

## 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.<sup>1</sup> Eric Hansen, general manager of the American Humane Association, reports that only six are registered with that society.<sup>2</sup> 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." <sup>1</sup>.

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." <sup>1</sup>.

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." <sup>2</sup>.

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.<sup>1</sup>

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" <sup>2</sup>
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" <sup>1</sup> .

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.<sup>2</sup> 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.<sup>3</sup>

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." <sup>1</sup>.

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.”<sup>1</sup>

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.<sup>2</sup>

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." <sup>1</sup>.

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.<sup>1</sup>

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.<sup>2</sup>

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.<sup>1</sup>

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.<sup>1</sup>

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."<sup>2</sup>

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.<sup>3</sup> 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.”<sup>1</sup>

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.”<sup>1</sup>

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.<sup>2</sup> 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." <sup>1</sup>.

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.