

# T H E Latham Letter

VOLUME XXV, NUMBER 4

FALL 2004

PROMOTING RESPECT FOR ALL LIFE THROUGH EDUCATION

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## CAN ANIMALS HELP HUMANS HEAL?

Photo Credit: Jacqui Bowman



### Animal-Assisted Interventions in Adolescent Mental Health

*A report from the Center for the Interactions  
of Animals and Society*

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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."



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Promotion of Humane Education*

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# The Latham Letter

Volume XXV, Number 4, Fall 2004

**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.

## TO CONTACT LATHAM:

Voice: 510-521-0920  
Fax: 510-521-9861  
E-mail: [info@Latham.org](mailto:info@Latham.org)  
Web: <http://www.Latham.org>

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## Expectations

Expectations



Hugh H. Tebault, III, President

**T**HERE ARE DAYS WHEN I THINK WE ARE MAKING PROGRESS IN TEACHING ABOUT HUMANE EDUCATION AND BEING KIND TO ANIMALS, AND OTHER DAYS WHEN I JUST DON'T KNOW AT ALL. DO WE NEED TEACHERS OR POLICE?

Two news stories caught my eye recently. It seems a man had an unwanted litter of puppies and was using a pistol to kill them. As he held one puppy squirming for its life, he shot, missed the puppy and hit his own hand. Thankfully, he was arrested and prosecuted for animal abuse. I am sure that the local SPCA had a spay/neuter clinic that he chose to ignore, and that they would have taken the puppies and sought other homes for them as a second option.

A second story concerned a man getting upset with his wife when he ran out of beer. He grabbed a three-foot alligator that he had in their bathtub and used it like a mace to hit her. Again, thankfully, he was arrested for spousal and animal abuse. The story noted that it was illegal to keep the alligator.

A recent Pasadena Humane Society and SPCA newsletter notes that they operate a broad range of programs from an in-house resource library to elementary, secondary and college school outreaches. It was a good reminder that this organization,

and others like it, continues its mission to actively teach and reach out to all aspects of the community. (It didn't say anything about alligators, but I'm sure they caution people not to keep wild animals as pets.)

While we know it is important to teach humane education in schools, it is not a given that every teacher understands this as well as we do. We need to make sure our outreach to schools is received correctly. The September Packrat newsletter from the Association of Professional Humane Educators contains a good article by Marsh Myers, Director of Education & Community Outreach for the Humane Society of Southern Arizona. Marsh writes about the importance of "Baiting the Humane Education Trap..." This is a how-to on the sales technique for working with schools, and includes being professional, the importance of timing and having refreshments. It is a good primer to remind us that we are selling a product and need to use classic sales tools when doing so. Having a heart for animals is important. Having the ability to convey that through humane education is key.

Expectations

In the human and animal welfare field, we need both education and law enforcement working together to insure the success of our society. We rely on the enforcement of laws to guarantee that there will be a penalty when someone abuses their animal or other people. In our newest film, *Breaking the Cycles of Violence II*, we show how various agencies in two communities have cooperated to successfully address the issue of abuse through education and enforcement.

Despite all the years of outreach programs teaching kindness and respect for animals and other people, we still have the reality that people have freedom and some make bad choices. And yet, we shouldn't forget that there are tens of millions of wonderful, kind people who daily care for their animals and each other. What we read in the papers are the extreme exceptions. The old saying goes "Dog bites man isn't news, man bites dog is."





# SAWA OFFERS NEW NATIONAL CERTIFICATION FOR ANIMAL WELFARE PROFESSIONALS

***First time credential program will acknowledge excellence and accomplishments of nonprofit and municipal executives.***

**T**he international Society of Animal Welfare Administrators (SAWA) has created a new certification program and will be offering the first opportunity for administrators from agencies cross the country to sit for the exam November 6, 2004 in San Diego. This first-of-its-kind credential will provide top-level managers working in nonprofit and municipal agencies the opportunity to gain recognition for their knowledge, experience and expertise.

"Animal welfare and protection is a highly specialized field," said SAWA president Gary Tiscornia, "and SAWA's new program will recognize individuals as Certified Animal Welfare Administrators. This certification will be important to professionals in the field as well as members of organizations' boards of directors, donors, and anyone who supports the important work of animal welfare."

A team of seasoned animal services and protection professionals worked for twelve months with CPS Human Resource Services to develop the certification program. The 100-question exam will test knowledge and skills in administration and management, personnel supervision and leadership, public relations and fundraising, animal care and treatment, and reasoning.

"This certification program is another demonstration of the high standards of management among nonprofit organizations," said Tiscornia. "For years now we have seen nonprofit managers bringing the 'best practices' from the for-profit business world to their organizations. The result is a higher level of excellence and achievement for these organizations than ever before."

SAWA is a nonprofit management organization founded in 1970 to promote excellence among and provide training for professional administrators of animal protection, care and control organizations. SAWA has 364 members from 41 states, the District of Columbia, Australia and Canada.

CPS Humane Resource Services is a 70-year old, self-supporting governmental agency committed to improving human resources in the public sector.

Avid The Microchip Company and Hill's Pet Nutrition are the Charter Sponsors for the Certified Animal Welfare Administrator's program.

*For more information contact Eve M. Holt, APR, Eve Holt Communications,  
Phone: 206-988-3839, Cellular: 206-979-4366 - or Gary Tiscornia, President, Society of Animal  
Welfare Administrators, Phone: 877-477-2262 ext. 220, [www.sawanetwork.org](http://www.sawanetwork.org)*

## More education and certification news:

***See Page Eight*** for information about a four-year undergraduate degree in Sociology:  
Animals in Human Society offered at Notre Dame de Namur University.



**The Center for the Interaction of Animals and Society**  
(<http://www.vet.upenn.edu/research/centers/cias/index.html>)  
**at the University of Pennsylvania School of Veterinary Medicine**  
**is proud to announce the on-line availability**  
**of its recently completed report:**

***Can Animals Help Humans Heal?***  
***Animal-Assisted Interventions in Adolescent Mental Health***



Photo Credit: Jacqui Bowman

The report can be downloaded in PDF format by clicking on the link below  
(in some cases, it may be necessary to cut and paste the link into your browser):

**[http://www.vet.upenn.edu/research/centers/cias/pdf/CIAS\\_AAI\\_white\\_paper.pdf](http://www.vet.upenn.edu/research/centers/cias/pdf/CIAS_AAI_white_paper.pdf)**

**T**he report is the culmination of a year-long effort to investigate the role of animal-assisted interventions in the treatment of adolescents with a variety of mental health concerns, and synthesizes information obtained from an extensive review of the literature, a scientific conference, and an invitation-only workshop that brought together leading WWWscholars and practitioners from the fields of adolescent mental health and animal-assisted interventions.

**Katherine A. Kruger, MSW, Assistant Director**  
**Symme W. Trachtenberg, MSW, LSW, Consultant**  
**James A. Serpell, PhD, Director**  
**Center for the Interaction of Animals and Society**  
**University of Pennsylvania School of Veterinary Medicine**

**July 2004**

## Key Findings

▶ The practice of using the companionship of domestic animals to assist in the socialization of patients with mental disorders dates back to the late eighteenth century.

▶ Animal-assisted interventions (AAIs) are currently poorly defined. The lack of a unifying set of practice guidelines or a shared terminology is hampering efforts to evaluate and gain acceptance for the field.

▶ The field lacks a coherent theoretical foundation, although a variety of plausible mechanisms of action have been proposed. These include the idea that a therapy animal can serve as a social facilitator; as a symbolic vehicle for the expression of emotionally laden topics; as a focus of attention and as agents of de-arousal; as an object of attachment; as a source of social support; and as a living instrument for learning new skills and ways of thinking and behaving. Few of these hypothesized mechanisms have been tested empirically.


▶ Most previous efforts to establish the efficacy of AAIs have suffered from poor research design. Study samples have tended to be small, heterogeneous and unrepresentative, and adequate control groups have only rarely been employed.

▶ Despite these shortcomings, AAIs have been widely implemented in a variety of mental health settings for adolescents, and preliminary evidence indicates a range of potential benefits including anxiety reduction; improved rapport and communication between patients and therapists; enhanced attendance at, compliance with, and retention in therapy; and improved behavior outside the context of therapy. Animals also appear to serve as catalysts for learning, as sources of contact comfort, as outlets for nurturance, as models of positive social behavior, and as bolsterers of staff morale.

▶ Although not technically therapeutic, improved facilitation, engagement, retention and compliance could have a considerable impact on the financial burden imposed by mental health care, and would alone render AAIs worthy of detailed clinical investigation. Similarly, improvements in therapist and staff morale resulting from AAIs could have important impacts on the quality and continuity of patient care.

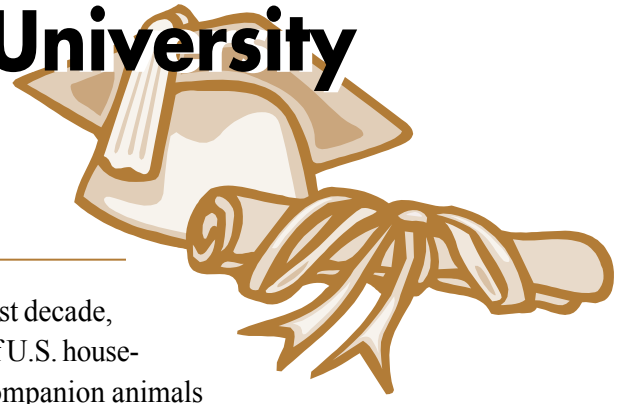
▶ High quality efficacy and effectiveness studies are urgently needed to move the field of AAIs forward. These should focus on carefully defined clinical samples, use randomized controlled designs, and have stated outcomes that are relatively impervious to expectancy and demand effects, as well as self-report or personal interest biases.

▶ Most previous studies that have reported benefits of AAIs have focused on the therapeutic context itself. Future studies need also to examine whether these effects carry over into other contexts, and if they are retained over time.

▶ Cultural and individual differences in responses to animals have tended to be ignored in the literature. Future studies must take into account differences in animal-related attitudes and preferences, since it is unlikely that AAIs will be equally acceptable, appropriate, and beneficial in all contexts, and for all individuals, populations, and diagnoses. 



# Notre Dame de Namur University Offers Degree In Animal-Human Studies



In recognition of the growing world-wide interest in animals as well as the projected need for increasing numbers of educated professionals in animal-related careers, Notre Dame de Namur University (NDNU) in Belmont, California now offers a four-year undergraduate degree in ***Sociology: Animals in Human Society***. This promising new major offers students the opportunity to study Sociology while they concentrate on the unique social relationship that humans share with other animals. Students examine this bond on the personal, institutional, and global levels through an array of issues ranging from the role of companion animals in human wellness to the exploitation of animals in agribusiness, research, and nature. The centerpiece of the Sociology: Animals in Human Society major is its two-semester internship during which students work directly with animals at an on-site location of their choice. Shelters, sanctuaries, nature reserves, wildlife museums, and therapy settings are just some of the environments in which students can intern. Currently, **Notre Dame de Namur University is the only four-year institution in the nation to offer an undergraduate academic major of this kind.**

Why study about the animal-human bond within the context of Sociology? The reasons lie in the premise of Sociology itself. The discipline assumes that human beings are social animals whose individual behavior is shaped by our physical circumstances and the groups to which we belong. To study animal-human interaction from this perspective allows us to see how our attitudes and behaviors toward other species are constructed by the society in which we live. In addition, the sociological perspective exposes the entanglement of human suffering and the exploitation of other species. Sociology is also about possibilities, recognizing the capacity of human beings to change the very environments that shape us. As such, Sociology encourages us to examine the links that connect animal abuse to violence against humans. At the same time, it finds a positive correlation between the companionship of an animal during childhood and tolerance of diverse peoples in adulthood.

In the last decade, the number of U.S. households with companion animals has increased by more than 10 million. Animal lovers now spend over \$31 billion annually on the objects of their affection. As their role in the physical, emotional, and social health of humans is acknowledged, animals of all kinds are being incorporated into various therapy modalities. Dogs, cats, rabbits, and even some farm animals are utilized regularly in hospitals, schools, group homes, therapists' offices, senior centers, homeless shelters, workplaces, and prisons. Organizations committed to wildlife protection note greater public demand on businesses and governments to preserve endangered species and natural habitats. The future promise of these trends is rich and translates into a proliferation of satisfying career opportunities for sociologists who focus on the special relationship humans share with other animals. In addition, this major allows those students interested in achieving managerial success in not-for-profit and private organizations dedicated to enhancing the bond between animals and people to enter a seamless course of specialized study combining undergraduate and graduate study that results in a Masters of Public Administration degree.

The level of professionalism required to work with animals is expected to increase significantly in upcoming decades, making a college education indispensable and competition stiff among applicants. The traditional framework of the Sociology major, the emphasis on Animals in Human Society, and the work history provided by the internship gives students an advantage in their career pursuits. Equally important, the Sociology: Animals in Human Society major benefits the animals and their human allies with the excellence in training they so deserve. 🐾

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*Interested individuals are invited to contact Dr. Cheryl Joseph, the advisor for the Sociology: Animals in Human Society major by emailing [cjoseph@ndnu.edu](mailto:cjoseph@ndnu.edu) or by calling 650-508-3586. Additional information about the major and Notre Dame de Namur University can also be found at [www.ndnu.edu](http://www.ndnu.edu).*



# CARE LOVE LEARN

## LEARNING TO CARE Love and Learn Why we need humane education

By Bill Samuels

Reprinted from ASPCA Animal Watch, Summer 2004, Vol. 24, No. 2, with permission from The American Society for the Prevention of Cruelty to Animals, 424 East 92nd Street, New York, NY 10128-6804.

**B**ecause learning to care is learning to act, it's important to know how to help those we care about. This is especially true for kids, who form an understanding of who they are based on what they do. When we show them that they can help animals, they learn that they can make a real difference in the world. Match a strong sense of compassion with competency, and great things can happen – for animals and children alike.

### What Pets Need

One way that the ASPCA's Humane Education department helps children become kind, capable young adults is by teaching them to care for animals. In addition to developing humane education materials for thousands of classrooms across the country, the department visits hundreds of classrooms each year. One of the programs that we bring to students begins with a discussion about what pets need. Perhaps the greatest personal reward of this inquiry based exercise is that invariably with no prompting from us – a child will raise his or her hand and say, "Pets need love, too." As we guide the children in exploring how a pet's needs are both similar to and different from our own, we increase their ability to empathize, and show them that they can also extend caring and humane action to their families, peers, and communities.

Looking into the children's eyes and listening to what they say, it's evident that they are beginning to understand how to help the animals around them. It's difficult to convey this success to those who don't see it firsthand, so we are conducting controlled studies on the effectiveness of this program. Initial results show that the participating children increase their knowledge of pet care an average of 20 percent.

### Cool Like Me

As children mature, they can do more to care for animals. Teenagers can even take their skills into the community to help those who need it most – but that's a topic for another article. For now, we can say that when educating older kids, the situation is somewhat reversed. Younger children often have a strong sense of wonder about animals, but don't know how to care for them; older children have often learned many ways to help animals, but may have lost some of their innate curiosity.




One of the ways that we can help older children rekindle their interest in animals – and benefit from the far-reaching values they can teach – is by demonstrating how the animals in our lives, and wild animals too, share many of our basic needs. Apes adopt orphans, for example; meerkats babysit for relatives. Elephants protect and appear to mourn their dead. Studies have revealed that chimpanzees and capuchin monkeys have a sense of fairness. Most mammals love to play, and gorillas even like having pets of their own! By demonstrating how similar we really are, books like Jane Goodall's *The Chimpanzees I Love*, Cristina Kessler's

Jubela and Etta Kaner's *Animal Talk* – all excellent additions to a student's reading list – testify to how easily we can expand our circle of caring to other animals.

### Animal Admiration

Humane education allows children to do more than learn about other animals – it helps children learn from them. Woven throughout the vast diversity of the animal world are countless sources of inspiration: the doting patience with which Emperor penguin fathers hold single eggs on their feet for nine weeks; the selflessness of killdeer, who will act as though they're wounded to draw the attention of predators away from their babies; the teamwork of a dolphin pod, whose members take turns lifting the sick to the water's surface; and the bravery of Norman, a blind Labrador retriever who risked his life to save a drowning girl (as told in Andrew Clements's great book, *Pets to the Rescue: Brave Norman - A True Story*).

As similar as we are, we must remember that animals are not four-legged humans. Each life fills a unique role in nature and has its own special needs. Humane education teaches us that we can help those we love most when we best understand them and their unique perspective. Understanding and action are a powerful combination. Animals give us all a chance to enrich our lives by caring. If we learn how and why to help animals, we both gain. If we don't, we both lose. 

Bill Samuels ([bills@aspc.org](mailto:bills@aspc.org)) is the director of ASPCA Humane Education. He has a Ph.D. in educational assessment.

Graphic by Katherine Dunn  
[www.katherinedunn.com](http://www.katherinedunn.com)

# *This Frances (sic) was no Saint!*

## Hurricanes and the HCAB

By Michelle Rivera



Photo courtesy of [www.hilandslittletheatre.com](http://www.hilandslittletheatre.com)

*Damage in Sebring, Florida.*

Meteorologists in our little corner of the world were doing their level best not to alarm anyone as a "climatological event" known as Frances was making its way in our general direction. But it was very difficult in those few days preceding the landfall of Hurricane Frances to think of much else and I was near hysterics, I am not ashamed to say. Having lived through Hurricane Andrew and witnessing the near total devastation of our neighbors to the west in Punta Gorda at the hands of Hurricane Charley a mere week or so before, I was not one to be complacent about hurricanes.

How can you be when you have animals depending on you for their safety and well being and you know that, if the order to evacuate is given, you can't bring them to shelters with you?

There are many, many issues to consider when a hurricane threatens

and certainly those of us with animals have additional worries at a time when most of those around us are concerning themselves with plywood, shutters and securing property. The experts tell us to fashion a survival kit and include a gallon of water for each person for seven days. If you have animals, certainly they, too, will need at least that much so you figure that into the equation. In the sub tropical heat of South Florida, air conditioning is essential. When the power goes out, a gallon of water per person per day hardly seems enough.

They tell you to be sure to go into your safe room, be it a closet or

bathroom but they don't tell you how to explain to your furkids why you are suddenly acting like the village idiot and herding them all into the closet in near total darkness because the power has already failed. Incredibly, they warn us not to tie the dog outside and leave him there. (I mean, do we really need to be told that?) During Hurricane Charley, people had done so with disastrous results when the flooding began. It's hard to believe that there are some people who actually have to be told not to tie their dog outside during a hurricane but sure enough, a story emerged of a call that came into the police station complaining that a German Shepherd dog that had been tied up outside a home and the people had evacuated. The dog was picked up just an hour or so before Frances made landfall and animal cruelty charges are pending.





There were lessons learned from Andrew back in August of 1992 that helped shape some of the hurricane survival tips that were making the rounds in the days before Frances. The folks over at Animal Control came on all the major networks, which had gone "wall to wall" in their coverage about two days before Frances was expected to hit. They told us to be sure our animals had on tags, or had microchips or tattoos and that cats should be in carriers and dogs in crates "just in case".

When Frances came ashore near my home in Jupiter, Florida she came as a category two, having been downgraded from the four that we were expecting. It sounded for all the world as if a freight train was traveling through my tiny backyard. And the thing about Frances was that she was moving at a leisurely pace, drawing out the terror, dousing us with rain and battering us with wind with a ferocity that was downright frightening.

She stayed with us for a whole day and night, coming ashore in the midnight hours and slipping away silently. But it was just a tease; it was only the eye passing over our little town as we waited in dread for the second assault. Frances came back with a ferocity that rattled the windows. When she was really, truly gone, the genuine challenge began.



Millions of people were without power. One of them was my friend Mary Pat who had offered to take in the greyhounds of people who had to evacuate, and there were many of them. She had fourteen greyhounds in her little house, which was battered down and fully capable of defying a cat two hurricane. But when the power went out so did the air conditioning, of course, and in South Florida in early



September that is truly a nightmare. A few of the dogs became ill and needed Gatorade and Immodium to help them struggle with symptoms of diarrhea and heatstroke. Mary Pat and her fourteen greyhounds were without power for a full week and she sobbed every day when I called her to ask what I could do. "Bring ice, please, bring ice and water" she told me, because both were in very short supply. I did what I could and we learned that greyhounds rather like the taste of kiwi-strawberry Gatorade!

The folks at Busch Wildlife Sanctuary had a dilemma as well. The electricity had gone out there too and with it went all the food supply for the seabirds. The frozen fish was no longer frozen and was spoiling fast. I called to ask if they needed



anything and David, their executive director, asked if I knew anywhere to get some fish for the seabirds. "All my suppliers are without power and the birds have not eaten now for three days." There was a supplier in Miami, which is about two hours south of us and not affected by the storm, but gas was in very short supply and there was a dusk-to-dawn curfew which made it very difficult to get to Miami and back with a truckload of fish. In the end, they found some fish for the birds but several animals had died of heart failure during the height of the storm. Immediately after the storm, their animal population swelled as over two hundred animals were brought in to be treated for hurricane-related injuries. A baby squirrel had been slammed against someone's front door and was soaking wet and traumatized. Birds had become disoriented, snakes had run afoul of people's personal spaces and all were brought in for some tender loving care.

A story appeared in the Palm Beach Post about a woman who opened her door right after the storm to find a strange dog, a Rottweiler, standing there pleading with her. At first she was afraid and called to her husband in alarm. He came and saw the dog and decided that the dog was harmless and so he ventured outside to see if the rotti had a collar or tag.

*Hurricane, continued on page 16*



# Fostering Cooperation Between the United States and Japan:

## Japanese Elementary School Program Teaches Reverence for All Life



By Miyoko Matoba, Kitasato University, Japan  
and  
Debbie Coultis, People, Animals, Nature, Inc. (PAN)

### Introduction

*Even though Japan is an Eastern nation and the United States a Western one, both countries are among the most industrialized nations in the world. There are distinct cultural differences that are important to understand by citizens of both countries. However, both countries face similar problems that may be addressed by comparable solutions. This paper focuses on an elementary school program at Murata Daiichi Elementary School that introduces animals and nature into the curriculum to help solve social problems common to the US and Japan. These problems include animal abuse and or neglect. The Japanese Elementary School Program is a cooperative project between People, Animals, Nature, Inc, and Milkyhouse, a volunteer group in Japan. We designed the Humane Education program as a long term project that includes teacher participation.*

### Background

In 1987, the American Psychiatric Association added animal cruelty to the list of indicators for a diagnosis of conduct disorder to the Diagnostic and Statistical Manual of Mental Disorders. The median age of onset of animal abuse is 6.5, and is often noticed before other indicators of conduct disorder. Antisocial behavior appears to remain stable over the course of development, forecasts major dysfunction in adulthood, and is intergenerational in nature.

Identifying animal abuse early and doing something about it may be a way to stop the maladaptive behavior. The best point for intervention is before a child is seven years of age. Childhood animal abuse is associated with family violence. The co-occurrence of physical child abuse and animal abuse is over 80%.

The National Ministry of Education, Culture, Sports, Science and Technology administers curriculum in Japan. In 2002, major curricular reform was implemented to allow schools to be more responsive to student needs and to equip students with knowledge and skills identified as important in the 21<sup>st</sup> century. Since the knowledge base is increasing rapidly, knowing how to locate and evaluate information was deemed more important than memorization. Teaching reverence for life is part of the new curriculum plan. For further details, visit the Japanese Ministry of Education, Culture, Sports, Science and Technology at <http://www.mext.go.jp/english>.

## ***Pets in Japan***

Pets are important in Japan, but due to high population density, many people are unable to keep pets. This makes it even more important for children to be introduced to animals and animal behavior in school. Many children are unfamiliar with animals; as a result, some children are afraid of them or think they are dirty.

In 2003, 36.6% of Japan's population had pets, a decrease from 41.7% in 1974. This figure may be misleading since when the age distribution is taken into account a different picture emerges:

20-29 years: 32.9%  
40-49 years: 58.1%  
50-59 years: 45.6%  
over 60: 28.2%

In 2003, types of pets were:

Dog: 62.4%  
Cat: 29.2  
Fish: 11.7%  
Bird: 7.7



In 2003 reasons for having a pet were (multiple answers allowed):

Family's love of pet: 60.5%  
Pet soothes them: 47.9%  
Likes pet: 38.3  
Animals help their children develop moral character: 21.6%  
Improve family relationships: 11.0%  
Pet is their companion: 4.2%

In 2003, reasons given for not having a pet (multiple answers allowed):

Can't care for a pet: 46.5%  
Couldn't cope if pet died: 35.0%  
Are not allowed to keep pets in apartment: 24.6%  
Don't like animals: 24.6%  
Pets carry disease: 11.5%

## ***About the Murata Daiichi Elementary School and the Program to Teach Reverence for All Life***

The Murata Daiichi Elementary School is located in Murata-Cho, Shibata City, Miyagi Prefecture. Murata-Cho means "warehouse town". In the town, there are many wealthy farmers who depend upon livestock farming and agriculture such as rice and tobacco. The population is approximately 13,200. The Murata Daiichi Elementary School is a public elementary school with about 350 students, which is be considered a medium sized Elementary school in Japan. The school faces a highway. On the right side of the school is the town office, and on the left is its nursery school. There is a park on a slightly elevated hill which can be climbed by the children. The facing road has a side parking area, a market, and a clinic.

### ***The lesson plans***

The series of lessons are described in the following tables. Milkyhouse dogs are evaluated using training and evaluation standards that exceed Delta Pet Partner standards and they are monitored for stress by a knowledgeable person during each session. Miyoko Matoba, one of the founders of Milkyhouse, is trained in animal behavior, education, and research. Co-founder Naoko Aiba is a former student in the PAN certificate program. Outcome is collected about each program.



Time allocation	Students	Teacher	Facilitator and Volunteer
5 minutes	Students listen to their teacher's explanation.	Teacher explains lesson contents and introduces the facilitator and volunteers for the lesson.	Facilitator and volunteers greet the students.
5 minutes	Students form 4 groups of 12	<p>Teacher explains how to form the groups.</p> <ol style="list-style-type: none"> <li>1. When the music stops students do rock/paper/scissors with the closest person.</li> <li>2. The winners move to the front of the room with their hands on their shoulders, while the losers stay behind.</li> <li>3. Students repeat the rock paper scissors game.</li> <li>4. When the game stops, students make 4 groups of 12 students, and sit in a circle on the floor.</li> </ol> <p>Game Purpose:</p> <ul style="list-style-type: none"> <li>• The group members are random members.</li> <li>• Helps create a playful atmosphere</li> <li>• Prepares student to for observational activity</li> </ul>	Facilitator and volunteers introduce dogs in to the activity, paying special attention to the safety of the dogs and others involved
10 minutes	<p>Groups take turns observing the dog.</p> <ol style="list-style-type: none"> <li>1. Behavior (Watching)</li> <li>2. Clapping hands</li> <li>3. Lay hand near dog's nose</li> <li>4. Petting dog</li> </ol>	<p>Teacher explains how to observe.</p> <ol style="list-style-type: none"> <li>1. Sit quietly</li> <li>2. When teaching dogs, listen to the instructions from the facilitator.</li> <li>3. Observe the movement of the dog's body. <ul style="list-style-type: none"> <li>• Dog's reaction to sound?</li> <li>• Dog's reaction to smell?</li> <li>• Dog's reaction to touch?</li> </ul> </li> <li>• Teacher observes student's reaction and praises appropriate behavior and corrects inappropriate behavior</li> </ol>	<p>Facilitator assigns a volunteer to each group.</p> <p>Volunteer and dog walk around the students.</p> <p>Volunteer puts small treat in student's hand.</p> <p>Volunteer pays attention to safety of both dog and students.</p> <p>Facilitator provides guidance.</p>
30 minutes	<p>A student from each group shares observations made by their group.</p> <p>Students think about dog's body language.</p> <p>Students ask the facilitator questions about the behaviors they observed</p>	<p>Teacher asks students what they discovered by observation.</p> <ul style="list-style-type: none"> <li>• Dog's facial expression</li> <li>• Dog's tail position</li> <li>• Dog's ears position</li> <li>• Dog's reaction to sound</li> <li>• Dog's reaction to smell</li> </ul>	Facilitator explains dog's behavioral from expressions.



## Conclusion

This model is goal oriented and can easily be adapted in most elementary school settings. Choice of animal and games that are played may vary according to cultural preferences, available volunteers, and other resources. For additional information in English, Contact Debbie Coultis at [Coultis@Umich.edu](mailto:Coultis@Umich.edu), [www.pan-inc.org](http://www.pan-inc.org). For additional information in Japanese, contact Miyoko Matoba at [Milkyhouse@k4.dion.ne.jp](mailto:Milkyhouse@k4.dion.ne.jp). 🐾



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- Psychologists for the Ethical Treatment of Animals
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But the dog turned and ran into the backyard and so the homeowner followed her to see where she was going. When he arrived in his yard he found a second Rottweiler struggling to survive in the debris-infested pool. He saved the drowning dog and, at last report, both dogs were “eating them out of house and home” while their owners were tracked down.

The animals at Lion Country Safari took over the kitchen and bathrooms and the Palm Beach Zoo suffered the loss of a few animals and many, many tropical plants. I heard several reports of older animals suffering heart attacks or shock and dying at the height of the storm. These are the victims one never

reads about but they are disaster victims just the same.


By far the biggest tragedy to come out of Hurricane Frances was the thousands of cattle who were standing in flooded pastures with nothing to eat and suffering from a disease that rots their feet because of the water. The farmers will no doubt be reimbursed from FEMA but I can't help feeling the tragedy of the pain of hunger and isolation those animals must be feeling.

As I write this we have just

escaped a strike from Ivan and are waiting to see what Jeanne and Lisa will bring.

As for me, I am leaving for California vacation and getting out of the way. Hurricanes are not discriminating in their total destruction of flora and fauna and humans and their habitats. In that regard, we are one with the animals.

JF



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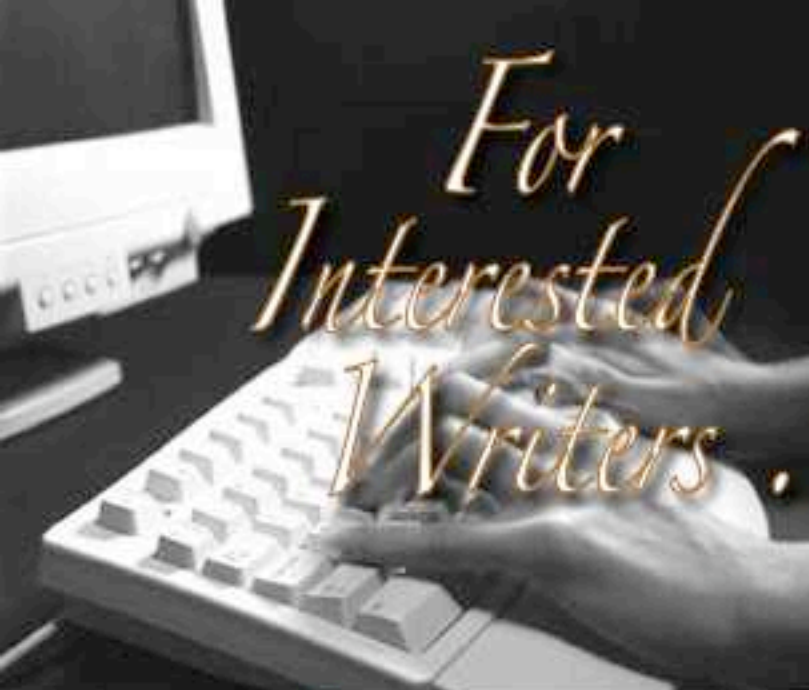
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For additional information call 973-628-9494 or e-mail: [melaniea@aspca.org](mailto:melaniea@aspca.org)
- November 6** The International Society of Animal Welfare Administrators (SAWA) certification exam. San Diego, CA. This first-of-its-kind credential will provide top-level managers working in nonprofit and municipal agencies the opportunity to gain recognition for their knowledge, experience and expertise. For further details see page Five.

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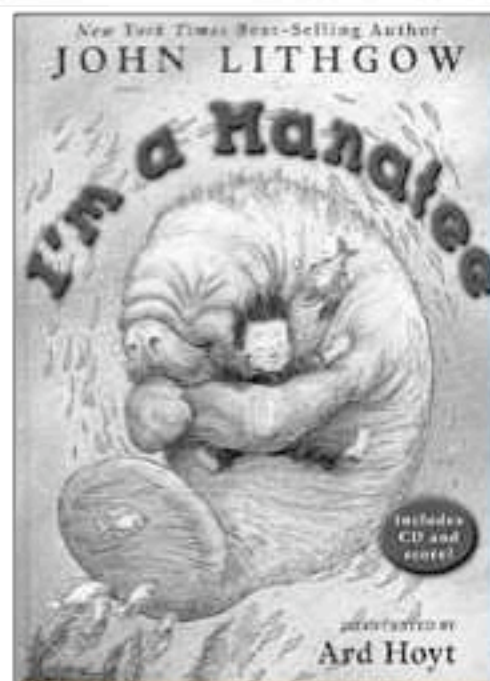
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# Media Reviews and Announcements



## I'm a Manatee

By John Lithgow

John Lithgow is the *New York Times* best-selling author of *Micawber*, *Marsupial Sue*, and *The Remarkable Farkle McBride*. He is also an award-winning actor, starring in stage, screen and television, and has recorded two CDs of songs for children "Farkle and Friends" and "Singing in the Bathtub". For more information about John Lithgow, visit [www.lithgowpalooza.com](http://www.lithgowpalooza.com)

Ard Hoyt is the illustrator of *One-Dog Canoe* by Mary Casanova. This is his second book for children. Ard Hoyt lives in Bentonville, Arkansas.

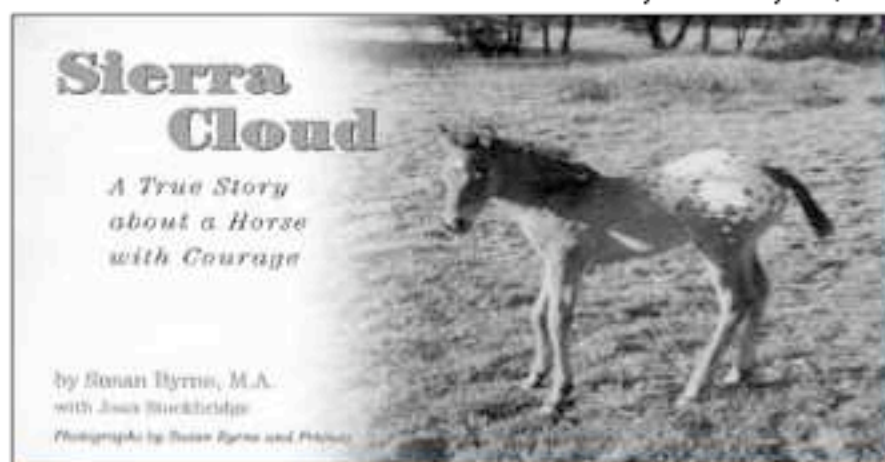
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*I'm a Manatee* is the enchanting tale of a boy who literally and figuratively gets swept away by his own dreams – a dream of becoming a manatee. *New York Times* best selling author John Lithgow's witty, lyrical texts, and Hoyt's marvelously creative, and slightly sardonic illustrations, combine to create a pleasurable escapade for readers and dreamers; alike. The book comes packaged with a CD of John Lithgow performing the song "I'm a Manatee," and the musical score written by Bill Elliot.

John Lithgow, *I'm a Manatee*, and Simon and Schuster Children's Publishing are proud supporters of the Save the Manatee Club, a nonprofit, membership-based organization devoted to protecting endangered manatees and their habitats. For information on the organization visit [www.savethemanatee.org](http://www.savethemanatee.org).

## Sierra Cloud

By Susan Byrne, M.A.



*Sierra Cloud-A True Story about a Horse with Courage* is the tale of a one-year old filly (a young female horse) who is assaulted by a stallion that gets loose one night while Sierra Cloud is visiting at a summer camp for human children. The camp staffers don't tell her owner about

the stallion's escape because they don't suspect that Sierra Cloud has been hurt. The story is told from Sierra Cloud's point of view. When she returns home, she experiences many of the feelings that human child victims of sexual abuse experience – depression, fear, guilt, shame, and





above all, the fear that no one will believe or like her if she tells them what happened.

When Sierra Cloud eventually feels free to tell someone she trusts about the assault, her speaking out, which child therapists call "disclosure," is the beginning of her recovery. In this way the story emphasizes the importance of disclosure for human children as well. Readers learn that speaking out is a way to stop abuse and the story emphasizes the courage it takes for any victim to tell about abuse.

Today, partnering with animals to facilitate the therapeutic process is becoming more accepted, appreciated and valued in the therapeutic community. Animal stories help therapists help young victims. Children love stories, and the story of Sierra Cloud offers child readers an opportunity to identify with the horse and project their feelings onto the animal. This helps an abused child to be able to express his or her own feelings. When used in a therapeutic setting, the animal serves as a bridge between the child and the therapist and serves as a transitional object for the child.

*Sierra Cloud* teaches children affection, empathy, courage, and self-acceptance. The book has been read and edited by Masters-and Ph.D.-level mental health clinicians as well as by lay persons who are survivors of child sexual abuse. It is designed for use by therapists and counselors who work with children who have experienced sexual abuse as well as those who have not. A companion

*"We must never permit the voice of humanity within us to be silenced. It is man's sympathy with all creatures that first makes him truly a man."*

Albert Schweitzer

book *Sierra Cloud – The Writing and Drawing Journal* facilitates discussion throughout the story and its use helps to foster dialogue and the disclosure of abuse and reassure children that sexual abuse is not their fault.

*Sierra Cloud* is easily read by middle grade children ages eight to 12 and can be understood by young readers ages five to eight. A therapist or caregiver can read the story to children, or children can read it by themselves.

The book volume is 5.5" x 8.5" in size with landscape wire-o binding.

The text is 36 pages with 15 full color photos of Sierra Cloud, her family of animals and her owner. The retail price for the book is \$14.95. The journal/drawing book is 8½" by 11" and retails for \$4.95. A discount can be arranged if you wish to purchase multiple volumes. Books and journals may be purchased separately.

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## **NEW!** **Children and Animals: Exploring the Roots of Kindness and Cruelty**

By Frank R. Ascione

When humans' relationships with animals become distorted, they turn into examples of malevolence and cruelty. The perpetrators of such inhumane treatment are often children and adolescents, but adults sometimes join their ranks. How common are these incidents? What motivates human maltreatment of animals? Are there cultural, societal, neighborhood, and family contexts that contribute to cruelty to animals? How early in a child's life does cruelty to animals emerge and are these incidents always a sign of future interpersonal violence? Are there ways of preventing such cruelty? Can we intervene effectively with children who already have a history of abuse and violence?

*Children and Animals: Exploring the Roots of Kindness and Cruelty* presents the current scientific and professional wisdom about the relation between the maltreatment of animals and interpersonal violence directed toward other human beings. However, the author, Frank R.

Ascione, a noted expert in these areas, writes in a style and presents the findings in language that will be understandable to parents, teachers, counselors, clergy, animal welfare professionals, foster parents, mental health professionals, youth workers, law enforcement professionals, and any one else whose work or interest crosses into the lives of children and adolescents. Although animal abuse has been an acknowledged problem for centuries, it is only within the past few decades that scientific

research has provided evidence that the maltreatment of animals often overlaps with violence toward people. The ways that our young people are affected by bullying or assaults in a schoolyard, child abuse in homes, violence between adult intimate partners, community violence in our streets and neighborhoods, and even the context of war are now the subject of concerted research efforts. And very often, the association of these forms of violence with cruelty to animals has been found. This book presents the considerable research that now exists on this topic – most of it published in scientific journals and periodicals – to the adults whose lives touch those of children and adolescents.

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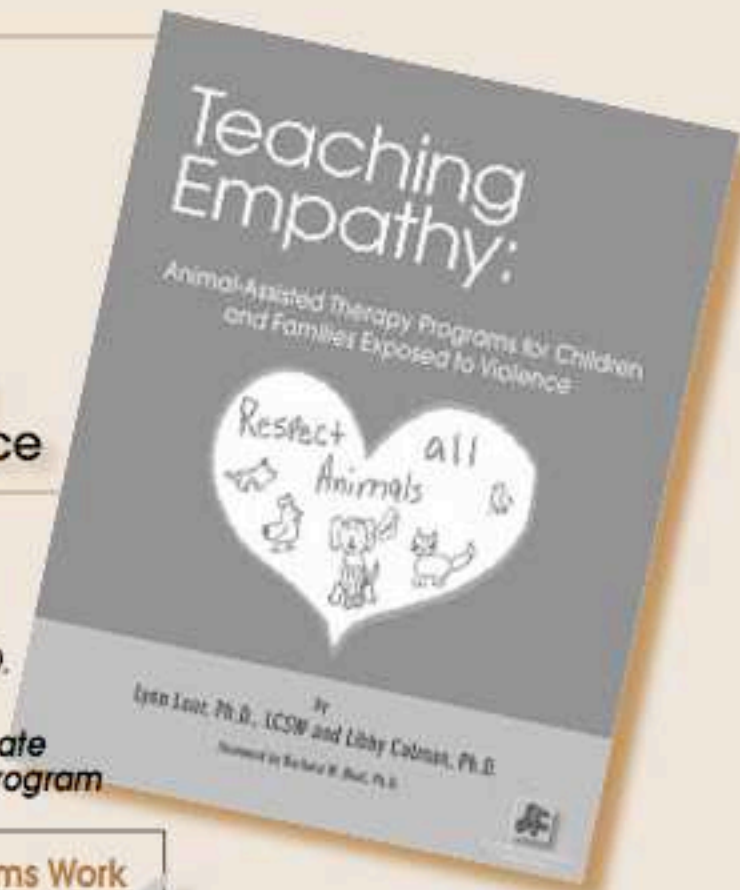
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