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Humane Education in the Public Schools of Maine: Animals have Rights as well as We

Percival P. Baxter

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HUMANE EDUCATION

In the Public Schools of Maine



GOVERNOR BAXTER'S
"GARRY"

Animals have Rights as well as We

STATE COMMISSIONER OF EDUCATION
AUGUSTA, MAINE

1924



**GOVERNOR PERCIVAL P. BAXTER
AND
HIS IRISH SETTER "GARRY"**

Humane Education

*In the Public Schools
of Maine*

Animals have Rights as Well as We

STATE COMMISSIONER OF EDUCATION
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TO THE TEACHERS OF MAINE—

Dear Co-workers:

In preparing this little booklet on kindness to animals I have in mind not alone the fulfilling of the law as set down in our statutes, but with it that other law of love which may find expression in our relations with our animal friends as well as with our human friends. Kindness to one is of the same nature as the other.

It is at the instance of Governor Percival P. Baxter, who is greatly interested in animals and their protection and in carrying out the spirit of the law, that I have gotten this material together. It is a fine quality in a person who occupies the highest position in the gift of the people of a state to take an interest in humane education, and to take time from the perplexing cares of his office to practice the principles embodied in these pages.

You will find many opportunities to teach the lessons contemplated in the act requiring such teaching, both with independent lessons and in connection with other subjects. The law requires thirty minutes per week, which may be given in one period or may be distributed as will best fit into the work of the school and the nature of the program. If the teacher chooses she may give an occasional formal program in the afternoon or evening and invite the parents. Any of these forms of approach will fulfill the conditions of the law.

Like all other subjects and studies incidently taught this subject is likely to be forgotten or neglected by some teachers, while others will enter into the spirit of it and will achieve results. I shall be glad to have a report from any teacher who is especially successful and shall be appreciative of material which has been helpful or of methods which have proven successful. These, if sent to me, will be available for other teachers who may inquire.

Let me express in closing my appreciation of the loyalty of our Maine teachers to all plans calculated to improve the teaching in our schools. With continued good wishes, I am

Sincerely,

AUGUSTUS O. THOMAS,
State Commissioner of Education.



STATE OF MAINE
OFFICE OF THE GOVERNOR
AUGUSTA

PERCIVAL P. BAXTER
GOVERNOR

January 1, 1924.

TO THE SCHOOL CHILDREN OF MAINE—

Dear Children:

You and I were sent into this great world to enjoy the beautiful and useful things God has placed here for us; the flowers, trees, hills, lakes, rivers and all the other wonderful objects and products of nature.

God also has given us for our companions the animals and birds. They are constantly with us, they work for, depend upon, and are devoted to us. On our part we always should care for them, protect them against all neglect and cruelty, and do everything in our power to right their wrongs. These friends of ours have their joys and sorrows, they suffer from cold and hunger just as we do, and when in trouble they need our help.

A boy or girl who is kind to animals and birds, learns also to be kind to boys and girls. God loves all HIS creatures, and it is for you and me to do the same if we would live as He would have us.

Nothing is so mean as cruelty; nothing so fine and noble as kindness. I want every teacher in our schools to tell you about the animals and birds of Maine. I want every boy and girl to study and learn about them. Once you understand and really know these "little brothers" of ours I know you will love them as I do.

Whenever you see animals or birds being abused, do all you can to stop the abuse; and you yourselves never should fail to treat them kindly. If you boys and girls will live up to these principles, our State will be the finest in the whole world, and you will have done much to make it so.

From a friend of the boys and girls and of the animals and birds of Maine.

A large, flowing handwritten signature in black ink that reads "Percival P. Baxter".

Governor of Maine.

INTRODUCTION

The successful teacher will find a great inspiration in the suggestions of kindness to animals as a study for children. It is an unnatural child who does not love animals and especially his pets. It should be the purpose of the teacher in following this plan to help the children to interpret the spiritual effects which underlie kindness to nature's creatures.

Animals conserve the welfare of us all. Birds prevent the destruction of crops, domestic animals serve man in all his interests, and wild animals become his food and clothing.

In our state in elementary schools we should not neglect to study the preparation of animals for winter and how they get their food nor should we forget to teach the instinct with which they are endowed. Some birds migrate from climate to climate as a means of protection. Maine gives an unusual opportunity for the study of wild animals. The state is rich in animals of all kinds which serve the needs of man. The winters are long and severe and many animals perish. Children should have their attention called to these things and should think out ways of protecting and helping serving animals and birds.

The dumbness of animals and their defenselessness makes it easy to awaken in children a true sympathy for them and a desire to protect them from abuse and harm. There is a natural sense of justice in the child, he is unprejudiced and easily moved to the side of any creature who is being abused.

But humane education is not alone on the side of animals, it is the broader view we seek, justice to all whether animals or human beings is the prime motive. All school work should have the one great aim, the ennobling of character.

THE LAW

In Section 108 of the School Code or Chapter 228 of the Public Laws of 1917 will be found the following:

“ * * * * all teachers in the public schools of the state shall devote not less than one-half hour of each week of the school term, to teaching to the children under their charge in correlation with other studies of the school curriculum, the great principles of humanity as illustrated by kindness to birds and animals and regard for all factors which contribute to the well-being of man.”

HUMANE EDUCATION DEFINED

Humane education is the awakening and the fostering in the minds of children a kindness towards animals and a desire to protect them from abuse and to shield them from indignities and suffering. It is teaching the lessons of love for all creatures which are of service to man and creating a desire upon all occasions to accord all forms of animal life a "square deal." But that teaching which does not look beyond the lower forms and to our fellow men and even to the Great Creator will not qualify as real teaching. There should be a spiritual value to every truth taught and this should be the final or ultimate test of all teaching.

NO SPECIAL METHOD PREPARED

It is not the purpose of this booklet to set up special methods of teaching but merely to suggest materials and means leaving the teacher free to exercise her own judgment and evidence her own initiative. There are, however, many forms which effective instruction may take. If the lessons can be motivated by some occasion or incident they will be much more forceful. Morning talks, stories, incidents, special readings, pictures, and the study of nature all offer a definite approach.

MAKING USE OF PETS

One of the easiest and most natural approaches is through the children's pets. Children naturally love animals, and almost every child will have a horse or a dog, a sheep or a calf, or a kitten at home and the owner feels a special responsibility for the safety and welfare of his pet. Along with the pet comes the doll. The little girl will love her doll and protect it from all abuse. She imagines it has the same feelings of loneliness which she has, the same sense of response to affection. It is the fostering of this play love which typifies the mother's love in later years. The general lessons of kindness may be motivated through their interests.

DOMESTIC ANIMALS

One of the most useful methods of teaching is to discuss the uses of domestic animals and how to care for them. As

the children become familiar with the details they should write short compositions on such subjects as "The Use of the Horse", or "The Call of the Cow". Have them write incidents about a horse in trouble and what was done for him, friendship between horses or between a horse and a cow. Prove that by over-work and lack of care horses fail to give the best service, and, that horses who have clean roomy and comfortable stables and plenty of the right kind of food are capable of rendering greater service to their masters. Cows well fed and kindly used will give more milk. Discontented cows never give much good milk. Gentleness and care bestowed upon a cow will repay the master.

WILD ANIMALS

The protection the Creator has provided for His creatures will make a fine approach. Every animal has a means of defense or protection against the cold, or against other animals or against cruel men. Some animals can climb trees and escape other animals, some are strong and can protect themselves in combat, some are fleet and can run away, some fly while others merely conceal themselves among other objects which have the same color. They have the camouflage of color and color working. Then there are the lessons of how animals live through the winter and how they are prepared for it. Some animals gather nuts and lay in a supply of food, like the squirrel, while others store up fat in their bodies and sleep a long sleep, like the bear.

A HELPFUL SUGGESTION

The Children will be greatly interested in the calls of wild animals and in bird songs. They may be taught to recognize the notes and to imitate them. If the teacher has access to a victrola, records are available as helps in such projects. "Wild Animals Calls" by Ernest Thompson Seaton including "Lo Bo the Wolfe", the "Elk and the Lynx." Of the bird songs such records as the whippoorwill, the verrey, the robin, the blue jay, the song sparrow and many others may be secured by writing Mrs. Grace Drysdale of Cambridge, Massachusetts. They will teach the children to observe and to recognize their friends of forest and field by their songs and add to their pleasure. They may be taught to recognize the tones of joy, of pain, or sorrow in the notes of animals and birds, and thus become more sympathetic with all nature.

ANIMALS IN ART

The teacher who can look beyond the matter of facts into the spiritual and who believes with Henry Turner Bailey that God made the physical world but man makes the spiritual world, and makes it pretty much after his own design enriches the lives of his pupils. We appreciate what may be done through art. Animals pictures from the masters will open up a fruitful and interesting field. The great men and women who have painted or sculptured animals must have loved these dumb friends. In order to produce their likeness in plaster or marble or on canvas it was necessary for the artist to acquaint himself with the nature, characteristics and personality of the animal he wished to present. In doing so successfully there must be a complete understanding and a distinct friendship. Below are given a number of art selections for the use of the teacher:

Shoeing the Bay Mare	Landseer
The Highland Shepherd's Chief Mourner	"
Saved	"
My Dogs	"
Waiting Mistress	"
Weaning the Collies	Bonheur
The Horse Fair	"
Morning in the Highlands	"
The Cat Family	Adam
Thoroughbred	Hardy
Sheep	Mauve
Cattle	Potter
"Can't you talk?"	Holmes

Perhaps one of the greatest pictures and one which may require study on the part of the teacher as well as the children is the "Lion of Lucerne" by Thorwaldsen. Copies of these pictures may be secured at small expense from Perry Picture Co., Malden, Mass.

BAND OF MERCY PLEDGE

In some schools teachers may desire to organize a "Band of Mercy" or a Junior Humane League. Full information may be secured by writing to Francis H. Rowley, President of the

American Humane Society, 180 Longwood Avenue, Boston, Mass. The following suggestion is taken from the "Teacher's Helper in Humane Education", published by the above society.

How to Form a Band of Mercy or Junior Humane League

After talking it over with the pupils the teacher may suggest the following:

Resolved that we will form a Band of Mercy or a Junior Humane League, which shall be known as the (any name may be chosen) Band of Mercy or Junior Humane League: e. g. the Audubon or the Bird Lovers'; or the Henry Berg, or the Angell or the Californian Band, or the name of the school, or the name of some prominent person interested in animals may be used.

The teacher may be chosen President or if she prefers, some member of the class, also a secretary may be chosen from the class, meetings may be held weekly or monthly, at which times the program may consist of music, readings, recitations, anecdotes or brief addresses relating to kindness to all and especially to animals. Or the Band or League may be considered in session whenever the teacher devotes a few moments to the subject of humane education.

Membership is conditioned only upon assenting to the pledge.

IN CONNECTION WITH THE SCHOOL IMPROVEMENT LEAGUE

In order to avoid complications in organizations where there is a School Improvement League this may be used instead of the Band of Mercy or Junior League by arranging programs especially devoted to the subject. If this is done it would be well to have special committees known as Committees on Kindness to Animals and the whole school may take the pledge. All it requires is a simple promise.

I WILL TRY TO BE KIND TO ALL LIVING CREATURES AND TRY TO PROTECT THEM FROM CRUEL USAGE.

INTERESTING EXERCISES

Considerable interest and sympathy may be created among children by ascribing human qualities and characteristics to well known animals. Such exercises are simple and easily

understood. The same may be done with flowers for a beginning as we are much better acquainted with them and their characteristics. For example: If a violet were a person what kind of a person would it be? Answer, A modest person. If a lily were a person what kind of a person would it be? Answer, A stately, pure-minded person. If a wolf were a person what kind of a person would it be? An ox? A fox? A crow? etc. The reading of some of Ernest Thompson Seaton's stories of "Wild Animals I Have Known" will show how human qualities are attributed to dumb animals.

SUGGESTIONS FOR A PROGRAM

Music Victrola

Bird Songs

Reading

Abraham Lincoln's Kindness to Animals
(Found in Teachers' Helper)

MOTTOES

"He prayeth best who loveth best
All things both great and small
For the dear God Who loveth us
He made and loveth all."

Coleridge (The Ancient Mariner.)

"I would not number on my list of friends
(Though graced with polish'd manners and fine sense,
Yet wanting sensibility) the man
Who needlessly sets foot upon a worm."

Cowper (The Task.)

Composition on

"Some Pets I have Had"

Reading

Celia Thaxter's "Little Sand Piper and I"

THE SANDPIPER

Across the lonely beach we flit,
One little sandpiper and I,
And fast I gather, bit by bit,
The scattered driftwood, bleached and dry,
The wild waves reach their hands for it,
The wild wind raves, the tide runs high,
As up and down the beach we flit,
One little sandpiper and I.

Above our heads the sullen clouds
Scud, black and swift, across the sky;
Like silent ghosts in misty shrouds
Stand out the white lighthouses high.
Almost as far as eye can reach
I see the close-reefed vessels fly,
As fast we flit along the beach
One little sandpiper and I.

I watch him as he skims along,
 Uttering his sweet and mournful cry;
 He starts not at my fitful song,
 Nor flash of fluttering drapery.
 He has no thought of any wrong,
 He scans me with a fearless eye;
 Staunch friends are we, well tried and strong
 The little sandpiper and I.

Comrade, where wilt thou be tonight,
 When the loosed storm breaks furiously?
 My driftwood fire will burn so bright!
 To what warm shelter canst thou fly?
 I do not fear for thee, though wroth
 The tempest rushes through the sky;
 For are we not God's children both,
 Thou, little sandpiper, and I?

Victrola Records

Wild Animal Calls

Talk on Kindness to Animals

Some Pupil

Song

America

In closing salute the flag.

This program may be varied by reading such selections as:

Sir Walter Scott and His Dogs.
 Governor Baxter and His Irish Setter Dogs.
 The Dogs of St. Bernard.
 Charles Kingsley and His Pets.
 The Arab and His Horse.
 Daniel Webster and the Woodchuck.
 Audubon and the Birds.

It may also include reports on birds of spring, or stories of great painters and the animals they have painted.

BOOKS ON ANIMALS FOR YOUNGER CHILDREN

Beautiful Joe	Saunders	American Baptist Society Philadelphia, Pa.
Black Beauty	Sewell	American Humane Society Boston, Mass.
Bird Friends	Trafton	Houghton Mifflin Co. Boston, Mass.
Famous Four Footed Friends	Harvey	McBride and Co. New York City.
Songs of Happy Life		Educational Publishing Co. Boston, Mass.
Bird World	Stickney	Ginn and Company Boston, Mass.
American Wild Life	Dewing	Frederick & Stokes Co. New York City.
Heroes and Great Hearts	Dane	D. C. Heath & Co. Boston, Mass.

FOR OLDER CHILDREN

Our Friend the Dog	Maeterlink	Dodd Mead & Co. New York City.
Bob, Son of Battle	Ollivant	A. L. Burt and Co. New York City.
Black Beauty	Sewell	American Humane Society Boston, Mass.
Greyfriars Bobby	Atkinson	A. L. Burt & Co. New York City.
The Bird Study Book	Pearson	Doubleday, Page & Co. New York City.
Famous Pictures of Real Animals	Bryant	John Lane Co. New York City.
Wild Bird Guests	Boynes	E. P. Dutton & Co. New York City.

I cannot close the list without mention of "My Irish Setter Dogs" by Governor Percival P. Baxter which is a classic and ranks with the best stories of animal life. A copy should be in every school library and may be secured directly through the author.

SHORT STORIES

The "Teachers' Helper" gives the following list of best humane short stories for the use of teachers and also the list of Mottoes and Themes which follow:

- Animals Have Rights as Well as People.
- Birds are the Farmers' Helpers.
- The Massachusetts Department of Agriculture Once Announced that Every Toad is Worth Twenty Dollars a Year to the State as an Insect Destroyer.
- Cruelty Is the Meanest of Crimes.
- Hast Thou Named All the Birds Without a Gun?
- Without Kindness There Can Be No True Joy.
- Cultivate the Art of Being Kind.
- Protect the Weak and Dumb.
- You Never Lose by Doing a Kind Act.
- Three things to Learn—Kindness, Justice and Mercy.
- Do the Kindest Deed you Can Today.
- Be a Friend to Every Friendless Beast.
- A Great Englishman once said: "Compassion and Love for Animals Secures in the Heart Compassion and Love for Men and God."
- The Bravest Are the Tenderest; the Loving are the Daring.
- Kindness is a Language that Even the Dumb Can Speak and the Deaf Can Understand.
- Cowards are Cruel, but the Brave Love Mercy and Delight to Save.
- It is Estimated that Birds Save for Agricultural Pursuits Alone, Saying Nothing of What They Do for Our Forests, Annually, One Hundred Million Dollars in the United States
- Cease to be Cruel, Try to be Kind.
- Be Gentle and Patient with Dumb Animals.
- Protect the Defenseless.

Open Thy Mouth for the Dumb.
If We Were Deprived of the Services of Birds the Earth Would Soon
Become Uninhabitable.
Be Kind to Animals.
Blessed Are the Merciful.
Kindness is the Supreme Virtue; Cruelty the Supreme Vice.
Make the World Happier Because You Live in It.
You Should Treat Your Horse as You Would Like to Be Treated if You
Were a Horse.
The Pig is not Only One of the Most Intelligent, but Naturally the
Cleanest of all Domestic Animals. Filthy Surroundings, Garbage, Im-
pure Food and Lack of Exercise are Responsible for Most of His
Diseases.
All Life is Sacred. It is Enough to Kill for Necessity; to Slay for
Pleasure is Barbarous.
All Cruelty Degrades the Person Who Practices It.
"Do Unto Others As You Would That They Should Do To You."
Every Living Creature Has Its Special Work to do in the World.

THE HORSE'S PRAYER

TO THEE, MY MASTER, I offer my prayer: Feed me, water and care for me, and, when the day's work is done, provide me with shelter, a clean dry bed and a stall wide enough for me to lie down in comfort.

Always be kind to me. Talk to me. Your voice often means as much to me as the reins. Pet me sometimes, that I may serve you the more gladly and learn to love you. Do not jerk the reins, and do not whip me when going up hill. Never strike, beat or kick me when I do not understand what you want, but give me a chance to understand you. Watch me, and if I fail to do your bidding, see if something is not wrong with my harness or feet.

Do not check me so that I cannot have the free use of my head. If you insist that I wear blinders, so that I cannot see behind me as it was intended I should, I pray you be careful that the blinders stand well out from my eyes.

Do not overload me, or hitch me where water will drip on me. Keep me well shod. Examine my teeth when I do not eat, I may have an ulcerated tooth; and that, you know, is very painful. Do not tie my head in an unnatural position, or take away my best defense against flies and mosquitoes by cutting off my tail.

I cannot tell you when I am thirsty, so give me clean cool water often. Save me, by all means in your power, from

that fatal disease—the glanders. I cannot tell you in words when I am sick, so watch me, that by signs you may know my condition. Give me all possible shelter from the hot sun, and put a blanket on me, not when I am working but when I am standing in the cold. Never put a frosty bit in my mouth; first warm it by holding it a moment in your hands.

I try to carry you and your burdens without a murmur, and wait patiently for you long hours of the day or night. Without the power to choose my shoes or path, I sometimes fall on the hard pavements which I have often prayed might not be of wood but of such a nature as to give me a safe and sure footing. Remember that I must be ready at any moment to lose my life in your service.

And finally, O MY MASTER, when my useful strength is gone, do not turn me out to starve or freeze, or sell me to some cruel owner, to be slowly tortured and starved to death; but to thou, My Master, take my life in the kindest way, and your God will reward you here and hereafter. You will not consider me irreverent if I ask in the name of Him who was born in a Stable. Amen.

EULOGY ON THE DOG

GEORGE GRAHAM WEST

The one absolutely unselfish friend that man can have in this selfish world, the one that never deserts him, the one that never proves ungrateful or treacherous, is his dog. A man's dog stands by him in prosperity and in poverty, in health and in sickness. He will sleep on the cold ground, where the wintry winds blow and snow drives fiercely, if only he may be near his master's side. He will kiss the hand that has no food to offer, he will lick the wounds and sores that come in encounter with the roughness of the world. He guards the sleep of his pauper master as if he were a prince. When all other friends desert he remains. When riches take wings and reputation falls to pieces he is as constant in his love as the sun in its journey through the heavens.

If fortune drives the master forth an outcast in the world, friendless and homeless, the faithful dog asks no higher privilege than that of accompanying him to guard against danger, to fight against his enemies; and when the last scene of all comes, and death takes the master in its embrace and his body is laid away in the cold ground, no matter if all

other friends pursue their way, there, by his graveside, will the noble dog be found, his head between his paws, his eyes sad but open in alert watchfulness, faithful and true even to death.