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Latham Letter

VOLUME XXIII, NUMBER 4 FALL 2002

PROMOTING RESPECT FOR ALL LIFE THROUGH EDUCATION

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Project Second Chance:

How kids are helping animals and animals are helping kids in New Mexico

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Inside ...

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The Latham Letter

Vol. XXIII, No. 4, Fall 2002

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."

Editorial:

Expectations, November 2002

By Hugh H. Tebault, III, President

As I write this, our country is debating many issues involving Iraq and the Middle East — whether or not to go to war, whether Congress does have or should have some authority over the military, and whether or not peace has been given a chance.

Does the US Constitution give Congress a direct role over the military? Does the Executive Branch have to get permission from the Congress prior to any military operation on foreign soil? Like many problems in our society, there is not one easily identifiable, simple answer. How does humane education relate to these weighty issues?

Humane education is possible only in a free society. It is a direct by-product of religious teachings regarding man's responsibility for animals and the need to respect others. Said another way, humane education is the practice of a higher order of human ability obtainable only in a stable society that allows for the development of such potential. Maslow's theory presents a six-layer pyramid of needs. The lowest level involves meeting the physical requirements necessary to stay alive such as food, water and shelter. Mid layers include safety, love and relationships. The highest point is when we attain self-actualization and realize our spiritual identity. An emotionally healthy individual has successfully moved through each level, from lowest to highest.

For humane education to be successful, it too must recognize the needs of its audience. It would be nice to think we could ignore the lowest levels and assume all our clients are physically secure, enjoying loving relationships, and leading fulfilled lives. Unfortunately, we must deal with children and adults who are at different levels. Trying to discuss spiritual issues with someone who does not eat regularly will not be as successful as helping that person to feed themselves first. We must make sure the foundation is laid before proceeding to each higher level. And so, we are back to the issue of freedom and security.

I began on this track of thought after reading what Edith Latham wrote as an editorial in 1943, during the height of World War II. She was responding to those critical of the government's military actions against Germany and Japan, stating that support of war was somehow contrary to Latham's mission of humane education. Edith responded:

> ***"...we would say***
> ***the whole future of humane education***
> ***hangs upon our national ability***
> ***to repel the enemy.***
> ***Without victory***
> ***the whole structure of humane education***
> ***is doomed.***
> ***Under the ruthless heel of the conqueror***
> ***all our work for both human***
> ***and animal welfare would perish.***
> ***We are fighting now***
> ***for the very life of our foundation."***
>
> ***Edith Latham, The Messenger Number 130, 1943***

As we find ourselves once again in a debate between those who defend our freedom as a nation and those who would compromise with evil in the name of peace, we must realize that peace and freedom do not come without a cost and be willing to stand up for the values that keep us free. Humane education cannot be taught without that freedom.

Letters and Comments

Dear Latham,

As a humane educator and supporter of The Latham Foundation I was disappointed to see Project WILD in the Summer 2002 issue of The Latham Letter. I cannot even begin to express the sadness that arose in my heart upon discovering my fellow humane educators promoting a curriculum that describes animals as resources. The guidebook suggests the present condition of planet earth stems from a historic failure of humans to manage nature correctly. I feel strongly that it has more to do with our inability to realize that humans are part of nature, not in charge of nature. Wild animals, like us, are living beings not resources.

While marketed as an environmental education book, Project WILD has a deeply rooted pro-hunting/utilitarian agenda inconsistent with humane education. From the cover, which features a photograph of a large deer eerily cropped to resemble a trophy mount, to the glossary which doesn't even include the word "kill" in the definition of hunting* the "animals are here for us to use" theme prevails in Project WILD. Even the critical thinking narratives are from times and places that bare little, if any relevance to today's society. Such affixations with the "ways of the past" are ill-preparing our youth for the forward thinking our planet needs now. While I will not condemn the curriculum as badly written, or poorly thought out, I find it hard to accept that we should promote and use this curriculum based on those factors alone. I would no sooner use a spelling book with units on profanity, racial slurs, and torture devices even if it also contained units on baby animals, butterflies, and candy.

I do believe a few bad-apple lesson plans can spoil the whole curriculum and that humane educators should promote the humane treatment of ALL animals. We should not be making distinctions between game and non-game species, or companion and non-companion animals. For some of us this may mean accepting the fact that we commit inhumane acts in our personal lives, such as eating meat from animals we know suffered in life and death, wearing clothes we know have humane alternatives, or buying products that negatively impact our environment, but disregarding these truths and our own inconsistencies only undermines the principals of humane education. We can do more for our students by admitting our own failures and inconsistencies than we can by bending the meaning of "humane" to fit our personal habits.

Already at a disadvantage, working against the waves of cruelty, greed, and violence, I now find myself defending the very principals of "humane education" on a ship I thought was sailing for better shores. This greatly concerns me.

Sincerely,
Kelley Filson
Humane Educator, California

From **Project WILD, Hunting: The act of a person or animal who hunts.*
*From **Webster's Dictionary**, Hunting: To pursue game or other animals in order to capture or kill them.*

HAVE YOU MOVED?
Please notify Latham about your new address. Thanks!

About Latham "Link" Resources

Good Afternoon!

Thank you again for the materials we got from your organization (we purchased a large amount for meeting participants) and information you sent to me earlier. The information and video was so wonderful and I especially appreciate all you did given the short time frame. I know that others will now use Latham as one of their main sources of information.

Our meeting was a huge success and I think now we are able to build a better coalition of people willing to get involved at the local level. I have had "buy-in" from two police stations, several municipal Animal Control Shelters, private therapists, and other humane organization staff members. Two medical doctors came as well.

Many thanks again,
Lila Borge Wills
VA PAWS

Readers, we welcome your comments.

PROJECT SECOND CHANCE:

Kids Helping Animals; Animals Helping Kids

By Ann Beyke

A dog named Frankie is helping Annie get through a one-year sentence at the Youth Diagnostic and Development Center (YDDC, a juvenile correctional facility in Albuquerque, NM). In turn, Annie is helping Frankie get adopted. This unique relationship is a collaboration between the Animal Humane Association of New Mexico and YDDC called Project Second Chance (PSC). The program, which started in February of 2000, pairs dogs from the local animal shelter that are in need of socialization with residents at the YDDC who are lacking appropriate pro-social skills.

Research shows that there is a connection between animal cruelty and human violence. PSC recognizes this connection and attempts to work with the young people in the facility to teach them appropriate ways to interact with animals. For many of the residents their only experience with dogs has been one in which the family "pet" has been tied in the back yard, used as a guard dog, or, unfortunately, used for dog fighting. PSC may be the first time in their lives that they have had a positive relationship with a dog.

For many of the YDDC residents family life has been a difficult one. Many of them come from single parent households and have had limited education and opportunities. They may have experienced some form of domestic violence and some have survived sexual abuse. Their crimes range from petty theft, drugs, robbery, and assault to (in the most extreme case) murder. Males and females from a variety of ethnic backgrounds and throughout the state of New Mexico are housed at the facility. They range from 13 to 21 years old but Project Second Chance has found that those from 17 to 21 are most suited to the program because they are nearing graduation or have completed high school.

Residents are selected by a treatment team that includes a teacher, mental health worker and caseworker. Their level of motivation and desire to be involved in the program is a determining factor. Previous history of animal abuse is taken into consideration but does not rule them out of the program, because this behavior is addressed throughout the session. Once accepted, PSC stresses a "zero tolerance" for abuse, not only of animals but of each other. Infractions mean immediate termination from the program. Respect, courtesy, consideration of all participants, two and four-legged alike, is stressed.

Using the gentle method of training, the residents learn the importance of positive reinforcement, patience, love and empathy. They teach the dogs to sit, stay, come, and walk on a loose leash. They also learn humane house training methods. For example, one resident reported that he had been taught to "rub the dogs nose in it" when the animal defecated in the house. He was surprised that there was a more positive way of handling the situation. It seemed simple and surprising to him that the dog responded to the positive interaction.

The dogs that are a part of the program have often been returned to the shelter because of inappropriate behavior and have often been abandoned and are facing an uncertain future. PSC gives the animals an opportunity to interact with people and develop "manners," something that is often sorely lacking when they enter the shelter. For many of the dogs that are chosen for the program this is a perfect chance for them to overcome their problem behaviors and learn new skills that allow them to shine, thus becoming more adoptable.

Many times the kids and dogs have both come from difficult back-

grounds. This one commonality often is the combination for a successful interaction. One resident talked about how working with his dog had made him realize that there was a not a lot of difference in their personalities and that " she is just like me." The resident said he realized that his treatment team was working to help change his behavior just as he was working to help change the dog's behavior.

How much goes in to making this program work? A real commitment on the part both of the organizations is a must. A buy in from all employees is imperative. For example, since neither coordinator is on sight all the time, they have to know that the dogs will be walked and that they are fed in the evenings and on the weekends. Staff and participants are aware that if a medical emergency occurs during one of those times, the program coordinators are contacted immediately.

In it's third year, PSC is constantly being fine-tuned. What's the secret of its success? A great deal of realistic planning, professionalism, understanding, and effort.

Project Second Chance gives both dogs and residents the skills to become an integral part of society.

For further information contact Ann Beyke at the Animal Humane Association, 615 Virginia SE, Albuquerque, NM 87108, 505-255-5523 x 104, email annb@ahanm.org or Tamara Ward, Project Director, YDDC, 505-841-2424.

Editor's Note:

A video describing Project Second Chance won the Edith Latham Award for Excellence in Video Productions Promoting Respect for All Life in Latham's Search for Excellence Video Contest.

WE DID IT!

The American Partnership for Pets

September 20, 2002 was a proud day for the American Partnership for Pets™. In an entertaining First Day of Issue Ceremony at the American Humane Association's National Humane Conference in Denver, Colorado, the United States Postal Service (USPS) introduced two very special commemorative stamps dedicated to the "Spay/Neuter" message.

The spay/neuter stamps are a tangible tool and a tremendous opportunity to raise public awareness about the health, behavioral, and societal benefits of spaying and neutering and the American Partnership for Pets™ is a team of leading and influential animal health and welfare organizations that have united to maximize the impact of the stamps' spay/neuter message.

The Latham Foundation is a proud member of this unprecedented collaborative effort. Members of the growing coalition include:

Actors and Others for Animals
Alley Cat Allies
American Humane Association
American Veterinary Medical Association
Association of Professional Humane Educators
Best Friends Animal Sanctuary
Doing Things for Animals
Doris Day Animal Foundation
Foundation for Interdisciplinary Research & Education Promoting Animal Welfare
Humane Society of the United States
In Defense of Animals
The Latham Foundation
National Animal Control Association
Noah's Wish
North Shore Animal League America
Pets 911
Petsavers Foundation
PETsMART Charities (Funding Partner)
Prevent a Litter Coalition
Spay USA
State Humane Association of California
Tony LaRussa's Animal Rescue Foundation
Texas Federation of Humane Societies
Tufts Animal Expo
United Animal Nations
Snyder Foundation for Animals
Virginia Federation of Humane Societies

Partners can pay a $25.00 sublicense process fee and become Community American Partners eligible to purchase stamp image merchandise at group rates for fundraising, be designated as a Community American Partner on the Pets 911 system, and be sublicensed to use the stamp images for non-media purposes.

The Partnership welcomes additional participants. To learn more, visit *www.americanpartnershipforpets.org*, call *703-818-8009 ext. 1*, or e-mail *info@americanpartnershipforpets.org*.

Animals as Metaphors in Mental Health:
MN LYNC and At-Risk Youth

By Molly DePrekel, MA LP

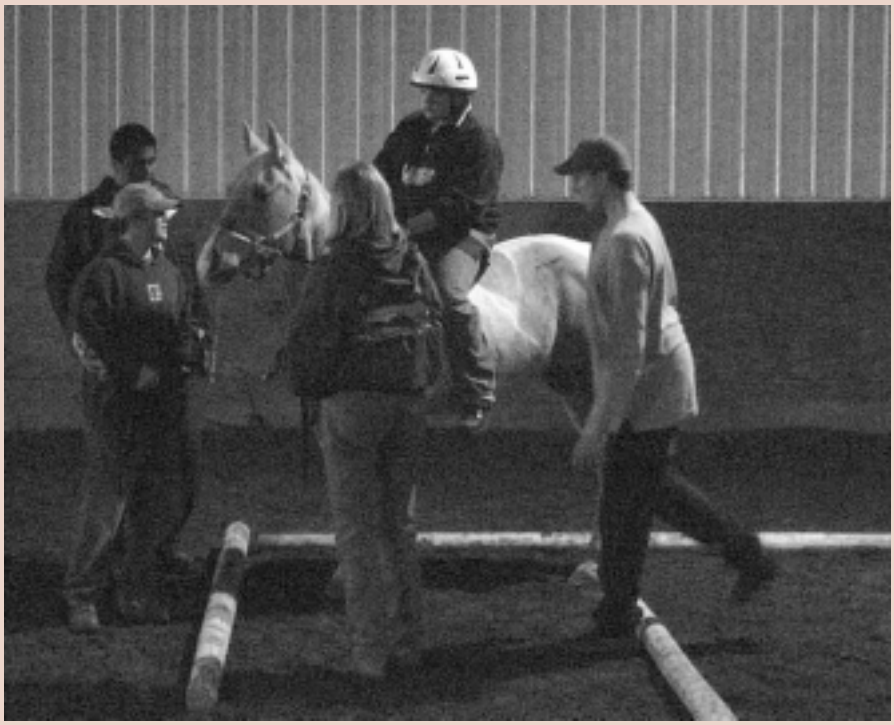
Metaphor, as defined by Webster's new world college dictionary, is "a figure of speech containing an implied comparison in which a word or phrase ordinarily and primarily used of one thing is applied to another" (Webster 1997). To use a metaphor means to carry over one thing to another such as an image, wording, or story to illustrate or give meaning to something else. Metaphor is often utilized in storytelling, dream analysis, and experiential education. Furthermore, many metaphors exist in Animal-Assisted Therapy (AAT) and one task of the mental health professional is to offer interpretations of the animal encounter or experience. By helping the client transfer the metaphor to their own life, the client learns and grows in their therapeutic process.

> ***"Animals can act as intermediaries for clients to regain trust and support."***

More often than not, this clinician struggles between allowing clients to draw their own conclusions about their animal therapy experience and offering interpretations. I believe it is a delicate balance and it is important to allow clients to absorb their experience and to ask them how it applies to their life before offering interpretations. I often ask questions while the client is working with an animal and may even wonder out loud if the animal interaction reflects personal issues. I know for me personally, metaphors have offered powerful insights for my own learning and growth transformations. My animals often offer me metaphorical learning both welcomed and unwelcome.

I utilize AAT because I believe animals offer immediate feedback about behavior, give non-verbal consequences, and yet are forgiving and offer second chances. Animals can act as intermediaries and be a halfway point for clients to regain trust and support, especially when trust has been broken and support not provided by relationships with other people in the past. Animal interaction creates opportunities for clients to tell their own stories, reveal issues in a less threatening manner, gain insight into their own issues, process painful feelings, and look at ways to change maladaptive behaviors. Clients can begin to understand the impact their behavior has on other non-human beings and with the assistance of the therapist, transfer this insight and learning to other human-to-human relationships.

I currently work with adolescent boys in a equine mental health program and I am often amazed by their outward complaints about coming to the barn, yet while in the presence of the horses, the complaining stops, a calmness seems to occur, movements slow and quiet voices abound. While I am with these young men in the presence of an equine, they appear to me to become fully present in the moment, more respectful of each other, and generally involved in their environment.



The metaphor involves having these boys realize how it feels internally to be respectful, tuned into the present, and relaxed so they can take this feeling with them when they leave the horses and barn atmosphere and enter back into "real time". This transition is not always easy. The more I've been able to get the participants to talk about their life and experiences while interacting with horses, the more they seem to be able to translate what they are learning about themselves to their everyday life. Some examples of metaphors we have used include horse daily care and grooming transferred to personal hygiene and daily living skills, and watching and interpreting horse body language and then discussing our own nonverbal communication and ways we can be aggressive or submissive without words. Only when one becomes self-aware can one make a conscious choice to change how one behaves. Horses can offer many opportunities for growth and self-awareness.

One exercise we completed with this group involved observing herd behavior. First we watched the horse herd and jotted notes and then threw in two flakes of hay and continued to observe for another five minutes. Observation is what the horses actually DO, not what they think the horses are THINKING/FEELING. As a group, we differentiate between the one-word observations that are feelings/thoughts versus behaviors. In this exercise, there is an opportunity to delineate between fact and perception/projection. We talk (wonder out loud) about personality styles of horses and then question what we can learn about our own personalities from the horses, i.e., who we are most alike in the herd, what is our place in the herd/group, and how do we handle group interaction. The clinician and horse handler are careful not to place personal judgments on the clients and allow them to draw their own conclusions and gain insights.

Some other examples of metaphor to utilize in AAT can include going on a blind trust walk in the barn/farm area and then journal about exercise. The goal is to introduce participants to feeling exposed and vulnerable, and to the barn and animals. Questions could include what was it like to experience the farm using your other senses, what was it like to have to trust someone else to help keep you safe, and how were you at keeping someone else safe as you led them around the farm area. The discussion involves asking a group about why they were asked to complete this exercise, what they got out of it, and helping them realize that metaphorical learning is more than just visual. In some situations this exercise may be a great metaphor for a family.

"Only when one becomes self-aware can one make a conscious choice to change how one behaves."

Another metaphorical example involves working with a chicken to demonstrate communication. At a "Metaphors in Mental Health" workshop, participants role-played a family struggling with communication patterns. The activity was to hold a chicken and then pass the chicken to another family member after giving handling instructions and having the family member receiving the chicken repeat what they heard about handling the chicken. This activity involved an animal handler and mental health therapist working as a team to assure that at all times the animal was respected and handled appropriately while the family was to focus on paraphrasing, checking-in, and communication techniques.

In some instances, working with metaphor may involve asking the client questions about what they see in their animal interactions, how they see it pertaining to their life, listening for the client to draw conclusions about what is occurring in the interaction, and wondering out loud what it could say about the client's own life and issues. Sharing stories about the animals and their histories and backgrounds can often parallel the client's personal stories. One clinician utilizing AAT who worked with adopted children in a therapy group brought a litter of puppies to the group one day and talked about being unable to care for the puppies anymore. She asked the children to talk about what the puppies may need in a good home and the children began to metaphorically speak about their own needs. The use of metaphor is powerful and it is important that clinicians allow clients to work through things when they are ready. There are many ways to utilize metaphor with animals and the key is to provide a safe place for the clients and for the animals. In my work with clients, AAT and metaphorical learning has been a helpful way to connect with clients, to build bridges that assist clients in working through often-painful issues, and for clients to begin to address unhealthy behavior patterns. I look forward to continuing my learning and growth utilizing metaphor and listening to the animals.

A "Mini" Perspective on Equine-Assisted Therapy

By Tanya Welsch, MSW

The Story of Chili Bean

There is a saying, "When life gives you lemons, make lemonade." But what if life gives you a miniature horse for a therapeutic riding program? In the case of Chili Bean, this miniature horse will have much to teach humans about resiliency, tenacity and preconceived ideas while humans will have the chance to nurture, socialize, and motivate him, all without a single turn at riding.

Chili Bean is a miniature horse who was found neglected, underfed, and sharing a pasture with an equally neglected alpaca and a deceased llama. When humane investigators were notified, they discovered that the animals' owner was suffering from Alzheimer's and was planning to move to an alternative living environment where the animals would not be allowed. The Minnesota Hooved Animal Rescue Foundation took Chili Bean and the alpaca for veterinary care and after approximately twelve years of living as a stallion, Chili Bean was gelded. Aside from oozing sores, a matted coat, and badly overgrown hooves, both animals recovered quickly with sound nutrition, vaccinations, and wormings.

With Chili Bean's physical care accomplished, attention and care was now devoted to ground manners, halter breaking, and general handling activities. It was at this point that he was discovered by an avid horsewoman who had always wanted a miniature horse as she was surrounded by hunters and jumpers in almost all of her daily activities. Chili Bean soon found himself at a wonderful barn with his own stall, daily turnout, and the chance to interact with a wide variety of other horses, dogs, and even a pot-bellied pig. Chili Bean may be small, but he is certainly no pushover. At his new home, he continues to demonstrate the same determination and strength that kept him alive for the first twelve years of his life by holding his own with the other horses. He can escape from one horse to another pasture by squeezing under the bottom slats of the fence, can kick and bite in defense against the taller horses, and can also run underneath them and slip away before many of them know where he has gone.

Chili Bean was selected to participate in an equine-assisted therapy (EAT) program conducted by Minnesota Linking Youth, Nature and Critters (MN LYNC). During the twelve weeks of the program, eight young men will participate in a variety of psycho-educational activities with Chili Bean, a pony, and three other horses. This program is not to teach these young men how to be expert riders, rather, we hope to impart concepts such as cooperation, self-esteem, empathy, diversity, reasoning and communication skills. In order to survive, Chili Bean had to become numb and shut out his environment. Energy had to be conserved if daily care was not provided. Being a horse was not an option as making it from day to day was the only concern. Likewise, some of the human participants in the MN LYNC program can identify with these same self-preservation and survival skills. Together, Chili Bean and these students will discover that sometimes, lemons come in the form of new patterns of behavior that can be learned when life gives each the appropriate tools and opportunities.

History of Miniature Horses

A miniature horse is a true breed that resembles in color and proportions its larger Arabian, Thoroughbred, Draft, and Quarter Horse relatives. For classification purposes, a mini cannot stand taller than 34 inches (8.5 hands) from the withers to the ground. In contrast, a pony can be no taller than 56.8 inches (14.2 hands), or it is considered a horse.

The overall history of the mini began sometime in the 17th and 18th centuries when smaller and shorter Arabian horses were bred down to produce what finally became the mini. Because aristocracy often owned these horses, the mini was virtually forgotten when European government styles began to change. Several miniature horse groups were exported to America where the breed was also well received, but farmers and ranchers decided to mix in stout pony stock in order to produce a hardier worker and hauler. It seemed that the "true mini" was going to suffer the same fate as it did in Europe as it became increasingly difficult to delineate the old world Arabian miniature horse from the pony. However, in 1971, a United States registry and association was established to preserve the breed. Now all official miniature horses must be able to trace their bloodlines back to the original ones cataloged in this registry.

Caring for minis versus horses

Because miniature horses are easily viewed as being "cute and cuddly," or "like a big dog," many owners make some common mistakes when caring for these horses. Only the smallest children should ever ride a mini and unless they are in a driving program, these horses do not receive the same exercise and training as many standard sized horses and ponies. Obesity and malnutrition are common with minis because there is a tendency to over-treat and overfeed them as well as to forget that their feed ratio should be no different than for other equine breeds. Minis are more prone to develop bad habits or manners because they can get away with such behaviors. Different expectations are placed on minis because they are more easily dominated and can be pushed around; therefore, some minis may never learn good ground manners, how to walk properly on a lead rope, and patience when being groomed or examined. Furthermore, humans are also more prone to do things to and in the presence of a miniature horse because of the sense that "smaller" means "safer." Minis are able to inflict serious physical damage and one should never underestimate their power. There is a tendency to forget some basic safety rules and behaviors when in the company of a mini because they lack an imposing body size. In fact, humans can easily overwhelm a mini by crowding it or displaying other types of dominating body postures. Because minis are often in the company of small children, owners should not forget that size proportions for these two beings are similar to an adult with a pony or standard horse. Child-mini interactions should be supervised at all times and it should never be forgotten that a miniature horse is still a horse.

Considerations when taking a mini into nursing home, school, or hospital

Aside from the standard activities of showing, driving, and enjoying the company of a miniature horse, people have also begun to employ them as "guide horses" and "therapy horses". Minis have been taken to schools, to nursing homes, and to hospitals for animal-assisted activities (AAA) and animal-assisted therapy (AAT). Some have also been a part of various residential programs where those living on the property are able to visit the mini in its own environment and surroundings.

Because the majority of these horses do not live inside a person's home like a dog or a cat, additional care must be given when visiting with a mini. Furthermore, protocols for visiting with a mini in a hospital are going to be vastly different than a visit at a school. Thorough grooming is an absolute must, not just for aesthetic reasons, but to also check for parasites, open sores or cuts, and general health. The horse's hooves might have to be wrapped or placed in special booties, the mane and tail may have to be braided or confined so as to not accidentally swish at someone, and bathroom needs will have to be considered either with a droppings bag attached to the horse, or reliable training where the horse will eliminate on command.

Classified as a flight animal, miniature horses will respond to AAA and AAT work with unique qualities. Loud noises, overcrowding, quick movements, and urbanized environments are going to be stressful for any horse. Walking on polished floors, riding in elevators, climbing stairs, and showing sensitivity to small items like wires and tubes are skills to which a mini must become acclimated. Working with a mini in non-traditional horse activities is time- and labor-intensive. An owner should be well-versed in equine behavior, committed to consistent training, and able to recognize when a miniature horse just needs to be a horse.

Precautions and benefits

When working with miniature horses, some of the very precautions mentioned in the article are also some of these animals' best qualities and characteristics. Therapeutic interactions with miniature horses can be especially beneficial for, but are not limited to, the following groups and situations:

- ***Children and youth***
- ***Individuals confined to wheelchairs or bedridden***
- ***Shy, withdrawn, depressed, or otherwise shutdown individuals***

Unlike a live-in dog, cat, or bird, miniature horses are appropriate for residential programs because the horse has its own living quarters and can have a break from human interaction. EAT can easily substitute minis since riding is not the focus of some of these programs. Minis are natural compliments for small or geographically confined programs and programs that are highly mobile.

About Minnesota Linking Youth, Nature and Critters (MN LYNC) —

Minnesota Linking Youth, Nature and Critters (MN LYNC) was established through the work of individuals who believed that utilizing animal-assisted therapy (AAT) programs with at-risk youth was a viable compliment to traditional forms of therapy, learning and social interventions. The common theme among all the original members was a love for children and a love for animals and the desire to see programs created that would "*link*" two populations that are so easily overlooked, neglected, and discarded. Currently, **MN LYNC** is involved in individual and group therapy, speaking engagements, training sessions; curriculum and lesson plan development, and the production of psycho-social-educational programs to benefit youth and their families. Furthermore, **MN LYNC** is collaborating with other AAT, social service and educational organizations across the country to help further define the ecology of the profession. For details, visit them at **www.mnlync.org**

Tanya K. Welsch, MSW

For the past nine years, Tanya has worked with children and youth who have severe mental and behavioral difficulties. While studying for her Master's in Social Work, she created her own track to study the human-animal bond. The connection that she had always had with nature and animals was something that she knew could be a viable therapeutic tool in her work with others. Tanya serves as the Program Director for **MN LYNC** and helps to provide AAT programs for a variety of sites that also service "at-risk" youth.

Molly DePrekel, MA, LP

Molly is a psychologist in private practice and for the past twelve years, has utilized the unique relationship people have with animals to assist in her therapy practice with clients. She has practiced in hospitals, educational settings, mental health facilities, correctional sites, and outreach centers. Her strengths include work with adolescents, families and young women. She completed an internship at Green Chimneys in New York and continues to utilize animals in her therapy work by working with dogs and horses as animal-assisted therapists. She is involved with research in other areas of animal-assisted therapy and is the President of the Equine Facilitated Mental Health Association (EFMHA).

The True Story of Shep the Wonder Dog

By Joe W. Ozier

ACT ONE

It all began on a hot June day in Madera California. My mother and I drove from Fresno, about 20 miles north, to look at some used slate stepping stones that were advertised in the newspaper. She convinced me to go with her because I was depressed about a break-up with a girl friend. She said it would be good for me to get out of the house for awhile. Little did I know just how good it would be!

We left the Interstate and drove down a small side street and onto a dusty dirt driveway where workers were dismantling a second floor deck. The tiles had been taken from the deck. We were told to go around the back of the house past the barking dog to find them. As we approached the tile pile, we noticed that there was a dog barking convincingly. We maintained our distance from him as we looked at the tiles more closely. Mom decided that she did want to take some home, so we began searching out the best ones to place in the trunk of her Lexus.

The owner came out to greet us as we neared completion of the sorting and loading. After a brief conversation and money exchange, he told us he was selling the house to move to the city. I asked about the dog and he explained that since he had no room in his new condo for him he intended to have the dog stay put when the new owners took over the house. Buy a house, get a free dog tied to a doghouse. I said that that sounded like a pretty bad deal for the dog.

The dog's face reminded me of some of my childhood dogs. My dad liked Border Collies a lot, as they were smart and loyal and good with kids. I wanted to pet him so I slowly approached. I reached out to pet him and fully expected him to snap at my hand but instead he parted his lips and began smiling. Not your happy excited smile mind you, but the kind of smile that begs you not to whack his face kind of smile—a pleading to be loved, a broken down anxious and unsure kind of smile that only a dog who has been beaten both mentally and physically can express. I talked softly to him and he rolled over for me to pet his stomach. Without hesitating I told the owner that I would be interested in taking this dog off his hands.

My mother was getting anxious to go and said, "What would you do with a dog anyway? And do you really want this dog?" I really believed right then and there that I wanted this dog. I wanted to save him from any further abuse and neglect. The owner reluctantly agreed. He walked over to the chained animal and began petting him and talking softly. I started feeling a bit guilty, but when the man stood up, my mother put her hand on my shoulder and said, "Well, I guess you have a new dog Joe. I know you will love him very much!"

I walked back to the dog and let him off the leash and asked him if he would like to go for a walk. He briefly wagged his little stump of a tail and curled his body in a semicircle while he smiled and danced around us for a few moments. I went over to the car and opened up the back door and asked him to get in. My mother quickly got a woven afghan comforter from the trunk and placed it over the leather seats. The dog was hesitant but I called to him as enthusiastically as I could and then took him by his collar, looked the man in the eye and thanked him for giving his dog another chance, and slowly escorted the dog to the car.

He had obviously never been allowed into a car but he was very quiet and polite. My mother was staring in amazement and to this day I'm not sure whether it was from disbelief that I was actually taking the dog or that she was letting this stinky dog ride home in her car. The dog's hair was so matted and greasy that I believe it was the latter.

I told her to hurry up and get in and go, as I didn't want the man to change his mind. As we drove back down the dusty driveway, I looked back and saw the woman put her arm around the man's shoulder. There was no wave goodbye. I sat in the back seat with my new friend hugging him and smiling all the way back to Fresno. I wondered what I would now do with this creature that was now completely dependent on me but I knew I had made the right decision. I was going to give this dog more than he ever dreamed of.

ACT TWO

I had a new dog and soon, a new girlfriend too. She is the one that gave him his new, permanent name "Shep." Shep grew from 43 pounds to just over 60, mostly due to muscle tone he acquired from daily walks and overnight trips to lakes and rivers in California and from swimming in the Gulf of Mexico after we moved to Sarasota Florida in August of 1998.

I had to do some very serious socialization with Shep as at first he wouldn't let my friends or anyone into my home without bearing down on them and cornering them at the door, with teeth exposed and a snarl as good as they get. My friends would back up and exclaim "*Great dog Joe*" but eventually he began to accept and trust people. Taking him to dog parks or as we called it in California, "doggie church" on Sunday was a very good way to help Shep learn that there are many other types, shapes, sexes, makes, and models of dogs out there—some friendly, some smelly, some slobbery, and everything in between. Shep got in a few scuffles. One led to a brief but well worth it love affair that I had with the other dog's owner. Shep was three and a half when I saved him on the 28th of June 1996 and my birthday is on December 28. I think that makes our birthdays on the same day and that seems quite magical and wonderful to me.

Shep was given the full run of my house, a dog door, and a window to the moving world from the front seat in my 4-runner. I took him to work with me every day and I even threw a dog party and made him the guest of honor. He mostly hid under a bush in the backyard and I had to coax him out with a piece of steak or a doggie ice cream cone. I finally realized that it was asking a lot of him to accept all these strange dogs and their owners right up front. He had been alone and away from life in his own solitary confinement for a long time. But he learned and adapted to his new life.

Unfortunately, Shep was becoming a wanderer. By that I mean that he followed his nose and eyes in any and all directions at once. Everything was new and sometimes edible too. My line for him was "*the world is his buffet.*" I would have to call him several times and go get him from neighbors' backyards and from the various offices at my workplace because he would be oblivious to my calls for his return. It was like the time my mom scared me to death by tapping me on my shoulder while I was singing at the top of my lungs to a Led Zeppelin song with my headphones on. To this day Shep experiences everything as if it is the first time each and every time. He really does stop to smell the roses. I jokingly called him Shep the *wander* dog and when people would repeat it back they would say, Shep the *wonder* dog, and so that became his name. Love and a sense of justice transformed the backyard dog of Madera, California into Shep the Wonder Dog.

ACT THREE

Two years later I packed Shep up and started a new life for both of us in Sarasota, Florida. I was always interested in theater and so I began performing in the local Community Theater. The director of "*Carnival*" asked us if any of us had a dog that could perform. I quickly answered yes. (My dad taught me to say yes first and then figure out how you are going to do whatever you said yes to.) I brought Shep to rehearsal and he was a hit with everyone. The 30 plus kids and adults inundated him with constant petting and kind words and treats from the moment he arrived. I had to practically demand no more treats because cast members were buying boxes of treats and chew toys by the bag full. He was always begging and going through peoples' bags and becoming a nuisance, milking the sympathy he received when people learned about his previous life for all it was worth. I frequently laughed and silently cried over Shep's good fortune. The thought of how far he had come sometimes overwhelms me.

A few years ago, I was completing a run of "*On Golden Pond*" at the Venice Little Theater and I brought Shep to our archive photo shoot. A very kind lady saw me taking Shep through the tricks that he had learned for "*Carnival*" as I waited for my turn at the photos. She said that she was the stage manager for an upcoming show called "*Sugar Babies*" and she thought that Shep and I would be perfect as an additional act in the show. She arranged an audition for us and Shep performed perfectly. He would be in the show on one condition: that he learn some new tricks and some others along the way as the director saw fit. Again, I said "*yes*" without hesitation and became Shep's "*trainer.*" Shep received great reviews for his 20+ performances. He was a hit!

In total Shep had been in four productions and has probably been seen by nearly 40 thousand people. I am so very proud of how far he has come and I know I am fortunate to have him in my life. I kind of believe that angels brought us together and so I have been writing the story of his life in the form of a musical called, of course, "*Shep The Musical. The Story of Shep the Wonder Dog.*"

Everyone who hears this true story is happy for Shep. They say that I have done a wonderful thing by saving him but I think that it's the other way around—I'm the lucky one.

Joe supports his musical theater career through his work as a videographer. He can be reached at ***sheptwd@yahoo.com.24***

An Overview of Avian Welfare Issues

By Denise Kelly, Eileen McCarthy, and Krista Menzel

Within the past decade, aviculture has gone from a small exotic hobby to a vast multi-million dollar industry. Captive birds are now the third most popular animal kept as "*pets*" in the United States. However, because birds are not required to be licensed, bird breeding remains largely unregulated, and birds are rarely taken to a veterinarian, the numbers of birds kept in captivity remains a subject of debate. Avian rescues, shelters, and sanctuaries and other avian welfare organizations recognize that determining an accurate estimate of the captive bird population is crucial to effectively addressing many avian welfare issues.

According to one study organized through pet industry resources by the Pet Industry Joint Advisory Council (PIJAC), there were 11.6 million companion birds living in 5.5 million households in 1990. Two years later, in 1992, PIJAC reported 14 million birds in 5.6 million households. PIJAC later qualified the figures from both of these years, stating that, "1900 and 1992 bird survey data (were) reportedly understated due to method of classifying breeders versus owners. More detailed study starting in 1994 shows twice the numbers. With their methods revised, in 1994, PIJAC reported 31 million birds living in 5.7 million households, and in 1996, 40 million birds in 5.9 million households.[1] It is unclear if these statistics include only birds kept in private homes as "*pets*" and hobby breeders, or if they also cover birds kept exclusively in breeding facilities, wholesale/retail facilities, zoos, shelters, sanctuaries, entertainment venues, or conservation programs.

A 1998 article appearing in the Journal of the American Veterinarian Medical Association, which referenced the most extensive demographic study of pet birds conducted to date, reported the U.S. pet bird population at 35-40 million. It went on to state that, "industry data indicates an annual growth rate of approximately 5%." Based on an extrapolation of these statistics, some shelter and avian welfare professionals estimate there will be 52 to 60 million captive birds in the U.S. by 2004.

While the estimates of "*pet*" birds are lower than those for companion cats and dogs, the population of dogs has remained relatively stable over time while "*pet*" bird populations have skyrocketed in recent years. With the commercialization of birds as "*pets*" and mass production breeding, shelters and avian welfare organizations have witnessed an alarming increase in the number of displaced/unwanted captive birds. More than half of all captive birds are Psittaciformes, comprising more than 300 parrot species. Many of the larger parrots in captivity can live 60 years or more–four times the lifespan of dogs and cats. The limitations of avian medicine do not provide for birds to be routinely spayed or neutered so anyone who acquires a pair of parrots has the potential to become a breeder. "*Bird mills*" – breeding facilities capable of producing hundreds and thousands of birds and bringing them to market quickly – exist all across America.

The Dimensions of Avian Welfare Concerns

Captive bred and raised parrots are not domesticated animals. They are wild creatures – at most only one or two generations removed from their native habitats. Even though the U.S. banned importation of most species of birds with the 1992 Wild Bird Conservation Act, many other countries continue to allow trapping and the export and/or import of wild-caught birds and many of the captive parrots now in homes and in adoption/sanctuary programs are caught. As a result, many parrot species have suffered devastating and irrevocable depletion of populations. Destruction and the encroachment of human development and consumption of natural resources are partly responsible for the numerous species at risk of extinction; however, recent studies have proven that poaching for the legal trade in wild birds plays a far greater role in the global decline of parrot populations in the wild.[2]

While aviculturists argue that captive breeding will conserve parrot species by preserving the gene pool, the reality is quite the opposite. Domestic or captive rearing of exotic birds contributes nothing to save species in the wild. Most captive breeding occurs outside of official conservation programs and is not based on natural selection. Since parrot survival skills and social behavior are determined by generations of evolution and interaction with the flock and the environment and passed on by parents to offspring, the probability of successfully releasing captive bred birds into a species' habitat of origin – assuming that habitat is still intact – is extremely minimal. Moreover, the marketing of captive bred birds increases the demand for birds as "*pets*" thus increasing the

incentive legal and illegal trapping of wild birds for sale to private individuals who wish to keep them as "*pets*," dealers/brokers seeking cheap "*inventory*," collectors and aviculturists seeking genetic diversity for breeding stock.Parrots are highly intelligent and social animals. Many researchers equate their intellectual and emotional capabilities to that of a 3 to 5-year-old child, depending on the species. Parrots are sensitive creatures that have far more complex personalities, psychosocial needs and physical care requirements than dogs and cats. However, the media and pet industry often promote parrots as "*low maintenance pets*."

As with other exotic animals, people are fascinated by the idea of having a parrot as a "*pet*," but few are prepared for the level of commitment or the demands of caring for a wild creature that may likely outlive them. The sad reality is that far too many parrots languish in abusive and neglectful environments. Avian shelter facilities have reported large numbers of neglected, abused and abandoned birds entering their facilities, with a marked increase in the percentage of younger birds being given up by their caretakers. Others are bounced from home to home or sent to breeding facilities to live out their productive lives. The fate of non-productive "*breeders*" who are not profitable is largely unknown. Only a few of these "*retired*" or non-productive birds are placed with adoption programs or sanctuaries; we must assume that the rest are either warehoused, abandoned, deprived, or destroyed.

There is an astounding lack of knowledge about parrots, the result being that many consumers and even animal advocacy organizations are often misinformed about the true nature of birds. Among the most popular myths and misconceptions about birds are. birds are easy to care for (not true), only young or baby birds will "*bond*" with humans (definitely not true), and that buying a hand-raised bird will guarantee that it is tame/human-bonded (completely untrue). There has been little in the way of effective public education to recognize birds as the intelligent, complex creatures they are and to bring to light the plight of these magnificent creatures in captivity.

Captive parrots now present many of the same overpopulation problems of dogs and cats – too many birds and not enough qualified homes. Unfortunately, less than 100 parrot refuge organizations that are not affiliated with breeding facilities exist nationwide as compared to the thousands of rescue groups that take in dogs and cats. Public shelters have limited facilities and services, if any, to provide the special care required for homeless parrots. Many cannot accept birds at all. The result is that many birds will be subjected to unnecessary suffering and end up as a burden on the animal shelter systems. Even more tragic is that many parrots will end up being destroyed simply because there is no place for them to go. These problems are with us now and will only worsen as a result of overproduction and mass-marketing through pet superstores.

The Complexities of Tackling the Problem

There are several factors that make approaching critical issues relating to parrot welfare and overpopulation more complicated.

• "Hand-raised" birds are still undomesticated animals by nature. Many people question the ethics of keeping animals in our homes that are not physiologically and psychologically adapted to live anywhere but in the wild. Often, "*hand-raised*" chicks are sold unweaned to brokers, pet stores, or the consumer. An inexperienced individual attempting to hand-feed a chick often produces tragic results including infection, crop burns, malnutrition, emotional or psychological developmental conditions, or even death.

• There is a disturbing lack of sufficient knowledge to detect and control avian disease, particularly contagious disease in shelter situations. Some avian diseases are undetectable, incurable, and deadly and there are few effective vaccines.

• Existing humane organizations and shelters are neither equipped nor prepared to handle displaced captive birds.

• Birds are often excluded from animal welfare legislation and existing animal cruelty statutes, making it often impossible to define neglect, substandard care and abuse and effectively enforce any existing statutes.

Continued on next page.

• There is no regulation governing the breeding and sale of birds. "Aviculturists" have been unwilling to self-regulate and have opposed any and all proposed regulation. Large, substandard production parrot breeding facilities can often operate undetected from the public eye.

• Many parrot species are seriously endangered in the wild due to habitat destruction, poaching, hunting, and trapping for the pet trade. This, in turn, spurs captive breeding programs, which then further increases demand and makes importation and smuggling very profitable. Programs that introduce captive bred birds into the wild are largely unsuccessful.

• By contrast, due to overproduction there is a huge surplus of certain parrot species in the pet trade and an increasing number are now ending up in sanctuaries and shelters throughout the U.S.

The Need for New Approaches to Avian Welfare

There is a distinct absence of public awareness to this escalating tragedy. Unlike dogs and cats that are abandoned, unwanted birds are not visible as strays on the street. Although a serious problem exists and the number of displaced captive birds is on the rise, it remains a hidden crisis.

Mounting numbers of displaced captive birds are destined to become a multi-faceted issue that will affect everyone involved in animal welfare. It is obvious that a more proactive working relationship between animal advocacy and avian welfare/advocacy organizations is needed to enlighten the public and to work together for the protection and welfare of captive birds. Efforts that promote public education, legislation, and rescue must be developed and implemented for captive birds just as they have been for cats and dogs.

Meeting the new challenges of avian welfare will require the enforcement and amendment of existing animal protection statutes, regulation of breeding and sales, international cooperation and conservation campaigns and other initiatives that further benefit birds existing in opposing worlds: their native habitats of rainforests, grasslands, cliffs and brush around the globe and the breeding facilities, pet stores, zoos and living rooms where too many are condemned to exist while their wild cousins go extinct.

1. ***PIJAC Pet Industry Fact Sheet, revised 12/7/98***
   Birds [Lifespan]
   Parakeets 4-8 years,
   Cockatiels 12 years,
   Canaries 10 years,
   Lovebirds 12 years,
   Parrots 40+ years.

2. ***Norris, Scott, "Sick As A Parrot,"***
   New Scientist Magazine,
   Vol. 170, Issue 2294, June 9, 2001

Further Reading:

Learn more about the issues impacting birds in captivity by reading our position statements and recommended articles on the Avian Welfare Coalition web site:
http://www.avianwelfare.org/issues/

"Dedicated to the Welfare and Protection of Captive Birds"

The Avian Welfare Coalition (AWC) is a grassroots network of representatives from avian welfare, animal protection, and humane organizations dedicated to the ethical treatment and protection of birds living in captivity and in their natural habitats. The mission of the AWC is to prevent the abuse, exploitation, and suffering of captive birds, and to address the crucial issues of rescue, placement, and sanctuary for displaced birds. The AWC also supports efforts to insure the survival of wild birds and the conservation of their natural habitats.

Services include placement, avian welfare round tables and workshops, and education and presentations.

For more information visit *www.avianwelfare.org* or e-mail them at *info@avianwelfare.org*

Upcoming Workshops, Conferences & Events

Readers — E-mail your listings to *info@latham.org*

FEBRUARY 2003

February 3 – 7	17th Annual San Diego Conference on Child & Family Maltreatment For information and registration: 858-966-4940 or sdconference@chsd.org
February 25	Spay Day USA, sponsored by the Doris Day Animal League. Details at www.ddal.org
February 28 – March 2	The Association of Professional Humane Educators (APHE) Annual Conference. (with a pre-conference session on February 27) Lafayette, Indiana. There is a shuttle that runs directly from the Indianapolis International Airport. The theme is "*Creativity and Kindness*," and speakers will spark your creativity and give a boost to your humane education programs. *Costs and further details soon at* http://aphe.vview.com *and* www.latham.org *in the "news" section.*

MAY 2003

May is "*Pledge to use the spay/neuter stamps and spread awareness*" month. Details at www.americanpartnershipforpets.org

APRIL 2003

April 5	**Tag Day!** For information: www.americanhumane.org

Question: "How many dogs does it take to change a lightbulb?"

Answer: "Just one, but if it's a..."

Golden Retriever:	"The sun is shining, the air is fresh. We've got our whole lives ahead of us—and you're inside worrying about a lightbulb?"
Border Collie:	"Done. And by the way, your wiring needs to be brought up to code."
Toy Poodle:	"I'm sorry, I can't help you. My nails are still wet."
Rottweiler:	"You talkin' to me? Are you...talkin'...to me?"
Greyhound:	"If it isn't moving, I don't care."
Sheepdog:	"It doesn't look any darker to me."
Labrador Retriever:	"That light bulb you threw away? I brought it back."

Latham Letter BACK ISSUES containing "Links" Articles

The following back issues containing articles on the connections between child and animal abuse and other forms of domestic violence are available from the Foundation for $2.50 each, plus $3.00 Priority Mail Postage and Handling for up to 10 issues (U.S. and Canada). Foreign orders please add $10.00. California residents please add 8.25% sales tax. MasterCard and VISA accepted.

- Examining the Link in Wellington County, Ontario, Canada — Summer 02
- New Link Resource Book Helping Albertans — Summer 02
- Making the Connection Between Animal Abuse and Neglect of Vulnerable Adults — Winter 02
- Calgary Research Results: Exploring the Links Between Animal Abuse and Domestic Violence — Fall 01
- Ontario SPCA's Women's Shelter Survey Shows Staggering Results — Spring 01
- Putting the "Link" All Together: Ontario SPCA's Violence Prevention Initiative — Spring 01
- Canadian and Florida Groups Actively Working on the Link — Winter 01
- Latham's Link Message Goes to South Africa — Spring 00
- Crossroads: An Intensive Treatment Program for Adolescent Girls — Fall 00
- Latham sponsors "Creating a Legacy of Hope" at British Columbia Conference — Winter 00
- New England Animal Control/Humane Task Force — Spring/Summer 99
- Confronting Abuse (A veterinarian and a social worker confront abuse) — Summer 98
- The Human/Animal Abuse Connection — Spring 98
- The Relationship Between Animal Abuse And Other Forms Of Family Violence — Winter 97
- Domestic Violence Assistance Program Protects Women, Children, and Their Pets in Oregon — Summer 97
- University of Penn. Veterinary Hospital Initiates Abuse Reporting Policy — Fall 97
- Domestic Violence and Cruelty to Animals — Winter 96
- Animal Cruelty IS Domestic Violence — Winter 96
- Gentleness Programs (I Like the Policeman Who Arrested That Dog!) — Spring 96
- Loudoun County Virginia Develops Cooperative Response to Domestic Violence — Spring 96
- And Kindness for ALL (Guest Editorial) — Summer 96
- Should Veterinarians Report Suspected Animal Abuse? — Fall 96
- Windwalker Humane Coalition's Web of Hope Grows Stronger — Fall 96
- Update on the Link Between Child and Animal Abuse — Fall 96
- Report on Tacoma, Washington's Humane Coalition Against Violence — Winter 95
- Animal Cruelty & the Link to Other Violent Crimes — Winter 95
- Univ. of Southern California Conference Addresses Violence Against Children — Spring 95
- Working to Break the Cycle of Violence — Spring 95
- The Tangled Web: Report on LaCrosse, Wisconsin's Coalition Against Violence — Spring 95
- San Diego, Calif. Child Protection Workers Required to Report Animal Abuse — Summer 95
- Animals Over Children? (An Editorial by Michael Mountain, Editor, Best Friends Magazine) — Summer 95
- Summaries of Child and Animal Abuse Prevention Conferences — Summer 95
- Abuse an Animal - Go To Jail! (Animal Legal Defense Fund's Zero Tolerance for Cruelty) — Summer 95
- Report on Rhode Island Conference: Weaving a Silver Web of Hope from the Tangled Threads of Violence — Summer 95
- Milwaukee Humane Society's "PAL" Program: At-Risk Kids Learn Respect through Dog Obedience Training — Winter 94
- Latham Confronts Child and Animal Abuse — Spring 94
- A Humane Garden of Children, Plants, and Animals Grows in Sonoma County — Spring 94
- Education and Violence: Where Are We Going? A Guest Editorial — Spring 94
- Bed-wetting, Fire Setting, and Animal Cruelty as Indicators of Violent Behavior — Spring 94
- Animal Abuse and Domestic Violence: Intake Statistics Tell a Sad Story — Spring 94
- The Veterinarian's Role in the Prevention of Violence — Summer 94
- Results of Latham's National Survey on Child and Animal Abuse — Summer 94
- Israel Conference Puts the Link Between Animal and Child Abuse on the Public Agenda — Summer 94
- Wisconsin Coalition Organizes Anti-Abuse Conference — Summer 94
- A Shared Cry: Animal and Child Abuse Connections — Fall 94
- A Report on Latham's October 1992 Conference on Child and Animal Abuse — Winter 93
- Child Abuse Reporting Hotline Falls Short — Winter 93
- I Befriended a Child Molester — Spring 93
- A Test for Determining Why Children are Cruel to Animals — Summer 93
- Animal Advocates Looking Out for Children (A description of the Toledo Humane Society's child and animal abuse prevention program) — Fall 93
- Correlations Drawn Between Child and Animal Victims of Violence — Summer 92
- Upsetting Comparisons (between child and animal cruelty investigations) — Summer 92

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Good Dog! CD

By Marie Burns and Friends

Marie Burns is one of the top singer songwriters in the country today. She's also passionate about animals. This combination results in a wonderful, quirky CD of songs about dogs.

From delightful contemporary versions of old favorites such as "*How Much is That Doggie in the Window*" to new releases like "*I like Dogs*," "*Spay Your Pet*," and "*Henry, Get Out of the Tent*," Marie will have you tapping your toe and humming along as you celebrate the human–dog bond. Grown-ups will appreciate the musical talent and sophistication of this self-proclaimed tribute to "all the dogs we've loved before" and kids will love it too.

Good Dog! sells regularly for $15 but ACES (Animal Care Equipment Services) is making a special offer for *Latham Letter* readers – just $10. Plus, when you buy the CD, you're licensed to use such songs as "*Spay Your Pet*" in TV or radio public service announcements.

For more information about Marie Burns, visit her website at *www.marieburns.com*. For information about the Burns Sisters, visit *www.burnssisters.com*. You'll be glad you did. I keep all their CDs including Annie Burns' *Days in Italy* in my regular rotation.

The CD can be obtained at reduced rates for animal welfare fundraising activities.

Good Dog! CD Special
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ACES ONLINE: www.animal-care.com or
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PerPETual Care:

Who Will Look After Your Pets If You're Not Around?

Reviewed by Phil Arkow

When a writer titles a chapter in a book about including pets in your will, "Being of Hound Mind and Body," it tells me that this is an author who has something serious to say but who doesn't take herself too seriously.

Such is the case with Lisa Rogak, a designer of pet adoption announcements and sympathy cards whose 25th book is an excellent resource dealing with a difficult subject in an entertaining way.

PerPETual Care: Who Will Look After Your Pets If You're Not Around? answers the eternal question asked, I'm sure, by more than one cat: "If my primary human can opener should run out of her one life before I run out of my nine, who's going to take care of me?"

When death, disability, or a move into a nursing home occurs unexpectedly, "we begin the mad scramble all surviving friends and relatives go through to place an animal companion in another home when the owner neglected to make plans," she writes. Calling shelters, sanctuaries, and asking friends results in what she calls "frantically playing catchup and being largely unsure of Dudley's fate."

Continued on next page.

Planning is the solution, and *PerPETual Care* can get you started. Though a lawyer might find the book simplistic, the average pet owner, rescuer or breeder will find it helpful for dealing with a time when fate gets in your way and you disappear from the lives of your pet pals.

Rogak estimates that 12 to 17% of pet owners have detailed their pets' future care in their wills. She covers the basics of appointing caretakers, trustees, and executors who have your pets' best interests at heart. She suggests you include with your estate papers your pets' histories, personalities and daily schedules, and update these yearly. In setting up a trust fund or a living will that cares for your pets and leaves part of your estate to animal welfare groups, estimate how much you spend per year on each pet. Pre-plan interim care for your pets between your demise and when your will is probated.

Appendices include state-by-state lists of retirement homes for pets and laws allowing pet trust funds.

PerPETual Care: Who Will Look After Your Pets If You're Not Around?

By Lisa Rogak

Grafton, NH: Literature, 2002
192 pp
ISBN # 0-9652502-8-8
The book is available for $15 at bookstores, 800-639-1099, or *www.PerPETualCarebook.com*

Readers --

We welcome your suggestions.

Creature Comfort:
Animals That Heal

By Bernie Graham

This inspiring, humorous, and touching book celebrates the beneficial effects that animals have on humans and describes how their healing potential is being increasingly acknowledged by the medical community. Animal Assisted Therapy, an important new development in health care, has already shown that people are statistically less likely to suffer an early heart attack if they have a pet, and that stroking an animal actually reduces stress levels.

This, however, is only the tip of the iceberg, says environmental psychologist Bernie Graham. Cats, rabbits, and dogs are now brought into nursing homes to comfort the residents. There are also programs that teach dogs to help the disabled by taking laundry out of the washing machine; selecting, unpacking, and helping pay for items in the supermarket; and even withdrawing money from the bank. Animal Assisted Therapy is achieving amazing results in treating children with physical and mental disabilities by using dolphins in aquatic therapy. And more exotic animals such as ferrets, donkeys, guinea pigs, monkeys, and even tigers are being used to bring hope to individuals, thereby enhancing human efforts.

Written with warmth and compassion, *Creature Comfort* looks at all aspects of Animal Assisted Therapy, including the theories behind it, to provide both a practical guide and a moving account of the many rewarding human-animal interactions. A must for pet lovers, health care workers, and anyone who wishes to benefit from this most holistic of therapies.

Bernie Graham, an environmental psychologist, is the special needs manager for the Birnbeck Housing Association (London), which builds homes for the elderly and people with mental health problems. He is a member of the British Psychological Society, the International Society for Anthrozoology, and the Society for Companion Animal Studies.

Creature Comfort: Animals That Heal

Author Bernie Graham
346 pp, (6 x 9)
Paper: $21.95
ISBN 1-5392-785-6

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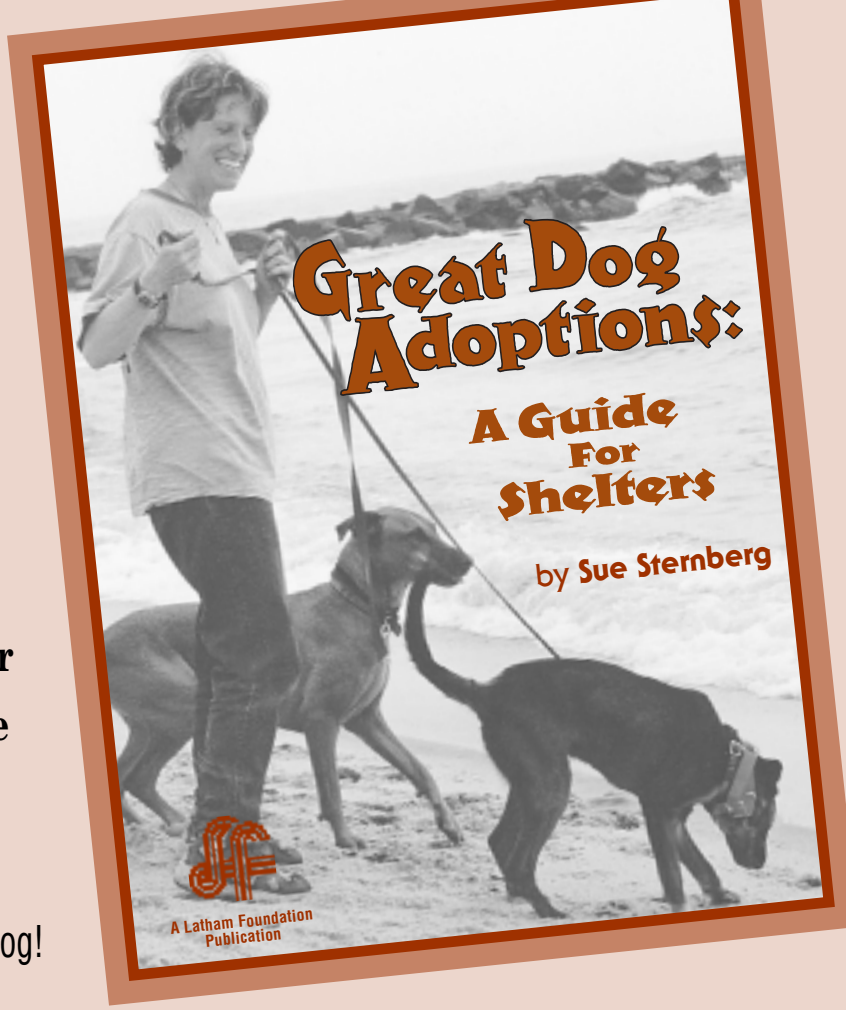

"Sue Sternberg is a visionary whose inspiring ideas for improving the shelter environment are helping more and more caregivers to reach their goal: enabling good dogs to find good homes."

— Karen Pryor, author of Don't Shoot the Dog! The New Art of Teaching and Training

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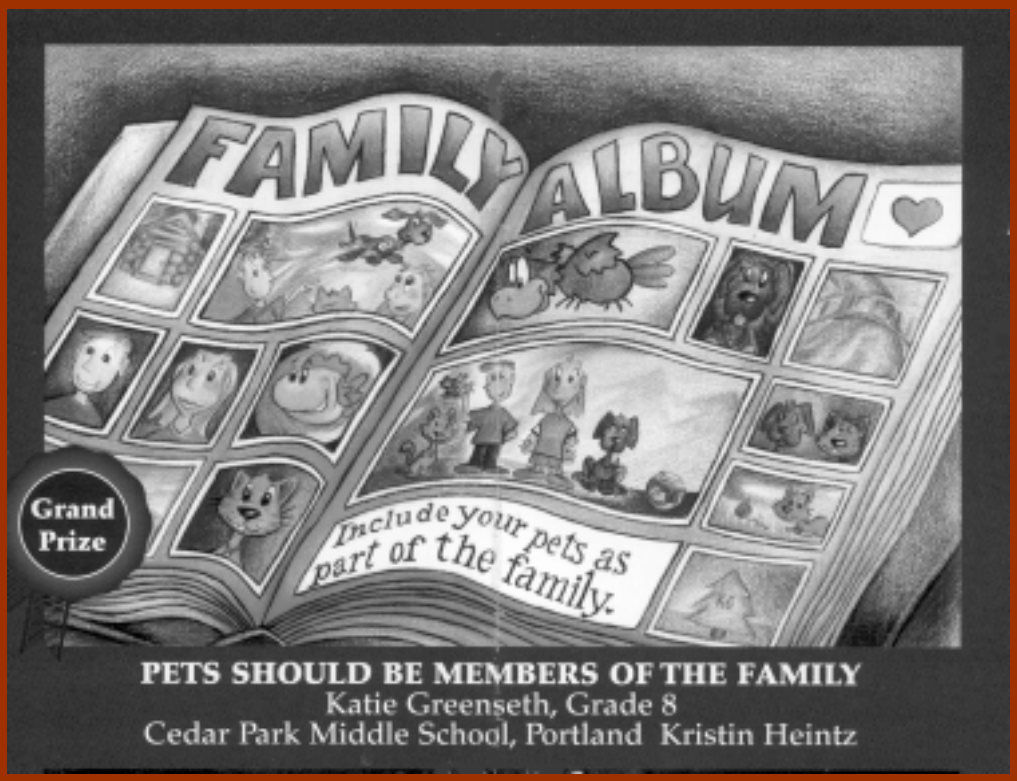

PETS SHOULD BE MEMBERS OF THE FAMILY
Katie Greenseth, Grade 8
Cedar Park Middle School, Portland Kristin Heintz

OREGON HUMANE SOCIETY's 51st Annual Poster Event

For information: 503-285-SPCA Ext 206 or 232 or edudir@oregonhumane.org

2003 deadline: April 13th

The Latham Foundation

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