

BE KIND TO ANIMALS WEEK ANNIVERSARY APRIL 17 TO 23 1932



THE KIND DEEDS MESSENGER

THE LATHAM
FOUNDATION
STORY SERVICE
FOR THE PUBLIC
SCHOOLS



No. 49

HERO ANIMALS OF AMERICA



Ceremonial in Awarding of Medals Donated by The Latham Foundation to Hero Dogs, Held in Brookside Zoo, Cleveland, Ohio, Under Auspices of the Cleveland Plain Dealer

Judge J. B. Ruhl holding picture of deceased "Mingo Toy"

MINGO TOY

Gold Medal Winner for the State of Ohio

Decorated by The Latham Foundation and The Cleveland Plain Dealer

Mingo Toy belonged to J. R. Bailey of Akron, Ohio. He raised her from puppy days when she used to gnaw the corners of rugs, bite and growl over old shoes and leap for her master's flapping trouser legs as he came by, to the days when she had a litter of roly-poly puppies of her own.

She had developed into the best of companions, gentle, yet alert, fearless and quick to sense danger. She was given to friends of the Baileys and proved as likable a pet for them as she had for her original owners.

And then one night last April, the father and mother with their tiny baby son, were sleeping soundly in an upper bedroom of the house, when fire broke out in the basement of their home.

Mingo had been left in her accustomed corner of a room below, in the happy companionship of her little puppy a few weeks old, but sensing danger to those who loved and cared for her, she courageously dashed to the door of the room where the family slept, and by furious barking and violent clawing, awakened them.

As the father opened the door he was met by clouds of smoke and flame. Mingo gave him one look and madly rushed back to perish by her own little puppy.

The family were warned just in time, the only avenue of escape left was a bedroom window, from which the father dropped. Securing a ladder, he rescued his wife and child.

For saving these lives Mingo Toy was awarded, through her owner, the gold medal donated by the Latham Foundation, to honor the memory of Ohio's

bravest dog, selected by the Cleveland Plain Dealer.

In the above picture, held aloft by Judge J. B. Ruhl, Mingo Toy occupies the central place of honor at the presentation ceremony for the three most heroic animals of Ohio. This presentation took place at Brookside Zoo, Cleveland.

"Only a dog" some people might say, but with the true devotion, loyalty and self-sacrificing love of the real mother heart.

Faithful unto death, little Mingo Toy.

SHEP

Silver Medal Winner for the State of Ohio

Decorated by The Latham Foundation and The Cleveland Plain Dealer

Shep lives on the ranch of his master, W. B. Workman, of Lakeville, Ohio. He is a fine, big collie dog who roams about friendly and understanding in the ways of the other animals and cattle on the place.

On one snowy morning last March, Mr. Workman received a large mother pig and brood of ten little piglets, whom he had purchased from a neighboring farm.

On entering the pen where they had been put, the mother pig, resenting a stranger and fearing danger to her young, attacked Mr. Workman, knocking him to the ground and tearing his clothes off.

Shep, who had accompanied his master to the outside of the pen, sensing his serious danger, leaped the fence and came to the rescue by gripping the enraged

pig by the foreleg and pulling her off the man.

The animal then turned her attention to the dog, dragging him around in circles and trying to kill him. However, Mr. Workman regained his feet, and opening the gate of the pen held it so that Shep, who suddenly loosening his grip, could dodge the pig, and run out with his master.

Mr. Workman feels that had it not been for Shep he would have been seriously injured, if not killed, and is very happy that his brave dog has won the silver medal.

Shep is to the right of Mingo Toy in the accompanying picture, and looks as though he quite enjoys the presentation ceremony.

Another hero dog for our lists of honor.

LADDIE

Bronze Medal Winner for the State of Ohio

Decorated by The Latham Foundation and The Cleveland Plain Dealer

Laddie is a beautiful shepherd dog, six years old, owned by C. R. Phelps, of the Conneaut Grain and Feed Store, Broad Street, Conneaut, Ohio.

Every night Laddie acted as watch dog, carefully guarding his master's property, as well as that of the John Deck Wholesale Co., next door.

One night last June, when he was left to guard the feed store, contrary to general rule, he was tied, as a new cement flooring had been laid, and it was feared that Laddie might walk over it.

About midnight Laddie heard some strange noises in the next building that told him all was not well, so he barked loudly, trying to call for aid. Neighbors heard the continued barking, but did not investigate.

It was an attempted robbery. Frightened away by

the noise made by the dog, the robbers got to him and satisfied their anger and disappointment by beating him unmercifully.

Had he been loose he could have fought back; even tied he did his best, but soon dropped unconscious from their blows. When he was found next morning, Laddie was blind and paralyzed.

He has been in a veterinarian's hospital for some time, and through their skill has recovered his sight and the use of his legs.

Laddie's friends all feel that he has well merited the bronze medal donated by the Latham Foundation and bestowed by the Cleveland Plain Dealer.

In the accompanying picture brave and faithful Laddie is seated to the left of Mingo Toy.

THE VALUE OF HUMANE EDUCATION IN THE PUBLIC SCHOOLS

An Address by Allen Keim, Principal Marin Grammar School, Albany, California

Delivered at the Preview of the International Poster Contest



Illustrating the Interest Shown in Humane Education Projects in Mr. Keim's School

I am very happy to have the privilege of speaking to you this afternoon on "The Value of Humane Education in the Public Schools."

This subject is of great interest to me and of vital importance to the public school child.

There are two types of societies which promote humane treatment of animals. One type, and one which is familiar to all, is the Humane Society for the Prevention of Cruelty to Animals. This society was put into effective legislation in England in 1822, in the State of New York in 1866. Since that time it has grown into a world-wide movement, doing much good towards the humane treatment of animals.

Another type of humane education and the one which I shall speak about today was founded in California in 1918 by the Latham Foundation. This type deals directly with the education of public school children in order that they may grow into men and women whose characters contain the essence of kindness for every living creature, human as well as animal.

At the present time Humane Education as correlated with the elementary school subjects is gaining much favor as new schools add it to their curriculum.

It is the Foundation's hope that in the near future humane education will be a required part of the state school curriculum. I feel that it is only a question of time when it will become a part of every school's work. And why shouldn't it? Since the child is a social being, a part of the various social institutions, and subject to their laws and customs, one of the chief aims of education is to make the child familiar with social usages. What subjects, then, could better fulfill this aim than humane education in its broad sense when correlated with the school curriculum?

We know that the child's reactions are determined not merely by what he knows, but also by what he feels and does. Every normal child experiences a great love for and interest in animals. This is well illustrated

in the story of Frederick, who was sitting on the curb crying when Billy came along and asked what the matter was.

"Oh, I feel so bad cause my nice old collie died," he sobbed.

"Shucks," said Billy, "my grandmother's only been dead a week and you don't catch me crying."

Frederick gave his eyes and nose a swipe with his hand and said, "Yes, but you didn't raise your grandmother from a pup."

The study of birds and animals, their usefulness to society, their value and care as pets, will appeal to the innate interest and feelings of the child.

Perhaps this question arises in your minds: Suppose humane education should become a part of the school curriculum, in what way can it be taught in the public schools?

In answer I would say that it should not be taught as a limited subject, but correlated with various courses of study. It can be successfully correlated with school subjects and can also be used as an extra-curricular activity through the formation of clubs.

As an illustration, take the study of geography; an effective method of arousing the child's interest in the study of any country is to introduce the subject through the study of its animals. For instance, let us take Holland. The Dutch child with his dog cart presents an interesting introduction to that country. Here the child is shown the value of the animal and the care it should receive from its owner. In the study of Switzerland we find an abundance of material concerning the Saint Bernard dogs and their usefulness to society in aiding the lost and snowbound travelers of the Swiss Alps. And so on with each country with which the child is required to become familiar.

Reading adapts itself very readily to correlation with Humane Education. Our elementary readers contain many animal stories which serve as a fine opportunity

to present the thought of kindness to every living creature. A reading list of books and stories relating to animals prepared for classroom reference is extremely valuable. This can be applied to each subject, especially art and nature study.

Humane Education in the elementary schools should be taught in three distinct steps:

The first step should include kindergarten, first and second grades. Here the work may include the collection and study of pictures, the making of "pet books" or the pasting of cut-out pictures of birds and animals into little scrap books; the reading and telling of stories by the teacher about birds and animals, including their care, protection and their benefit to society.

The second step will include the third and fourth grades. In these grades is to be found the real work of correlation with the school subjects previously mentioned. The building of bird houses, the study of bird and animal life, the making of books such as "California Birds" or "Dogs of Service" and the formation of clubs are all worth while.

The third step includes the fifth and sixth grades. Here the work is more advanced. Humane Education is carried on through the writing of essays, short stories and plays which are later dramatized. Art includes the making of posters and the study of famous animal painters and their masterpieces.

In the Junior and Senior High Schools the work is developed mainly through essays, poster projects and the study of literature.

Do not be misled into believing that humane education seeks only to develop a love for and kindlier treatment of animals. Of course we hope to attain this, but in so doing to achieve more far-reaching results.

The Honorable L. T. Dashiell, Speaker of the Texas House of Representatives, states that, "the lack of humane education is the principle cause of crime." This statement quite forcefully brings out one of the ultimate aims of humane education. We are all too well aware of the ever increasing crime among the youth of our nation. At the present time 75 per cent of the inmates of San Quentin prison are 24 years of age or younger. This forms one of our most serious national problems, and it is the business of the schools to help solve it.

In my opinion, the method which is fundamentally sound in accomplishing this, is that one which is *constructive*; that one which builds up the finer instincts of the child. Humane education takes as its working basis the fact that every child possesses innately an interest in animals. By directing this interest the character of the child may be developed in the right direction. In other words, the child's interest in animals may be utilized in the following ways: 1st, in teaching him to be kind to animals; 2nd, in extending this kindness to other associates. If a feeling of responsibility is created in the child toward animals, the first step has been successfully taken in establishing a feeling of responsibility towards society. The fostering of such a feeling towards society at large is an effective method of reducing juvenile crime.

Another problem, but one which is international in scope, and one in which Humane Education can be very beneficial, is the problem in securing international understanding and good will, which will ultimately lead to the preservation of peace.

At the present time the Latham Foundation has in

progress an international poster contest which, it is hoped, will create among the children of the world not only a love for animals, but a spirit of interest and friendship toward one another. This is only a part of the international program the Foundation hopes to carry on.

SCHOOL CORNER

We are quoting the following excerpts from a letter that we received some time ago from a teacher in the Fairmount School, San Francisco:

"The Kind Deeds Messenger is a delightful little paper, full of splendid material for arousing the interest of children in humane treatment of living creatures.

"I read out of the stories, 'Among the Earth Worms,' to the children of my 7B grade, and was most happy to note the reaction. Some of them told me that they always had thought of being kind to larger animals such as the dog, cat, horse and cow, but they had regarded such creatures as worms, bugs and spiders as enemies to be killed by any method, cruel or otherwise, so long as they were put out of existence.

"Their recent compositions show the trend of thought that has already been established and the kindly feeling that must exist to bring about such an expression in their English work.

"I shall always remember with great pleasure my visits to your wonderful poster exhibit.

"Thanking you so much for your kindness.

"Very cordially yours,

"Dorothy Alice Fallon."

Redwood School, Redwood Canyon, California,
February 11, 1932.

The Latham Foundation,
Latham Square Building,
Oakland, California.

Dear Mrs. Tebault:

Our teacher, Mrs. Ismert, receives the magazine you send us every month named "The Kind Deeds Messenger." It is one of the best magazines in school, and it is always filled with interesting stories that we all enjoy.

We are all very grateful to you for sending it.

Thanking you,

Josephine Cunningham, Secretary.

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APRIL 17 to 23, 1932

We would like to have reports from the schools which have signified their intention to have special exercises during this week.

With the January issue of The Kind Deeds Messenger we sent copies of our prize play, "Kindness Wins." We hope that a special effort will be made to feature this play in school exercises.

POSTER AND ESSAY NOTICES

March 15th is the closing date for both the Poster and Essay Contests, and we anticipate a fine harvest of entries.