports of individual societies, and partly because in this field the activities of the various societies are in no way uniform. There is no general program followed by all the societies large and small alike as in other aspects of humane work.

However, after the examination of the reports and periodicals of a large number of humane organizations, it is possible to state with a great deal of certitude that the majority of those six hundred odd societies mentioned in the first chapter of this paper have a definite humane education program and that the scope and extent of that program depends upon the size and resources of the society.

Generally speaking, it is possible to divide all those societies engaged in humane educational activity into three groups.

The first of these includes all those societies established for the express purpose of fostering humane education. These societies must be included among the most active in this field. The number of these societies is very small. McCrea, in one of his studies, listed seven.¹ Eric Hansen, general manager of the American Humane Association, reports that only six are registered with that society.² The number not belonging to the association cannot be great.

These humane educational societies are state societies having state wide privileges and sending teachers to all the public schools. Usually they have offices in one of the larger cities from which they carry on their activities. The Pennsylvania Humane Education Society is located in Philadelphia; the Rhode Island Humane Education Society is in Providence.

The programs carried on by these organizations are varied; they include practically all the activities mentioned in the preceding pages. They attempt to have a great many activities partly because it is through their activities that they justify their existence as separate societies.

1. McCrea, Roswell, The Humane Movement, p. 171.

2. Letter from Eric Hanses dated October, 1940.

In several cases where there are humane education societies the local humane organizations do not attempt to do educational work at all. When this is so, there is usually very great cooperation between the societies and they share a mutual respect. Unfortunately, in other cases, however, a competition develops between the educative society and the educational department of the local organization. This usually results in a much less efficient program especially if the territory covered by the two societies is relatively small. For the most part, there is unusual concord among the societies and a willingness to be mutually helpful.

The most important of this group of societies is the American Humane Education Society. Although this society is located in Boston, its activities are by no means limited to the Commonwealth of Massachusetts. Indeed, it was intended at its founding to be a national society and has during the fifty-three years of its existence lived up to this ideal. It is the parent organization of all the humane education societies and departments now existing.

In speaking of the society's activities, its secretary, Mr. Guy Richardson said, "..... some idea of what is being done in this great field of humane education may be realized when we learn that today, through the efforts of its twelve field workers, from Maine to California, the American Humane Education Society, alone, is giving each year some 3,500 addresses before audiences totaling more than half a million persons; is organizing Bands of Mercy in the public schools at the rate of 700 a month; each week of the year is enrolling upwards of 750 people in the Jack London Club." ¹.

Typical of the activities of this society's field agents are those of Mrs. Weatherbee for the year 1940.

"More than 50,000 persons were reached by Mrs. Katherine Weathersbee in her 10,000 miles of travel to visit a hundred towns throughout Georgia, where she gave 400 talks in 150 schools and organized nearly 600 Bands of Mercy. She also spoke in vacation Bible schools, 4H Club camps, summer schools for teachers, local and district Parent-Teacher meetings, Women's Clubs, etc. She distributed 12,000 pieces of literature and secured about 15,000 Jack London Club pledges. Her Be Kind to Animals Week activities included securing generous space in the press, getting school teachers to put on special programs, billboard advertising along the

1. Richardson, Guy, Fifty Years of Humane Education, p. 16.

highways, and humane sermons preached in churches. She assisted in organizing a humane society in Madison, Georgia." ¹.

All those humane organizations which have termed distinct humane education departments and employ special workers for this department make up the second group of humane societies engaged in this educational activity. This group is by far the largest of the three. Included in it are the majority of societies in the country which are of any size at all. Because of the number of societies belonging to this group, the total amount of educational work done is greater than even that done by the purely educational societies.

Like the humane education societies, these organizations carry on a great many different activities. They constantly endeavor to make their work interesting and unusual so that it will be the more welcome in the schools. Mr. Coleman expresses the present policy of most humane societies when he says,

"It is most gratifying to note the progress being made in the presentation of Humane Education. Long recognized as a most important feature of protective and corrective work it is only recently that the value of selecting the right tools has been fully appreciated. The old scheme of trying to force it on school systems has been replaced by the preparation of programs or activity so alluring that they are utilized because educators sense their merit." ².

The Animal Rescue League of Boston has been particularly fortunate in having selected a popular medium for its humane education lessons. This society has for eight years been giving marionette plays in the schools of Massachusetts. This state is one of those which do not have compulsory humane education. However the three teachers of the Rescue League have never had any trouble in being accepted in the schools since they have made use of puppet shows. So popular are these programs that the schedule of appointments for the entire school year is complete early in October. All plays are put on at the written request of the principals of the schools which they visit.

Miss B. Maude Phillips, Director of Humane Education for the Animal Rescue League, in speaking of the adoption of marionettes by her society said:

1. "The American Humane Education Society", Our Dumb Animals, Vol. 73, No. 3, p. 44.

2. Coleman, Sydney, "The American Humane Association Looks Ahead", National Humane Review, Vol. XXVIII, No. 10, p. 4.

"Methods or visual instruction are strongly advocated by progressive educators, whose interesting observations prove that a child remembers the things he sees and feels much longer than the things he hears. Marionettes constitute this type of instruction.¹

The extent of the educational work of the League is shown by the following report.

"One hundred and ninety-nine shows were given before 52,000 children during the year just ended over the wide area indicated in the following tabulation:

Arlington	10	Quincy	1
Atlantic	4	Readville	5
Bedford	1	Revere	2
Belmont	6	Swampscott	1
Boston	70	Salem	2
Brookline	5	Somerville	6
Cambridge	4	Squantum	1
Dedham	5	Stow	1
Everett	3	Waban	2
Medford	2	Watertown	8
Milton	3	Waltham	16
Natick	2	Woodstock, Vt.	2
Newton	10	Lynn	2
North Reading	4	Brockton	5" ²
Norwood	9		

The Pennsylvania Society for the Prevention of Cruelty to Animals makes use of moving pictures to add interest to its humane education endeavors. Mr. Edward Skipper, Field Secretary of the society, gave this report of his work for March, 1940:

1. Phillips, B. Maude, and Foeley, C. Virginia, "Humane Education", Our Fourfooted Friends, Vol. 36, No. 1, p. 10.

2. *Ibid.*, p. 10.

"Illustrated Nature Talks, emphasizing kindness to every living thing with motion pictures and music.

High Schools	4
Elementary Schools	18
Junior High Schools	17
Church, women's club, private schools	4
Number reached approximately	19,000" ¹ .

The work of these two societies is typical of that of more than three hundred humane organizations scattered throughout the country. In view of the number of children contacted by these two societies alone, it is apparent that millions of children annually benefit by humane instruction.

These societies or the second group also take part in humane educational activities other than lectures and talks in the schools. They, like the education societies, give lectures before adult groups, offer practical demonstrations at their shelters and hospitals, prepare radio talks, distribute humane literature and posters, and in numerous other ways spread humane education.

The third group of humane societies interested in humane education consists of the smaller organizations unable to support a distinct education department. As has already been said these societies are limited in the number of activities which they can finance and accordingly their educational programs are neither broad or comprehensive. Nonetheless, they accomplish a great deal and often through contests, pet shows, and fairs which they sponsor stir up lasting interest among the people of their community. The Louisiana S. P. C. A. one of these societies, reports among its educational activities for 1941 a booth at the Sportsmen's Show, a poster contest, and a mutt show, all according to the Society's account, very successful.² An extensive program of activities, including the display of posters in the schools and community centers, playlets held in the schools, a great amount of newspaper activity and radio broadcasts, was also carried out by this society.³

1. "Activities of Field Secretary", Animaldom, Vol. X, No. 6, p. 3.

2. "From Our Field Correspondents", National Humane Review, Vol. XXIX, No. 6, p. 24.

3. "Kindness Week", 1941", National Humane Review, Vol. XXIX, No. 6, p. 21.

Furthermore, the work of this group of societies is educational in a practical way. They need no formal program of activities to give them value as educational institutions as long as they maintain shelters for animals.

"Workers in humane education must see that it is helping their cause to have in the city an Animal Rescue League, or Animal Refuge, or Shelter for when there is such a shelter many men, women, and children who would turn away a starving dog or cat for fear of encouraging the poor creature to stay with them will feed it and take it into their homes, knowing, that it is not going to be saddled upon them, since they can carry or send the animal to the Shelter as soon as they wish no longer to keep it." ¹.

Thus, through the influence of the society a more humane feeling is fostered among the citizens of a community. The work of the small organizations would be educational if they attempted no other activities in this field.

It is apparent that through the efforts of the societies of all three groups many millions of persons, both adults and children, in the United States every year are receiving humane education in one form or another either consciously or unconsciously.

It is probable that there is scarcely a child in school in this country today who has not either through lectures by a humane worker, the efforts of the classroom teacher, visits to the local animal shelter, the national poster sent to the schools, radio talks or newspaper storeis, been made aware of his duty towards animals.

Not a small part of this educational work *is* accomplished by the literature prepared and printed by the humane societies. The American Humane Association and the American Humane Education Society are the two largest publishers of such materials.

Calendars, cards, leaflets, pamphlets, circulars, periodicals, and books are all used by the societies as a means of spreading humane education.

Of particular importance are the periodicals published by the various humane associations. Of these the best is the National Humane Review put out

1. Smith, Anna Harris, The Need of Properly Conducted Shelters for Animals, p. 2.

every month by the American Humane Association. Although theoretically devoted to both child and animal protection, the greater part of its space has been given to animal welfare and humane education writings. This is the only national humane magazine in the country; it acts as a correlating force by keeping the various societies acquainted with the most recent developments in humane work.

The most valuable of other humane periodicals is the monthly magazine published by the American Humane Education Society. Our Dumb Animals, as this periodical is called, was established in March, 1868 and has appeared regularly ever since. It is sent free upon request to Bands of Mercy and Junior Humane Societies throughout the country. An attempt is made to make this periodical of particular interest to children. Much of the material is arranged in story form and a great many illustrations are used. It is probable that more children read this periodical than any other single piece of humane literature.

An interesting monthly publication is one edited by twelve year old Frank and fifteen year old Sally Kiemele of Chicago. Pet News, as their periodical is called, was started in 1939 in memory of their pet dog who was stolen and who was so badly treated that he died soon after his return to his owners. The first issue of the paper was hand printed; only about a score *of* copies were circulated. At the present time their subscribers can be numbered by the hundred. The paper goes to every state in the Union and to several foreign countries. No charge is made for the magazine, a copy being sent free to any person requesting it; the work is supported solely by contributions sent to the children in appreciation of their fine work. The contents of the periodical is like that of other magazines; poems, stories, news items, editorial comments and appeals are included. This is an unusual and very active means of humane education.

Other periodicals are definitely local in outlook and while important in their own community, their influence does not extend over a very wide area.

The bulk of the literature published by the societies is in pamphlet and leaflet form. There are, of course, innumerable short stories about animals. "The Town Meeting", "The Yellow Kitten", "The Farmer's Boy", "Old Jessie's Christmas," "The Happy Pig", is a typical list. Leaflets like these are distributed in great quantities. Humane education lecturers leave them at the schools; children visiting the shelters or attending the clinics are given them; they are mailed to Bands of Mercy. They are very popular and it is a common occurrence for children to ask for special stories about dogs or cats or birds.

There is likewise abundant instructive literature dealing with details of care of domestic animals. These range from single sheets giving directions on the most important things to do to pamphlets of thirty or forty pages in length dealing with all aspects of an animal's care.

There is also a great deal of literature having to do with particular abuses or with common popular fallacies; "Films, Fakes, and Facts", "A Common Sense View of Rabies", "Trained Animals--Cruelty Disguised", "The Steel Trap, A Menace to Dogs", "Hawks at Mount Tom", each has as its topic some particular phase of humane work not thoroughly known or understood by the general public. These leaflets attempt to win over popular sentiment.

In an effort to further humane education in the schools the societies have published numerous pamphlets and leaflets designed to help the classroom teacher. Notable among these are "The Humane Bulletin" and "The Teacher's Helper in Humane Education" published by the Humane Education Society. These booklets give a bibliography of books particularly helpful in teaching lessons in humane education. Suggestions as to ways of correlating these lessons with other subjects and directions on the formation of humane clubs are included.

The American Humane Association has published three pamphlets which are particularly helpful. These are "Lessons for Teaching Humane Education, First, Second and Third School Years", "Lessons for Teaching Humane Education, Fourth, Fifth and Sixth School Years", and "Lessons for Teaching Humane Education, Seventh and Eighth School Years". These pamphlets give model lessons in nature study, composition, civics, reading, etc. which make use of every opportunity to include the precepts of humane education. This society also publishes a series of four page leaflets giving history, geography, and composition projects which may be used in teaching humane lessons.

The American Society for the Prevention of Cruelty to Animals has compiled a pamphlet of humane poetry for the use of teachers. Directions are given as to how the poems can best be taught and suggestions for follow-up work are given.

Innumerable plays and assembly exercises have been prepared by all three societies. This is one of the most popular uses of humane literature; the list could be added to indefinitely.

An attempt to explain what humane education means and what its aims and objectives are has led to the publication of many leaflets like the following: "What is Humane Education?" printed by the Rhode Island Humane Education Society,

"Humane Education" printed by the Animal Rescue League of Boston, and "Humane Education, an Activity of the National Congress of Parents and Teachers" prepared by the American Humane Education Society. These are typical of a great many such publications.

The following tabulation is a partial list of the publications of the American Humane Education Society. The complete list includes well over one hundred titles. All the types of literature mentioned above are represented.

PARTIAL LIST OF HUMANE LITERATURE

Our Dumb Animals, January to December, bound in cloth	\$1.25
Colored Posters, 17 by 28 in. with attractive pictures and verses, six in the set	1.00
Humane Education—for Parents and Teachers	.10
Humane Education, What to Teach and How to Teach it	.50 per 100
Early Lessons in Kindness or Cruelty	.50 " "
Outlines of Study in Humane Education	1.50 " "
A Talk with the Teacher	.50 " "
Teaching which is of Vital Importance	.30 " "
The Coming Education	.30 " "
Does It Pay?—story of one Band of Mercy	.30 " "
The Horse—Treatment of Sores, Diseases, etc.	.60 " "
Humane Education Leaflet, No. 5, Horses	.50 " "
The Horse's Prayer	.30 " "
The Bell of Atri, poem by Longfellow	.50 " "
The Dog—Its Care in Health and Disease	.60 " "
Humane Education Leaflets, Nos. 3 and 4, Dogs	.50 " "
The Story of Barry	.30 " "
Humane Education Leaflets, Nos. 1 and 2, Birds	.50 " "
The Air-Gun and the Birds	.50 " "
The Cat—Its Care and Health and Disease	.50 " "
The Cat in Literature	.50 " "
Humane Education Leaflet, No. 6, Animals	.50 " "
Ways of Kindness	.50 " " 1.

1. "Partial List of Humane Literature", The Humane Bulletin, American Humane Education Society Leaflet, p. 59.

This list is given because it is characteristic of the publications of all humane societies in general not only in content but in price. An effort is made to keep the cost of literature as low as possible so as to encourage a widespread use of it.

A report of the activities of the humane societies in the field of humane education would not be complete without an account of Be Kind to Animals Week. It is generally conceded that the celebration of this week has been one of the most important single influences in the spread and popularization of humane work. Guy Richardson voices this opinion when he says,

“ Be Kind to Animals Week is the most outstanding movement in the work for protection of animals in this country since the inauguration of the American Humane Education Society. It has proved a means of carrying humane education by press and radio, in the school and in the pulpit to many people and to not a few places where it had never reached before. It has attracted the attention of Governors of States, many of whom issued Be Kind to Animals Proclamations, and even of Presidents of the United States, who have given their endorsement to it.”¹

Many varied activities have risen in connection with the week, nearly all of them in the direct line of humane education. It is possible to specify here only a few of the most outstanding.

One of the oldest and most successful activities is the poster contest. Many such contests are sponsored by the local humane societies. A nation wide competition is held annually under the auspices of the American Humane Association. Every year the Association receives over 3000 posters from children of all ages living in all parts of the country. These 3000 are selected posters representing the best work entered in the competition. Richardson estimates that not less than 100,000 would be the aggregate number of all the posters made in the preliminary contests.²

These national contests have been held yearly for twenty-four years; their sponsors feel that they have increased in value each year. An editorial in the August, 1940 National Humane Review expresses this opinion:

1. Richardson, Guy, Fifty Years of Humane Education, p. 11.

2. Ibid., p. 12.

"The results definitely show that neither time nor money has been wasted. More posters are received each year--over thirty-five hundred in the contest just past. This aspect alone proves that the children are interested, but it is not only the number or entries received, the most encouraging time comes during the judging. When the posters have all been hung on the walls, then comes the realization of the vast amount of work which the youngsters have put into their entries. That is the time when we realize that in order to produce this work, each artist must have gone into the subject thoroughly before making selection of a subject. It seems certain that the coming generation receives a lesson in kindness not to be duplicated in any other way.

"In years gone by posters were more casual creations asking for kindness to children and animals. Today each one is a carefully prepared theme requiring intense thought and research. These labors must needs bear fruit in the minds of our children, creating an innate sense of kindness and the wrongs which must be righted." ¹.

There are many similar contests carried on but on a lesser scale. Essay and photograph contests are particularly popular. Nearly every local society, the law permitting, sponsors some form or other of competition in the schools during Be Kind to Animals Week.

The American Humane Association publishes very year an original poster, usually designed by Morgan Dennis, illustrating kindness to animals. Quantities of these posters are purchased by local societies which distribute them in the schools and display them in prominent places. The Rhode Island Humane Education Society is one of the most enterprising societies in the country in this activity. This organization purchases and distributes ten thousand posters annually. Every schoolroom in the state, public, private, and parochial, receives a poster. All public buildings, post offices, fire and police stations, city and town halls, display the poster. Providence stores arrange window displays centering around the poster which is given a prominent position. The work of the society although more extensive than that of most organizations, is illustrative of one of the most important activities of Be Kind to Animals Week.

1. "Poster Contest", National Humane Review, Vol. XXIX, No. 8, p. 17.

No program for humane week is complete without the use of the radio and the press. The newspapers have always been particularly cooperative to humane organizations. During Be Kind to Animals Week a great amount of space is made available to the societies. Contests, pet shows, the awarding of models are all given much publicity. In 1940 the Massachusetts Society for the Prevention of Cruelty to Animals received one hundred eighty clippings relating to their annual poster contest alone.¹

The importance of the radio as a means of humane education is being stressed more and more. The reports of the activities of the various societies during Be Kind to Animals Week in 1941 show a long list of radio programs. No less than ten were sponsored by the American Society for the Prevention of Cruelty to Animals. Among the best of these were the programs presented by the Calvacade of America, "Henry Bergh, Founder of A. S. P. C. A." and by Albert Paysen Terhune.²

The list of activities carried on by the societies during Be Kind to Animals Week could be extended indefinitely.

Every year more societies participate in the celebration and every year the national character of the week is more definitely emphasized. This is one "proclaimed week" which cannot be considered of trivial importance or only sectional interest. The societies and public alike are beginning to recognize it as one of the most important forces in humane education today.

Most humane workers feel that lessons in humane education can be most advantageously taught in the schools. Their ideal would be to have humane education become such an integral part of the school curriculum that the humane aspects of all subjects would be stressed.

Compulsory humane education has made little real progress, however. Although approximately thirty states have passed laws ostensibly requiring the inclusion of humane education in the curriculum, little has been actually accomplished along these lines.

1. Our Dumb Animals, Vol. 73, No. 8, p. 7.

2. "Kindness Week – 1941", National Humane Review, Vol. XXIX, No. 6, p. 13.

A great deal more has been done through the efforts of the various societies in having their lecturers and teachers admitted to the schools on guest speakers. The most effective humane education done today is by this means. Mr. Coleman has pointed out that the societies are no longer trying to force humane education on the schools, but rather are trying to make humane education programs so attractive that the schools will take the initiative and request them.¹

Nonetheless, the compulsory humane education laws have been helpful to the educational work of the societies in several ways. First, they indicate the general attitude held toward humane education. In those states where there are such laws there is usually effective cooperation between the schools and the humane organizations; the societies have little trouble in having their representatives received in the school systems. The American Society for the Prevention of Cruelty to Animals of New York illustrates this. The teachers of this society are allowed to enter any school in the state and are even permitted to take into the schools live animals for purposes of demonstration of methods of care.

In Maryland, on the other hand, just the opposite is true. Although a competent and well trained teacher is employed by the Humane Society of Baltimore County, she has been unable to carry her program into the public schools, but has to confine her work to private and parochial schools and to Saturday morning classes at the society's shelter.

The humane education laws also enable the societies to send their literature to the schools, to address teachers' meetings, and to make suggestions as to the correlation of humane education with other subjects.

Enactment of a humane education law by a state is felt to be a definite step in the right direction. The societies are hopeful that once these laws are on the statute books, they may through constant activity bring about their more rigorous enforcement. Meanwhile the work of the societies, themselves, is made easier by these laws.

There is little variation in the humane education legislation of the various states. Most of the laws provide for a minimum length of time in which humane

1. National Humane Review, Vol. XXVIII, No. 10, p. 4.

education must be taught in the schools, usually thirty minutes. Several states, however, require a minimum of twenty minutes, and in Washington the provision is for only ten minutes.¹

The reason for the ineffectiveness of most of these laws is the lack of any provision for their enforcement. The Illinois law passed in 1909 was the first to make any penalty for failure to fulfil the requirement of the law.

The Illinois law provided that "no teacher who knowingly violates any provision of sections 1, 2 or 3 of this Act shall be entitled to receive more than 95% of her public school money that would otherwise be due for services for the month in which such provisions shall be violated."²

The law also made provision for instruction in humane education to be given the normal schools and for the inclusion of humane education on the programs for the annual meetings of the State Teachers' Association.

Since its passage this law has been held up as an example of effective legislation by the humane societies.³ Attempts have been made to use it as a pattern for the legislation of other states. Oklahoma, New York and Alabama have since passed similar laws. Other states have amended their laws in an effort to make them more effective.

Legislation of this type is still one of the main objectives of the humane societies. However, they are making a different approach to the question. They are attempting by their wide, general humane education programs to win over public opinion; they are trying to make the teachers aware of the need for humane education by addresses, lectures and instruction in the normal schools; and they are making efforts to have their programs accepted in the public schools on their own merits regardless of whether or not there is a law to compel their acceptance. The general feeling is that more important than compulsory laws is the realization on the part of the teachers of the need and importance of humane education, an understanding of its aims and objectives, and a knowledge of its achievements.

1. Shultz, William, The Humane Movement in the United States, p. 264.

2. *Ibid.*, p. 304.

3. "Sample Law", The Humane Bulletin, p. 8.

Even at the beginning of the humane movement it was the hope of many prominent humane society workers to establish some institution, the aims of which should be the furthering of humane education and the training of humane workers. In 1912 Dr. William O. Stillman, for many years president of the American Humane Association and a leader in humane work, wrote:

“The anti-cruelty cause has suffered much in the past from a lack of trained workers. Earnest and enthusiastic partisans of the cause have volunteered their services, and while meaning well, have not infrequently antagonized both the public and the magistrates by their well-intended but impractical demands. Many times men have been employed ... who were destitute of any real interest or personal fitness for the work. Others employed have been those who failed elsewhere and whose employment partakes very largely of the nature of charity. Humanitarians are beginning to realize the error of such a policy as this and to feel that it is time that a special school should be started which shall fit the workers of anti-cruelty societies for their labors It is felt that a school is the only effective means of attracting young men and women of ability to enter this field of philanthropic endeavor and to perform efficient service.”¹

Such an institution as Dr. Stillman envisioned was established by the Animal Rescue League of Boston in 1936. Since then every year during July and August a summer school has been held at Amrita Island in Buzzards Bay. The official name of the school is the Baxendale Foundation for the advancement of Humane Education. To this school go officers, agents, and other workers of humane organizations and public and private school teachers.

Mrs. Thomas Baxendale at her death left an island on which were several dwellings and other buildings which she and her friends had used as summer residences. A small trust fund was also left. It was Mrs. Baxendale's desire that both the island and the fund should be devoted to humane education. Not long before her death she explained her objectives in leaving the fund and her desires as to its use:

"It has been our purpose and intention to set apart Amrita Island as a perpetual memorial ... It will be in the nature of an educational foundation

1. "The Future of Amrita Island", Our Fourfooted Friends, Vol. 36, No. 3, p. 15.

for the benevolent culture of the heart and mind, as a means of bringing about the enlightenment and ennoblement of humanity and the highest good of animal life.”¹

There are three special divisions of interest about which the programs are centered. They are animal welfare work, child welfare work, and humane education. Every morning and several afternoons are devoted to two hour lectures on some particular phase of humane work. The lecture periods are followed by discussion and group conferences. The afternoons on which no formal lecture is scheduled is given over to special and group and individual conferences usually arranged by request.

The humane education division of the school is under the direction of Miss Dickson, professor of elementary education at the Teachers College of Boston. Particular emphasis is placed in this field on ways of correlating the work in humane education with the subject matter and activities of the school program so as best to develop the character of the child.

The school is designed to strengthen the entire humane movement: it aims to train officers, directors, teachers, and field agents, to increase their general efficiency and to prepare them for opportunities which might be ahead.² The purpose of the school is explained clearly and briefly in the bulletin published for the 1941 season:

"The purpose of the Conference is threefold: (1) to interpret the special functions of child protective organizations and child welfare facilities in urban and rural communities to the schools, and to establish a mutual understanding of the interrelationship of these two social units in order that a more cooperative and preventive program may result; (2) likewise to interpret the special functions of animal protective organizations and their agents, the need of care and preservation of domestic animals as related to human needs, and the protection and conservation of wild life and natural resources; (3) to study ways and means of aligning the work

1. Craven, R.C., "Amrita Island and the Future", National Humane Review, Vol. XXV, No. 9, p. 3.
2. Dickson, Julia, "Amrita Island", Our Fourfooted Friends, Vol. 38, No. 2, p. 13.

in humane education and allied problems in conservation with the subject matter and activities of the curricula of the grades." ¹.

The enlargement of the activities of the Amrita Island summer school is looked upon by many as the next step in the progress of humane work. Miss Dickson is attempting to have courses taken there given recognition and credit by the Boston Teachers College. Similar schools in other parts of the country are being planned and hoped for in the near future. Through these schools it is hoped that the whole of humane work will be raised to a higher level of efficiency and achievement.

1. Sixth Annual Bulletin, Baxendale Foundation, p. 4.

CHAPTER IV

HUMANE EDUCATION METHODS

So far as they are able the humane societies have tried to make the programs which they prepare for the schools as interesting and worthwhile as possible. The time is gone when a humane worker went to the schools and told the children little stories about dogs and cats. In keeping with the broadened concepts of humane education which have developed, the methods of teaching the subject have likewise been expanded and enlarged upon. Every effort is put forth to make the programs offered to the pupils informative and enlightening, valuable from both a practical and ethical viewpoint. Whenever the financial circumstances of a society warrant it, the most modern and advanced types of equipment are used. The societies go to great expense to make their educational work effective.

The methods used by the various societies at the present time are well worth considerable study. The following is a brief account of some of the programs developed by humane organizations for the purpose of carrying humane education into the schools. An attempt is made to show not only what the large, wealthy societies are doing but also what is being accomplished by the smaller organizations.

The importance of visual education in this work cannot be overemphasized. A child learns much more quickly and remembers much longer if he is shown a picture or some other kind of concrete illustration.

In keeping with this principle Mildred Geis, teacher for the Humane Society of Baltimore County, makes use of pictures with which to illustrate her lectures.¹ Since the society is a small one with limited funds and numerous activities to finance, it has been unable to purchase equipment which would allow Mrs. Geis to bring her work up to date. Nevertheless, despite these handicaps her work has been well thought of by the teachers whose schools she visits. Mrs. Geis has been wise in confining her talks to classroom audiences where the more informal methods which she uses are acceptable. She usually encourages pupil participation which helps to make the work more real to the children. Her program is largely confined to the elementary schools.

1. Talk by Mrs. Mildred Geis at Amrita Island Summer School.

She generally begins her lecture with a brief introduction as to what humane education is. Then she displays several pictures of different kinds of animals which the children can readily identify. These human interest pictures are valuable since there is nothing which children like better than pictures of animals, particularly if they are shown with their owners. These pictures serve as a means of indicating the most desirable relationships between people and animals. Next, specific methods of care are mentioned. The children are told what they should do for their pets and instructive pictures are shown illustrating proper methods of tying and housing dogs, handling and feeding cats, etc. Then they are told about the society's shelter and the kind of work being carried on there. Ways in which they may help the work are suggested, such as bringing lost or homeless animals to the shelter and by reporting cases of cruelty. Finally, the pupils are encouraged to talk about their own animals, to ask questions about their care, and to present any problems which they might have.

This, briefly, is the program carried out by Mrs. Geis in Maryland. Although inadequate in many ways, it does succeed in giving the pupils definite information about the care of animals and about the practical aspects of animal welfare work. The child is made to feel a sense of his responsibility toward his pets and a sense of the importance of his share in the general animal protective program of his community.

In connection with her school program Mrs. Geis gives Saturday morning classes at the shelter. The children are shown around and allowed to visit the clinic and to talk to the veterinarians, inspect the ambulances, and, above all, to see the animals which are being benefited by the society's activities. By this practical demonstration or the actual work done, the children are made aware of the importance of humane work in the life of a community.

As has already been said Mrs. Geis is hampered in her work in several ways. First, the society she represents is a small one and unable to make a large expenditure for humane education. Second, the humane education department is comparatively new, Mrs. Geis having been employed by the society only three years. There is always a great deal of preliminary work to be done before a society is able to put forth a finished program. Third, the State of Maryland does not have a humane education law; the society has as yet been unable to secure permission for its representative to enter the public schools. Their work, therefore, is confined chiefly to the parochial schools. The society hopes through continued effort to gain access to the schools. When this has been accomplished they will in all likelihood try to furnish Mrs. Geis with more modern teaching aids.

Mrs. Raymond K. Murray, volunteer Director of the Humane Education Department of the Delaware County, Pennsylvania, Society for the Prevention of Cruelty to Animals, has described some unique ideas used in presenting her humane education program. Her program, like that of Mrs. Geis, is designed for use with small groups of children. She, also stresses the need of the child to have before him concrete illustrations. She employs miniature figures as a means of making humane education lessons real. Small models of people, animals, houses, automobiles are used to reproduce typical daily scenes in the child's life. For example, the importance of keeping a dog in his own yard is illustrated by having set up with the use of the figures an ordinary city street. Then the following scene is enacted: a small china dog runs from the yard of one of the houses through an open gate into the street. There he starts chasing passing automobiles. One of the cars, unable to avoid him, hits the dog and injures him. To the children a china dog is really a pet dog who is hurt through his master's carelessness in forgetting to close the gate. Or again, using the same illustration a different lesson is taught. After the dog is struck by the passing driver who does not stop, the children can be asked what they would do if they were at the scene of such an accident. The thought that it would be best to call the nearest animal society can be brought out. Thus the child is taught the activities at the humane society in a way that he is not likely to forget.

The use of this method by the classroom teachers themselves is encouraged by Mrs. Murray. She believes that innumerable lessons can be taught by this means. This method has its limitations, however, one of the most important being that it cannot be used before groups of any size.

One of the tried and true methods used by the societies with great success is that of lectures illustrated with lantern slides. Many organizations feel that this method is even better than moving pictures since the slides can be left on an indefinite length of time while the lecturer is stressing a particular point. Then, too, the same talk can easily be adapted to different groups by the omission of some slides and the inclusion of others. For this reason this type of lecture can more easily be used in the different schools.

The traditional type of pictures used are instructive ones showing the proper care of animals. The inclusion of pictures of heroic animals adds interest. A typical lecture of this kind is one given by the Rhode Island Humane Education Society teacher in the elementary schools. The slides are used as follows: first, a group of pictures showing all the most important aspects of dog care--feeding, housing, washing; second, a group dealing with cat care--feeding, training, handling; third, a group showing different kinds of pets owned by children with a few suggestions as

to their care; and finally, several pictures of birds common to the district the children live in. This lecture takes about thirty five minutes. For the older children the same lecture is used with some of the simpler illustrations omitted and with the addition of scenes taken in an animal hospital and shelter showing the work done by humane societies. Thus with a minimum of equipment, a lantern and one set of slides, an effective program can be built up.

There are, of course, any number of variations possible as to the kinds of lantern slides which can be used in humane lectures. Lantern slide talks can be built around almost any aspect of humane work. There are many companies from which a supply of pictures can be bought or a society can with little trouble or expense have any picture desired reproduced as a slide.

Miss Virginia Sedgwick, Supervisor of Humane Education at the Anti-Cruelty Society of Chicago, believes that the teaching of humane education lessons to the primary grades is best and most effectively done by the story method. "One need never say, 'do this; do that, and be a kind little boy'," she observes, "because given the right incentive the child will be naturally kind rather than consciously kind." ¹ In another study on the subject she writes, "If children are taught to know animals, they need not be taught to be kind." ²

In accordance with these ideas, Miss Sedgwick has developed two lectures with lantern slides which she says she has found to be very effective. Both are for use in the elementary grades and both are in story form. They are "Puff, a Kitten" for kindergarten, first and second grade pupils and "Nifty MacGregor" designed for third, fourth, fifth and sixth graders. The slides are made from drawings which Miss Sedgwick herself carefully directed. There is a picture to illustrate all the most important points in the story. The story of "Puff" is about a little gray kitten adopted by Barbara, a seven year old girl. The story tells how Barbara arranged a bed for the kitten, how often and what she fed him, how she picked him up, and the playthings she gave him and many other things. Through the medium of the story the children are shown the responsibilities of an owner towards his pet and correct methods of care. Because they are made aware of the feelings of Puff, the kitten in

1. "Teaching Humane Education to the Primary Grades", National Humane Review, Vol. XXX, No. 1, p. 18.
2. "Humane Education", Our Fourfooted Friends, Vol. 37, p. 30.

the story, the children realize that all pets have feelings and they accordingly take more care to respect these feelings. Thus, by making the story of one cat a real thing to the children, the case of all cats is pleaded.

"Nifty MacGregor" does for dogs what "Puff, a Kitten" does for cats. "Nifty" is a small black Scotty. The story of his experiences is told and similar pictures are used as illustrations.

Miss Sedgwick has used these lectures with great success in the schools of Chicago. She states that they appeal to children and hold their interest and at the same time give them an incentive towards kindness through the lessons they illustrate.

The form of visual education most generally used in the humane field is the moving picture. The American Humane Education society was a pioneer in adopting the motion picture to educational purposes. It produced the film, "The Bell of Atri", an illustration of Longfellow's poem, twenty years ago for use in the schools. The wisdom of this step is shown by the fact that since that time the film has been used by the humane societies of five continents. The film is still in demand and it and other films produced by the society are sold or rented to other organizations at the lowest possible cost.

Of course, there are innumerable types of moving pictures which can be utilized for the teaching of humane lessons. A film showing the work of a particular society is one of the forms most popular with the local humane organizations. These have the advantage that they can be used not only as a school program but before business organizations and clubs as a means of winning support.

The humane society of Seattle, Washington, uses such a film in its educational efforts. The film shows scenes and incidents in the society's service and has been an effective means of carrying the society's message into the schools. So well conceived and carried out is the film produced by this organization that the society's speaker, Royal Frew, has had more invitations to present his program than he has been able to accept.¹

1. "Orchids to Three Societies", National Humane Review, Vol. XXVIII, No. 8, p. 25.

Such programs as these are particularly suitable for older students. They like to be given concrete data and are usually much impressed by the amount and variety of work done by the local humane societies. Many of these films include also suggestions as to what the average citizen of the community can do as his share in the humane program.

The value attached to programs of this kind by the societies is shown by the fact that fifty-nine rentals were made in one year of the Massachusetts Society for the Prevention of Cruelty to Animals' film "In Behalf of Animals".¹ This picture shows the practical work of the society, its Angell Memorial Hospital and its Rest Farm for Horses at Methuen.² It would be decidedly to the advantage of any society to have such a film showing the activities carried on by the organization. School children, and many other people also, have little idea of the kinds of work done by the humane societies of the country. This type of picture is practical humane education.

The motion picture can be made use of for the programs for younger children also. The Springfield, Massachusetts society has recently made a film called "Small Peter's Chief Adventure". It is a charming story with interesting scenes in the Branch Angell Memorial Hospital in Springfield.³ This picture skillfully combines Miss Sedgwick's idea of effective use of the story medium with practical demonstration of a society's work. It was designed by the society's educational department for school use.

Other societies try to portray wider aspects of humane education in their motion pictures. Edward N. Skipper, Field Secretary of the Pennsylvania Society for the Prevention of Cruelty to Animals, feels that innumerable lessons can be taught through this medium. As a rule the pictures which he uses in the schools have been taken by himself. His purpose is to bring to the students a great many experiences with animals. One of his films shows much variety in the kinds or subject matter

1. "Our Films", Our Dumb Animals, Vol. 69, No. 3, p. 43.

2. Our Dumb Animals, Vol. 75, No. 2, front cover.

3. Richardson, Guy, Fifty Years of Humane Education, p. 13.

touched upon. Conservation is shown by pictures taken at state reservations and bird sanctuaries; cruelty involved in the training of animals is illustrated by pictures taken at a lion farm where these animals are trained for commercial purposes; ordinary uses of animals are portrayed by pictures of animals in industry. In his travels in different parts of the state, Mr. Skipper takes pictures of anything which he sees which he thinks can be incorporated in his humane teachings. Afterwards he arranges these pictures in series suitable for school lectures.

He is particularly interested in conservation and has done unique work in enlisting the interest of the children in this work. Some of the pictures he has taken of birds and wild animals are extremely beautiful and give evidence of infinite patience.

Still other societies, like the Connecticut Humane Society, prefer not to make their own pictures but to rent special films on the subjects they wish to present at the schools. There are several commercial firms which have fine films about animals and which rent these films at a minimum cost. Moreover, the United States Department of Agriculture has some excellent films on farm animals and their care and both this department and the Department of the Interior have splendid conservation pictures. Many state departments also have films which are available and private organizations like the Audubon Society, which has remarkable bird pictures, and the Seeing Eye of Morristown, New Jersey are only too glad to have their pictures used.

The predominance of motion pictures in the programs presented by humane societies seems to indicate that many humane workers believe that this is the most effective medium of education. It must be said, however, that there has been little, if any, study of its effectiveness through controlled experiments. There are several societies which feel that much can be said for other forms of teaching. The moving picture, they say, while very effective does not always make things absolutely clear nor does it give an opportunity for the child to experience things at first hand.

The Director of Humane Education for the American Society for the Prevention of Cruelty to Animals, Warren W. McSpadden, has done much study in an attempt to find effective means of carrying out the objectives of humane education. He thinks that any experiences which humane education brings the child must not be passive, routine, artificial; instead they must be real, must challenge the child's whole emotional self, must bring into action his deepest feelings of response for others. "Bringing to children experiences that will assist in keeping alive their sensibilities for need and suffering in others and a desire for their

welfare is at once the opportunity and responsibility of humane education;" he says. "One of the most effective means--and the means most readily at the command of humane education--is that of acting upon the interests expressed by children in animals and the animal life about them and giving proper direction to the intimate relationship between children and animals." ¹ The child must be made to realize the helplessness of the animals, their dependence upon him and his own power over them. From such appreciations as these, it is reasonable to expect, will develop permanent attitudes of respect for the individuality of all life.

To meet these aims the society has developed a program of humane education through pet animal experiences. This program is carried into the schools of New York City by Mary T. Penshaw. Of her work Miss Penshaw writes, "One of the most effective methods of guiding learning in the humane area is to have children bring their pets to the classroom for the group to study and enjoy Actual contact with the pet under such favorable teaching and learning conditions provides a basis for intelligent understanding of animal needs and opens the way to a solution of various problems of individual pet owning children ... This centering of interests and activities about animals has its chief educational value in building appreciations of animal life at successive levels of the child's broadening needs and outlook." ²

On the day on which Miss Penshaw is to visit, the children are told to bring their pets to school. Miss Penshaw demonstrates right methods of caring for the different animals. A cat is lifted in the correct way so as to cause as little discomfort as possible. A dog is washed, its owner and one or two other students actively assisting. The need for and ways of teaching obedience to pets are explained and the children are allowed to practice following the directions given. Discussions of particular problems are made. The lessons follow the natural interests of the children.

1. "How Can Humane Education Keep Alive Children's Sensibilities?" National Humane Review, Vol. XXIX, No. 9, p. 20.
2. "Humane Education Through Pet Experience," National Humane Review, Vol. XXIX, No. 2, p. 20.

The broad aspects of humane education which can be taught by this method are pointed out by Miss Penshaw when she observes, "On many occasions, group discussion leads to the problem of choosing a pet animal suitable to the conditions of city life. At times, also, some phase of conservation is introduced when a member of the group questions the keeping of a native bird or small wild animal in captivity. Or the discussion may bring about a consideration of broad issues in the humanitarian field--hunting, trapping, or humane methods of slaughtering rood animals." ¹.

Ways or teaching older children along these same lines is being developed by Mr. McSpadden who feels that the subjects of the high school curriculum offer many opportunities for humane education.

The Animal Rescue League of Boston has adopted what it believes to be the most effective medium yet made use of by the humane societies, namely, marionette plays. Director of Humane Education, B. Maude Phillips writes:

"Marionettes have been used throughout the ages in practically all countries of the world for entertainment and for advancement of religious and political ideas. America is now awakened to this old and fascinating art as a means for realizing broader educational purposes, such as stimulating interest in many fields of humane activity, and for teaching character, including kindness to every living thing.

.....

"We have taken the plays children know and love--Peter Rabbit, Hansel and Gretel, and others--and have added and deleted so as to introduce many desirable phases of character developemant such as fair play, a square deal, consideration for the rights of others proper diet, care of one's appearance, obedience at home and abroad, care or pets and an intelligent understanding of their needs, and one's duty to the fourtooted friends and birds.

.....

1. Ibid., p. 20.

"From our experience we feel that little marionette characters get across the desired lessons more effectively than talks, lectures, slides or movies, and frequently we are told how much more enjoyable are the plays than movies." ¹.

The marionette plays used by the society are designed for use from the kindergarten through the junior high school, the text being changed to suit the needs of the varying ages. Two advantages of this type of program is its flexibility and the fact that it can be presented to large and small groups with equal success.

The Boston League now has seven plays on its list. Of these "Peter Rabbit", the first play introduced into the schools, is a prime favorite. "Hansel and Gretel" and "Tanya", a beautiful Christmas play, are also in great demand.

All the characters, scenery and properties are made in the League workshop by the employees of the society. Great care is taken to make the characters well-proportioned and all the stage properties relatively scaled to them and to the stage as a whole. Every year more than a month during the summer is required to repair the wear and tear on properties through hard and continued use through the school year, and to redress and restring the characters. During the summer, also, characters and properties for new plays are made and the new scripts and lines are written, learned and practiced.

So great is its belief in the effectiveness of the marionettes that the society is eager to have its method adopted by other humane organization. To enable less wealthy societies to make use of puppets, the League has constructed a stage built with two card tables and adjusted to the requirements of a single puppeteer. There is operating space to allow large groups of children opportunity to witness the show with ease. The society offers to furnish directions for building this stage. In two cases stages have been constructed at cost for other humane organizations. Furthermore the members of the education department offer to give at their workshop instructions and intensive training in the making and manipulation of marionettes to humane education workers.² Two societies have already availed themselves of this opportunity.

1. "Contributions of Marionette Plays to the Teaching of Humane Education", National Humane Review, Vol. XXIX, pp. 18-19.

2. Ibid., p. 20.

The Rhode Island Humane Education Society sent its teacher to Boston to study at the League in September 1940. In October she began to use her one-man stage in the schools of Rhode Island. She introduced a new animal play entitled "Johnny Goes to Court" which was especially adapted by Miss Phillips for one puppeteer. The play has five characters; in the second act all five appear on the stage at the same time, but through the use of metal nesting rods to support the puppets, there is no awkwardness perceptible in the presentation of the play. This year "Peter Rabbit", a longer play with a larger cast, was added to the Rhode Island society's repertoire.

Mrs. Vail, a volunteer for the Connecticut Humane Society, after intensive work at the Boston League this year, also, started to present the play "Johnny Goes to Court."

Mr. McSpadden has had one complete stage with its necessary equipment prepared and plans to have several others made. His idea is to lend these stages to various schools in New York and have the students give plays as part of their work in humane education. He feels that pupil participation will add value to the work.

Thus far the methods discussed in this chapter have been the more formal programs developed by the societies for use in the schools. Most organizations, however, do not confine their activities with the children to the school alone. Many have arranged projects for organized groups, such as the Boy and Girl Scouts, summer camps, and school clubs.

The Wisconsin Humane Society sponsors conducted tours through its shelter as one activity in the humane education field. Preceding each tour of inspection the group is taken into the lecture hall for a brief lecture by the Society's director to explain the functions of the society in the field of animal welfare.¹ This is a practical method of humane education. The tours are popular and many groups are glad to avail themselves or the privilege of visiting the shelter and seeing the modern devices in the clinic and kennels.

This society has also devised a plan whereby its humane education program is coordinated with the work or the Nature Day Camp throughout the school vacation period. Every day groups of from thirty to eighty-five children tram the

1. "Building for Service.", National Humane Review, Vol. XXIX, No. 9, p. 15.

camp spend an hour at the shelter. Discussions about animals and demonstrations on their care are given in the lecture room under the supervision of Walter Dethloff, the managing director of the society. Lectures are given on Food Habits, Shelter and Confinement, Common Diseases and Ailments and Behaviour Characteristics of various common pets. The aim of the program is to teach children "the value of pets for pleasure, hobbies, sports or utility." ¹ A similar plan has been worked out by the Whatcom County Humane Society of Washington in cooperation with city officials, the N. Y. A. and W. P. A.² These are illustrations of the growing tendency for humane societies to find means of carrying on programs of humane education during the summer months.

The American Society for the Prevention of Cruelty to Animals sponsors one of the most complete and interesting programs devised for carrying humane education to organized groups outside the schools. This is a special course on the care of dogs given by the society in collaboration with the Brooklyn Council to the Boy Scouts of America. The purpose of this course is to assist the scout in meeting the requirements for the Merit Badge on Dog Care by coming into contact with men and women instructors who are experts in their particular fields and who are able to give him scientifically accurate information.

"Every effort", says Warren McSpadden of the society, "is made to keep the meetings from being repetitious of school procedures. ... Discussion and experiencing are accepted methods in the course. Questioning is encouraged. ... Whenever possible the instructors use live dogs to demonstrate and thus clarify the subject under consideration. During a part of each meeting first-hand learning experiences are provided in which the boys work with dogs." ³

The course consists of four weekly meetings each lasting approximately two hours. A different instructor is in charge of each meeting. The first meeting, taught by a veterinarian, considers the general care of the dog from puppyhood through adulthood. Such items as food, structure of the gastrointestinal tract, digestion, housing and sleeping accommodations, regularity of exercise, bathing, and coat and

1. "Teaching the Youngsters", National Humane Review, Vol. XXIX, No. 8, p. 25.
2. "From Our Field Correspondents", National Humane Review, Vol. XXVIII, No. 8, p. 24.
3. "Teaching Dog Care to Boy Scouts", National Humane Review, Vol. XXIX, No. 6, p. 18.

nail care are discussed. Some of these points are concretely demonstrated toward the close of the meeting. The second meeting, also taught by a veterinarian, considers the common diseases and accidents of dogs, including the symptoms, causes and first aid treatment. The last half of this period is devoted to actual practice on dogs of first aid methods.

The third meeting covers the training of the dog in practical obedience. It is taught by a specialist in obedience training who uses his own trained dog with which to demonstrate the points made. Untrained dogs are also brought to this meeting so that the first steps in obedience training can be shown. The scouts are each allowed to work with a dog for a few minutes.

The last meeting has for its subject "How the City Helps You and Your Dog." City and state laws affecting dog owners are discussed by an American Society for the Prevention of Cruelty to Animals' representative. The laws are illustrated with actual cases. After the lecture a film "A Day with the A. S. P. C. A." is shown. The course is completed with a tour through the nearest animal shelter belonging to the society.

A printed certificate is awarded to each scout whose attendance has been perfect and whose work in the course has been satisfactory. In the year 1940-41, the first year in which the course was given, more than three hundred scouts were enrolled.¹ Mr. McSpadden looks forward is the extension of similar courses to other youth organizations.

The formation of Bands of Mercy or junior humane societies is a favorite means of fostering humane education. Nearly all humane workers when visiting the schools attempt to impress on the children the importance and desirability of having a school humane society or club. Many schools follow this suggestion and as a result there are numerous active junior humane societies throughout the country. The success of such societies depends to a great extent upon the willingness of the teachers to cooperate.

The Band of Mercy idea was inaugurated by George Angell who organized the first band in the United States in 1882. The members took the pledge, "I will try to be kind to all living creatures and try to protect them from cruel usage."² Since that

1. Ibid., pp. 19-20.

2. Richardson, Guy, op. cit., p. 3.

time under different names millions of children have joined such clubs and made similar pledges.¹ Movements of this kind are sponsored by all humane societies who supply literature, pledge cards, pins and merit badges.

The periodical and reports of various organizations contain statements from countless such clubs telling of their activities. The clubs are of all sizes, at all age levels, and in all types of schools. The activities which they carry on are very numerous and varied. They have discussions and reports on animals and their care. They keep scrap books; they make studies of the laws relating to animals; during "Be Kind to Animals Week" they help to distribute posters and to organize humane assemblies; they give radio programs; conduct pet shows, visit local shelters, report cases of cruelty, find homes for homeless pets, go on field trips, make club newspapers, etc.

A variety of methods are used by the humane societies to help make the club a success. The Waco, Texas, humane society every year arranges with the local broadcasting stations for a twelve weeks program given by the members of the Bands of Mercy. The children prepare their own order of broadcast and conduct the thirteen minute program before the microphone. All the school children listen to the programs and thus they are able to compare the activities of other humane clubs with those of their own club. Encouragement is thus given to the children and by their broadcasts they, in turn, give publicity to the humane work going on in their community.²

The Junior Humane Society of the Union High School in Grand Rapids reports an interesting activity. They compiled a resume of the humane laws of the state of Michigan. More than six months of work was required for the task. The compilation was sent to the superintendents of schools of Grand Rapids and East Grand Rapids. As a result the school department of the two cities announced that a study of the humane laws of the state would be included in the courses offered in civics and social science in the eighth and ninth grades.³ This is a case where the humane club has had a real influence in spreading humane education.

1. "Influence of the Band of Mercy", Our Dumb Animals, Vol. 69, No. 3, p. 36.

2. "From Our Field Correspondents", National Humane Review, Vol. XXIV, No. 3, p. 24.

3. Boyd, L. A., "As the Twig is Bent", Our Dumb Animals, Vol. 73, No. 6, p. 94.

Another means of humane education used commonly by the society workers and not before mentioned in this paper is the exhibit. Every year there are hundreds of exhibits of all kinds, the aims of which are to teach some aspect of kindness to and consideration for animals.

The Livestock Loss Prevention Department of the Boston Animal Rescue League carried on a varied educational program including talks at agricultural schools, moving pictures, lectures, and featuring above all, exhibits at the various fairs held throughout New England.

Among the objects included in this exhibit are samples of bruised meat, appliances for handling animals humanely, a model stock pen, and pictures of the best type of trucks for livestock transportation.¹ Humane literature is also on display. Provision is made at these fairs for the continuous showing of "Do Unto Animals", a talkie-movie illustrating that kindness to farm meat animals pays the farmer, the shipper and the meat packer in dollars as well as in satisfaction.²

The Wild Life Department of the American Humane Association has made many exhibits featuring various types of humane traps. These traps are lent by the Association to individual societies for exhibition at fairs, sportmen's shows, and during Kindness to Animals week. The Association secures these traps through its annual humane trap contest. The Society feels that a vast improvement in methods of trapping has been brought about through these contests and exhibits.

Exhibitions of humane literature are regularly provided at summer schools for teachers, at teacher association meetings and at institutes of instruction. Numerous exhibits of children's work in the field of humane education are also found helpful. The Whatcom County Humane Education Society of Washington had an exceptionally successful exhibit last fall at the convention of teachers of San Juan, Shagut, and Whatcom Counties. An added feature of interest was a panel discussion on the topic of humane education in the schools in which both educators and humane workers took part.³

1. "Livestock Loss Prevention", Our Fourfooted Friends, Vol. 36, p. 17.

2. "Livestock Loss Prevention", Our Fourfooted Friends, Vol. 37, pp. 33-34.

3. "Humane Education Exhibit in Washington", National Humane Review, Vol. XXX, No. 2, p. 25.

Although many societies have developed particularly fine and worthwhile programs for humane education, it is coming to be realized that the most effective teaching of humane lessons can be carried on in the school work itself. That humane education should be taught in the schools is now generally accepted. That it should be taught not as a separate subject but as an integral part of the whole curriculum is being more and more emphasized.

Mrs. Clay Preston, in one of her many studies of the subject, says, "Humaneness need not necessarily be considered as a special classroom study with a fixed period of time allotted but it should be made the underlying principle of all subjects taught in the course of study in secondary and elementary schools." ¹

A similar thought is expressed by Julia E. Dickson, Professor of Elementary Education at the Boston City Teachers College.

"In its broadest and best sense humane education is character education. It can, therefore, never be a thing apart in the development of our children. It must be an integral part of the total educational program. Kindness is an expression of understanding and love—a love broad enough to include man and his unity with all the rest of living nature—and there can be no perfectly integrated personality without the unity." ²

In order for the school to exert a positive formative influence on the child, it must provide situations which touch the child's life closely. There can be no question as to the importance of the child's innate love and interest in animals as a basis of establishing desirable appreciations for all forms of animal life. It is by making use of this natural interest of the child to develop sympathy, understanding, unselfishness, responsibility for others, the outstanding qualities of a good citizen, that humane education can best be propagated.

Three teachers of the Farragut Model School in Boston have made efforts to plan their courses of study so as to utilize to the fullest extent the natural interests of the child. Mary G. Maloney states that for first graders the subject of pets

1. Preston, H., New Conception of Humane Education, American Humane Association leaflet, No. 190, p. 2.

2. Humane Education and its Function in the Life of the Young Child, Educational Extension Service, the Alpha Circle, Vol. III, No. 2, foreward.

provides the best contact between the familiar home and the new and unfamiliar school environment. She found also that the literature for children is replete with poems and stories suited to the animal interest of early childhood.

Accordingly, she developed for her first unit of teaching a project centering around pets. The following objectives are given for the unit:

"To create a desire to share experiences about pets.

"To enlarge the understanding of pets and their needs.

"To build an appreciation of the care and protection of pets.

"To develop habits of kindness of pets, the child's own and those belonging to others." ¹

A varied program of activities was adopted with poems, songs, pictures and stories serving as stimuli for pupil participation. An aquarium was set up to give the children first hand experiences.

Miss Maloney found that the interest in this project was so great that it served as a powerful factor in the development in the children of the ability to read and to express their thoughts readily. The inclusion of the aims of humane education far from hindering the teaching of the required skills acted as a vitalizing agent.

Mary L. McLean, another teacher at the school, observes that there are innumerable educative experiences in nature and that a most effective unit of learning can be developed through nature study. Her beliefs are based on observations of the child's interest in animals and nature. Miss McLean feels that the study of nature in the early grades is more than justified, for, in her opinion, it accomplishes the following desirable results:

"1. It enriches experience. This makes possible the realization of power and satisfaction which leads to new interests and new experiences.

"2. It utilizes children's natural interests and so develops child happiness and health.

1. "Some First Grade Experiences in Humane Education," National Humane Review, Vol. XXVIII, No. 10, p. 18.

- “3. It develops right attitudes and appreciations which provoke actions that result in noble character.
- “4. It fosters a worthy use of leisure and it may develop any number of recreational, manual or intellectual hobbies.
- “5. It exercises good judgment and complete thinking in that nature is largely cause and effect. It provokes thought and questioning. It is challenging.
- “6. It brings real life to the classroom and so tends to unify the studies of the curriculum. Natural child living release powers, which when properly directed result in more complete development.”¹

Edith Holway, also of the Farragut School, wrote an interesting report on "Daily Experiences in the Third Grade Which Contribute to Humane Education". She lists as among the most vital units of learning in her classroom: a hive of bees which led to the intensive study of the nature and habits of these insects, nature walks during which the class observed squirrels, ducks and birds, and trips to the Children's Museum. A geography unit was centered around the use of animals in different countries and the attitude of the people towards animals. A vocabulary unit was built around a study of the dog and a composition unit took the form of a continued story, "The Bold Little Rabbit". Integrated units of work about animals and birds have been worked out by Miss Holway as effective means of teaching the necessary skills. In every way possible she stresses the importance of the precepts of humane education.²

This is by no means the only school in the country in which humane education is being fostered through correlation of its lessons with those of the ordinary school subjects. One of the teachers of the Condon School in Eugene, Oregon, Alma Freerksen, writes enthusiastically of her experiences in this work: "One of the most effective experience units in the primary grades is that based upon pets. ... Because a love of animals seems very natural to little children, the introduction of such a unit is very easily accomplished. Therefore, a learning situation based upon the study of domestic and wild animal life becomes a natural

1. Educative Experiences in Nature for Little Children, Educational Extension Service, the Alpha Circle, Vol. II, No. 4, p. 5.

2. "A First Grade Studies Pets", National Humane Review, Vol. XXX, No. 2, p. 19.

and interesting theme for children." ¹ Among the projects used for this "pet" unit are a terrarium, a pet day, and the adoption of a class kitten. Miss Freerksen concludes, "We are convinced that an experience program in humane education, where children, through contact and care of animals, develop a sympathy and love for them, is far more genuine and effective than a program where such obligations and responsibilities are taught by lectures and written sermons. It is a great step forward for humane education that many schools are adopting a program and creating learning situations such as has been described." ²

An assembly given at the Rice School in Boston during Be Kind to Animals Week illustrates correlation of humane education with particular subjects on a level for slightly older children. Preparations for the assembly required the cooperation of the art teacher, the music teacher, and the classroom teachers. All of them, through the medium of the particular subject matter they handled, were simultaneously giving lessons in humane education. The art teacher centered her work in a unit about animals. Studies of animals were made and live animals were viewed in an effort to make drawings natural and realistic. The halls, stairways and auditorium were decorated with paintings of animals. The eighth grade boys made a beautiful backstage double screen, one panel having on it a stag drinking at a mountain lake, and the other, a white sheep against woodland shade.

The music teacher concentrated on animal songs. "The Nightingale", "Donkey Serenade" and "Gobble Duet" are three of the many songs which were enthusiastically received. The grade teachers supplied the remaining material for the program. "Raising a Puppy", a recitation on the proper care of a dog with picture illustrations, was the result of a carefully thought out unit on the dog. "Little Gustave," a pantomime showing the good care of a little girl for her pets, proved that much care had gone into a careful analysis of the meaning of the poem. A play, "Little St. Francis", numerous poems, and a demonstration of the work of the Animal Rescue League were added features of the program. The entire program showed humane education operating at its best.³

1. "A First Grade Studies Pets", National Humane Review, Vol. XXX, No. 2, p. 19.

2. Ibid., p. 20.

3. Cronan, Marguerite, "As the Twig is Bent", Our Fourfooted Friends, Vol. 35, No. 3, pp. 22-23.

Countless fine examples like this could be added. Most of this work is voluntary cooperation by school teachers whose attention has in some way been attracted by the need for humane education and who have through their own experiences come to a realization of the outstanding place animals hold in the interest of the child.

Several school departments have also made efforts to emphasize the place which humane instruction should occupy in the school curriculum. Many of them have compiled interesting manuals as an aid to the teacher. An example of such a pamphlet is the one prepared by the Chicago school board. The aims of humane education are set forth together with an account of the materials and opportunities available for such teaching:

“The educational value of humane instruction lies in its contribution to the broadening of the interests and sympathies of children rather than in the consideration of what constitutes justice to animals.

“In the regular school work the material is found to be abundant and easily accessible. More than half the selections in the regular readers contain exactly what is required. The pictures in the primer now used are excellent for the purpose. In the supplementary reading and library books the sources of material are practically inexhaustible. Nature study, history, and civics afford occasions for practical work.”¹

The societies recognize the advantages of such integration of humane education into the school curriculum. They are only too eager to have such methods adopted by all the schools throughout the country. Many societies have provided practical literature to aid teachers in the correlation of humane lessons with nearly all the subjects taught in the schools. President Coleman says that there should be general rejoicing among the societies that so many agencies outside the humane organizations are appreciating the splendid influence which a kindly understanding of animals affords.²

1. Humane and Moral Instruction in the Public Schools, American Humane Association Leaflet.

2. “The American Humane Association Looks Ahead”, National Humane Review, Vol. XXVIII, No. 10, pp. 4-5.

Former United States Commissioner of Education William J. Cooper expressed the opinion held by most humane workers when he said:

“It should be the birthright of every child to have the emotional experience of loving and caring for an animal pet and the intellectual experience of considering the service of animals to men. As our courses of study come to include work in character education, associations to promote humane education may furnish a vital part of the curriculum.”¹

1. Character Education Through Kindness, Public Education Service Circular, Rhode Island, p. 24.

CHAPTER V

SUMMARY AND CONCLUSIONS

A careful consideration of the material in the paper seems to warrant the following summations and conclusions.

Humane education as an activity of the humane organizations was first given expression by George T. Angell when he established the American Humane Education Society in 1889. Mr. Angell was also responsible for introducing the subject into the public schools.

Humane Education is regarded at the present time as the most important advance made in the development of the humane movement. This has been shown by the important place it is generally accorded at conferences and conventions of humane workers, by the fact that every society financially able to do so is supporting a humane education program, by the lessening number of prosecutions for cruelty in proportion to the number of cases handled, and by the enactment of compulsory humane education laws by an increasing number of states.

The passage of compulsory humane education laws by the states has given an increased impetus to the movement for the inclusion of humane education in the school curriculum. The greater impetus, however, has come from the activities of the humane organizations.

Among the aims and objectives of humane education those of a social and moral nature have been emphasized. All writers who have attempted to formulate the objectives of humane education have counted these broad aims at prime importance. "In its broadest and best sense humane education is character education," wrote one professor of education.¹

Programs in humane education have been largely limited to lectures and other special forms of instruction arranged by humane societies. In recent years these programs have been much improved and the most advanced methods of instruction have been adopted. This has been shown by an account of the numerous studies made by humane society members and employees in attempts to discover

1. Dickson, Julia, The Place of Humane Education in the Total Education Program, p. 2.

the best medium for the fostering of humane education, by a survey of the various methods used by the different societies together with a brief account of their reasons, and by the paralleling of these methods with the latest and most advanced tools used by the schools themselves.

In organizing programs of humane education the cooperation of school heads and teachers is essential. It has been shown that the failure of a humane educational program may depend directly upon the lack of cooperation either through failure to secure permission for a program in the schools or lack of follow-up work by the teachers.

Work in humane education can be divided into four divisions: a. prepared programs, given by humane society workers to the children in the schools; b. prepared programs given by humane society workers to the child as a member of an organized group other than the school; c. broad general programs (including contests, exhibits, Kindness Week activities, etc.) prepared by the societies and designed to reach the whole population; and d. formal school programs prepared by the teachers and planned to correlate humane education with the other subjects of the curriculum.

A growing tendency to regard humane education not as the peculiar property and particular duty of the humane societies but as an integral part of the whole educational program is evident. This has been shown by the reports of various individual teachers telling of their experiences along practical lines, by studies made by leaders of educational thought, by the adoption by numerous cities and towns of a correlated curriculum and by the attitude of humane workers.

The effort is made to have classwork in humane education centered about the children's actual experiences with animals and based upon their natural interest in animal life. It is felt that this approach will leave lasting impressions and develop permanent attitudes, whereas a textbook study may have little permanent effect.

Classroom methods have their place in the form of discussion of problems, demonstration talks, literature centering around animals, special units devoted to study of particular animals. However, there is insistence that these should be supplemented by first hand experiences with animals, nature walks, visits to shelters, visits to museums and parks, ownership of a pet, a school aquarium, and similar projects.

There is recognition of the need of providing definite training for teachers in the field of humane education. Miss Dickson lists the following requirements for the

teacher who will successfully integrate humane education in her teaching program. She writes, "A teacher should, therefore, (1) have an understanding of the breadth and scope of humane education; (2) be able to determine the place of humane education in the curriculum with which she deals; (3) have specific knowledge or information necessary for her special teaching level; (4) have an understanding of the patterns of child growth; (5) have an awareness of or sensitivity to every possible opportunity for aligning the work or humane education with the activities or the curriculum; (6) understand how to provide a continuity of interest through unit activities; (7) have an earnest and sincere appreciation of the work she is undertaking to do in the field of humane education." ¹

From these conclusions it seems reasonable to suggest that the most important lines which humane education can and should follow in the future are:

Humane education should be recognized as an appreciable part of general education and incorporated in the curriculum of the schools of the country. However, it should not be treated as a distinct and separate subject but should be correlated with the materials of other subjects especially in the elementary school. Humane education can be used advantageously as the incentive or stimulus for learning various subjects. It is important as a basis for an educational program centering around the natural interests of the child.

The programs of the humane societies can be used as sources of supplementary aids to the school humane education units. The advantages of formal assembly programs have been emphasized in the teaching of any subject whether it be civics, science, history or humane education. The societies have a wealth of illustrative material, such as moving pictures, literature, and practical examples of humane work like shelters and hospitals for animals, which is suitable for use in building classroom projects.

The societies should continue to develop programs designed to provide educational experience in the humane field in the child's out-of-school time. It is a definite aim of education to provide for worthy use or leisure. These humane educational programs given to the school child during the summer months serve as a means of attracting children to worthwhile pursuits.

1. "The Place of Humane Education in the Total Education Program", Educational Service Quarterly, The Alpha Circle of the City of Boston, Vol. 6, p. 2.

The fostering of humane education courses for teachers by the inclusion of such courses in the normal schools and by the establishment of summer schools similar to the Amrita Island Conference should continue to be an important phase of the work of the humane society.

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