



THE KIND DEEDS MESSENGER

THE LATHAM
FOUNDATION
STORY SERVICE
FOR THE PUBLIC
SCHOOLS



No. 52

SCHOOL ACTIVITIES FOR FALL AND WINTER SEMESTERS

TRAVELLING POSTER EXHIBIT

Letters are coming as never before from many parts of the country from Art Schools, Universities, etc., asking to have their names listed for the travelling poster exhibit. By request of Alameda County educators one of these travelling boxes is now being started on its tour of the Alameda County schools, the posters in this collection having been made by pupils in various parts of Alameda County. *Attention, Principals!* Are your schools listed? If not, write in to the Latham Foundation before the exhibit has completed its round.

TRAVELLING SCRAPBOOKS

The scrapbooks, the fruit of last year's contest, will be circulated throughout the Alameda County schools. The prizes for last spring scrapbooks are nearly ready for delivery, our Pledge for wall decoration, which is most exquisitely executed by a young and gifted artist, Gordon Lemos.

POSTER CONTEST

The set-up for the public schools will be sent out to Eastern schools in October and to Alameda County schools January 1, 1933.

ESSAY CONTEST

The Essay Contest, now in its seventh year, will begin January 1, 1933, and close April 1 when all essays must be at the Latham Foundation headquarters. Its value has long been established and it is a satisfaction to note the progress which is being made in the understanding of the subject. Few can make posters, but most pupils can share in the Essay Contest and we appeal to both teachers and pupils to make this lucky seventh contest the best that has ever been promoted.

A STUDY OF NATURE THROUGH THE STORIES OF BROTHER BUZZ

In this series of instructive stories, Mrs. Dolores Wilkens Kent, their author, has given personality to these little creatures of air and earth and a colorful background calculated to impress the true facts of nature upon the child's mind, as she cleverly blends the details of their activities with the atmosphere of fairyland so fascinating to every young person.

The schools are eager for a continuation of these stories of Brother Buzz: As a sample of the appeal which is being made a pupil in one of the schools writes to Mrs. Kent as follows: "All the children from our room have decided that we would miss the Brother Buzz stories next term very much if they should happen not to come. So please keep on writing the stories for the **KIND DEEDS MESSENGER**. We all love Brother Buzz. He is so funny and teaches us so much, too. We are always anxious to hear about his adventures."

THE STORYBOARD

The Foundation's Storyboard project this year is based upon the true story of **TONY**, the remarkable and distinguished cat owned by Mrs. A. G. Colliet, of 2160 Alameda Avenue, and winner of one of our medals, whose brave act showing both intelligence and devotion won him probably the greatest publicity ever accorded any one member of the feline race. His story was published in newspapers from the Pacific to the Atlantic, while the pictorial section of some of the largest papers in the country reproduced his picture. Tony possesses no pedigree, being just plain cat and he is bored to alley rudeness, clawingly expressed, when the cameramen get too familiar for best poses. But he is one of those frontal attackers who do not mince issues and when Mrs. Tebault goes into the field with this and other subjects, she will show

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POETESS OF THE LITTLE CREATURES OF THE WILD



Julia Van der Veer and one of her adopted pets.

THE gifted author of our this year's memory poem is a girl in her 'teens, Miss Julia Van der Veer, who writes with deep understanding of the animal world, and lives on a ranch in Southern California where she draws her inspiration as a writer. When asked to say something about herself for the readers of the MESSENGER, she wrote: "Children would be more interested in my pets than in me. So, if you like, you may say that I have all sorts of animals living together in happiness and harmony—dogs, cats, horses, cows and calves, pigeons, a lamb and a duck. Always I loved animals, but when I left school I went to work herding cattle on a lonely mesa—and there I learned to love and understand them even better. All day long I watched my cows, and had my pony and dog to help me. There I studied birds, saw little wild animals, caught glimpses of shadowy coyotes. Always my sympathies were for the frightened, hunted birds and animals and that is how "Little Woodland God" and other poems came to be written a couple of years later. I was happiest when my father bought the place in the country where we now live. It is such an ideal home for pets. And my family keeps growing! Often I come home from a ride carrying some little creature before me on the saddle. We try to take in every thing that really needs our help."

Miss Van der Veer's address is Box 48, Santee, California. Let as many of us as possible write and tell Miss Van der Veer how much we love her beautiful poem.

MEMORY POEM

For Fourth, Fifth and Sixth Grades

LITTLE WOODLAND GOD

By JULIA VAN DER VEER

I think that surely there's a god
For little hunted things;
A god whose eyes watch tenderly
The droop of dying wings.

A little woodland god, who sits
Beneath a forest tree,
With baby rabbits in his arms,
And squirrels on his knees.

And when a hunter calmly shoots
A deer with dreaming eyes,
I think that little god is there
To love it, when it dies.

But all the hungry orphan things
Who weakly call and call
For mothers who never come—
He loves the best of all.

He tells the breeze to softly blow,
He tells the leaves to fall;
He covers little, frightened things
When they have ceased to call.

I think his pensive Pan-like face
Is often wet with tears,
And that his little back is bent
From all the weary years.

USE OF VISUAL AIDS IN HUMANE EDUCATION

Radio Talk delivered over Station KLX during "Be Kind to Animals Week," by Roy T. Granger, Supervisor of Social Studies and Visual Education, Oakland Public Schools.



ROY T. GRANGER

IN their plan for decorating animal heroes, the Latham Foundation has seized upon a very vital means for teaching children "Kindness to Animals." Each year animals who have performed brave deeds of valor are singled out by leading newspapers in various states and are decorated for heroism. In California last year the *Oakland Tribune* selected three dogs for outstanding heroic action, Bob of Carmel, Shep of San Andreas, and Nig of Auburn.

During the past few months the Visual Education Department of the Oakland Public Schools, working in cooperation with the Latham Foundation, has worked out a set of slides giving the pictures of the twenty decorated animal heroes of America for 1931. Along with the slides is a detailed story of the individual acts of courage of the animal heroes.

In the circulating of this material to our schools during the past few weeks I have had occasion to visit many classrooms and to observe the reaction upon pupils. In every case the children were vitally interested.

Now, of course, if you have not seen the pictures of these animal heroes or heard the accounts of their heroic actions it may be difficult for you to understand why children respond so directly to them. Let me tell you a few of these stories. In our own state of California, for instance, there is Bob of Carmel—a fine police dog who twice saved his master's life—once by dragging him from underneath a burning automobile and again by gripping his master's collar and preventing him from slipping down a steep mountainside.

Then there is Bill of Lucerne, Washington—a fine big hound who not only nosed two-year-old Baby Richard from the railroad tracks and saved him from an oncoming train, but to make sure of the baby's safety, placed both front paws upon him and held him until the train went by.

Also, there is Buster, a little black Spitz of Minneapolis, Minnesota; last fall he saved the lives of thirty-five people in a fire in an apartment house. At four o'clock in the morning he aroused his mistress by licking her face and by barking furiously. Then he jumped frantically against the doors of various apartments whining and barking until all the occupants were safe.

Now, these stories make a tremendous appeal to a child's imagination, his sense of romance, and his emotions, and because of that have great educational possibilities. It is easy for a teacher to work from these specific cases to the care of the children's own pets and from that to kindness to animals in general.

At Longfellow School, Oakland, in a sixth grade class after the adventures of these animal heroes had been told and the slides shown there was animated discussion as to the comparative merits of the deeds performed. I have on my desk five pages of manuscript filled with comments on the animals and their performances written by the children. There is sympathy and understanding in each remark.

In the same school, a third grade class just learning to read and write, was so challenged that they wrote stories of their own individual pets and illustrated them with their own drawings. The idea of affection for animals dominated the whole undertaking.

Personally, I've been much impressed with the feeling of natural kinship that children have for their pets and animals. On this natural basis of kinship, parents and teachers have an excellent approach for training youth in habits of responsibility, protection, and kindness. If this work is to be effective the attack must be through something that is close and dear and personal to the child.

Some one has said that man has civilized himself largely through the domestication and care of animals. It may also be said that civilization is most advanced where the spirit of kindness most prevails.

Humane education is not an end in itself—it is simply a means to a higher and nobler civilization.

The Latham Foundation deserves great credit for calling direct attention to this vital teaching agency.

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you how he took the victorious role of little David against the Goliath of a mighty police dog. Fear, from which most animals suffer so intensely, vanished from Tony's mind when he saw the life of one he loved was being snuffed out. Brave Tony!



Brave Tony and the Dog Pal He Saved

SCRAPBOOK CONTEST

This contest was featured for the first time last year and the keen interest displayed in its motivation by school groups encourages us to offer it again for this year.

IMPORTANT SUGGESTION

We suggest as a most important feature of this contest that in each classroom where a book is being made a committee of pupils be formed to study very carefully and thoroughly the material which has been collected and to pass upon each item as suitable or not suitable for a HUMANE scrapbook. Last year we were obliged to discard a book of charming appearance because it included cruel details. *So be very careful what enters into these books.* Cruelty may be shown only where its condemnation is strong and definite. This contest will close March 1st. The books should measure 12x17, and may be as thick as desired. There will be three prizes in honor of those groups whose books best qualify to carry to other schools the message of Humaneness.

FAVORITE HUMANE STORIES

From the Bibliography sheets sent out to the schools from the County Superintendent's office the humane story returns offer material for a prepared list of approved reading from state readers and supplementary lists which the teachers have systematized according to grades from First to Sixth. This valuable guide to humane reading may be had free upon application to the office of the Latham Foundation. In Alameda County it will be provided to the teachers by Supervisor Miss Nellie M. Meade.

HERO ANIMALS OF AMERICA

This consists of slides and a syllabus setting forth in picture and text the noble life-saving deeds of the animals who have been decorated by the Latham Foundation and representative newspapers in many parts of the country. The slides have been developed under the direction of Roy T. Granger, head of the visual education department of the Oakland City Schools, and they have achieved a wide and an enthusiastic reception in the Oakland schools.

RADIO PROGRAMS

Through the generous courtesy of *Tribune* Station KLV programs will be given by Mrs. Dolores W. Kent, our Secretary, and Emile Painton, violinist—time to be announced later. The radio selections, written by Mrs. Kent, will be "Stories of Our Presidents," broadcast with violin obligato.

MEMORY POEM For Primary Grades

(Courtesy of the Connecticut Humane Society)

(The following lines were written by Charlotte Latrician, age 9, a pupil of the Julia Stark School, and resulted in the girl receiving first prize in the poetry contest promoted by the Stamford-Greenwich branch of the Connecticut Humane Society.)

SHELTER ANIMALS

Shelter the little kitten
Who hasn't any home;
Shelter the little doggie
Who on the streets will roam;
Shelter the little birdie
Who in the spring does sing,
Take him in from the weather,
Nurse his broken wing;
Shelter the little chicken
Who gives us all an egg;
Shelter the little rabbit
Who has a broken leg;
Give all pets a kindly token
And never turn away,
When you meet a dog or kitten
That has gone astray.

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