The HSUS was formed by advocates who were anxious to make a practical and immediate difference for animals, and their decision to pursue campaigns that produced prompt and discernible relief of animal suffering reflected such determination. At the same time, The HSUS’s early initiatives were guided by the conviction that Fred Myers and other founders held in common—that the flow of animal misery in the world could best be halted by educational initiatives directed at the young. Like many animal protectionists, past and present, the founders of The HSUS appreciated the crucial importance of encouraging sensitivity to animals in future generations.

Once The HSUS had established itself and achieved the stability necessary for long-range planning, the humane education of children became a stronger organizational priority. With the support of early board members and HSUS branch officials like James T. Mehorter, a psychology professor, and Rear Admiral James C. Shaw, President Oliver Evans made humane education an organizational priority, seeking professional expertise and authorizing the preparation of age-appropriate education materials. Evans also encouraged staff members’ interests in the development of a robust youth education program, a project that Dale Hylton and others nurtured during the late 1960s.

After he assumed the HSUS presidency in 1970, John Hoyt furthered these commitments by creating an academic center for the study of humane education, supporting evaluation studies, recruiting additional professional staff to work in this arena, and, finally, developing the property at East Haddam, Connecticut, that would become the heart of The HSUS’s humane education outreach programs.

In subsequent years, with its youth education division thriving, The HSUS began to develop additional educational programs geared toward higher education, social work and law enforcement audiences, and the animal care and control community. With this broadened emphasis, The HSUS sought to promote concern for animals within a wide range of institutions and organizations.

The Humane Education of Children

The education of young people in the principles of kindness has been a priority of organized animal protection in the United States from the earliest years of anticruelty work. From the late eighteenth century on, growing appreciation for the value of the kindness-to-animals ethic to character formation in children led theorists and authors to emphasize it in domestic education and children’s literature. In fact, this interest in the humane didactic predated the formal origins of animal protection.

After the first anticruelty societies formed in the mid-1860s, they quickly turned their attention to humane education as a long-term response to the spread of cruelty. Rather than prosecute adults for cruel conduct, why not place priority on the socialization of young people in the values of kindness? This approach also promised to create a future constituency for organized animal protection. By 1890 efforts to promote kindness clubs within the schools had coalesced in the “Band of Mercy” movement, launched by the Reverend Thomas Tim...
mins and George Thorndike Angell of the American Humane Education Society (AHES), sister organization of the MSPCA. Major humane organizations assisted the formation of such groups through the production of literature, textbooks, and other materials. By the early 1900s, a national campaign for compulsory humane education had begun to gather momentum, and by 1920 such laws were in place in about twenty states.¹

The presence of these laws, however, did not ensure the growth of humane education. It did not gain a foothold within teacher-training institutions, nor did it become a subject of scholarly inquiry. It did not even become more central to the work of SPCAs during the middle decades of the twentieth century. By the era of the Great Depression, the practical and financial burdens of shelter and hospital work, animal control responsibilities, and law enforcement consumed most of the resources and attention of local and regional organizations. Very few of them carried on extensive or well-financed outreach programs in the schools in their vicinity.²

The diminution of humane education was not solely the result of such constraints upon the animal protection movement, however. Many negative influences found their way into the educational system, and these were sometimes hard to displace. Nature-based education, for example, was frequently sponsored by organizations whose finances came from the manufacturers of sporting arms and ammunition.³ Local or regional sensitivity about such issues as raising animals for food, or hunting, and the controversial nature of some topics, like animal experimentation, as a subject for classroom discussion also prevented humane societies from addressing certain forms of animal abuse in too direct a manner.

Undoubtedly, the animal protection movement’s attention to humane education outreach did help to normalize the view that compassionate attitudes toward animals were crucial elements in a well-adjusted personality. Largely on the basis of anecdotal evidence, the view that animal abuse could lead to serious interpersonal violence gained some prominence during the middle decades of the twentieth century. At the same time, cruelty and kindness to animals were integrated into personality tests measuring individual adjustment, like the Minnesota Multiphasic Personality Inventory.⁴

When it first formed in the 1950s, The HSUS was less focused on promoting humane education than on extinguishing the misuse of animals in elementary and secondary schools and science fairs. This was an area of egregious misuse of animals, and youthful experimentation sometimes reached alarming depths. In 1958, for example, The HSUS campaigned against the use of living animals in rocket experiments by teenagers. It was a practice that threatened to spread in the wake of the Soviet Union’s successful launching of Sputnik, with Americans focused on both education and space exploration.⁵

At the dawn of a new decade, with the Humane Slaughter Act passed and The HSUS stabilized and solvent, the real push for humane education of youth began. Board member Edith Goode persuaded Dorothy Thompson to write a piece in favor of humane education for the Ladies’ Home Journal, and it appeared in February 1960. Thompson’s piece, which drew heavily upon materials provided by HSUS director James Mehorter, attracted massive media attention to humane education and the problem of cruel experimental use in schools and led to thousands of inquiries. Two years later HSUS director Jacques Sichel organized a well-attended conference on humane education. At that event Fred Myers sounded the note that would guide The HSUS’s approach to humane education advocacy in the future. “We are not exclusively societies for the protection of animals,” he told his colleagues. “Indeed, I
think that the much higher and more important concept is that we are societies for the betterment of people. The problems on which we work are those which determine whether the inner man and the inner child will be balanced, sane, happy, creative, all of the things that we want the people of the next generation to be.”

During the presidency of Oliver Evans (1963–1967), The HSUS laid a stronger foundation for its long-term humane education goals by establishing a relevant research agenda and a program for the development of appropriate literature. In the mid-1960s, staff members began to collaborate with Stuart Westerlund, Ph.D., in the Department of Education at the George Washington University on a project to explore the impact of humane education on early childhood development and to test various methods and techniques of humane education in a group of Washington, D.C., metropolitan area schools. HSUS officials hoped that a convincing pilot study concerning the value of humane education for character education would persuade a large national foundation to provide a major grant for adding it to the curriculum of the nation’s schools.

Westerlund’s study concluded that students liked humane education, educators appreciated it and wanted to do it, and administrators were in favor of it. As Evans noted, however, efforts to institute programs “were frustrated because of the lack of teaching materials and the total unfamiliarity with the subject on the part of the teachers and school administrators.” Most serious of all, the movement had utterly failed to win recognition for humane education from universities working in the field of education. Despite good intentions for many years, the humane movement had increasingly isolated itself from the educational process.

Organizational deliberations about the way forward were guided as well by the recognition that the resurrection of compulsory humane education campaigns, popular between 1900 and 1925, was not the best approach. Rather, as one consultant told an HSUS gathering, “it has to be built into the attitudes of the educators.” In 1965, for the first time ever, The HSUS staffed a booth at the annual convention of the National Education Association, offering services and materials to educators. This outreach would continue for many years.

The success of humane education outreach did not depend solely upon professional educators, however, as Aida Flemming, wife of a member of the Canadian Parliament, demonstrated in 1959. Reinvigorating an older initiative, the nineteenth-century Band of Mercy, Flemming launched the Kindness Club, to harness the group-forming spirit of children and cultivate their interest in the study and protection of animals. Albert Schweitzer accepted the honorary presidency of the club with the observation, “True goodness requires us to respect the lives of all living creatures.” In time The HSUS assumed much of the responsibility for promoting the spread of Kindness Clubs and helped to develop suitable material for distribution to young people. In 1964 The HSUS honored Flemming with its Humanitarian of the Year award (later renamed for Joseph Wood Krutch), the society’s highest honor.

In 1967, Flemming appealed to The HSUS to assume administration of her Kindness Club program to ensure its continuation beyond her lifetime. The HSUS cautiously agreed to take on a five-state pilot project to determine what materials and approaches would work best. In keeping with plans to make The HSUS’s National Humane Education Center at Waterford, Vir-
ginia, the headquarters of a program for humane education, the pilot program was launched from there. Dale Hylton, who had long wanted to make education a stronger priority, was soon given the opportunity to evaluate the pilot project and make recommendations on the production of materials and the expansion of the program nationally in the most effective manner.\footnote{11}

Soon after assuming direction of the (rechristened) KIND (Kids in Nature’s Defense) program, Hylton initiated a monthly newsletter, produced on a mimeograph machine and folded and stapled in the evenings at home. In September 1974 the program introduced its first teacher’s guide, and soon after, the newsletter grew into the organization’s flagship humane education magazine, *Kind*. Several years later Hylton coordinated production of The HSUS’s first Spanish-language publication.\footnote{12}

During these years The HSUS cooperated with several individual pioneers of humane education. Author, illustrator, and naturalist Hope Sawyer Buyukmihci worked with staff members to develop literature for the program. So did Jean McClure Kelty, an Ohio English professor active with the HSUS-affiliated Animal Charity League of Youngstown. She authored a lesson manual, *If You Have a Duck*, which aimed to promote kindness to animals and people through a series of entertaining exercises and activities.\footnote{13}

Charlotte Baker Montgomery, author and illustrator of many children’s books, wrote several of The HSUS’s most important early humane education publications, including *Meeting Animal Friends* and *A Visit to the Animal Shelter*. Montgomery was also responsible for the launch of the Humane Education Workshop, a summer seminar at Stephen F. Austin State University in which a number of HSUS staff members participated. The HSUS recognized her steadfast support of its humane education programs and the broad impact of her work by honoring her with the 1983 Joseph Wood Krutch Medal.\footnote{14}

In the late 1960s, participants at The HSUS’s annual conferences considered several resolutions pertaining to humane education. The first, in 1968, called for development of a suitable curriculum and its promotion in primary and secondary schools, with special emphasis on the elimination of animal experimentation in science education. The second resolution, adopted in 1969, called upon humane societies to seek endorsements for a program to implement humane education programs from leading universities and colleges.\footnote{15}

John Hoyt’s 1972 hiring of John Dommers, a Connecticut science teacher with an interest in developing audiovisual materials to promote concern for animals and the natural environment, further strengthened The HSUS’s capacities in humane education work. Operating first as education director under James C. Shaw of The HSUS’s Connecticut branch, Dommers kept the same position when the branch was reincorporated as the New England Regional Office (NERO). Dommers made many contributions to The HSUS’s catalogue of educational materials.\footnote{16}

In 1973 Hoyt hired Charles Herrmann III, Dommers’s sometime collaborator as an editor of children’s publications for Xerox Education Publications, as director of educational publications for The HSUS. Herrmann worked out of the National Humane Education Center in Waterford, helping Hylton to manage the KIND program and assisting HSUS staff members with the production of audiovisual material for individuals and the classroom.\footnote{17}

The HSUS’s growing professionalism brought forward in-house initiatives that also
advanced its humane education programs. In 1974 Guy Hodge wrote a unique book on careers in animal conservation and welfare, explaining the educational background and experience necessary for specific professions and providing helpful information for young people interested in the pursuit of such careers. *Careers: Working with Animals* went beyond the presentation of dry information, offering a discussion of the attitudes, emotions, and personal philosophies that students needed to consider before making a career choice. By late 1977 The HSUS had sold 20,000 copies, on its own and through a commercial publisher, and produced a filmstrip to introduce youngsters to veterinarians, veterinary technicians, groomers, kennel workers, animal control officers, park naturalists, animal behavior specialists, and others who work with animals.18

In 1976 the Youth Activities Department led one of the KIND program’s most successful projects ever, the Bicentennial Animal Contest: seventy-five thousand children cast their ballots for fourteen animal candidates in an election that highlighted the contributions made by animals to American history. Whole schools participated, and newspapers around the country reprinted the ballot. The horse won, with the bald eagle coming in a close second.19

HSUS humane education specialists tried to design literature and material for children with the organization’s overall program activities in mind. There was a strong emphasis on pet overpopulation and the promotion of spay-neuter as well as on companion animal issues like licensing and collaring of dogs. However, Michael Fox and other staff colleagues provided a steady stream of ideas for articles, features, and educational products to help children develop imaginative sympathy with animals in difficult situations, and the organization’s youth-focused publications provided age-appropriate information concerning such topics: The HSUS’s seal campaigns, its efforts to close down puppy mills, and HSUS consultant Dick Randall’s work to reform predator control programs were all featured in NAAHE publications. Fox’s *Wild Dogs Three*, a children’s book that told the story of abandoned animals trying to survive in a rundown section of St. Louis, also appeared in NAAHE materials.20

The National Association for the Advancement of Humane Education

In June 1972 John Hoyt signed a formal agreement with the University of Tulsa, Stuart Westerlund’s current institution, to support the Humane Education Development and Evaluation Project (HEDEP). Westerlund received a grant from The HSUS to develop strategies for advancing humane education in the nation’s schools. In 1974 this project formally incorporated as the National Association for the Advancement of Humane Education (NAAHE), with its basic purpose the development, evaluation, and distribution of integrated humane education materials for elementary and secondary schools. For a time the organization functioned from the University of Oklahoma under Westerlund’s direction. A number of his graduate students conducted humane education evaluation studies, some of which became doctoral dissertations.21

At about the same time, The HSUS was concluding negotiations for the consolidation and assimilation of its Connecticut branch. An important part of the incorporation involved the 1973 donation of a property in East Haddam, Connecticut, which, along with James C. Shaw, who served as the first HSUS New England regional director, comprised the outstanding legacy of the now-extinguished Connecticut branch of The HSUS. The HSUS decided to centralize its humane education programs on the property, naming it the Norma Terris Humane Education and Nature Center in honor of its donor, Norma Terris (d. 1989). Terris was...
the stage and screen actress who created the role of Magnolia in the original Ziegfeld production of *Showboat* and a close friend of Shaw and his wife, Bettsy. At the center’s dedication, John Hoyt reminded listeners of the organization’s broader purpose of improving humankind. It was not simply a preoccupation with animal welfare that should motivate such a project, he advised, “but the promotion of a quality of humaneness of which kindness to animals is but one by-product.”

In 1977, in an effort to better meet the needs of humane society educators and individual teachers, The HSUS decided to end the Tulsa-based NAAHE/HEDEP project, while retaining Westerlund as an advisor. From then on The HSUS’s educational outreach efforts would be centered at the Norma Terris Center and would consist of teacher training, program development, and community education initiatives (many of which were coordinated by John Dommers and Kathy Savesky), and Washington, D.C., where staff members Hylton, Herrmann, and Marcia Glaser helped to manage the program. One of the earliest results of the new arrangement was *Humane Education*, a journal edited by Herrmann. The quarterly contained articles on methods of teaching, the philosophy of humane education, a resources and materials evaluation section, a column devoted to news from local educators, and ready-to-use master sheets to support humane education activities.

From then on an increasing portion of The HSUS’s humane education outreach activity emanated from the NAAHE headquarters. Staff members supplied teaching kits, audiovisual aids, and other materials to teachers. The organization also developed programs to identify and honor appropriate films, books, and teaching materials. In time it began to offer recognition awards to outstanding educators in the field and to local organizations that demonstrated extraordinary commitment to the work. NAAHE’s Teacher of the Year Award, highlighting exemplary teaching practices, honors board member Jacques Sichel, a diligent supporter of humane education within The HSUS between 1960 and 1980, and a scholarship fund established in James Shaw’s memory supports students pursuing careers that help animals.

Throughout the 1970s and 1980s, NAAHE sought to establish itself as a hub of research and program assessment work collaborating with a network of interested educators. The organization sponsored, evaluated, or reported on research concerning the value of animals in the classroom, the influence of television programming, children’s fears of animals, gender differences in attitudes, the expansion of humane attitudes toward animals to humane attitudes toward people, the impact of animals in the domestic environment, and the advantages of storytelling and other methods of pedagogy. NAAHE also provided annotated bibliographies of current and past research on humane education issues and sought to forge connections with teacher-training institutions where research and attention to humane education could be encouraged.

The growing cadre of education professionals within The HSUS made it possible for the organization to evaluate the proliferating number of children’s works devoted to animals. For many years, The HSUS distributed a list of several hundred books that promoted humane values. From time to time, staff members also issued guidelines for parents and educators to help them evaluate the suitability of books they might be considering for purchase. NAAHE provided another important service to the movement by monitoring children’s publications for messages...
and material that reinforced ambivalent or harmful attitudes toward animals. Staff members chided children’s publications when they sent the wrong message, celebrating rodeos, trapping, hunting, and other pursuits that caused harm and suffering to animals.

This capacity for reaction to the circulation of material that undercut the humane ideal became a very serious priority in the mid-1980s, especially after the release of Project WILD, a wildlife-focused educational package heavily promoted by fish and game agencies, among others. NAAHE staff joined members of the HSUS Wildlife section in pointing out the implicit biases of Project WILD and in stressing the need for conscientious efforts by instructors to balance the material they presented. Together, NAAHE and Wildlife sought to equip teachers with the necessary knowledge to recognize and remedy Project WILD’s misleading and superficial treatment of concepts that were crucial to an assessment of its strong proconsumptive use philosophy.

In a similar process, NAAHE staff members collaborated with animal research division specialists to criticize a poster series issued by the U.S. Department of Health and Human Services (HHS) in 1993. The cartoon-style poster, “Let’s Visit a Research Laboratory,” took advantage of children’s natural affection for animals to persuade them that laboratories were idyllic settings for animals and specifically dismissed the concerns expressed by humane advocates as “extremist” in character. HSUS staff members took particular umbrage at the federally funded poster set because NAAHE had a long-established policy of steering clear of animal research issues because of their controversial nature.²⁵

The Development of \textit{People and Animals} and \textit{KIND News}

Nineteen eighty-one proved to be a benchmark year for NAAHE, with the production of a field-tested edition of \textit{People and Animals: A Humane Education Curriculum Guide} developed for use in preschool through sixth grade. It was a major undertaking, the product of two years’ work and a four-day conference in 1979 that brought together twenty-three leading humane educators. Organized around thirty-six concepts that fell under the four general headings of human/animal relationships, companion animals, wild animals, and farm animals, each concept was blended with a basic skill or traditional content area to produce activities in language arts, social studies, math, and health and science. Appropriate background material for teachers was included.²⁶

\textit{People and Animals} emerged from the collaboration of NAAHE Director Kathy Savesky, John Dommers, and Charles F. Herrmann, all of whom brought relevant professional background in education and curriculum development. The Geraldine R. Dodge Foundation provided critical funding for production and distribution. Materials development was a costly and complex process, requiring knowledge of age-appropriate language, technical assistance from staff members and outside consultants, and other coordinating challenges.

Savesky’s experience as education director of the Indianapolis Humane Society and director of AHES was crucial to the project, and major responsibility for \textit{People and Animals} fell to her. Its production marked a new era in approaches to humane education. “We’re trying to help kids develop a set of values for what is and isn’t appropriate behavior toward animals,” Savesky told a reporter. She pointed out, however, that lessons that simply dictate “kindness rules” for children to absorb do not provide the facts and understanding upon
which compassionate conduct is based, and they “fall short of helping young people form lasting and workable systems for making ethical decisions.”

*People and Animals* represented an important step toward standardization and unification of what was a very fragmented humane education effort in which hundreds of local and national groups and advocates participated. Among other features, *People and Animals* identified specific areas in which educators from humane societies could be of assistance to classroom teachers. Simultaneously, NAAHE attempted to meet teachers’ needs by encouraging local humane societies to establish resource centers and lending libraries where relevant materials could be procured easily.

*People and Animals* also demonstrated that humane instructional material could become quite controversial. The Utah Farm Bureau forced the guide’s withdrawal (in a state where important field testing was underway) because of its attempts to address “production farming.” At about the same time, the American Farm Bureau Federation issued a critique disparaging the guide on the grounds that “(1) those who have prepared the guide have little, if any, knowledge about American agriculture, (2) vegetarianism pervades the guide, (3) animals are equated directly with humans, and (4) a restructuring of U.S. agriculture is implied.”

In 1983 NAAHE officials decided to replace its youth magazine, *Kind*, with *KIND News*, a four-page newspaper published on two levels, for grades one through three and grades four through six. While the old publication had gone to individual subscribers, the new one was inexpensive and better suited for teachers to order in bulk for classroom use, making it possible to serve children whose families did not necessarily provide them with any humane-oriented reading material. The new format also made it possible for educators affiliated with local humane societies to order mass quantities for distribution to schoolchildren.

When elementary school reading specialist Patty Finch succeeded Kathy Savesky at NAAHE in 1985, she shifted the organization’s emphasis from the *People and Animals* curriculum guide to *KIND News*. Significant organizational resources went toward improving the quality and increasing the circulation of *KIND News* and its companion publication, *Humane Education*, which became *Children and Animals* in 1985 and *KIND Teacher* in 1989.

According to Bill DeRosa, who joined the organization in 1983, NAAHE felt “that *KIND News* would provide a more consistent humane education intervention.” “It was difficult to know if or to what extent—or for how long—*People and Animals* would be used once it reached a teacher’s hands,” DeRosa explained. Although he acknowledged that more time and effort could have been devoted to promoting the curriculum guide and further evaluating its impact, it was thought that *KIND News* was the more marketable resource, in part because it did not require as much teacher time or preparation and could simply be distributed to children for independent reading or to take home. Its use did not really depend so heavily upon a teacher’s willingness to set aside class time for humane education. As it turned out, *KIND News* did prove itself to be teacher-friendly.

“Right from the start,” DeRosa explained, “the idea was to make *KIND News* an educational supplement that was fun and easy to read; if kids liked it, so would teachers. And it took off.” The promotion/distribution vehicle for *KIND News* was the Adopt-a-Classroom program, initiated in 1986. At first NAAHE published *KIND News* four times per year, but by 1990 the publishing schedule included nine issues a year. In 1993 NAAHE began to offer the publication in three editions, for primary (grades kindergarten through two), junior (grades three and four), and senior (grades five and six) levels. Sent at first to just one thousand classrooms, *KIND News* was being read in some thirty-five thousand by 2003, reaching approximately 1.2 million children every year. It had, by DeRosa’s reckoning, reached more children than any single humane education classroom publication in history.
Science Fairs, Dissection, and Youth Socialization

In addition to its efforts to promote and institutionalize humane education in the United States, The HSUS attempted to curb the excesses of youthful experimentation at science fairs. This was a growing problem in the mid-1950s and drew the attention of The HSUS’s national office as well as its branches. In 1956 director Myra Babcock, M.D., directed a survey to determine whether there would be support among opinion leaders throughout the country for a prohibition on classroom experiments in which animals were slowly starved, inoculated with cancer, or denied the benefit of essential nutrients. In 1958 The HSUS went to court to enjoin teenage rocket club experimenters from shooting live animals into the air in homemade missiles. In 1960 Fred Myers and Pearl Twyne of the Virginia Federation of Humane Societies visited the superintendent of the Fairfax (Virginia) County school system to express their concerns about a science fair experiment in which a boy won acclaim for major surgery he had performed on rabbits in his bedroom “laboratory.”

In 1964, in an egregious case involving cancer experiments on chickens that dragged on for a number of years, the New Jersey branch brought charges against the school board of East Orange. This action ended all such experiments pending outcome of the trial, which took place in April 1966. The case became a flash point for confrontation between humane advocates and representatives of the National Society for Medical Research (NSMR), which obtained permission to enter the case, along with the New Jersey Science Teachers Association, as co-defendants. The NSMR brought in prominent scientists to suggest that the case challenged the right of companies and institutions of higher education to conduct such experiments in the state. In his testimony HSUS director James Mehörter emphasized humane concerns over students’ lack of maturity and experience and the harmful effects such ill use of animals could have on developing personalities. A biology professor from the University of New Hampshire also testified against the practice. Notwithstanding, the judge ruled that it was legally permissible for high school students to conduct experiments on live animals for “educational purposes.”

In early 1967, with the verdict on appeal, The HSUS launched a campaign to halt harmful uses of animals in classroom and science fair experiments. Oliver Evans called upon HSUS branches, members, and affiliated societies to press parent-teacher organizations, school boards, and school administrators as part of a major effort to end objectionable practices. Service Department Director Patrick Parkes launched a comprehensive survey of science fair projects in Maryland as part of an effort to build a case for reform. The HSUS drafted a model law for distribution, and the publicity generated led the Connecticut education commissioner to launch “spot check” inspections in the state’s school system to ensure compliance with humane principles.

Unfortunately, a subsequent New Jersey Supreme Court verdict in the cancer experiment case ruled that high school students could legally experiment on live animals for educational purposes. As The HSUS would learn, moreover, the problem could reach still more terrible extremes, as it did in 1968, when The HSUS discovered young people performing heart transplants in the course of their studies.

For a time the International Science and Engineering Fair (ISEF), which encompassed the final stage of competition for about 90 percent of the state and local science fairs, attempted to improve the treatment of animals in projects accepted for consideration. The
campaign for reform gained some momentum in 1970, when California became one of the first states to prohibit the use of live animals in school experiments.38

In 1973 HSUS consultant Barbara Orlans drafted a set of guidelines for the use of animals in elementary and secondary school experiments, for distribution to the nine thousand members of the National Association of Biology Teachers (NABT). The guidelines discouraged experiments on warm-blooded animals, surgery on any living vertebrates, and experiments that might cause disease or other injurious reaction in vertebrate animals.39 This was another issue on which The HSUS diverged from guidelines being circulated widely to humane societies by AHA.40

During the mid-1970s the science fair issue required more or less steady surveillance, as observers continued to encounter projects in which adolescents caused serious harm and suffering to cats, rats, mice, and guinea pigs.41 Along with Orlans, Guy Hodge, Michael Fox, and other HSUS personnel put in time on the issue, traveling to fairs to document abuses and promote reforms. In 1976 the newly hired Fox found animal-based experiments at the ISEF “technique-oriented, repetitious, inhumane, and unimaginative.” He judged that lack of competent supervision had resulted in severe abuse and suffering of animals in a number of projects, and The HSUS committed itself to extraordinary efforts to promote “rational, objective, ethical, and humane appraisal” of every science project undertaken by students at the secondary level. That same year The HSUS provided substantial financial support for Orlans’s Animal Care: From Protozoa to Small Mammals, an important contribution to reform efforts.42

Several years later, however, HSUS investigators found disturbing examples of overuse and misuse of animals at the ISEF. HSUS staff member Andrea Ward noted that mice, birds, rabbits, and dogs were all among the animals who lost their lives in dubious student experiments performed under inadequate adult supervision.43

In 1980 The HSUS published Animals in Education: The Use of Animals in High School Biology Classrooms and Science Fairs, by Heather McGiffin and Nancie Brownlee, to buttress its work on the topic. The next year NAAHE and other groups celebrated when the board of directors of the National Science Teacher’s Association (NSTA) approved a code of practice for classroom and science fair use of animals. The code prohibited surgery on vertebrate animals, experimental procedures that caused vertebrates pain or discomfort, and the killing of animals in the presence of students. Unfortunately, in 1986 the NSTA relaxed its standard, permitting animal surgery under adult supervision and prohibiting only those experimental procedures that caused “unnecessary pain or discomfort.” The new code also permitted the killing of animals for educational purposes.44

Although dissection had long been a subject of ambivalence for young people as well as for animal advocates, only in the 1980s did organized animal protection begin to devote time to challenging it on ethical or pedagogical grounds. At that time, The HSUS began to advance its view that dissection of preserved animals was inappropriate and unnecessary in the elementary and secondary school classroom. The costs of dissection, animal protectionists believed, went beyond animal suffering and death to the fostering of ambivalent attitudes toward animals on the part of the young. Biology studies, NAAHE and HSUS staff members argued, ought to focus on animals as living beings, emphasizing their behavior and relationship to the natural environment.45

As more and more young people developed coherent convictions about animals’ inherent value, it became increasingly possible to frame their concerns about participation in dissection as a matter of conscientious objection. At the same time, the technology that emerged in the era of the personal computer introduced new and sophisticated programs, some of which offered perceived advantages over dissection. NAAHE staff members attended NABT
and NSTA conventions and kept an eye on the literature comparing traditional instruction with dissection. In 1985 NAAHE produced two brochures on the question, “Does the Idea of Dissecting or Experimenting on Animals in Biology Class Disturb You?” and “The Living Science: A Humane Approach to the Study of Animals in Elementary and Secondary School Biology.” In 1988 staff members provided suggestions for a major revision of the Holt, Rinehart and Winston laboratory manual Modern Biology, which subsequently incorporated information concerning alternatives to dissection and the possible rationales for abstention.46

While humane education specialists continued to send out materials on dissection to interested students, responsibility for this issue was increasingly assumed by the Animal Research Issues section of The HSUS. The section’s specialists counseled hundreds of students, teachers, administrators, and others in regard to appropriate alternatives and supported a select few in their claims for conscientious objection. In 1987 the Jenifer Graham case brought the debate over dissection to a national audience. The HSUS took a leading role in the case after the Graham family approached NAAHE for advice. HSUS legal counsel Roger Kindler and director O.J. Ramsey met with school officials to express their support for Graham’s refusal to dissect, and Ramsey served as her attorney. The HSUS stood by Graham until the satisfactory conclusion of her case.47

As an increasing number of students nationwide began to assert their principled objection to participation in dissection, and The HSUS became more aware of the continuing animal welfare problems associated with animals’ capture, their treatment by biological supply companies, and their classroom use, the need for a comprehensive publication dealing with the subject became apparent. In 1999 Jonathan Balcombe, Ph.D., associate director of the Animal Research Issues section, wrote The Use of Animals in Higher Education: Problems, Alternatives, and Recommendations. Balcombe’s work, published in 2000 by Humane Society Press, The HSUS’s new publishing imprint, reviewed relevant scholarship, discussed available options for those who wished to avoid objectionable uses of animals, and synthesized relevant arguments concerning the pedagogical value of animal use.48

A New Name and a Broader Vision

For many years NAAHE had been incorporating environmental principles into its humane education curriculum and program materials. Not only was environmental education a natural fit; for years, it had also been a strong interest of staff members like John Dommers. In 1989 The HSUS’s general effort to align its work with the growing global environmental movement resulted in a new name for NAAHE, the National Association for Humane and Environmental Education (NAHEE). The new designation better reflected its commitment to the goals of instilling good character through the promotion of kindness to people, animals, and the environment and to improve the organization’s ability to serve and to interact with organizations and individuals working in the field of environmental education.

In succeeding years NAHEE moved well beyond its early efforts to provide humane education curriculum guides, materials, and services to educators and local schools. Through its professional development workshops, it sought to assist humane educators with experience in sheltering or animal welfare to acquire the knowledge of humane education trends, concepts, and strategies fundamental to their work. It also worked to create mechanisms whereby humane educators who lack formal educational credentials can gain the course work and experience that will make them more effective in the field. The establishment of Humane Society University (HSU) in 2001 led to heightened emphasis on this goal and created a new avenue for its realization. After the creation of HSU, NAHEE staff members collab-
orated with headquarters staff and outside consultants to develop a new on-line Master of Teaching program, one that situated humane education within a multidisciplinary context.

Such developments made it possible for animal care and control professionals, humane society volunteers, and others with an interest in the field to develop their understanding of key concepts, trends, and opportunities in humane education. Most humane education outreach remained within the province of animal care and control agencies that sponsored classroom visits and shelter tours and served as the principal source of literature and other materials for use by teachers. Not surprising, either, most humane education programs focused on companion animal issues to the exclusion of others, as a result of social, cultural, or political considerations or as a matter of declared or perceived primary mission.

During the last several decades of the twentieth century, NAHEE was in the forefront of efforts to create and test new approaches to humane education and to consolidate the results of studies that measure the effectiveness of humane education programs in building children’s knowledge and improving their attitudes and behavior toward animals. While there was a relative lack of solid research supporting humane education’s usefulness, the organization’s efforts to promote evaluation studies did bear fruit. NAHEE was a key player in the attempt to investigate and validate the impact of values-based education aimed at changing children’s attitudes toward animals and the environment.49

At the same time, as a new century dawned, the organization rekindled its earlier efforts to make a priority of preservice humane education training within university teacher-training programs. NAHEE initiated a campaign to persuade local humane societies to devote more of their resources to humane education work. In the era of the Internet, it was possible for NAHEE to enhance its outreach efforts through the development of websites serving children, teenagers, parents, advocates, educators, and others.

In 2001 NAHEE officials moved to develop a broader array of humane educational materials to supplement KIND News. By summer 2003 NAHEE had produced a new materials catalog, including coloring books, workbooks, lesson plans designed for integration into contemporary character education programs, and an assortment of Spanish-language materials.50

Training Initiatives, Law Enforcement, Public Policy, and Antiviolence Community Outreach

For decades humane society leaders at all levels lamented the absence of adequate training programs for their staff members. There were few proper and accredited sources of training for many occupations within the field of animal care and control. Beginning in the early 1960s, The HSUS tried to address this deficit through conferences, workshops, and accreditation visits, and HSUS programs played a crucial role in bringing a degree of professionalism to animal care and control. In addition, The HSUS fulfilled a vital service to the cause by providing professional training and counsel to officials in law enforcement, disaster response, social work, and other realms.

During the late 1970s and 1980s, much of this work took place under the auspices of The HSUS’s Animal Control Academy in Alabama. There, HSUS staff and other instructors trained thousands of humane society and animal control personnel in the methods and techniques needed for dealing with cruelty investigation, shelter management, euthanasia, emergency and disaster relief, and illegal animal fighting.

In more recent decades, partnerships with local animal care and control institutions made it possible to stage training workshops around the country. In 2002 The HSUS joined forces with the Law Enforcement Training Institute at the University of Missouri, Columbia, to train animal control and law enforcement professionals in the techniques of evidence gathering, interrogation, search and seizure, and testifying.

One of the most important areas of outreach to community-level agencies and organiza-
tions focused on the links between cruelty to animals and domestic abuse and other forms of social violence. Humane advocates have been attentive to these connections for years, and The HSUS has emphasized them since its inception. As early as 1963, academic investigators associated with the California branch of The HSUS helped to research a documentary that explored the relationship between cruelty to animals and juvenile delinquency.51

The association between the mistreatment of animals and serious interpersonal violence did not become commonplace without effort, however. It reached broader public consciousness through the exertions of a diverse coalition of interests, at the heart of which stood The HSUS. From the mid-1980s on, it pushed for ways to measure and evaluate antisocial, aggressive, and destructive behaviors; advocated enhanced systems of reporting that take animal abuse into account; and sought to promote recognition of animal abuse as an important element in detection and intervention in social problems, social pathology, and psychopathology. At the same time, it tried to promote greater awareness of the degree to which animals were the targets of direct and threatened violence both within and outside of the domestic sphere.

During the same period, heightened concern for violence and its ramifications increased the opportunities for outreach on this crucial topic, and The HSUS’s Randall Lockwood became the humane movement’s key authority. Lockwood participated in countless training workshops aimed at law enforcement and social work professionals, forged links with FBI profilers and others who viewed cruelty to animals as an indicator of the potential to commit harsh acts of violence against humans, and provided expert testimony in a number of court cases.

In 1997 The HSUS’s determination to increase public awareness of the connection between other forms of cruelty to animals and human violence coalesced as the First Strike™ initiative. A comprehensive effort to reach so-called frontline workers, legislators, animal control officers, law enforcement, judiciary, and domestic violence professionals, First Strike™ sought to persuade them of the significant overlap between forms of aggression like spousal, child, and animal abuse. Through First Strike™ The HSUS worked diligently to create and sustain interagency coalitions to better coordinate antiviolence initiatives, prosecute and punish the perpetrators of violent acts, and prevent future violence through early identification, intervention, and treatment of potential offenders and appropriate response to serious cases of animal abuse.

First Strike™ also provided much-needed evidence and expertise in support of efforts by The HSUS’s Government Affairs department to persuade state legislatures to pass legislation that classifies animal cruelty as a felony offense. Such groundwork has been essential to the broader campaign to incorporate animals within the scope of social work and law enforcement agencies’ efforts to protect the potential victims of violence.

Lockwood’s efforts to legitimize research in this area included the publication of Cruelty to Animals and Interpersonal Violence (1998), a volume co-edited with Frank Ascione of Utah State University. The work brought together classic articles from anthropology, developmental psychology, psychiatry, criminology, social work, biochemistry, sociology, and other disciplines in a single readily available source. It also helped to establish The HSUS as a source of credible psychological and social science literature on this crucial topic.

**The HSUS and Higher Education**

As animal issues began to receive greater attention in the 1970s and 1980s, the necessity for programs that targeted institutions of higher learning, social service agencies, and other organ-
izations became increasingly obvious. As program objectives and the resources necessary to support them materialized, it became possible for The HSUS to undertake strong outreach efforts toward a variety of institutions and agencies. Here, too, as in the case of the traditional program areas, the addition of qualified personnel with good ideas and appropriate qualifications for advancing the organization’s goals was a crucial element in The HSUS’s success.

The most obvious channel for the extension of HSUS’s educational programs was to colleges, universities, and graduate institutions. Focusing on humane education at the K–12 level, NAAHE had limited its contact mainly to colleges of education and to technical specialists who could help with curriculum development and related matters. With animal issues being discussed on university and college campuses, in philosophy, biology, psychology, and other fields, and campus activism on the rise, The HSUS moved to respond to the many new opportunities opening up in an era of increased concern for animals.

Before 1980 academic courses focusing on animals and society were rare. The HSUS provided crucial impetus for the inclusion of animal welfare courses in veterinary and animal science programs and, later, in the social sciences and humanities. The penetration of ethics discussions into the training of veterinarians, scientists, and psychologists was particularly notable, since consideration of moral and value issues had traditionally played only a small part in their training.

In 1985 The HSUS created a department of higher education programs. As Randall Lockwood described it, this new program area represented the natural necessary extension of traditional humane education programming, which had focused primarily on the elementary and secondary grades. “While childhood is the most sensitive period for shaping basic attitudes toward animals,” he explained, “it is becoming clear that we cannot stop there.”

As Lockwood and other staff members recognized, the college years presented additional opportunities for humane outreach. The campus was a place where young people encountered new philosophies, ideas, and lifestyles and formed new affinities. Campus life also presented them with serious dilemmas, including ethically problematic uses of animals in undergraduate and graduate instruction, the mistreatment of domestic animals, and the prevalence of spectacles like rodeos and races that use animals in harmful or exploitive ways.

The new department incorporated and extended organizational efforts to raise the general awareness of humane issues on college campuses, serve as a reliable source of information for concerned students and faculty, initiate specific changes in curricula, investigate the treatment of animals at academic institutions, and provide guidance to students seeking to act upon their ethical concern for the welfare of animals. The HSUS would “always be available to college students,” Lockwood assured, “to help them develop and preserve a humane ethic as they go through this challenging period of their lives.”

In 1997 The HSUS created an annual contest and financial award to encourage the growth and refinement of courses dealing with the human-animal relationship. Submissions came from scholars in ethology, veterinary science, agricultural science, psychology, sociology, literature, history, law, philosophy, environmental ethics, and performance studies. By 2000 the number of courses offered nationwide exceeded one hundred, and approximately four thousand to five thousand students participated in such courses annually.

In the ensuing years, HSUS staff members strengthened the organization’s links to institutions of higher learning by serving as instructors in animal studies programs, like the master’s program in Animals and Public Policy at the Tufts University School of Veterinary Medicine, through adjunct teaching, and by regular visits to university and college campuses as lecturers, presenters, and conference participants. Staff members also collaborated with university-based scholars to produce monographs, articles, and other materials. In 2001 such collaborations found a ready forum in a new biennial public policy series, *The State of the Animals*.

The HSUS had launched HSU as an expansion of its efforts to advance understanding of animal-related concerns and to further establish the value of HSUS-sponsored training in the
pursuit and development of animal-related careers. Through HSU, staff members from many local humane societies were able to take courses on-line and in person, studying practical management, social marketing, and other matters relevant to shelter operation. HSU began to coordinate many of The HSUS’s efforts to disseminate its organizational knowledge, expertise, and support to professionals in law enforcement, disaster preparedness and response, and human social service. HSU also took preliminary steps toward the development of instructional programs with broad general appeal to those interested in the human-animal relationship.

**Conclusion**

While humane education had been a significant early priority of humane workers from the nineteenth century on, formal efforts to promote humane education had waned by 1954. The HSUS, a fledgling organization trying to establish itself, did very little to redress this situation in its early years. Beginning in the late 1960s, however, strong commitments from a succession of HSUS presidents, steady board support, staff enthusiasm, and the timely development of staff and physical facilities made The HSUS an acknowledged leader in the field of humane education. Through NAHEE and other divisions, it strove to cultivate young people’s interest in animals and their care and to support them in their desire to embody the ideals of respect and compassion for all life. At the same time, NAHEE worked to assist teachers who wanted to introduce humane education into their classrooms and to provide shelter-based humane education specialists with materials, insights, and support in the execution of their programs for public and school outreach.

As The HSUS prepared to mark its fiftieth anniversary, it was an acknowledged leader in thought and action in the field of humane education, a major sponsor of research and evaluation initiatives, and a preeminent source of educational materials. Its educational division, NAHEE, had gained that stature by providing useful web resources, an expanding range of training workshops, improved marketing strategies for *KIND News* and other products, and sponsorship and analysis of research. At the same time, the organization was diligent in pushing for the integration of humane education into college-level teacher training curricula, in part through efforts to correlate its materials with the heightened interest in character education that took hold in the last years of the twentieth century.

The HSUS was also leading the way in the development of relevant adult education training programs. All of its divisions handled some aspects of higher education outreach, but staff members associated with HSU were engaged in a full agenda of reaching out to professionals in the fields of animal care and control, law enforcement, and social work. Through these and other activities, The HSUS made a crucial contribution to laying the foundations of a serious program of public and humane education in the postwar period.