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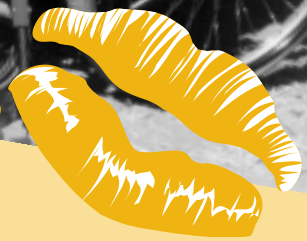
SUMMER 2001

PROMOTING RESPECT FOR ALL LIFE THROUGH EDUCATION

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"I wonder how my outlook on life will change after I am kissed by a pig."



... mused octogenarian Rosamond Reynolds in anticipation of her visit to Forget Me Not Farms, reminding us that empathy and the Human Animal Bond affects us all.

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The Latham Letter

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Balanced perspectives on humane issues and activities



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The Latham Foundation is a 501(c)(3) private operating foundation founded in 1918 to promote respect for all life through education. The Foundation makes grants-in-kind rather than monetary grants. Latham welcomes partnerships with other institutions and individuals who share its commitment to furthering humane education.

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Edith Latham's Mandate

*"To promote, foster, encourage and
further the principles of humaneness,
kindness and benevolence to all
living creatures."*



Hugh H. Tebault, III, President

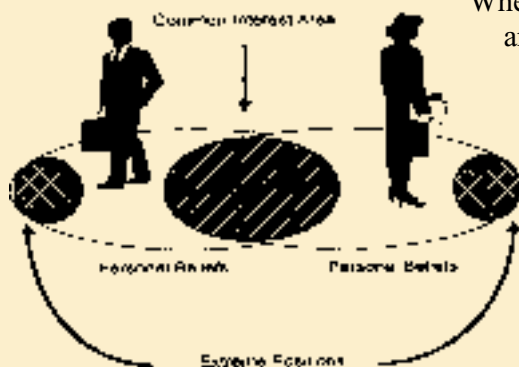
Expectations:

Respect is a two way street

This Expectations column is dedicated to the principle that respect is a two way street.

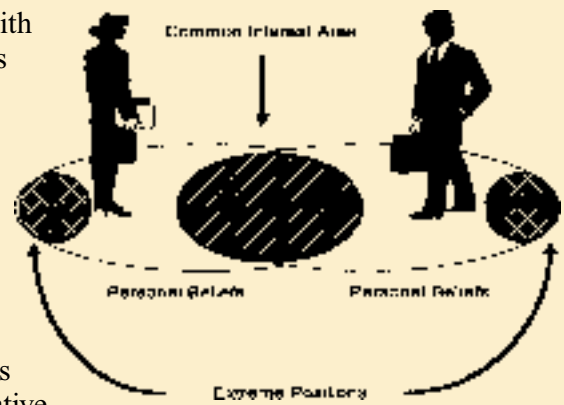
When I was growing up, my expectations of society were simple. They still are. We should come together – each with our own beliefs and talents – and work together in the areas of common interest for the betterment of the whole community. I was taught that one sign of showing respect for other people was by being tolerant of differences, which could be discussed in lively but polite conversations. In short, we could agree to disagree.

We all hold some beliefs in common with society as a whole. However, parts of our beliefs are not viewed as mainstream. A belief we have that we view as critical and non-negotiable for the well being of everyone, to others may be extreme and unsupportable by facts. The emotional terms often used for these areas of extreme personal beliefs are ‘radical left’ and ‘radical right.’ How left or right a view is depends on the vantage point or frame of reference of the viewer. For this discussion, the terms left and right have no meaning.



When focused on our own extreme views, we turn our backs on the common areas of interest we share with one another and begin to break the bond that creates the societal fabric. There are too many examples of this myopia today. The “ME” generation label epitomizes this situation, with everyone concentrating only on their own closely held ideas to the exclusion of the common societal views. ‘My way or no way’ is the byword for this behavior. It is my belief that we can regain our perspective on those things that benefit us all without losing our own individuality in the process. But the repair begins with each of us. Our American tapestry which has been woven together over the decades is a combination of our individual contributions - many colors and styles creating both strength and beauty in the finished fabric.

There is much to be gained from working together, i.e. interacting with each other to discuss ideas and form partnerships to help out in areas where we see needs. One example of an innovative method that improves communication, allowing us to better work together and show respect, is clicker training. Latham has been pleased to present information on this discipline over the past several years via this magazine. While we all agree that child abuse and domestic violence are wrong, we may disagree on their cure. Do welfare programs really work? Are more social services the answer? The cure is as complex as the disease. But, as Marcia Mayeda says in her article in the Fall 2000 *Latham Letter*, "...marker-based shaping of behaviors has great promise for helping at-risk families find ways to replace negative behavior patterns with positive ones." (For additional information on clicker training also see the Spring 2000 *Latham Letter*, a special issue on using positive reinforcement to shape behavior, guest edited by Lynn Loar, Ph.D.)



We all need to work on our people-to-people communication skills. Being an expert at helping animals but not being able to work with our neighbor means there is still room for growth. How are you doing? Start small. Help your neighbor. Maybe together you will see a way to help your community. The ripple effect will spread across the society. When society is working together, the individuals in it can achieve great things. When society is battling itself, there is little we can do beyond basic survival and triage. Let's refocus our energy by respecting each other and working on common interests.



Letter from South Africa

Dear Phil (Arkow),

Thank you for your wonderful article. Just to keep you updated: We are now in the process of producing humane education workbooks specifically for South African children. Three teachers are currently employed by the Humane Education Trust to ensure that these workbooks fall into the "outcome based" education system and we expect them all to be ready by October/November. The Education Department is doing the printing of these workbooks and will include all of them in its annual catalogue of educational aids at the end of the year. This catalogue goes to all schools on the sub-continent - i.e. includes Zimbabwe and Namibia.

Even the *Zambian Education Department* wants the workbooks and the *RSPCA (London)* has identified our programme as an example of "best practice."

The *RSPCA* comment follows:

"We were very impressed and felt (this project) did a great deal to reinforce the positive message of humane education. I have passed it on to our international department, as I believe it will have value in their overseas training programmes as a first-class case study and example of best practice."

David Allen, Head of Education and Training, *RSPCA*, London

Interestingly, Phil, the Chairman of the Parole Board at Pollsmoor Prison near Cape Town, Mr. Wikus Gresse, has asked us to employ Taliep Lewis who is out on parole now (and who is featured in our video). Taliep is now a Humane Education Specialist in training and he is really drawing the attention of the media etc., like I, with my white face and middle class appearance, never could. We hope one day to have you back here. You really started something!

Louise van der Merwe
Animal Voice
South Africa

(Note: See related article by Phil Arkow on page 11.)



The Training Game – More than meets the



or the



by Barbara Boat, Lynn Loar, and Karen Pryor

Lynn Loar:



Admittedly, I'm stubborn, but it has taken me two years to stop resisting and embrace something I had learn-

ed – or thought I had – in five rather enjoyable minutes. Reinforce what you'd like more of and you'll get it. Ignore the rest unless safety is involved. For precision and clarity, pinpoint what you like with a marker signal, e.g., a click, and follow the click with a treat to show the learner both what you like and that you'll reward its occurrence. Now my dog always waits politely until she hears "Okay" before eating her dinner. Nice. Took at most two minutes.

Clear, simple, easy. Involves precise timing and coordination, not my strengths. So, play the training game (with people role playing the learner). Practice clicking during the behavior so the learner understands what you have selected and treating with the other hand promptly and without dropping the clicker or taking your eyes off the learner. So, I practiced and my timing and coordination improved. My dog now waits to hear "Okay" when anything edible appears.

Timing is the key to communication. Too late and you reinforce the wrong behavior. Too infrequently and you frustrate your learner, and appear stingy and unreliable to boot. Precise timing creates a bridge of

understanding between the trainer and the learner, and this bridge facilitates both learning and trust.

For accurate timing, you need to focus not only on the moves the learner makes, but on the definition of the task the learner is developing, to reinforce on-target moves and ignore tentative forays that could, with only a click or two, send the learner off to a dead end. This means more than the sculptor's envisioning a statue in the block of marble – it means seeing with the learner's eyes his vision of his statue in the block of marble.

Breaking things down into small enough increments to click somebody through the steps – when they don't know the goal – is no small task. During one round of the training game, a group decided I should have the learner stand on one foot. I had asked them to pick something easy, and they thought this fit the bill. But, does it?

The learner waits outside the room while the group decides on the task. Then the trainer opens the door to signal the learner to enter. So, the learner, in this case a dedicated humane officer with the Humane Society of Santa Clara Valley, walked in and

got clicked. Took another step and got clicked again. Thought she was moving in the right direction. She had seen the training game once or twice before and knew that typically the learner was clicked for walking toward a target. If I clicked her for a few more steps, I'd be in trouble. That would be enough reinforcement for her to conclude she was heading in the right direction. Actually, I was clicking as her heel left the ground on each step hoping she'd realize how early the clicks were. Not likely, though. How do you break the task down – and slow the walker down? Well, standing on one foot really means lifting the other. So, clicking for moving the free foot seemed right. Walking involves forward momentum; standing does not. Could I shift her balance backward a bit? Instead of positioning myself so she'd always be moving toward me, which I usually do to be able to see facial expressions and gauge levels of frustration, I let her pass me. She had to turn and reach behind her for the treat, shifting more of her weight onto the back foot. A couple of clicks as she turned and began to lift her other leg for the next step worked. On the sixth step, she stood still, lifted one leg several inches off the floor and looked tentatively at me. The room burst into applause.

So, it takes six clicks to get somebody to imitate a flamingo. What's the big deal? I asked her what it felt like being the learner. She said

*"Reinforce what
you'd like more of
and you'll get it."*

*"I've had people
explode in anger
during the
training game
or burst
into tears."*



*"My poor
learner-victim
was hopelessly
confused and
I was
the cause."*

she felt anxious, confused, tentative, vulnerable and exposed, but also eager and encouraged. I explained my quandary about getting rid of the forward momentum to the group. They were astonished – from their perspective things went quickly and linearly from entering to focusing on feet to standing on one foot. It looked this way to them because they knew ahead of time what the goal was. Everything they saw was in this goal-oriented context. Not so for the learner who has no idea what is expected.

Clicks must come rapidly both to provide direction and encouragement. Too few and your learner not only loses interest in the task, but becomes miserable, hurt, even betrayed. I've had people explode in anger during the training game or burst into tears. In one session an experienced and confident learner bounded in offering all sorts of behaviors (and exhausting herself in the process). For her considerable efforts she received few clicks from an inexperienced and unsympathetic trainer. After a minute or two of jumping, turning, moving first one limb then another to see what would earn a click, she turned to the trainer and said, "I'm out here working myself to death for you and you're not giving me anything back. Frankly, I don't like you and I don't trust you."

So, there's more here than meets the eye and the ear. Breaking tasks down to small, manageable steps is a

useful skill for teachers and parents as well as trainers. Having adults role-play the learner to feel the anxiety, frustration and uncertainty of that position teaches empathy for the animal/child/student, another valuable contribution. But why the emotional impact? And why do the participants remember in vivid detail the trial they participated in months, even years, afterward?

Barbara Boat:



About a year ago I met Lynn and she talked to me about clicker training and the training game.

I was intrigued with the applications to high-risk families (see *Latham Letter*, spring 2000). I really thought I understood what clicker training and the training game were all about. I thought that the training game would be like playing "Warmer-Colder" except the click would replace my voice in coaching the learner to exhibit the designated behavior. Wrong! Very, very wrong!

At a subsequent Board meeting of the Pryor Foundation I had an opportunity to be a learner and a trainer. My coach was very skilled and I soon was turning in circles, picking up my rewards (pennies) after each click that my coach used to inform me that I was doing a

fabulous job and was a very smart learner. Now it was my turn to be the coach. The designated behavior for my learner-victim was to walk several steps to a table and touch the mat on the table with her hand. As soon as my learner started offering me behaviors I was overwhelmed! Should I click and reward that step or that turn or – oh no! I accidentally clicked as she sank down on one knee. How am I going to get her off the floor? I was mortified. My poor learner-victim was hopelessly confused and I was the cause!

My sense of responsibility to create a positive outcome for my learner amazed me then and still does! I can relive this coaching experience in great detail (yes, we did successfully complete the task – eventually). Why is the impact so lasting and vivid? I think there may be several reasons, some of which are at least tangentially related to the teaching of empathy and compassion:

1) The training game is not a "game" at all. Clicker training is a powerful, powerful tool. And like any tool, its effectiveness depends upon the skill of the user.

2) Use of the clicker focuses the attention of the trainer totally on the learner. We know from many research studies that positive attention is a powerful reinforcer of behavior. Witness the success of parent-child interaction training, based on the principles of operant conditioning.

"The training game taps our ability to walk in the learner's shoes."



3) *The trainer must have a sense of the learner's abilities, that is, what the learner is able to do. My coach did not demand that I spin 40 times on one foot. Respect for the learner's abilities is inherent in the training game.*

4) *The training game demands clarity of timing and reinforcement on the part of the trainer. If the learner "doesn't get it," blame the trainer. The responsibility for outcome is placed squarely on the trainer's shoulders. Granted there are many temperamental differences in learners and so forth, but the trainer is responsible for recognizing or inventing creative solutions.*

5) *The training game taps our ability to walk in the learner's shoes. We see the learner's confusion, feel the frustration and the desire to please, to be a good learner and share the joy – yes, joy – when the task is accomplished. High Fives and laughter!*

6) *Not everyone can be an effective trainer using clicker training. I have real doubts about my abilities here. I will practice and observe and learn all I can, but this may not be the best technique for me to use in teaching empathic and compassionate behaviors to children and families because I may not be able to master the technique. But, trust me, I am going to try!*

Karen Pryor:



Clicker training is the way animals learn in nature. That is, animals will repeat behaviors that promptly produce desired outcomes and abandon those that do not. Successful outcomes reinforce the behaviors that brought them about, and animals learn from experience. Thus, a wild animal may forage or hunt and a domesticated one beg or come running at the sound of the can opener. The outcome in both cases is food to eat, which reinforces the behavior. Wild animals adapt their techniques to changing weather and seasons, domesticated animals to strategies that work in their homes.

Animals, especially young animals, optimistically explore and experiment in nature as they discover what works and what doesn't, how to catch or find food, how to recognize the cues that food is near, how to get at new sources, etc. This is very much like the optimistic exploration and experimentation we establish in animals (and people) by teaching them the training game. One reason it is so much fun is that it resembles the experience of discovering how to win! By your own efforts! – that is so much a part of the learning that young animals do. So, yes, reinforcement is the basis, but the chains of learned

behaviors and cues, and especially the reinforcement for varying the behavior and THEN going after what works, combined with discovering the environmental cues, "the rustle in the grass," they're the global behavior.

Lynn Loar:

My dog now comes running at the sound of Velcro. She didn't until two years ago when my husband bought three new pairs of shorts, all of which have Velcro on the back pocket. He wears these on weekends, stuffing the back pocket with dog biscuits when he takes her on walks. Within two days—before the first of the newly purchased shorts had even been laundered—she had figured out that the sound of Velcro opening had the potential to mean good news. She came enthusiastically and optimistically, withstanding the occasional disappointment caused by my Velcro-sealed purse. The pay-off with the pocket is frequent enough, and by now an intermittent and powerful reinforcer, to maintain the behavior.

"Clicker training is the way animals learn in nature. That is, animals will repeat behaviors that promptly produce desired outcomes and abandon those that do not."



"Clicker training gets your timing right so you can comfort a sick child."

Erstwhile neighbors of mine had a basset hound named Sloth whom they took on camping trips. They wanted her to enjoy some off-leash freedom but not stray far away. Understanding how animals learn, they tape recorded the sound of the refrigerator door opening and took the cassette and a portable player with them on their trips. Whenever they could not see Sloth, they'd play the tape and she'd come running, sometimes getting a treat for her appearance, sometimes not, just like at home.

As Barbara and I talked about our ideas for this article, we reviewed the training game played at the Pryor Foundation meeting almost a year ago. Barbara remembered it vividly, down to every detail. To my surprise (I have a very poor memory and was an observer rather than a participant when Barbara learned and trained), I remembered much of what had occurred. Neither of us had made any effort to remember this, and I was struck by the extraordinary excellence of our recall. I asked Barbara if she remembered anything else this vividly other than her granddaughter's chemotherapy. Her granddaughter Katie was diagnosed with a virulent form of cancer almost two years ago; Barbara has been very involved in the care and emotional support of her granddaughter and the rest of the family. Part of the reason I was so surprised at Barbara's vivid recollection was that the Pryor Foundation meeting occurred at a particularly tenuous juncture in Katie's treatment.

To my astonishment, Barbara replied that she remembered the training game more vividly than the details of Katie's chemotherapy. Why does the training game effortlessly embed itself in memory? And, what exactly is it, since it is obviously more than a game? How can a couple of therapists who work abusive

families put the training game to good use?



In a recent talk at the University of North Texas in Denton, Karen Pryor remarked, "Clicker training gets your timing right so you can comfort a sick child." Timing is a way to break down empathy into teachable skills. Not correcting or giving advice, sincere but alienating moves, but precisely timed skills that truly help both the problem and the relationship.

Barbara Boat:

Empathy is the skill that lets you feel the feelings of another. Compassion takes empathy a step further, feeling the feelings of another combined with the urge to help. Kindness is compassion in action, behaving helpfully based on one's awareness of the feelings of another. Clicker training focuses the trainer's attention

on the learner, with respect for the learner's abilities, frustration and fatigue. This accurate assessment that is essential for clicker training is empathy – in a way that can be learned through repetitions of the training game. Trainers always want their learners to succeed – the trainers' success depends on the learners' achievements – so they are very helpful. They streamline things and break tasks down into small and manageable steps. They make learning fast and fun through frequent clicks and generous treats. They come across as kind and encouraging trainers, and their students as avid and enthusiastic learners.

So, can we teach empathy, compassion, and kindness to harsh and punitive parents through the training game? Can we break empathy down into acquirable skills so that compassion and kindness replace abuse in troubled families? That's some of what we'll be working on at the Pryor Foundation, and we'll share what we learn with the readers of the *Latham Letter*.

Keep your s open, and you s ready for the click!

Barbara Boat, Lynn Loar, and Karen Pryor are members of the Pryor Foundation's Board of Directors.

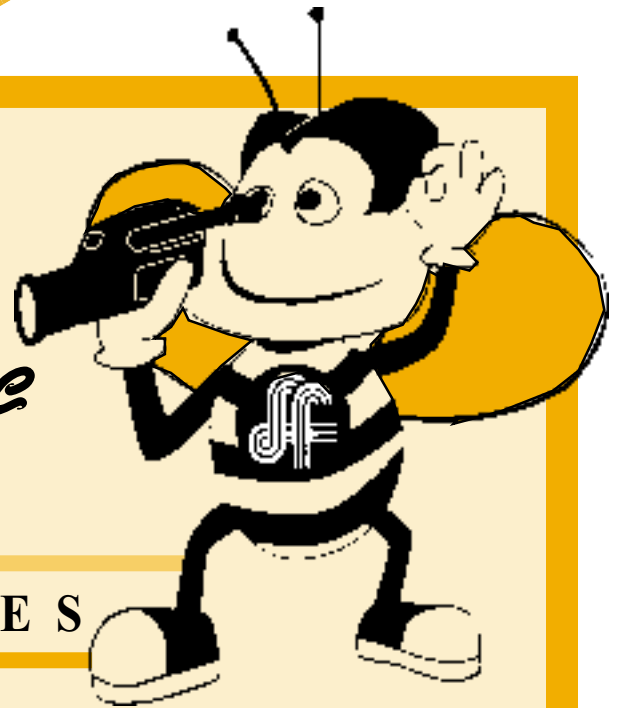
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"Can we break empathy down into acquirable skills so that compassion and kindness replace abuse in troubled families?"



Search for Excellence Video Awards



C A L L F O R E N T R I E S

Win cash prizes, awards, and recognition.

The Latham Foundation invites entries in its Search for Excellence Video Awards. The purpose of this program, which is held every two years, is to locate, honor, publicize, and encourage videos promoting respect for all life.

Entry Deadline: December 31, 2001. Videos must have been completed in the two years prior to the deadline.

Entry Fee: \$25.00

CATEGORIES INCLUDE BUT ARE NOT LIMITED TO:

- *Child & animal abuse/domestic violence prevention*
- *Humane education and responsible animal care*
- *The human companion animal bond*
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- *Animal behavior/natural history*
- *Innovative humane education programs and projects worthy of replication*
- *Public Service Announcements*

For submission guidelines and an entry form, visit Latham's web site at **www.latham.org** or contact The Latham Foundation:

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South African Humane Education Program Called "Overwhelmingly Positive"

by Phil Arkow

Latham Letter readers may recall an earlier article (Spring 2000) in which I reported on a unique humane education "Link" initiative in South Africa, where the growing awareness of animal abuse as a precursor to interpersonal violence was the trigger to launch a pilot program in Cape Town schools. The pilot phase of this program has now been completed, and the news is extremely encouraging. Following my extensive nationwide tour and media blitz, the Western Cape Education Department gave the Humane Education Trust permission to bring humane education to children in eleven primary and secondary schools in Cape Town's most disadvantaged communities.

The Education Department has a "Safe Schools Program" that aims to eliminate crime and violence in the schools. In a nation blessed with environmental splendor but emerging from apartheid, where the homicide rate is five times as bad as in the U.S., animal protection leaders thought that humane education might be a key to reducing unacceptable levels of violence. From the start, the pilot program was subjected to scientific scrutiny. Clinical psychologist P.W. Roux, who has extensive experience in the rehabilitation of violent offenders, agreed to assess the impact of the intervention.

A three-month curriculum was introduced to 794 black and colored students whose languages are Afrikaans, Xhosa and Sotho. As a result of humane education, positive feelings towards animals increased markedly. "Very clear shifts in thinking about animals" occurred, said Roux. For example, in the colored (Afrikaans) group of 329 children, the percentages answering the following questions in pre- and post-test surveys increased dramatically:

RESULTS BEFORE AND AFTER THE HUMANE EDUCATION PROGRAM

ATTITUDE BEFORE AND AFTER THE CHANGE IN STATEMENT PROGRAM ATTITUDE

"People can learn from animals"	35%	83%	+48%
"Animals have feelings just like humans"	64%	99%	+35%
"Animals deserve the same respect as people"	67%	98%	+31%

Results for the program were "overwhelmingly positive," reported Roux, who recommended that Humane Education "could form a vital part of the national curriculum for South African schools." He added, "Humane Education has potential as a critical contributor to the reduction of violence toward animals and, by inference, impacts in a similar manner on the relationships between people."

A 21-minute video documentary of the program, "Caring Classrooms," was produced and was presented to accolades at a conference in Brussels, Belgium, sponsored by InterNICHE (International Network of Individuals and Campaigns for Humane Education), Louise van der Merwe of the Humane Education Trust reports that efforts are under way to try and get the Education Department to develop Humane Education materials specifically for South African learners. "We want to develop programs which will reach children from pre-school right up to 14- or 15-year-olds," she said. But perhaps the best testimonials came from the students themselves:

"Humane Education gave me a new pair of eyes. Everything I look at now, I see differently. Nowadays I don't throw stones at stray dogs anymore and I give the thief-cat that always hangs at our door our left-over food. I don't swear so much anymore and I feel really proud about it." (Brendon, Grade 10)

"Humane Education is probably the best subject in the world. In what other subject do you learn to love, care and protect? It has almost been like a revelation. I think this subject must be taught worldwide because it's worth it." (Hewston, Grade 10)

Phil Arkow Chairs Latham's Child and Animal Abuse Prevention Committee.



Hundreds Turn Out for Northern Cheyenne Pet Care Week and Apsaalooka Pet Care Week at Crow Agency

There are a total of 770 cats and dogs in Northern Cheyenne and Crow Country who will have better lives now that they have been spayed and neutered during Northern Cheyenne Pet Care Week and Apsaalooka Pet Care Week, June 15th through the 21st. Two days at Lame Deer and four days at Crow Agency found hundreds of local and out-of-state volunteers, as many as six veterinarians each day, veterinary technicians, and staff from local governments providing the centerpiece of the pet care weeks, free spay/neuter clinics.

The clinics demonstrated how a community can pool its resources to solve problems, which was in this case, pet overpopulation and resulting complications. The clinics were central to each pet care week, which focused on restoring the Crow and the Northern Cheyenne dog to its place of honor as friend and helper of its people since the most ancient of times. They improved the lives of 240 Northern Cheyenne and 530 Crow dogs and cats and their owners and neighbors as well. "Additionally, the communities learned how to own the solutions that they helped create," explains Barbara Brown of the Montana Spay/Neuter Task Force, which helped coordinate the events. "Dogs and cats live longer, healthier lives, with less risk of cancer, being hit by cars, lost, or injured after being spayed and neutered," said volunteer veterinarian Dr. Jeffrey Young of Denver, Colorado. Sterilized cats and dogs stay home more and do not run in packs following their reproductive urge to mate.

Dog bites are the number one cause of injury to all American children. But according to Deb Haines, Indian Health Services (IHS) Field



Sanitarian for the Crow Agency Unit, bite statistics

where the Task Force has visited have dropped significantly.

The Humane Society of the United States' Billings office played a major role in the success of the Pet Care Weeks. Its staff recruited volunteers and went from house to house, talking about pet care and the importance of spaying and neutering and delivering animals to and from the clinics. Two other organizations – Help Homeless Pets of Billings and Help Every Pet of Hardin – also sent volunteers.



Many of the female dogs and cats were pregnant or nursing and the number of litters (as many as ten in a litter) was overwhelming, so the veterinarians, knowing that there would be only one chance for these litters, spayed and neutered much younger animals than usual. All survived the surgeries.

"The number of reproducing females here, the number of litters and pregnancies we saw," stated Dr. Young, "was far too great for a community to absorb humanely. Such an excess of pets can only lead to neglect, abuse, and cruelty. The nation records show that the ties between animal abuse, child abuse, domestic



violence, and community violence are tightening every day."

While figures for these events are not yet fully tallied, the Task Force experience indicates that about one fourth of the animals are brought to the clinics by owners who have never had a spay or neuter done before. One fourth of the animals receiving care were taken in by the owners as strays. "I appreciate this clinic coming to my home town so we don't have to travel so far for the animals," said Lara Reified as she got ready to go home with her pets.

As for the professionals' perspectives, volunteer veterinary technician Joey Shelley from Sheridan, Wyoming said, "I learned so much from the other tech and vets. These clinics are not only great for the people and animals they serve, but equally for those that do the serving. I'm exhausted, but a better person for being able to help out."

"Don't have to worry about any more puppies!" celebrated Rebekah White Clay as she left with her pets.





PHOTOS: Mac Chapple

Statistics collected by the Montana Spay/Neuter Task Force during the past several years prove that spay/neuter works in reducing the numbers of homeless cats and dogs and the numbers that are destroyed. These statistics also demonstrate that the Task Force's large, high profile events affect the attitudes of pet owners, because the numbers of homeless and/or destroyed pets are more reduced by Task Force visits than through low-cost spay/neuter certificate programs. Certificates, in most instances, reduced only slightly the numbers of animals impounded and/or destroyed. In many cases, they had no effect at all in reducing numbers.



After the massive clinic for the Confederated Salish Kootenai of the Flathead Nation (1,236 surgeries in six days), Animal Control Officer Darcy Maiers reported a stunning 96% drop in the number of puppies destroyed – from 600 puppies destroyed in the year before the clinic to only 23 in the year after.

Montana Spay/Neuter Task Force Statistics Prove that Spay/Neuter Events Work!

by Jean Atthowe

The Mission Valley Animal Shelter, which serves the county, which includes the Flathead Nation, also reported significant differences. The number of cats and dogs relinquished dropped from 1,037 to 672 (a 35% decrease) and the number destroyed dropped from 596 to 293 (a 51% decrease).

Similarly, the Fort Belknap Indian Community Fish and Game destroyed 254 cats and dogs in the seven months before the clinic. In the five months following the Pet Care Clinic, which consisted of 316 surgeries during three days, they destroyed only 43, a decrease of 83%.

Although not quite as dramatic, the same effects were found in non-Native American communities. For example, in Lincoln County (population 18,600), the number of animals impounded in the Eureka area decreased from 651 in the year before the Clinic to 432 in the year after (a 34% decrease). This was a two-day clinic event in which 116 surgeries were performed. The number of animals destroyed also dropped by 34% (from 503 to 330).

In the year prior to the clinic, 272 low cost spay/neuter certificates were dispensed; however, the number of cats and dogs impounded increased from 506 to 651 (29%). The number of animals destroyed increased from 426 to 503 (18%).

In Ravalli County (population 36,000), the Bitter Root Humane Association Animal Shelter reported no consistent trend attributable to the use of low cost spay/neuter certificates. Four of five years showed an increase in the number of animals relinquished to the shelter. Four small task force pet care events were held in 1998 (a total of 110 surgeries performed).

Animals surrendered decreased from 1,228 to 1,058 (14%). In the year following a larger pet care awareness clinic in which 224 surgeries were performed, the number of animals surrendered decreased by 9% and the animals destroyed decreased by 24%. The growth rate in Ravalli County was 4.8% per year. If the figures above took the growth rate into account, the figures would be even more dramatic.



In summary, the above statistics support the following conclusions:

1. A pet awareness approach spay/neuter clinic decreases the number of animals impounded and/or destroyed.

2. The longer the clinic or the larger the number of animals neutered, the greater the decrease in animals impounded and/or destroyed.

3. Low-cost spay/neuter certificates, in and of themselves, do not seem to affect the number of animals impounded and/or destroyed.

4. The effect of the clinics seems to be greater upon the number of animals destroyed than the number of those impounded.

5. These conclusions suggest some change in attitude within the communities where Task Force Pet Awareness events/clinics were sponsored.

Note: These statistics were also reported in the SPAY USA Newsletter.

For further information contact Jean Atthowe, Montana Spay/Neuter Task Force, P.O. Box 701, Victor, MT 59875, 406-777-2644. jatthowe@bigsky.net



Upcoming Conferences and Workshops

September

- September 9-11** American Humane Association 2001 Conference, Crystal Gateway Marriott Hotel, Arlington, VA. www.americanhumane.org or 800-227-4645.
- September 13-15** The 9th International Conference on Human-Animal Interactions, "People and Animals: A global perspective for the 21st Century." Conference Secretary at www.iahai.org or www.afirac.org.
- September 28-29** First Annual College of Nursing Human-Animal Bond Conference "Cuddle a Critter, Call Me in the Morning: The Science Behind our Relationship with Animals" featuring Dr. Alan Beck. Sponsored by Michigan State University's College of Nursing and the Human Animal Bond Initiative, East Lansing, Michigan. For information, contact Kimberly Kurtz at 517-353-4543.

October

- October 10-13** Tufts Animal Expo, Boston, MA, 800-642-9429, www.tuftsanimalexpo.com
- October 7-9** Society of Animal Welfare Administrators (SAWA) Fall Conference, Schaumburg, Illinois (Chicago suburb). <http://sawa.vview.org>

November

- November 1st** Deadline for Nominations for the Delta Society's 2002 Beyond Limits™ Awards for Service and Therapy Animals, www.deltasociety.org, 289 Perimeter Road East, Renton, WA 98055, 425-226-7357.

December

- December 10-11** Scientists Center for Animal Welfare (SCAW) Annual Winter Conference, San Antonio, TX , 301-345-3500, www.scaw.com or info@scaw.com
- December 31st** Deadline for Latham's "Search for Excellence" Video Awards. See page 10 and www.latham.org.

October is ReadingAloud™ Month



AnimalsAloud! is a humane education project of the Doris Day Animal Foundation that encourages teachers to spend at least 20 minutes every school day in October reading aloud animal-friendly books to students in grades K-3.

Studies show that hearing stories read aloud strengthens a child's own reading skills, while exposure to positive messages about animals promotes feelings of empathy and compassion toward others.

The first 100 teachers to verify their participation in AnimalsAloud! 2001 will receive a copy of an animal-friendly book for each student in their class. For a free teacher's kit, please contact Vicki Stevens at 202-546-1761, extension 31, or e-mail vicki@ddaf.org. The AnimalsAloud! 2000 teacher's guide can be viewed online at www.ddaf.org/aloud.html.

Risks and negative consequences of protection dogs for individuals with post traumatic stress disorder



ost traumatic stress disorder (PTSD) is a diagnosis given to individuals who have a collection of distressing symptoms after experiencing a terrifying traumatic event. Disturbing symptoms can persist for years and cause severe dysfunction in many areas of life. Some have proposed the use of protection dogs for such individuals and suggest that protection dogs should be granted public access rights as would any individual with a disability accompanied by an assistance dog in accordance with the Americans with Disabilities Act (ADA).

The following article describes why public access for protection dogs for victims of trauma is a very inappropriate solution to a real problem.

About PTSD

The occurrence of traumatic life events is an all too common part of the human experience. More than 60 percent of men and 51 percent of women experience at least one traumatic event in their lifetimes (Davidson, 2000). Some individuals that experience a traumatic life event consequently develop PTSD. Diagnostic criteria for PTSD include a history of exposure to a “traumatic life event” and the subsequent experience of symptoms from each of the following clusters: intrusive recollections, avoidance/numbing symptoms, and hyper-arousal. An additional criterion concerns the duration of symptoms.

Subsequent to the traumatic event, the person with PTSD will experience intrusive recollections that may involve flashbacks, thoughts, dreams or dissociative episodes in which they experience the trauma as reoccurring. The individual experiences severe distress when encountering stimuli associated with the trauma. There are also distressing physiological consequences to this disorder including hyper-arousal which may cause sleep

difficulties, irritability, angry outbursts, hyper-vigilance and an exaggerated startle response.

PTSD is relatively common. Prevalence rates are five percent and ten percent for American men and women, respectively (Kessler et al., 1996). Women’s higher incidence of PTSD may be due to sexual or physical assault that is more likely to be associated with the development of PTSD than other traumatic life events.

There are a variety of treatment approaches to lessen the severity of the symptoms of PTSD. Janoff-Bullman (1992) cautions clinicians to be sensitive to the fact that common reactions to a traumatic event include lack of trust, and a frightening belief that the world is a very dangerous and threatening place. Interventions include cognitive-behavioral treatments, exposure, relaxation training, and increasing social support. However, it must be understood that individuals with PTSD are not easily “cured” and the therapy itself is stressful. It is no wonder that individuals would try to find creative alternatives for the victims of trauma in order for them to experience their environment as a safer place.

Some individuals who undoubtedly have good intentions have proposed the use of protection dogs for individuals with PTSD. Intuitively it may be appealing for an individual who experiences the world as a threatening place to have a protection-trained dog by their side. However, because of the dog’s very real potential for attacking an innocent human or another dog, a protection dog may ultimately have a negative impact on the individual who has PTSD.

Disaster Is Not What A Trauma Victim Needs

How may a dog impact individuals with PTSD?

There is a reason why dogs are referred to as man's best friend. Dogs offer a constant source of non-judgmental social support. While there are no empirical studies on the affect of dogs on adults with PTSD, research on the affect of dogs on the reduction of stress and anxiety in humans suggests that dogs lower arousal (Wilson, 1991) and increase feelings of safety (Serpell, 1991). There have been numerous health benefits found to be associated with dog ownership. I encourage anyone with anxiety related problems that has the desire and ability to bond and to care for a dog to obtain a well-behaved dog with a solid temperament that has no aggression. I believe a dog may significantly enhance a person's psychological, social, and health functioning.

Why not use protection dogs for assistance dogs for individuals with PTSD?

All dogs have the potential to bite and cause physical harm or even death. Those of us involved in the assistance dog movement carefully select assistance dogs for training that have no aggression. Experienced handlers know that any indication of aggression on the dog's part is predictive of future aggressive behavior. The most reputable AD programs will excuse any dog from their program that displays any aggression to humans or to other animals. It takes a program with a clear set of ethical principles to dismiss a dog for one aggressive incident after literally 20 to 30 thousand dollars worth of training.

Individuals with disabilities accompanied with an assistance dog go everywhere with their dog and into all sorts of stimulating environments. A dog with the potential for

aggression will most likely ultimately show it. The consequences can be disastrous.

In contrast to AD, protection dogs are chosen for their high arousal, high prey drive and aggression potential (Slabbert and Odendaal, 2000). Protection dogs are trained by deliberately stimulating their prey drive to elicit aggressive behavior for guard or protection purposes. What happens if an individual with PTSD acquires a trained protection dog, a dog that has been selected for its innately high arousal and strong prey drive? The individual with PTSD has high arousal levels and has the propensity to perceive threat where none exists. This is part of the troubling and painful experience of PTSD. A dog is a pack animal and follows his leader. When one member of the pack becomes aroused so do the rest of the members of the pack. Thus the dog reads and processes threat in the environment, in part, through the experience of the owner. The fear and hypervigilance of the individual with PTSD will be communicated to the dog. A protection dog is likely to respond to arousal and fear in its owner by potentiating the likelihood for an aggressive response, even when there is no real threat.

The individual with PTSD may be placed in an emotionally devastating situation if their dog were to attack and harm an innocent individual or another dog. Because of the protection dog's potential for aggressive behavior, an individual that has a protection dog must be hyper-vigilant of the dog's behavior and constantly be on guard to insure that the dog does not react with aggression in a situation where it is not warranted. In this respect, an individual with PTSD accompanied by a protection dog in a public setting may experience

an enhancement of their hypervigilance!

Individuals with disabilities have fought a courageous battle to gain their civil rights to equal employment, equal access, and be treated with the same dignity and respect granted to all human beings. The AD movement has worked hard to produce the image of an AD as a safe and obedient partner. What will the public's reaction to individuals with disabilities accompanied by an AD become if protection dogs are allowed public access? People will come to fear individuals with ADs. The use of protection dogs will undermine the public's confidence in all ADs, and further the isolation of individuals with disabilities. Even though a person has been a victim of a devastating crime I do not think this justifies the endangerment of the general population by sanctioning the use of trained protection dogs for use in public settings.

Many states do not require certification for the training and selling of protection dogs. Therefore anyone can claim that he or she is an expert trainer of protection dogs. Because people want to make money, there may be trainers who will claim that their protection dogs are 100 percent safe in a family or public setting. Some will claim that by limiting the agitation phase of protection training so that the dog is only lunging, barking and growling and not trained to bite, the public is safe. However, most reputable trainers will tell you that dogs trained for any level of aggressive response should not be given public access to anyone but highly trained law enforcement personnel.

Potential aggression must be carefully evaluated in assistance dogs because they are constantly exposed to situations that would provoke



Miracle on 47th Street



Part One

by Sue Kolinsky

In the fall of 1998, I got an offer to co-host a Morning Radio Show in New York on the once prestigious WNEW. At the time I was an out of work television writer, who had just completed a stint on the first season of the currently prestigious, “Sex and the City.”

Taking the job would mean that for at least one year I would have to leave behind my male golden/shepherd mix of four years and my purebred Jewish boyfriend of fourteen. The first thought that entered my head was, “How am I going to live without my dog?”

The station put me up in corporate housing for a couple of months on the Upper East Side. Not my favorite part of town, but hey, they were footing the bill, and Bloomingdales was near by. It was a spacious “L” shaped studio, complete with a doorman, a kitchen and a gym. But, painfully missing a pooch.

In the middle of February, I started the grueling process of looking for an apartment. After a couple of agonizing weeks of combing through the Sunday Times, I stumbled upon a ridiculously expensive, not so spacious studio, with a doorman, a kitchen and a view of the Hudson River. But it was a block from work, and the best part, it was a dog friendly building.

On the way back to my corporate dwelling, I stopped off at a supermarket to pick up some groceries, and when I walked outside there tied to a truck parked in front, sat a gorgeous dusty colored shepherd mix puppy.

It turned out that the gentleman who rescued her had spotted her – collarless, nameless and homeless – earlier that morning, wandering around the Bronx. He couldn’t take her since he already had three dogs of his own, so he brought her into the city in the hopes that someone would adopt her.

I immediately walked over and started playing with her. Within a couple of minutes, a crowd had gathered. Everyone just stood there admiring this beautiful

four-legged creature. As I knelt down beside her, smothered by kisses from her stubbly puppy tongue, the crowd grew restless. “Are you going to take her?” “If you don’t take her, I will.”

I jumped up like a game show contestant with the correct answer and said, “Yes!” And then I thought, “Where am I going to keep her?” I couldn’t move into my apartment for another week, and the place I was staying did not allow pets. I’ve always been good at sneaking food into a movie theater, but a thirty-pound puppy was really out of my range. I didn’t know how I was going pull this off, but one thing I did know: I had to have her.

As I was trying to sort it all out, this woman approached me and introduced herself. She said that she would let the dog stay at her house, but she had three dogs as well. I thought, “What? Does everyone in New York have three dogs?” Then I thought maybe all the dogs have jobs and chip in on the rent.

She offered to see if her vet could board her for me; but then she realized that it was President’s Day, and the vet would be closed. So, I convinced the guy who rescued her to keep her for the night and made arrangements for him to bring her to me at my girlfriend’s apartment on the Upper West Side at 5:00 PM the following evening.

The next morning I went on the air, and talked about my good fortune: A new apartment for less than ten grand a month and a new dog, for free. Cathy, my friend, a comic, came on my show. The plan was to shop all day (well, with all the money I’d be saving in rent) and then go back to her place to wait for my puppy’s arrival.

Well, 5:00 rolled around and no sign of him, or the dog. Nothing. No phone call. I waited. 5:05. I called him. No answer. I was convinced that he’d either decided he wanted to keep the dog, or that something terrible must have happened. Six o’clock, seven o’clock, still nothing.

Then at 7:30 the phone rang. It was the guy, telling me that he had some bad news. He lost her. What?! He was on 47th Street and 5th Avenue, got out of his car to make a phone call, accidentally left his car door open and she got out. By the time he realized she was gone, it was too late. He drove around the neighborhood for a couple of hours looking for her and that’s why he called so late. He said he was sorry, which I believe he was, and hung up. How could someone who was a dog owner be that

aggression in the average dog. Incidents in which assistance dogs are accidentally hurt, have a door closed on their foot, or in which a curious child runs up and hugs the dog from behind are events that happen routinely in training AD in public settings. The dog can not discriminate between a benign and possibly intrusive child and an actual threat. If the child continues to rush the dog, a trained protection dog is far more likely to react with a bite than to retreat from this perceived threat.

In short there are many circumstances in a public setting that are very provocative to dogs. Therefore in public settings, which are full of stressful environmental stimuli, protection-trained dogs are likely to show aggression when there is no real threat to their owner. I encourage all those who provide services for individuals who are the victims of trauma, individuals who have experienced severe trauma, and friends and family of victims of trauma, to recognize that the use of protection dogs for individuals with PTSD is a formulation for disaster. Disaster is not what a trauma victim needs.

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The Assistance Dog Movement

With the passage of the Americans with Disabilities Act, there has been an increase in the use of assistance dogs trained and placed for the purpose of reducing the impact of disabling conditions. We are most familiar with guide dogs that assist individuals who are blind. The first assistance dog training program in the United States, founded in 1929, was Seeing Eye, Inc. However, the use of specially trained dogs to assist individuals who have a disability other than blindness had its beginnings just around twenty-five years ago. Two of the most common types of assistance dogs, other than guide dogs, are service dogs and hearing dogs. Service dogs are trained to assist individuals with mobility related impairments and generally have two main functions: to enhance the individual's mobility and to retrieve objects. Hearing dogs are trained to alert their hearing impaired or deaf partners to specific sounds.

Natalie J. Sachs-Ericsson, Ph.D., is Professor of Clinical Psychology at Florida State University in Tallahassee, FL. She writes and speaks extensively on the physical, psychological, and social benefits of animals including service and therapy dogs.

You may contact her at Florida State University, Dept. of Psychology, Tallahassee, FL 32306-1051, E-mail: Sachs@darwin.psy.fsu.edu





careless? I began to consider, maybe he originally had four dogs, and that's why he now only had three.

After I got off the phone, I stood there in a total state of shock. I didn't know what to do.

Was I supposed to go look for her? What were the chances that we were ever going to find her? I'm really good at finding soft contact lenses on beige carpeting, but a lost dog in midtown Manhattan during rush hour? Cathy's roommate, who came home in the middle of all of this, immediately snapped into action. She sat down at the computer and made up a flyer: "Lost Shepherd Mix Puppy. New Owner Heartbroken. Reward." She ran off a bunch of copies and then we hopped in a cab and headed downtown.

When we got to 47th Street, we split up like a posse in an old western. "You go that way. You go this way. And I'll go over there." For an hour, we walked around posting fliers on every pole in the neighborhood. I asked everyone I came into contact with if they had spotted a little dog.

Every corner I turned I prayed that I would see her. I went into stores, in the hopes that maybe she wandered in, and, in keeping with my theory, maybe even applied for a job.

An hour later we met back where we had started, feeling less hopeful. After a few moments of silence, we all confessed that during our search we stopped a few times to window-shop.

The next morning I went into work, completely distraught. A lot of people who tuned in the day before were calling in with names for my new puppy. I said, "How about 'Lost?'" I was having a really hard time concentrating on anything other than this dog. So much so that my boss came into the studio and said he would offer concert tickets to anyone who found my dog; plus, for every day she was still missing, he would up the ante. I thought "upping the ante" meant he might give my job to someone else, so I tried to focus on doing the show.



To Be Continued



Sue Kolinsky started her comedy career as a waitress in New York City. After making a cynical remark to a customer (that got her fired), she decided to take her humor somewhere it would be better appreciated...The Original Improvisation. And it was.

For the past 20 years comedy audiences across the country have been appreciating Sue. Television appearances include *The Tonight Show*, *Comic Strip Live*, *Up-Close*, two specials for Lifetime and Bob Hope's *Young Comedian's Special* on NBC. Along with her numerous television appearances, Sue has traveled the world performing for the military with the USO.

Sue's comedy has been described as witty, inventive, and intelligent – cutting edge social commentary that isn't condescending.

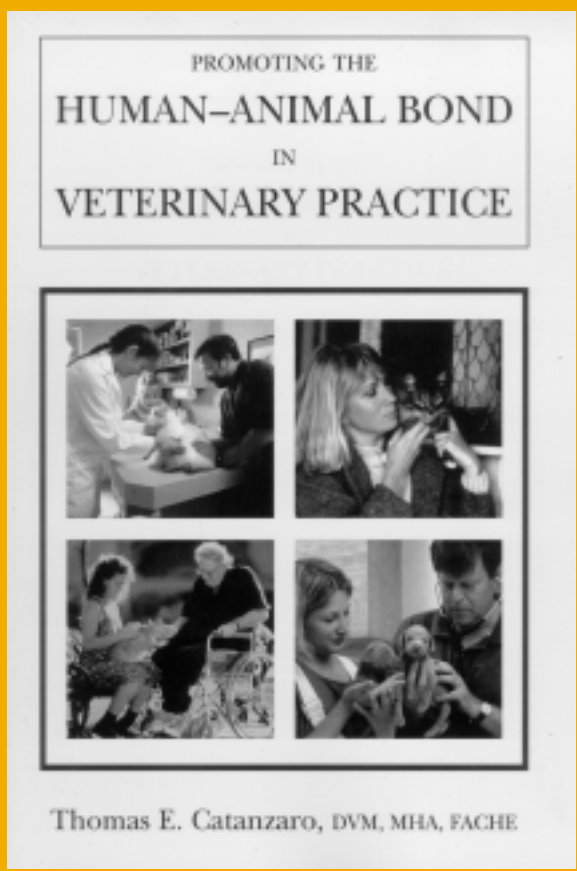
Over the past few years she was a writer on the Warner Brothers Network show *Brotherly Love*, HBO's *Sex and the City*, and *Robotica* for TLC. She is currently a writer on the new *The Ellen Show*.



Instructions for Giving Your Cat a Pill

(found on the Internet)

1. Pick cat up and cradle it in the crook of your left arm as if holding a baby. Position right forefinger and thumb on either side of cat's mouth and gently apply pressure to cheeks while holding pill in right hand. As cat opens mouth, pop pill into mouth. Allow cat to close mouth and swallow.
2. Retrieve pill from floor and cat from behind sofa. Cradle cat in left arm and repeat process.
3. Retrieve cat from bedroom, and throw soggy pill away.
4. Take new pill from foil wrap, cradle cat in left arm holding rear paws tightly with left hand. Force jaws open and push pill to back of mouth with right forefinger. Hold mouth shut for a count of ten and cat indicates that it has swallowed pill by "licking its lips."
5. Retrieve pill from goldfish bowl and cat from top of wardrobe. Call spouse from garden to help.



animal bond. Though there are many arenas in which veterinarians can exert their influence, their major role is to be as advocates for their patients in delivering client-centered healthcare.

“The bond-centered practice may not be well-defined in the veterinary profession or the family household, but when clients experience it, they know they have discovered something special,” he writes. While he does not answer the age-old conundrum of whether the veterinarian’s primary responsibility is to the client or the patient, he does emphasize that ensuring a good bond translates into good medicine and good business.

Veterinary medicine is more of a “calling” than other healthcare professions, he writes. He encourages vets to become the leaders in raising awareness of human-animal bonds. The book contains 26 appendices with specific programs that practices can introduce such as bereavement counseling, guidelines for new puppy and kitten owners, making clinics more “feline friendly,” teaching animal behavior, and pet health insurance.

Promoting the Human-Animal Bond in the Veterinary Practice

ISBN 0-8138-0382-9
 256 pp, 7/x, illus., \$36.95
 Iowa State University Press
 800-862-6657
 www.isupress.com

Promoting the Human-Animal Bond in the Veterinary Practice

Reviewed by Phil Arkow

Veterinarians will be more interested than lay persons in reading this book, but you might find it, as I did, a fascinating look behind the scenes of your local vet hospital.

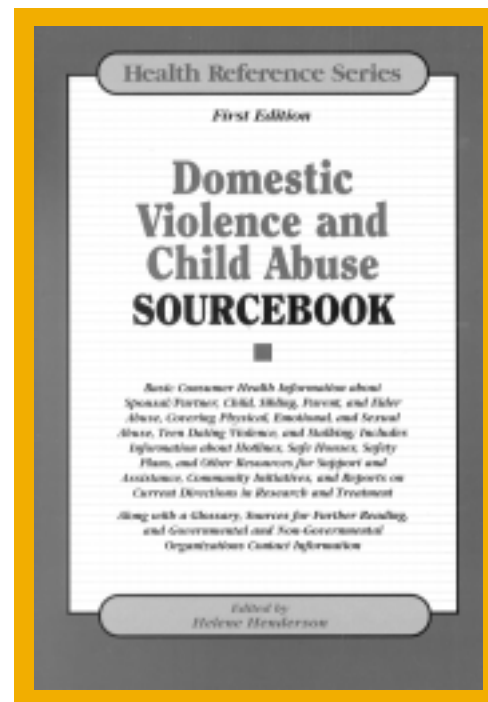
Tom Catanzaro (or Tom Cat as he likes to be called) describes himself as a veterinary practice diagnostician. He writes that ensuring a good bond between the patient, client and doctor translates into good medicine and good business.

Saying that vets must be advocates for pets’ welfare, he calls on the profession to become leaders in raising awareness of the human-

Domestic Violence and Child Abuse Sourcebook

Edited by Helene Henderson

Domestic violence has been recognized as a national epidemic. Approximately four million women are victims of an assault by an intimate partner on an annual basis. The cost of non-fatal domestic violence against women was estimated at \$3.7 billion annually in 1991. Treatment specialists and researchers are still working to understand the causes of domestic violence and to create preventive measures against it.



A new volume in Omnigraphics’ Health Reference Series, Domestic Violence and Child Abuse Sourcebook provides up-to-date information about our current understanding of domestic violence, including

partner, child and elder abuse and neglect. It offers warning signs of abuse and profiles of abusers, discusses links with substance abuse, and suggests steps members of the community can take toward alleviating this vast public health problem. It also includes a sample safety plan, a directory of national hotlines and organizations, and a bibliography for further reading.

Domestic Violence and Child Abuse Sourcebook

1,084 pages

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Why The Wild Things Are: Animals in the Lives of Children

by **Gail F. Melson, Ph.D.**

Reviewed by Phil Arkow

Gail Melson's latest and most fascinating book won't teach you why elephants weep or why cats paint. But Melson, a professor of child development and family studies at Purdue University, will give you fascinating insights into how children perceive and interact with pets, wildlife, and livestock.

Using the biophilia hypothesis, which says we are innately wired to appreciate animals, Melson says we need to develop a "biocentric," rather than anthropocentric, view of animals in our lives. Because human children, like the young of other

species, are less fearful and more curious, they are instinctively attracted to the young of other species as if they were interesting peers.

It's no accident, she argues, that words for different animals, such as cat, dog, and bird, are among the first 50 words that most American toddlers learn to say. More children say "dog" and "cat" in their initial vocabulary than "juice," "milk," or "ball"; in fact, kids say animal words more than any other words except "mama" and "daddy" in all languages – including sign language.

Children's ties to animals have slipped below the radar screens of most schools of child development. This is ironic, because children today are more likely to have pets than siblings or fathers. And historically, through folktales and parables, similes and metaphors, animals have always been used to instruct children in the art of growing up.

Children dream about animals, and are overwhelmed by them in fairy tales (which have more animals in them than fairies), books and cartoons. As children's primers shifted from didactic moral instruction to stories designed to entertain as well as instruct, animals moved from the periphery to center stage. Today, seven of the top ten all-time best-selling children's books are about animals, as are many of the winners of the Newbery and Caldecott Medals.

Animals in children's literature may be: totems who convey moral lessons; visible manifestations of invisible human feelings; powerful but reluctant dragons who restrain their fury; guides who shepherd children on perilous adventures; creatures to be saved from an unfeeling adult world; crafty rascals who use their wiles to outwit those

with superior brawn; and creatures with whom children can identify.

Shakespeare wrote more than 4,000 similes and metaphors involving animals. Following a 1902 cartoon that showed President Theodore Roosevelt, an avid hunter, sparing a black grizzly, "teddy bears" came into being. Stuffed animals quickly replaced the popguns, drums, trumpets and rocking horses that were archetypes of 19th Century childhood.



The oldest known toys are Egyptian Bronze Age clay rattles with the heads of foxes, birds and dogs, and wooden crocodiles and lions. Pets help kids learn intimate dialogue, nurturing skills, and how to cope with loss. They provide a reality touchstone by being in the here-and-now, and offer reassurance.

Melson argues that education should follow the lead of humane educators and animal-assisted therapists by introducing biocentric reforms that build upon children's

awe of nature, emphasize the interconnectedness with other species, and forge a new covenant of respect toward animals. She presents extensive examples of effective and interactive animal-based curricula and therapeutic treatment programs.

Today's children are getting a vicarious view of nature. They live in a world that "in terms of animals has become ever more impoverished and denatured ... Animals more often appear cut off from their natural settings, in zoo dioramas and re-creations, on television nature shows, or as humanoid characters at the bottom of a McDonald's Funmeal box."

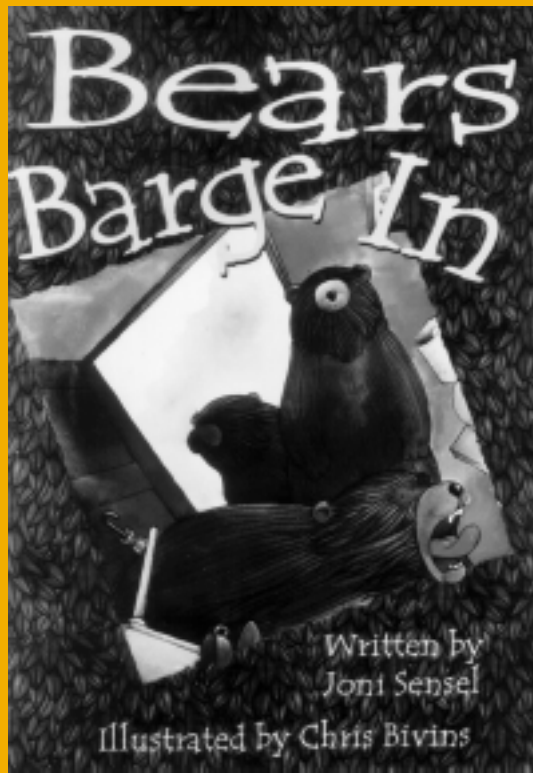
Extensively annotated, Melson has published, for the first time, statistics that break pet ownership down by ethnic group: in one survey of families, 75% of whites, 47% of Latinos, 43% of Asian Americans, and 37% of African Americans, had pets.

The author, who is Professor of Child Development and Family Studies at Purdue University, shows how children's innate interest in animals is shaped by their families and their social worlds, and may in turn shape the kind of people they will become.

***Why the Wild Things Are:
Animals in the Lives of Children***

by Gail F. Melson, Ph.D.

Harvard University Press
256 pages
ISBN 0-674-00481-7
\$27.95



Bears Barge In

**Written by Joni Sensel
Illustrated by Chris Bivins**

They're hairy, they can weigh more than 200 pounds – and there might be one sniffing around your bird feeder every night. Black bears, cougars, and other large predators increasingly wander into residential areas and onto the evening news, but this new picture book, *Bears Barge In*, shows kids how to get along with even the wildest neighbors. The book blends whimsy and practical tips about an issue of increasing concern in communities from coast to coast.

Using bright watercolor and colored pencil illustrations, *Bears Barge In* depicts a boy named Zack who lives in the forest along with bears and other wild things. Zack's human neighbors multiply quickly, however, and the traditional Goldilocks scenario is soon turned on its ear when bears invade Zack's

bathroom. When the neighbors discover that Zack's new house-guests have fangs, he has to overcome the whole town's disapproval and find a way to make room for both old friends and new ones.

Bears Barge In appeals to parents who want to keep their children safe while appreciating local wildlife. As human suburbs push relentlessly into wildlife habitat, animals are left with little choice but to cozy up to their human neighbors. Conflicts happen when the humans provide dinner in the form of garbage, bird food, pet chow and even the pets themselves.

"The problem is growing, and we need to educate people on how to avoid conflicts with large predators," says Donnie Martorello, Bear, Cougar, and Special Species Manager for the Washington Department of Fish and Wildlife.

"*Bears Barge In* definitely fills a niche," agrees Chris Morgan, owner of Insight Wildlife Management and administrator of the international Bear Safe program. A variety of other wildlife experts also have endorsed the book, and a portion of the proceeds benefits The Nature Conservancy. A free parents' and teachers' guide is available from the publisher.

Bears Barge In empowers kids to protect the earth starting in their own back yards.

Bears Barge In

**by Joni Sensel and
Christopher Bivins**

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