The Humane Essay Contest

Dear Kind Deeds Friends, large and small: We know that you are just standing on tip-toe waiting eagerly to learn which of the splendid Alameda County schools won the prizes in the Essay Contest. We shall tell you first, and say a few words later.

The two 1st prizes were awarded to Pleasanton Grammar School, and to Marin School of Albany.
The ran 2nd prizes were awarded to Alvarado School, Alvarado, and to Castro Valley School, Hayward.
The 3rd prize went to Mt. Eden School, of Mt. Eden.
The 4th prize went to the B Street School, Hayward.
The 5th prize went to Independent School, Hayward.
The 6th prize went to Washington Union High School, Centerville.

Miss Genevieve M. McKeever read the essays, and there were four hundred and six of them, and she gave them most careful consideration. She marked those she thought worthy of prizes, some for Honorable Mention, and others "good." It was the majority of essays so marked that decided where the prizes were to go, for the prizes were awarded to the schools sending the greatest number of good essays.

It is astonishing and gratifying to find a large number of the writers have taken the "Cruelty of Trapping" for their subject; very many wrote about the Preservation of Bird Life, and most intelligently so; others used the Sling-Shot as subject for their object lessons. We only wish that space permitted the publishing of all the good essays, as it is we can only print a few of those responsible for the prizes going to their schools, believing you will enjoy them. We feel that the essays this year show a greater familiarity with the subject and more original handling, which indicates the pupils are doing more independent thinking along humane lines than before. We feel that each year's effort by the boys and girls toward the abolishment of cruelty will make for constructive building towards a better and happier future for humans and animals, and these essays are highly encouraging and a step forward in the right direction.
The Cruelty of Catching Animals in Steel Traps
By Mary Elizabeth Matthews, 5th Grade
Presidio Grammar School

Hunters seldom think of the pain of their victims or of their happy families among the wild creatures to which they have done harm. Yet we know how birds and many other creatures mourn for their dead mates, how the little ones starve and die when their fathers and mothers are killed, and how animal parents grieve over their dead children. It is all very much like our own feelings, just how much we do not know. We know the dog mother loves her puppies, which are her babies, like a human mother, that she will freeze, horn, with a kindness, courage, sacrifice and devotion not all human mothers are capable of. The same is true of the cat. We know the wild creatures love and nurse their children in the same way. We know how the timid little birds fight to protect their young. But all the suffering and sorrow hunting causes, besides that of the creatures wounded or killed outright, we can only guess at. As time goes on and we grow wiser and kinder there will be less and less hunting done.

Earth Worms
By Margaret Phillips, High Sixth
Martin School, Alhany, California

Most people hate worms and kill them when they can. Yet worms are industrious helpers of the farmers and gardeners. Darwin studied their habits closely and found that they help greatly in making our soil fertile. They eat the earth in which they live just as we do, and thus help to aerate the substance in which they make their homes.

The worms bring to the surface the earth which they have eaten. They make channels in the soil by which the air can enter and give the earth the oxygen which it needs to make it fruitful. They carry down pieces of grass and straw and these help the process.

Most important is their work in bringing to the surface small bits of food lying below. Darwin found by calculation that the worms on a single acre of land brings up ten tons of dry earth to the surface every year.

Although the earth worm is sometimes a nuisance it is one of the greatest friends of man, draining and ventilating the soil and turning it over and over.

Saving a Dog's Life
By Keith Lucille All, Fifth Grade
Alhambra School, Alhambra, California

One day there was a man. He had a little dog. The dog was very good about getting the horses and cattle in for this man. One day the dog would not go after the cattle. The man beat the dog.

The next morning the man went to town. He put the dog in a sack and threw him into the river.

In the afternoon I went down to the river to pick some flowers. There were lots of flowers growing along the river's bank. When I got there I saw a sack. I took off my shoes and stockings and waded out and got the sack. When I picked up the sack I found there was something in it that was alive. I waited a minute and untied it. I found it was a little white dog. I was happy that it was a little dog because I always wished I had one. I took him home and showed him to my mother and father. There was a collar around the dog's neck. It had his name printed on it. His name was Teddy.

My mother sent me down to get Teddy some meet. That night I made a bed for Teddy in a basket.

About a month after this a man came to the door. His name was Mr. Brown. He knew that I always went down to the river. He asked my mother if I was home. So I went to the door. He asked if I went down to the river about a month ago and asked if I saw a sack in the river. I said I had the little dog in the sack. Mr. Brown asked me if I could have the dog. I didn't like to let him have him, but my mother said to let him have him. He felt ashamed of himself when he saw me with Teddy. He was so thick when Mr. Brown threw him away, and now he was so fat, Mr. Brown gave me $10 for saving Teddy.

The Bird I Helped
By Charles Edward Hysard, Sixth Grade
Castro Valley School, Hayward, California

One day I was wandering in the creek by our house. While I was climbing over a fallen tree, I heard a chirping sound. I turned and went up the bank. I put on my bathing pants. I went up in the brush and looked all around but could not find anything. Then I climbed over by the fallen tree to the opposite shore where our house was. I then went to get my brother to come and help me find the thing, probably a bird.

We looked under the brush around our bathing room, it being on the opposite shore, in the crevices of the rock and everywhere we could think of. Finally I thought of our boat and there it was—a bird about a week old. I carried it ashore and took it over to our house. There I gave it a half of a hard boiled egg and some bread crumbs and some barley feed. Then I made a nest of chicken feathers. Then I made a box of facts which I placed the nest in. When it was old enough I let the bird go.

The Cruelty of Steel Traps
By Norman N. S. Stein, Seventh Grade
Mt. Eden School, Mt. Eden, California

How would you like to stand for hours with steel jaws around your foot and have it dig into the flesh to the bone?

Steel traps are all right if the animal is killed the instant he's caught, but not when an animal is left to die a painful death in the jaws of steel traps.

Animals are crippled by having the trap cut through to the bone. If you go to the hills or woods you might see a coyote or wildcat hopping on three legs. These animals have been caught in the jaws of the steel trap. Coyotes and wolves set themselves free from the traps by gnawing the bone and in this way they leave their foot in the trap.

When a trap gets a bear in his trap he goes to shoot it. The way he tells if a bear is in his trap is he can hear the moans and groans of the bear. He fires two shots into the bear to make sure that the bear is dead. A bear sometimes gets away with the steel trap jaws and teeth in his foot. If a bear gets away with the steel trap he dies from pain or blood poisoning.

If an animal is insidious, shoot him, or else give him instant death and not the long painful death of a steel trap.

Animals Kill Only for Food
Poster by Milton Seifers. Hayward Grammar School. Awarded first prize in 1928 Contest for Group H of Alameda County, California.
Animals are defenseless when they are caught in steel traps. They are sometimes killed and eaten by other animals. If you trap an animal that was not hunting food for her babies and killed her, you would kill a whole family. Why waste our defenseless creatures with steel traps?

**The Two Little Birds and the Great Man**

By Lynn Rosemont, Lyceum Fourth Grade

B Street School, Hayward, California

One day there were four men riding to town upon their horses. On the way they heard a queer little peeping sound in the grasses. They stopped to see what made it. One man jumped off his horse to see what it was. After awhile he came back to the others and told them the sound came from two little robins that had fallen from their nest. One man said, "They will starve if we do not put them back." The other man said, "Who cares about two robins?" The third man said, "Who will miss two little robins?" The fourth man said, "Come on, we must keep going."

Only three men rode away. One man stayed back, and as soon as they were gone, he jumped off his horse and took the two little robins up in his kind hands. Then he climbed the tree and laid them softly back in their nest. Then the kind man tried to thank him for putting them back by singing a song.

Who do you think the kind man was? He was Abraham Lincoln. Afterward he became President of the United States. Everyone has loved him because he was so kind and good and could not let two little birds starve.

**Why Cage Wild Animals?**

By Ernest Garcia, High Eighth

Independent School, Hayward

People go and catch these poor dumb creatures that have no sense to tell them that there is danger ahead. They make them suffer while they are caught in the steel traps. They will bring them down from where they belong just to show in museums.

The animals are not used to seeing people nor hearing them talk. They are so used to the wrong climate, and are in great misery.

It is just like putting a poor innocent person in jail for something he never did. But yet in time we hope that they will soon stop this.

The animals that cannot be brought in alive are killed and stuffed to look like they are alive, but why is this done? The people could just as well go without seeing these animals, and then they would be doing something to help the poor creatures.

People do not realize how much the creatures suffer, but if they were put in their place they would soon realize.

If they were caged in iron cages or caught in steel traps, helpless, and brought down to unknown grounds, and away from all their friends, and fed differently and not used to being caged up, they would soon realize.

When people go and see these animals where they are caged, they think that they have a good time, but they haven't, they are in great misery. They do not feel happy unless they are running free and amongst their friends. When they are out in the woods or where they belong they eat just what they like. But when they are caged they are not fed the right food.

**What Can We Do to Prevent Cruelty?**

By Arlene Dorothy Quates

Freshman

Washington Union High School

Centerville, California

Cruelty is one of the severest things practiced in this world. How can we stop it? There are many ways.

Parents have a great responsibility in bringing their children up. But the greatest responsibility is to prevent them from abusing animals and to teach them to be kind to them. They should teach their children also when they are small to love and learn the ways of animals.

(Continued on next page)

**To The Trapper**

By Dorothy Florence Wunsch

Hayward Union High School, Hayward, California

HONORABLE MENTION

I've seen a scene on a winter's night.
The pale moon rose behind bare trees,

Deep shadows were cast by that pale light,

The deep blue of sky with snow agrees.

Ah! A scene it's a trapper knows these!

I know that beasts in woods abound,

Are clever slay by scores each year,

But were it not for such around,

Could live content, devoid of fear.

The trapper—a wild man square.

I've seen mother fox go 'fore food,

She tossed her nose to scent the air,

The hungry pair of her young brood,

Swallowed every scrap, swift as air.

But die—for the trapper lacks care!

I know sad days for these went by,

The snow, man's footsteps did not lack,

And the cat's paws wondered why

Their mother left but never came back.

Ah! The brutal trapper's heart is black.

I saw the fox when she lay mauled,

The teeth of a trap dismembered her paw,

And her eyes with anguish banded.

For freedom, she was gnawed her paw,

All done by a trapper—moral outlaw.

Hearkan unto one who knows, my lad,

Grow up with kindness in your heart,

You'll have no cause to be sad.

For you'll have helped to do your part.

But the trapper has had an ungodly start.

Bestow your self to look ahead,

To think how pleasant it would be.

No pain? No blood we'll shed.

And beast so happy, content, and free.

Lo! Trappers, how can you brutalize?

Resolve all ye of that skulking clan.

To be humane, go by bright new,

Then not only beast, not only man,

But God will ever remember you.

Lest, lead the trapper to fight anew.
Books on nature study and other useful things should be given to them.

When the children have grown up their parents should not give them guns for Christmas presents, or other weapons to cause destruction, but something useful as well as educational.

The first thing many boys do when spring comes is to get material for a sling-shot while the little birds, upon whom such things are used, think of happiness and contentment while we choose other things to amuse ourselves. In the elementary schools the teachers should teach their pupils kindness. Assemblies should be held every month with autocratically programs or plays acted by the children themselves. This will arouse their interest. From the third to eighth grades they should be induced to read one book every month about animals.

Anti-Cruelty clubs should be organized in all schools. These clubs should consist of a president and vice-president to control and govern the meetings. All members in club should resolve to check cruelty when they see it. On seeing anyone abusing an animal they should arrest him or show him the danger he is in by doing such things.

Anti-Cruelty moving pictures also may be made of preventing this terrible crime. The pictures should be sympathetic, so as to stir the hearts of the audience and to cause them to feel compassion toward those suffering from cruelty. These pictures should show the right way of treating animals. In our spare time we should write stories against cruelty, if we have ability to do so. The wrongs of cruelty should also be preached.

People who see others abusing animals on the side of the road or deserting them in a vacant lot should arrest them, and they should pay a fine.

Everyone is interested in the progress of some possession of theirs. For instance, the boys are interested in the progress of their garden or baseball team; the girls in their school dresses or their coming tea parties; and some grown-up folks in their daily work and their societies. But we must not only be interested in such things, but in the welfare of the community. We can help by everyone helping a little in their own neighborhood and then coordinating together to convince the other people.

**KIND DEEDS CUBS**

The principal of one of the county schools paid a visit to this office late in December last and in talking over the work done by the children of The Kind Deeds Club in her school she told of a very pretty act by one of the little girls who, because her act of kindness was done without the idea of publicity: it was done right from the heart, just from love of the birds.

This principal was driving through the country during the Christmas holidays and came near to this little girl's home. She should see her birds and birds, and was thinking of a perfect feast laid for the birds and under a large tree. This little Kind Deeds member had tied bags of seeds to the branches of the tree, and was scattering crumbs on the ground. She told her principal that she had remembered what had been told the club about the bags of seeds and she had done it right away, and that the birds came every day to feed and were becoming very tame. The children of this Kind Deeds Club made two beautiful scrap books for the Christmas tree.

The Alameda County schools donated boxes and baskets for their best fortunate brothers and sisters at Christmas time, and each was sent with a lovely message of good-will and cheer. This is indeed a fine showing of interest, and the appreciation expressed by those who received these donations show how greatly they were needed. Thinking of the needs of others, human and animal, is the finest training of the minds and hearts of children against cruelty and abuse.

**MOTTOES**

"Without kindness there can be no true joy.

"Do it good, do it right.

"Do it with kindness.

"With all your might."

"A Kind Deed a day keeps bad thoughts away.

"A Kind Deed a day makes one happy and gay.

"Now these are just a few of the good things from the Kind Deeds News of the Cornell School, and it would give us a great deal of pleasure if all of the Kind Deeds Clubs that publish little papers would put us on the exchange list and send us copies.

**The Puzzle Contest**

In our No. 16 issue of The Kind Deeds Messenger we made four cash offers for the missing words of a Puzzle.

We have received many replies to this Puzzle but none are near the right solution. We are not going to give you the correct words but shall hold the Puzzle over until our next issue, which will be in September, beginning of the new school term, and then we shall republish the Puzzle and give you the first letters of the missing words which will help you to supply the correct words so you may try again.

**Summing Up**

The Alameda County schools have made a record showing for "The Kind to Animals Week," April 15-21, 1928. Twenty-two schools of the County observed this week with special programs, as against nine schools last year. In the Heath and Arid Region, July 13-21, 1927, twenty schools participated with special programs, as against nine schools in 1926. It anything indicates progress in interest in the subject of humane consideration of animals surely this does. Six schools gave the "Puppet Show," made from our story board, "Billy's Awakening," and nine schools gave Emma-Lindsay Squire's beautiful play, "At the Portal," while seven schools gave miscellaneous humane programs. Three of the schools gave both "Puppet Show" and the Play.

Certainly the principals and teachers of these schools are to be greatly congratulated at this fine showing, and the officials of The Latham Foundation are quite pleased with pride and appreciation over the generous reception accorded their efforts to weaken a true understanding of Humane Education in the hearts and minds of both old and young.

We take this opportunity to express this appreciation, and we think we may say that the work of the schools is only the beginning of a true understanding of Humane Education in the hearts and minds of both old and young.

"Wedding the feast, shower, carr. The brave ones, the good ones, are gentle and kind.

"Kindle kind, gentle, loving thoughts towards every person and animal, and every plant, star, ocean, flower and hill. You will find yourself growing more happy day by day."

And then the message from Hon. Will C. Wood, former State Superintendent of Public Instruction in California.

"Any system of education which neglects training in the humane treatment of animals is failing in its duty. Children should be taught to treat animals in a kindly manner not only for the sake of the animals but also for their own sake. Indifference to animals indicates a serious defect. Kindness to animals indicates that the heart has been educated. It is an index of character."

"Humane education may be taught most effectively by encouraging the practice of kindness to animals. Our schools should be encouraged to give training in kindness."

So good bye, we leave these messages with you to think over.
The Latham Foundation Humane Poster Contest—1928

Judging Committee

WILLIAM F. CLARK, Chairman, Director, Oakland Art Galleries

Maurice Logan, Artistic Director, Oakland Art Galleries

Edward Earl Childs, Specialist in Poster Art, Oakland Museum.

To insure an impartial allotting of the awards, the names of the cities and counties and the individual contestents were withheld from the judging committee until after their decisions were made; as for instance the twelve posters which won the Supreme Prize. They were not identified until the judging committee met with the judges and decided on the winners.

SUPREME PRIZE, Silver Cup, for the twelve best posters produced by the pupils of a city or county competing, awarded to Oakland. First Honorably Mention to San Francisco. Second Honorably Mention to Santa Barbara.

The twelve "Gold Star" names winning the Supreme Prize for Oakland were: Milton Cavagnaro, Nellie Gallaher, Aaron Friedmann, Theresa Luce, Carl Allen, Claire Jones, Jay Van Gelder, Arlegh Williams, Hinton Lisbon, Emerson Best, Ed Sibley, Betty Ross.

The LATHAM FOUNDATION ART SCHOLARSHIP in the California School of Arts and Crafts, Oakland, California, was awarded to Charles Mason, Commercial High School, San Francisco, Calif.; second choice, Theresa Luce, Fremont High School, Oakland, Calif.; and third choice, Kenneth Watson, Frick Jr. High School, Oakland, Calif. The judges for this scholarship were Mr. and Mrs. Frederick H. Meyer, of the California School of Arts and Crafts.

SPECIAL PRIZE, for cruelty of trapping, awarded: First Prize to Bob Ormerod, Tech. High School, Oakland; Second to Davis Lee, Burling Jr. High, Berkeley; Third to Albert Amacker and Bill Nakaido, Sutter Jr. High, Sacramento; the two fourths to Florence Wuecens, Hayward Union High, and Leon Jordan, Emerson School, Bakersfield.

Following are the Group Prize Winners, and winners of Certificates of Merit of the cities and counties competing:

ALAMEDA COUNTY

Group I

1st—George B. Florence, Amador Valley Union High.
2nd—Chadby Young, Hayward Union High.
3rd—Mary Price, Fremont High School, Oakland.
4th—Alice Mary Hege, Oakland Grammar.
5th—Doris Thayer, Hayward Grammar.

Group II

1st—Milton Salgado, Hayward Grammar.
2nd—Virginia Rose, Pleasanton Grammar.
3rd—Laura Dudley, Hayward Grammar.
4th—Alice Mary Hege, Oakland Grammar.

GROUP III

1st—Edith Washburn, B Street School, Hayward.
2nd—Keith Van, B Street School, Hayward.
3rd—Harry Adamson, B Street School, Hayward.
4th—Jerry Johnson, Fremont High School.

GROUP IV

1st—Ned Johnson, Fremont High School.
2nd—Lawrence Arthel, Oakland Grammar School.

GROUP V

1st—Mary Lucile Bridges, Hayward Union High.
2nd—Joe Martin, Hayward Union High.
3rd—Hannah Smith, Oakland Union High.

BAKERSFIELD

GROUP I

1st—Irene Degan, Washington School.
2nd—Neil Jones, Emerson School.
3rd—Gray Townsend, Emerson School.
4th—Howard Shonew, Emerson School.

GROUP II

1st—George Tracchi, Bryant School.
2nd—Wallace Forsythe, Bryant School.
3rd—Howard Reznik, Bryant School.
4th—Jim and Janet, Franklin School.

GROUP III

1st—George Althas, Jefferson School.
2nd—Stuart Loveless, Jefferson School.

GROUP IV

1st—William Lawrence, William School.
2nd—Martha Yarnell, Emerson School.
3rd—Laura Ferguson, Bryant School.

GROUP V

1st—Maurice Logan, Artistic Director, Oakland Art Galleries.

GROUP VI

1st—Edward Earl Childs, Specialist in Poster Art, Oakland Museum.

GROUP VII

1st—SUSIE W. MOY, Curator, Oakland Museum.

Berkley

GROUP I

1st—Marcella Gunter, Burling Jr. High.
2nd—Herman Mahoney, Burling Jr. High.
5th—David Lee, Burling Jr. High.

GROUP II

1st—David Bettencourt, Burling Jr. High.
5th—Johnson Chan, Hawthorne School.

GROUP III

1st—Milton Cavagnaro, Fremont High.
2nd—Nellie Gallaher, Technical High.
3rd—Aaron Friedmann, Technical High.

GROUP IV

2nd—Cheney Mauers, Frick Jr. High.
3rd—Josiah Kihara, Lockwood.
5th—Esther Frank, Alexander Hamilton School.

GROUP V

1st—Helen Charlotte Grimsley, Horace Mann School.
2nd—Bobbi Fredline, Chalor School.
3rd—Armenta May Mowlds, Horace Mann School.
4th—Alice Dunlop, Citrus School.
5th—Otto Schuchard, Rock Ridge School.

GROUP VI

1st—Helen Charlotte Grimsley, Horace Mann School.

GROUP VII

1st—Theresa Luce, Fremont High.
2nd—Ed Sibley, Technical High.
3rd—Carl Allen, Technical High.
4th—Carol Jones, Technical High.
5th—Jay Van Gelder, Technical High.
6th—Betty Ross, Technical High.
7th—Leigh Williams, Technical High.
8th—Hinton Lisbon, Technical High.
9th—Elizabeth Washell, Technical High.
10th—John Green, Lockwood School.

GROUP VIII

1st—Maurice Logan, Artistic Director, Oakland Art Galleries.
2nd—Edward Earl Childs, Specialist in Poster Art, Oakland Museum.
3rd—Susie W. Moy, Curator, Oakland Museum.

GROUP IX

1st—Alice Mary Hege, Oakland Grammar.
2nd—Mary Lucile Bridges, Hayward Union High.
3rd—Joe Martin, Hayward Union High.
4th—Hannah Smith, Oakland Union High.
5th—John Millar, Pleasanton Grammar School.

GROUP X

1st—Irene Degan, Washington School.
2nd—Neil Jones, Emerson School.
3rd—Gray Townsend, Emerson School.
4th—Howard Shonew, Emerson School.

GROUP XI

1st—George Tracchi, Bryant School.
2nd—Wallace Forsythe, Bryant School.
3rd—Howard Reznik, Bryant School.
4th—Jim and Janet, Franklin School.

GROUP XII

1st—George Althas, Jefferson School.
2nd—Stuart Loveless, Jefferson School.

GROUP XIII

1st—William Lawrence, William School.
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GROUP XVI

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GROUP XVII

1st—Marcella Gunter, Burling Jr. High.
2nd—Herman Mahoney, Burling Jr. High.
5th—David Lee, Burling Jr. High.

GROUP XVIII

1st—David Bettencourt, Burling Jr. High.
5th—Johnson Chan, Hawthorne School.

GROUP XIX

1st—Milton Cavagnaro, Fremont High.
2nd—Nellie Gallaher, Technical High.
3rd—Aaron Friedmann, Technical High.

GROUP XX

2nd—Cheney Mauers, Frick Jr. High.
3rd—Josiah Kihara, Lockwood.
5th—Esther Frank, Alexander Hamilton School.

GROUP XXI

1st—Helen Charlotte Grimsley, Horace Mann School.
2nd—Bobbi Fredline, Chalor School.
3rd—Armenta May Mowlds, Horace Mann School.
4th—Alice Dunlop, Citrus School.
5th—Otto Schuchard, Rock Ridge School.

GROUP XXII

1st—Helen Charlotte Grimsley, Horace Mann School.
The Latham Foundation Symbol

We have been asked the meaning of the little symbol used at the foot of the last page of The King Divine, Mississippi, and elsewhere in our literature. The figure represents a Herald who is sending forth the good tidings to the Angels of Mercy whenever a Kind Deed has been done on earth; he records each Kind Deed for animal and man against the day when kindness and peace shall prevail.