

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 or 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.

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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 to 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 difference 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.