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Latham Letter

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PROMOTING RESPECT FOR ALL LIFE THROUGH EDUCATION

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*Improving Animal
Welfare in Tanzania:
A profile of the
Arusha Society
for the Protection
of Animals*

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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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Balanced perspectives on humane issues and activities



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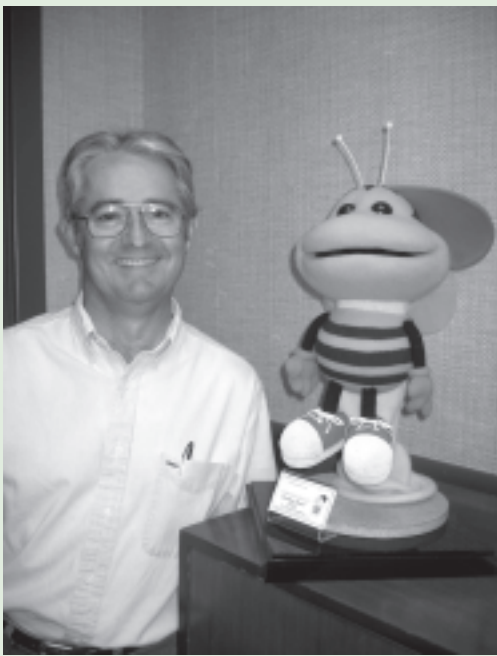
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Editorial: Expectations

Two New Products

By Hugh H. Tebault, III, President

I am honored to announce two new products in this issue of *The Latham Letter*.

First, a new film: *Breaking the Cycles of Violence II: Successful Interventions* is a fresh look at how communities work together in many ways to solve the problem of animal and family violence. This film combines well with the updated manual, *Breaking the Cycles of Violence: A Guide to Multi-disciplinary Interventions* by Phil Arkow.

Second, a book: *Teaching Empathy, Animal-Assisted Therapy Programs for Children and Families Exposed to Violence* by Drs Lynn Loar and Libby Colman. We partner again with two authors whose innovative and insightful work clearly leads the way in their field. It is an honor to assist them in publishing this book, adding it to the Latham Publication's library.

Throughout the production of both the book and the video, my expectations needed to be adjusted in light of the importance of the

information to be conveyed and the timeliness of its delivery. First and foremost, I knew the information contained in these new releases was VERY important to get into the hands of caring and devoted individuals. Whether you are a humane educator, animal care professional, prosecutor, defender, or just a person who cares, these two products give you incredible insight into the how and why of the problem of abuse, and, more importantly, many ways to help resolve the problem.

The need for that information heightened my frustration at project delays. All projects start with ideas and goals. As the project moves forward, more and more details take shape and result in timeline shifts. Initial goals, or expectations, often morph as people's schedules change or situations arise that simply were not initially considered.

The ideas for *Breaking the Cycles of Violence II* began more than a year ago when we decided it was time to update our existing film. It took much patience and a new

producer, Tula Asselanis, to bring this idea to reality. Months of planning were followed by cross-country trips to film on location and then months of post production work to ensure the integrity of the message.

Similarly, *Teaching Empathy* began as an outgrowth of the book *Teaching Compassion*, produced by the Latham Foundation in 1999. Desiring to expand and extend a chapter from that book into its own work, Drs Loar and Colman began the research and writing process more than a year ago. We had initially anticipated publication by March 2004, but with changing schedules of authors, editors, and printers, we are now happily awaiting its arrival from the printer as I write.

I am reminded of an old advertisement with the tag line "no product before its time." If a product is good enough to produce, it is worth the time necessary to produce it right. Rushing to meet a deadline is not an option. Congratulations to all who worked together to produce two more Latham tools for your use.





Dear Latham Letter,

Thank you for putting my picture on the back of your magazine. However, at the risk of seeming to bite the hand that feeds me, I must point out that you erroneously identified me as a “rescued Manx,” when in fact I am a Japanese Bobtail. Nevertheless, I am most honored to have been featured in such a classy rag!

Sincerely,
Baby Moo



**Coming in the
next issue --
Winners in the
Search for
Excellence
Video Awards**

Of

Note:



New Video Available

A new video in Latham’s series of books and publications on the connections between animal abuse and other forms of domestic violence is available. *Breaking the Cycles of Violence II: Successful Interventions* highlights two coalitions in which humane societies, child protective services, law enforcement, and victim advocates combine their resources to help all victims of domestic violence.

Additional information and resources are available in an accompanying 64-page manual, which is a guide to multi-disciplinary interventions for child protection, domestic violence, and animal protection organizations by Phil Arkow.

Both the video and manual are available from Latham at orders@latham.org, www.latham.org, and 510-521-0920.

Handout material available

If you or your organization are planning a program or event at which information about the Latham Foundation’s products and services would be appropriate, please contact us for a supply. Please allow at least three weeks’ notice.

Speakers bureau available

The Latham Foundation has speakers available who can discuss the links between animal abuse and family violence to a wide range of audiences: veterinarians, social workers, law enforcement officials, psychologists, child protection groups, domestic violence/women’s agencies, and animal welfare workers. We invite our readers to provide contact information of people and organizations who might wish to arrange for “Link” presentations. Please contact Phil Arkow, chair of Latham’s “Link” task force, c/o Latham at www.latham.org.

Arusha Society for the Protection of Animals Improves Animal Welfare in Tanzania

By Sara Henderson Noad

The general picture

A drive or walk along an Arusha (Tanzania) street or on a country road in the Arumeru District of this South-east African country immediately paints a sad picture: there are cases of animal abuse and neglect to be seen everywhere. A visit to a home or farm is also likely to be a dismal experience.

Emaciated dogs roam the streets, licking their wounds and irritated by chronic skin conditions such as mange, infested with ticks and fleas. The females reproduce continuously, growing thinner and thinner until they finally waste away and die. They are beaten for as little as foraging in a rubbish heap as they do their best to find food. Most of the dogs not on the streets are incarcerated in tiny huts or cages, becoming savage with the trauma and being driven crazy by hunger and thirst. Many succumb to rabies, as do the human beings they have bitten in their frenzy.

Donkeys and oxen are overloaded and overworked and often, especially in the long dry season, are weak from hunger and thirst. They are pressed into service when sick, heavily pregnant and too young. They are not rested or fed and are cruelly beaten when they falter from exhaustion. When they finally collapse, they are abandoned to suffer and finally to die where they fall.

Not always so easily seen are our farm animals, many of which suffer

terribly because of the wide practice of zero grazing. They stand day in and day out in their poor and dirty sheds, which are piled high with dung and urine and in the rains, running with water. Many are emaciated and suffer from foot rot, chronic mastitis and the calcium deficiency which leads to milk fever. Their food and water troughs are filthy from neglect and their feeding regimes often poor and unbalanced. Badly managed zero grazing leads to limited body movement, causing muscle wastage and poor digestion. The animals are often infested with ticks and skin conditions.

All species suffer from repeated infestations of worms.

No humane consideration is given to livestock going to and from the market.

Chickens are transported hanging upside down, sometimes with their beaks dragging on the ground. They are kept in the sun without food or water.



Masai brings his dogs to the Saturday dip

Cattle trucks are overloaded, species are mixed and horned and dehorned animals are transported together.

Small stock is loaded in layers with those on top defecating on those below. They are not given food or water whilst in transit, even over very long distances, nor are they rested, and nor do vehicles stop in the shade when it is time for the driver to take rest and refreshment himself.

Weak animals collapse and are trampled by others, increasing the hazard and misery of those still left standing.

These inhumane transport practices rebound upon the human populations – such animals are much more vulnerable to disease. Because of the injuries they suffer in transit, the carcasses are poor, producing tough meat which does not stay fresh for very long.

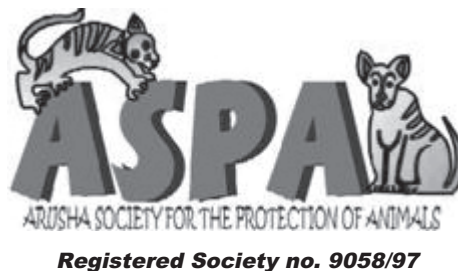
Underlying causes

There are of course reasons for these terrible conditions.

- Ignorance and poverty. The per capita income is very low, (2002 GDP \$75 to \$150 and falling), resulting in inability of those who do know better to buy drugs and animal feed and resulting in desperation and the type of anger which can cause individual acts of mindless cruelty.
- The public has little general knowledge or sensitivity to animal welfare issues.
- The Animal Protection Act is not in use and the Police are not aware of the necessity to enforce it.
- There is little evident government support on animal welfare issues and frequently existing livestock husbandry education falls far short of the ideal, and instead sets a poor example.
- Even ASPA's own education programme falls far short of what is necessary, hampered by lack of funding and transport.
- Sometimes tradition, custom, taboos, religions and beliefs get in the way of good animal husbandry.
- Although livestock movement permits are issued, these do not help at all, because there is little follow up or enforcement of regulations.

Some solutions

- Continuous education by ASPA to reinforce that which already delivered in schools,
- ASPA Inspector visits to local villages and communities,
- Enforcement of the existing animal protection laws,
- Law reform which also incorporates humane slaughter legislation,
- Support to the local Ministry of Water and Livestock's Livestock Training Institute at Tengeru to encourage the production of better qualified para-vets and stockmen, and
- Funding for ASPA infrastructure and human resources and finance to enable the development of these solutions. A vehicle, complete with driver/inspector is sorely needed, as are an executive officer and a field officer.



ASPA's work

With the close co-operation of the Arumeru District Council, ASPA

- Runs an animal shelter for unwanted, stray and abused cats and dogs,
- Treats sick or injured animals brought in by their owners. Treatment is free for those who cannot pay.
- Neuters cats and dogs. The service is free for those who cannot pay.



Serious owner

- Holds a Saturday clinic at which dogs, cats, puppies, kittens and sometimes rabbits and chickens are vaccinated, de-wormed, and dipped or dusted for ecto-parasite control. Each owner is given educational material and encouraged to attend regularly.
- Runs mobile rabies vaccination clinics in response to rabies outbreak reports from local village elders. People as well as animals frequently die from rabies in Tanzania.
- Installs running leashes and gives training in their use, to help prevent cruel incarceration of watch dogs.
- Responds to reports of neglect and abuse. Volunteers supply their time and transport for this.

Continued on next page.

ASPA: A Profile

Arusha Society for the Protection of Animals (ASPA) was founded in 1997 to improve animal welfare by:

- Educating adults and children on animal respect, care and good husbandry,
- Rescuing stray and badly treated animals,
- Controlling companion animal over-population and carrying out rabies vaccination campaigns,
- Upholding the Animal Protection Ordinance (CAP 153),
- Updating the current legislation,
- Buying land for the construction of an animal rescue facility and veterinary laboratory.

ASPA to take part in their Anglophone Africa Members Development Workshop in Mombasa, Kenya. With all three East African countries present at the workshop, Tanzania launched the concept of using the reformation process of the old East African Community to attempt to put into place legislation which will ensure the humane slaughter



Queuing at a outreach vaccination clinic

The ASPA Shelter

In keeping with its Mission Statement, the Society runs a small animal shelter at the AruMeru District Headquarters, where stray and unwanted cats and dogs are cared for and rehomed. Sick animals from the community are brought in for attention, and dogs and cats are neutered upon request. On Saturday mornings there is a dog dipping and vaccination clinic attended by 60 to 80 people with their animals each week. Educational material is distributed to all owners.



Welfare instruction at the Saturday clinic

Progress

ASPA has recently undergone something of a rebirth. 2002/2003 saw the resumption of support from the International Fund for Animal Welfare (IFAW) and the World Society for the Protection of Animals (WSPA), with which ASPA is affiliated. WSPA invited two representatives from

of animals and the humane transport of animals throughout the East African region. In addition to this, ASPA will seek ways to enable enforcement of the current Animal Protection Ordinance (Cap. 153, 1947) and also the modalities for the amendment of this now very outdated legislation which contains nothing covering humane slaughter.



Boy and his puppies

Donkey Sanctuary at Usa River

A farming family at Usa River has made land available for a donkey sanctuary and with support of WSPA construction began in April. Typically, donkeys walk five hours each way to the local markets, coming in from a very arid area. They frequently collapse en route, weak from hunger and thirst. They are loaded with excessively heavy burdens, the weight all in one narrow place and without padding. Those which draw carts are usually in oxen yokes which put the weight on their long thin necks, inflicting severe strain and injury, and the ropes frequently interfere with their breathing. Addressing cart and harnessing problems will be the subject of a separate project. There will be a communal fodder and water point at Usa River market where first aid will be administered and educational literature distributed.

As the only organisation working for animal respect and protection in the region, ASPA responds to reports of abuse and neglect to any kind of animal, be it a companion animal, a domestic animal, or a wild animal. Its work encouraging animal respect is inextricably linked to community health, the protection of the environment and Tanzania's heritage as a whole.

In addition to support from WSPA and IFAW, the Society receives funding and in-kind support from the AruMeru District Council, individual benefactors, general membership, and the William and Charlotte Parks Foundation of the USA.

For further information or to help support ASPA's work, you may contact

Sarah Henderson
PO Box 736
Usa River, Tanzania.
barazani@habari.co.tz



*Waiting their turns
at the dip*

Author Sarah Henderson Noad was born in Iran in 1951 to British parents working with the Anglo-Iranian Oil Company. Her father was amongst the last expatriates to be evacuated on HMS Mauritius during the political unrest which occurred that year. Then followed two years in Khartoum, Sudan and twelve years in Bahrain, Arabian Gulf. In 1973 Sarah arrived in Kenya, where she eventually became a Kenya citizen and lived until 2000, when she joined her partner, the well-known East African safari guide and naturalist, Tor Allan, to live in Arusha, Tanzania, home to Africa's highest mountain, Kilimanjaro (15,000 ft).

Animals have always been part of Sarah's life, having grown up with desert Arabian horses in the Middle East. When she arrived in Kenya she adopted a young Irish setter via the local humane society – the first of many setters adopted over a span of thirty years. Horses remain a life-long passion and over the years, Sarah had several Thoroughbred horses from the Kenya race track, rehabilitating them into successful show horses.

Tanzania proved to be very different from Kenya, being much poorer and very rural. Tenacious Jacqui Sugden, who had kept the tiny local humane society, ASPA¹, going for a year almost single-handed, persuaded Sarah to attend a WSPA² seminar in Mombasa, Kenya. This member society development workshop provided the boost which ASPA so greatly needed, and using some of the skills acquired there, Sarah is beginning to be able to draw attention to the plight of Tanzania's domestic and companion animals, both locally and internationally. The challenges are particularly great in such an enormous country where resources are very limited, but drawing strongly on her knack of constructive net-working, she is optimistic that ASPA will eventually be able to make lasting changes for the better to the life of all animals in the country and as a result, to the lives of the poor communities which keep them.

¹ ASPA – Arusha Society for the Protection of Animals

² WSPA – World Society for the Protection of Animals



Old Dog, New Digs

By Ptolemy Tompkins
Senior Editor, Guideposts Magazine

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My mother was moving out of her house to an assisted living facility where no dogs were allowed. I knew we'd be able to find a home for Jack, her one-year-old Chihuahua, and Bunny, her three-year-old Pekingese. But "the girls" – Zuli and Anna, my mother's two shitzus – were 11. Who'd want to take them in? My mother would never relax until she knew they were in good hands, and I wouldn't feel at ease until she did.

That's when a good friend told me about Seniors to Seniors, a Long Island, New York, rescue service that matches up older dogs with older people. "Change is tough for an older dog, just like it can be for people," says Lee Kendrick, head of Seniors to Seniors. "Folks who've experienced losses of their own know how much the pet is in need of love and understanding. The healing works both ways."

Can you really find an old dog a new home? I brought Zuli and Anna to Lee. An older couple took both dogs in no time. Now my mother could start her new life knowing that the girls were together and in good hands. And I felt better too.

Fox Valley Humane Association Selected as Winner of National Humane Education Achievement Award



Fox Valley Humane Association in Appleton, Wisconsin has been selected as winner of the 2003 National Humane Education Achievement Award by the National Association for Humane and Environmental Education (NAHEE), youth education division of The Humane Society of the United States (HSUS).

The annual award recognizes an animal care/control organization that has demonstrated an exceptional commitment to youth education through the development of community partnerships or innovative projects that integrate humane education into school or other youth-oriented programs. According to Bill DeRosa, NAHEE's executive director, "Fox Valley Humane Association has a community-wide education program thanks to a number of creative partnerships."

FVHA, which cares for 3,000 to 4,000 animals each year in the Fox Valley Area and provides services to 34 municipalities, boosted its humane education efforts in early 2003 when it acquired a \$9,764 grant from the Community Foundation for the Fox Valley Region, Inc. The grant was to be used for a part-time education coordinator staff position, which allowed FVHA to expand its educational programs for elementary school children, including its week-long summer program, Camp Care-A-Lot and its Adopt-A-Classroom program, which provides ongoing educational materials to area schools. FVHA currently has 122 K-6 classrooms-close to 4,000 students-sponsored with subscriptions to KIND News, NAHEE's classroom newspaper that helps teachers teach kindness and respect for people, animals, and the environment.

Collaborations with the Children's Museum and Appleton Public Library have provided new forums for FVHA's hands-on programs on responsible pet care and dog bite prevention. FVHA has also garnered support from local businesses that fund T-shirts, field trips, books, and other items for Camp Care-a-Lot; and civic groups and individuals who sponsor classrooms to receive KIND News.

As winner, FVHA received an award plaque and an all-expenses-paid trip for two staff members to the HSUS's Animal Care Expo 2004 March 10-13, in Dallas, Texas. For more information, contact: Heidi O'Brien, NAHEE, (860) 434-8666, ext. 17 or email obrien@nahee.org

Tulane University Symposium Introduces the “Link” to Lawyers

By Phil Arkow

New Orleans — The multi-disciplinary nature of the links between animal abuse and interpersonal violence has caused animal welfare advocates to reach out to numerous other professions. Child protection, domestic violence prevention, law enforcement, veterinarians, educators, psychologists and social workers are a few of the many groups to whom the Link concept has been introduced.

The legal profession is now getting involved in this effort. Attorneys - whether as prosecutors, judges, legislators, or community advocates - can provide much-needed support, discipline, and credibility to Link activities and better enforcement and enhancement of laws. This was made



apparent at the Tulane University Law School on March 26, when the student chapter of the Animal Legal Defense Fund held a symposium on how to recognize and address the cycles of violence linking domestic violence and animal abuse. Phil Arkow, chair of Latham’s Link task force, gave the keynote address.

Animal welfare work is particularly challenging in Louisiana, where cockfighting is still legal and where cruelty investigators are frustrated by DAs who do not see animal abuse as

a problem. Still, attendees were optimistic that progress can be made in a state still governed by the Napoleonic Code.

Speakers included the Hon. Sol Gothard, a long-time social worker, child welfare advocate, and Appeals Court judge, who traced anti-cruelty philosophy and legislation back to Biblical roots. He noted that the Hebrew word for dog, kelev, can be translated as “like a heart.”

Pamela Metzger, director of the Criminal Law Clinic, identified seven key ways that attorneys can make a difference:

1. Help craft safety plans for battered women that include their pets’ welfare.
2. Argue for bond conditions (stay-away orders, peace orders and restraining orders) that include provisions for the woman’s animals. If the court does not know about the woman’s pets, the animals can become easy targets for a batterer’s retaliation and intimidation.
3. Help write foster care plans that provide for the pets of battered women.

4. Help resolve the legal issues involved if pet caregivers are “owners” or “guardians.”

5. Prosecute abuse cases by linking various forms of aggression into combined cases.

6. Enact laws that require various professions to cross-report different types of abuse.

7. Teach peace officers that animal concerns are not frivolous or emotional, but rather a piece of the abuse puzzle, and that focusing on animal issues can be early, effective investigation and intervention techniques.

Link legislation, she argued, is “signaling laws” rather than “laws that actually change things.” Signaling laws don’t change enforcement techniques or the definition of crimes, but they send a signal to society that certain acts are

being treated much more seriously by law enforcement and the courts. “We don’t need more laws defining more crimes,” she said. “We need laws that identify better ways to get to potential criminals earlier and to intervene.”

*Phil Arkow is chair of Latham’s “Link” task force and author of **Breaking the Cycles of Violence: A Guide to Multi-disciplinary Interventions.***



Judy Johns

Spiritual Dimensions of Nature Therapy

By *Nathania Gartman* (July 2, 1948 – July 4, 2003)

Abstract

As “Daffydil the Clown,” Nathania Gartman used a cocker spaniel puppet to interact with seriously ill and abused children. Through her experiences she learned how important a connection to nature is for emotionally or physically distressed children and adolescents. In her former job as Director of Education for Best Friends Animal Sanctuary, she used live animals in non-religion-specific activities that encourage the spiritual connection to nature. The specific activities described in this article support recognized character education and service learning initiatives. Nature therapy provides a confrontation with the greater realm of creation and spirituality that supports youth in a process of change.

The Spiritual Dimension of Nature Therapy

Rainbow hair, an oversized green jacket with bright scarves tumbling out of the pockets, magic tricks and floppy shoes completed my work attire for many years. Sparky, a

cocker spaniel puppet, accompanied me in my “Daffydil the Clown” persona. We visited pediatric oncology units, therapeutic kindergartens, shelters for displaced children and other programs helping children at risk.

Sparky was a favorite. She nuzzled up to a frail child, coyly threw kisses to teenage boys who uncomfortably threw kisses back, and taught parents that playtime would help them as well as their children.

Even though the children knew that Sparky was not real, they still told countless stories about their pet cat, the puppy they wanted when they returned home or the dog that saved them from an abusive parent. Thinking about and remembering something in nature seemed to calm the children and families.

Sparky and I worked together for over fifteen years. During that time I was also one of the founders of Best Friends Animal Sanctuary in Kanab, Utah. Sparky and I moved to the sanctuary in the red rock canyon

country of southern Utah. After years of visiting children in distressful situations, my own spirit was bruised and wounded. I wanted and needed to rest.

For days I walked the dirt roads of the red rock canyon, fed and nursed older dogs, and poop scooped. When my black and white cocker spaniel Lacy died, a dozen ravens swooped down and then flew into the clouds over the cliffs. Life was simple.

As our publicity increased, counselors from therapeutic programs across the United States brought students to Best Friends. They worked with the staff helping feed animals, cleaning litter trays, scooping poop and walking dogs. We hiked canyons to underground lakes, ancient ruins and petroglyphs.

Frequently the students were very emotional. On one hike with a group of girls, the young ladies began crying— heaving sobs that unleashed a dam of water. They cried so much that we stopped and let them lay down in a grassy

spot. We had spent the morning with Amra, a very large, huggable malamute. Amra slowly rambled up to greet everyone who came to visit Dogtown.

One of the leaders asked. "What did you do? These kids are more emotional and more communicative than I have ever seen." I looked around the canyon and commented, "Look at this canyon. The juniper trees do not think that they are better than the cottonwood. And the rocks don't care who sits on them. Amra came to everyone."

What did you do? The answer to that question is the spiritual dimension of nature therapies.

What Does it Mean to be Spiritual?

"Most people find the profusion of nature to be nurturing, aesthetically pleasing, physically invigorating, stimulating of the imagination, even spiritually profound."

John L. Swanson, *Prescribing Nature: Exploring the Subjective Frontiers of Nature*.

Many young people feel a yearning for connection to something

outside their daily lives. They want answers to questions about the meaning of life: why they are here on earth, why there is pain in the world or why growing up is so confusing. In classrooms or therapy programs, these questions may have room for exploration or jails for suppression. The debate over religion in schools serves only to obscure the reality that educators or therapists bring their own spirituality or denial of spirituality to the relationship with youth.

Nature therapies allow young people to become aware of their inner emotions, to connect with the inspiration from nature, to learn to listen to others in a non-threatening venue. Going into nature for vision quests, to seek out healing herbs or to find solitude are the earliest forms of spiritual practice.

In answering the question, "What did I do?" my inner response was that I had done nothing. I had not designed a therapeutic contract with the youth, nor had I advised them. I had let them lay down in the grass to cry, introduced them to the animals and hiked to hidden places. By creating safe parameters for the students, the animals and the land, I

had given the young people permission to feel and express.

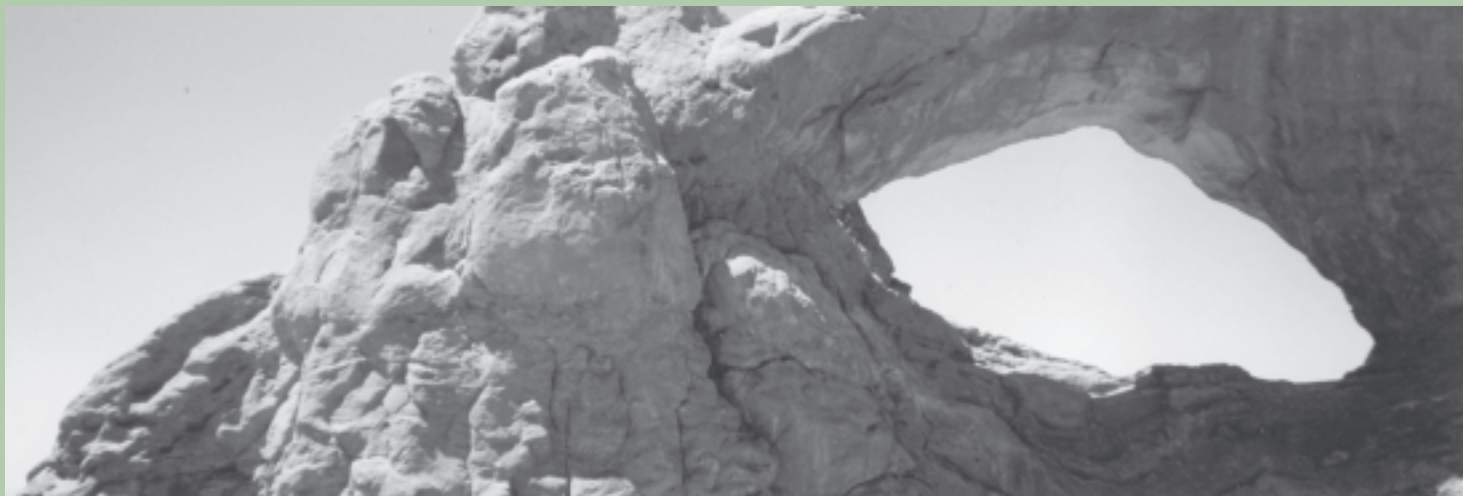
How Do Young People Experience Spirit?

Larry Olsen and Ezekiel Sanchez of the Anasazi Foundation in Springville, Utah describe their program as 'The Making of the Walking.' They emphasize wilderness as a safe place for young people to learn through quiet walking and introspection. Neither the wilderness nor the participants are objects to be conquered, subdued or controlled. Trusting relationships are built in a safe environment free from distractions.

Young people experience the spiritual dimension in many ways: optimism, laughter, search for a purpose in life, learning to listen to the sounds of nature, understanding connections with the greater world around them and creativity.

"Thank you for letting me visit Best Friends," wrote one of the students who visited the sanctuary. "Before I came to Best Friends, animals were not important to me. But now, since I have looked into the

Continued on next page.



animal's eyes, I see they are not that much different from you and me inside. Inside all they want or need is to be loved."

The young man had come to us very angry and defiant. I had asked him to walk Sam, an ancient Samoyed that shuffled slowly from arthritis. Walking Sam was not "to do work." He needed to be watched and walked slowly. At first, the young man just blew off the task.

By the end of the walk he returned, talking to Sam, making sure that the Samoyed was okay, lifting him into the building – a changed attitude. For that moment, the young man had connected with Sam.

Pablo (not his real name) was afraid of dogs. His first encounter was with a German Shepherd police dog that cornered him during a drug raid. No one told me, so I put Pablo in with some rowdy young dogs. Because he was with his peers, he never let on that he was terrified to walk into the runs. Nevertheless, he watched how the staff greeted the dogs, fed them and walked them. He joined in the activities. The next day one of his counselors told me about the police incident. By the end of the week he was going into many runs, putting leads on strange dogs, and walking them.

Joseph Cornell, a well know naturalist, says, "At one time or another in our lives, nature touches you and me and all of us in some personal, special way. Her immense mystery opens us to a little of its stunning purity, reminding us of a



Life that is greater than the little affairs of man." (1998)

"I believe that all educators who are helping their students to find significant connections in their lives are educators of spirit."

Aostre N. Johnson (1998/1999)

What Are the Ways to Develop Spirit in a Therapeutic or Educational Setting?

Walk with the Students.

Here at the sanctuary, students help us in the daily activities of feeding, cleaning, walking, and brushing the animals. Conversations happen naturally when we are working together or observing the same golden eagle swoop down on the air currents.

The girls and I had struggled

through the underbrush to reach a cave that we call 'the hand print cave.' Red pigmented handprints from the early Anasazi culture line one wall. The cave is filled with ruins of ancient food storage pits. Sometimes petrified corn cobs or small pottery shards shift up through the sand on the floor of the cave.

As we were tramping back to the van, one of the girls, Dawn, began talking about the canyon and how special she felt on the land. We had talked about the religious ceremonies that local Paiute people held in the area. Soon Dawn was telling me about the pipe ceremonies that she and her family performed. "I can talk to you. At school, I don't belong. People don't understand this spiritual stuff."

On another hike with a group of teen boys, the discussion turned to God: does God exist, why is their pain in the world, does God care. We had spent the afternoon together clearing a trail and hiking to the waterfall at the top. The conversation had started with disagreements about our favorite basketball teams,

favorite music, new groups and then suddenly the boys started talking about spirit and God and is this important.

Respect the young people.

The requirements for working at Best Friends are kindness to the animals and kindness to each other. Being 'in the moment' is more important than anything that has happened before. Although students may come to the sanctuary as part of a group, they are related to as individuals.

"I don't feel like I am in lockdown," commented Veronica. She had been working with the dogs and painting benches for the catteries. "The people here treat me like staff."

Usually we do not know the backgrounds of the students that visit us. Our policy here at Best Friends is that all visitors are to be treated with kindness and inclusion. Attitudes like, "I do not want to baby-sit," simply are not tolerated. Students can come and be a valued member of the sanctuary staff.

In our program, group counselors and chaperones are expected to work as well. We have had to

correct some youth in custody counselors who wanted to just order the students around. That attitude is not an option here. Inclusion is important to our atmosphere as a reflection of the inclusive nature of most of the animals.

Provide opportunities for reflection.

Double entry journals encourage youth to write down descriptions of their daily activities and reflections on those activities.

The typical double entry journal will have comments on the left and the right sides of the journal. On the left will be comments on the activities of the day: what I did, what I smelled, who I met, what I saw, what I heard. The right side will have reflective comments; how I felt about what I did, what I did that was frustrating, what I did that was successful, what I could have done better, what made me proud.

There are no right or wrong answers or comments. The education staff meets with the students at the end of the day to complete reflections on the day. The journal can include essays, poetry, photos, and sketches. At the end of the week, the students

write a report on what they have learned.

Provide opportunities for service.

Service learning is one of the Utah education initiatives. Most schools have monthly themes like compassion, respect, caring for the earth, responsibility and friendliness. Like students around the country, Utah students are involved in service projects that help wildlife, the environment and humane societies.

Besides the academic component of service learning projects, students learn to look at what is around them, to assess needs in the community and to find solutions for those needs. Service provides a way out of the emotional turmoil. My own experience when I first came to Best Friends was that I needed time to just do the simple things of caring for the dogs: feeding, poop scooping, walking, brushing.

Chrissy was with us in December 2000. Her special project here was to socialize Shotgun, a very scared young dog that had recently come to the sanctuary. Karen Green, Shotgun's foster Mom requested that one of the students be assigned to

Continued on next page.



work with Shotgun all week. I immediately thought of Chrissy. The first day she was very needy, wanting attention, and expressing a desire to be involved. So, we put her with Shotgun. Karen brought Shotgun over to Dogtown everyday and Chrissy walked with him, introduced him to new situations with new people, groomed him and generally fussed over him.

Value emotional responses.

At one time, I thought that this point was only relevant to teen boys. They can have a very difficult time expressing strong emotion in safe ways. However, I have discovered that valuing emotions is important for the girls as well.

“Can I bring a sleeping bag and sleep at the clinic? I do not want to leave,” came from Shannon. She had spent the day with Frankie, one of our staff members. Frankie is a large burly guy with curly black hair, long wooly beard and lots of tattoos – not the stereotype of an animal lover. Yet he loves the very ill kitties.

All of the emotions are not positive. The young people get attached to a special dog or cat and cry when they have to leave. Sometimes students will act inappropriately because they ‘want to work with Paco.’

Dawn has been at the sanctuary twice. Her day revolves around a young pit bull named Joey. The first time that she visited the sanctuary, she would disappear from her work assignment to go see Joey. That behavior did not change on the second visit. The first part of the week, Dawn would stomp around, screw up her face, and say, “I am frustrated. Why can’t I work with Joey? I don’t want to clean the clinic.”

Because Dawn had expressed a desire to do an internship at the sanctuary when she completed her program, we talked about the choices that she was making and that no one wanted to reward sullen behavior. By the end of the week, Dawn was demonstrating more willingness to do whatever task was needed.

Find opportunity for creativity.

With some groups we organize an outdoor classroom. Classes are held near the creek bed, at ancient ruins, in a natural amphitheater and with the animals. Students study stream biology, riparian habitat, orienteering, and the history of the area; write creation stories; make coil pottery, and keep daily journals.

Other creative activities are more spontaneous. A student photographer recognizes that we need photos of the animal. A school group makes pottery that we can sell at the gift store. A fifth grade raises money for the animals by making Christmas cards. A high school group cooks dinner for Best Friends staff.

Conclusion

The First Amendment does not prevent students from expressing their own spirituality. Within the framework of a natural setting, a young person’s heart can awaken to a deeper reality that brings comfort and solace to the yearning for connection. Programs that provide practical, respectful and meaningful activities for young people can support the growth and challenges of adolescence. In an inclusive atmosphere, young people can learn about themselves, the people around them and the physical world that impacts them.

Resources

Organizations

Association of Supervision and Curriculum Development
1703 North Beauregard St.
Alexandria, VA 22314-1714
Ph: (800) 933-2723
Fax: (703) 578-9600
www.ascd.org

Character Education Partnership
1600 K Street NW, Suite 501
Washington, DC 20008
Ph: (800) 988-8081
www.character.org

Council for Spiritual and Ethical Education
1465 Northside Drive, Suite 220
Atlanta, GA 30318
Ph: (800) 298-4495
Fax: (404) 355-4435
www.csee.org

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Websites

Anasazi Foundation:
www.anasazi.org

Best Friends Animal Sanctuary:
www.bestfriends.org

Ecopsychology:
www.ecopsychology.org

Working Dogs:
www.workingdogs.com

About the Author

Nathania Gartman was Director of Education at Best Friends Animal Sanctuary until her death last July. Her successor and friend, Cathie Myers, suggested we reprint this article.

(July 2, 1948 – July 4, 2003)



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5001 Angel Canyon Road
Kanab, Utah 84741
Phone: 435-644-2001 ext. 317
Fax: 435-644-2078
Email: humane.ed@bestfriends.org*

See page 20 for information about
Best Friends “No More Homeless Pets” Conferences



Kathy Lander



Interview with Lynn Loar, Ph.D., LCSW and Libby Colman, Ph.D., Authors of *Teaching Empathy: Animal-Assisted Therapy Programs for Children and Families Exposed to Violence*

JJ: Lynn, why did you write *Teaching Empathy*?

LL: I began working with my counterparts in animal welfare about 12-13 years ago. Although I knew about child abuse and neglect, I needed to learn the role that animals played in troubled families and how they could be the targets of anger and harm.

Humane educators and animal-assisted therapists also need to learn about the impact of abuse and neglect on children. They describe good care for the animal that they bring to the session. They may not realize that they can upset the children whose care at home is not as good as the minimum standards they describe for the animal. Instead of learning about caring for a pet responsibly, at-risk children hear that they're worth less than a dog.

I'm concerned that well-meaning people with nice ideas and good hearts don't fully understand how children at risk hear the messages they give. The book points out the safety concerns and risk factors for participating humans and animals, and makes suggestions for activities beneficial to both. It grew from work with Libby Colman, Barbara Boat, Karen Pryor, Steve Eckert, Randy Lockwood, Donna Duford, and Gretchen Stone.

The book provides guidelines and structure for people who have good ideas and who know in their hearts that they could make a difference.



JJ: The book has some excellent measurement tools. Tell us more about the importance of measuring outcomes, please.

LL: Measurement is difficult. It's very different from the medical model in which the doctor diagnoses an infection, prescribes an antibiotic and cures the infection. With behaviors, attitudes, thoughts, and feelings, you can't really come at it with that level of certainty. But there are things that you can do. You can look at behaviors, risk factors, styles of interaction, and individual strengths. You can design an intervention that is safe for all participants, that teaches skills in small steps, skills that make it safer in the moment and more promising over time. The trick is to find something very small and enjoyable to learn that has the potential to lessen immediate reactivity and impart lasting value.

Fortunately I've had the privilege to work with Karen Pryor for the past five years, to look at how

successful behaviorists shape positive behaviors, even in untrained, wild, frightened learners, including victims who've suffered abuse. With desirable rewards and a playful approach, even beginning trainers can teach useful behaviors in an enjoyable way.

JJ: How does this learning theory apply to families?

LL: People don't go into therapy because they've had a good or a bad experience with their humane educator or with a school counselor. People go into therapy because of problems in their family, particularly how their parents treat or treated them. Humane education usually involves only children rather than families. The danger is that some children come away thinking, "What I get at home isn't as good as what a dog gets" in response to the message of responsible pet care. It would be better to involve the entire family in learning how to nurture and care and how to shape positive behaviors in animals and people. The families

who have participated in my program have demonstrated that they can make great strides in skill and empathy, nurturing both children and animals despite alarmingly long personal histories of abuse and neglect. Often people repeat abusive and negligent behaviors because they don't know what else to do. If you can make the new approach fun to learn, easy to apply, and enjoyable to carry out, families choose that instead.

JJ: What if people pick up the book and skip around rather than reading it straight through?

LL: Because of Jane Tamagna's wonderful editing, it's very easy to look through the book and find what you want. There are clear headings and sub-headings. There is an index. There is a section on risk assessment, another on measuring gains. There is a chapter on addressing allegations of abuse and neglect. One appendix contains certificates, program announcements, brochures that the children in my program generated and other tools for animal-assisted therapy programs. And all these examples are included on a compact disc that comes with the book. There's also an extensive list of resources in the second appendix.

JJ: What do you hope will come about as a result of this book?

LL: I hope that people wanting to start humane education and animal-assisted therapy programs will take a look at the safety concerns and the measurement tools in the book and design their programs to ensure safe and positive interactions for human and animal participants. I hope they

will include pre- and post-testing to make sure that their good ideas take shape as they intend. I hope that people with existing programs will introduce pre-and post-testing and other measurements to gauge the impact of their interventions and improve the quality of their program.

And if they're not already including clicker training, I hope they will add it to help people break skills down into small manageable steps and build them into a more complicated repertoire of pro-social behaviors. I hope the book will also give people ways to introduce animal welfare to families for whom it is new and steer them in directions of humane concern for all living beings whether through work-study programs, internships, or volunteering so that the next generation of children will grow into caring, empathic adults.

JJ: And Libby (Colman, co-author), what about your involvement?

LC: I really enjoyed participating in this project because I find the work that Lynn Loar has been doing so exciting, innovative and groundbreaking. Her meticulous attention to detail around safety concerns and screening of both trainers and clients is so exceptionally fine that I leapt at the chance to help get these very practical materials to people who can use them. I also think that Lynn's theoretical framework, her information about abuse and neglect, and the relationship between animals and humans — particularly animals and children — are very thoughtful and important.

JJ: What one thing do you most hope that people will get out of this book?

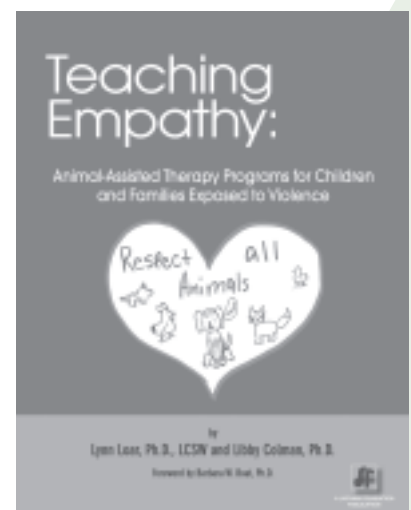
LC: I really have two. First, I hope that readers will understand that insight isn't the only route to more humane behavior. Humane behavior can be learned through practical and enjoyable activities if accompanied by careful attention to detail.

Second, this book has a wealth of practical materials to help people who want to start or improve humane education or animal-assisted activities.

JJ: And how did you happen to do this book with Lynn?

LC: We had worked together on Teaching Compassion, the humane education curriculum that Latham also published. We especially enjoyed exploring the relationships between children and animals. We also saw the need for practical materials to help others learn about existing programs and provide a framework for them to design their own projects.

#



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Let-Live Canada 2004, Vancouver, BC, www.jazzpurr.org

AUGUST

August 4-7

American Professional Society on the Abuse of Children (APSAC) 12th Annual Colloquium, Hollywood, California. For more information <http://www.apsac.org>

August 19-22

CHAMP (Conference on Homeless Animal Management and Policy), Orlando, FL Presented by The Pet Savers Foundation, info@champconference.org, www.champconference.org

SEPTEMBER

September 12-18

How to Start an Animal Sanctuary, Presented by Best Friends Animal Society, at Best Friends, humane.ed@bestfriends.org

September 26-28

American Humane's Conference 2004, Philadelphia, Pennsylvania, www.americanhumane.org

Sept. 29 - Oct. 3

APDT (Association of Pet Dog Trainers) 11th Annual Educational Conference and Trade Show, Denver, CO For complete conference information: www.APDT.com or call 916- 443-3855

OCTOBER

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No More Homeless Pets Conference, Presented by Best Friends Animal Society, Las Vegas, NV nmhp@bestfriends.org

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The mission of the New Parent Guide is to help dog and cat adopters provide their new companion animals with loving, lasting homes. To this end, RP Publishers has distributed, free of charge, one million copies of the Guide to shelters and humane organizations. Over the course of this year and early next, those organizations will hand out the magazine to people adopting dogs or cats.

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For information, contact RP Publishing Inc., 2696 S. Colorado Blvd., Suite 595, Denver, CO 80222. Phone 303-863-0521, Fax 303-863-1722 or info@rppublishing.com



The Cat: Its Behavior, Nutrition & Health

By Linda P. Case

Illustrated by Kerry Helms and Bruce MacAllister

Reviewed by Susan Helmink,

University of Illinois at Urbana-Champaign

Cat enthusiasts rejoice! A comprehensive discussion of all things cat is now available in *The Cat: Its Behavior, Nutrition & Health*. Author Linda P. Case combines her many years of experience as a lecturer in companion animal science, a nutritional consultant, and a trainer to produce a much-needed examination of America's most popular companion. As Case explains, "While the dog has historically been known as 'man's best friend,' it is probably accurate to say that the domestic cat is 'man's most interesting friend.'"

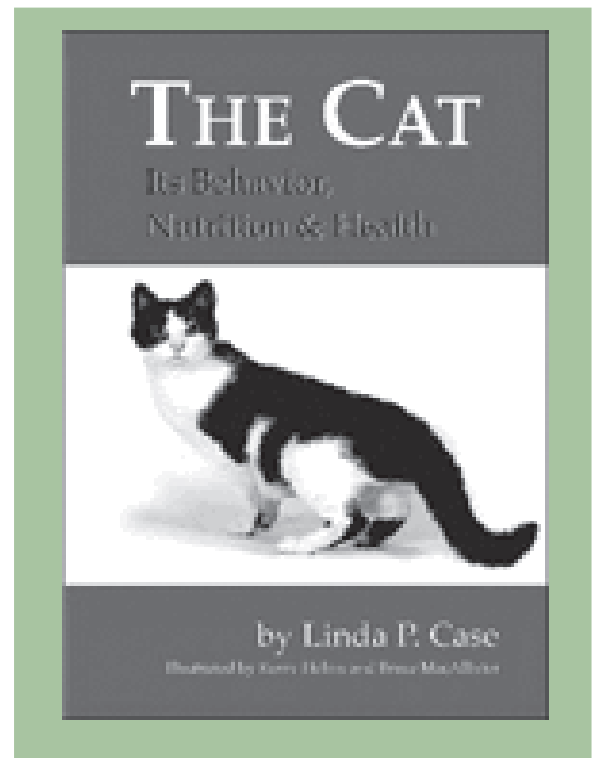
This book is well suited for a variety of audiences. Anyone involved with raising kittens, such as shelter foster families, will benefit from the in depth discussions regarding growth and development. Animal shelter personnel and avid cat caretakers will also enjoy reading and referring back to this book, which includes detailed descriptions of common internal and external parasites and diseases as well as a timely discussion of the reevaluation of vaccination guidelines. The social nature of the cat, which is oftentimes misunderstood, is also explored, followed by a lesson in basic learning theory with specific applications to cats.

Each chapter can be read independently; summaries and references to other chapters guide the reader. Bolded words in the text are

defined in a glossary, making it easy for the reader to understand new terms. Insightful illustrations, tables, and flowcharts compliment the discussions, which are straightforward enough for cat caretakers to understand, yet technical enough for the reader who desires more scientific knowledge.

In fact, this book has been and is recommended for use as a textbook in undergraduate companion animal courses. Physiological systems, parasite life cycles, and energy requirement calculations are just sample of the material included, perfect for students considering a career in veterinary medicine, nutrition, or animal welfare. Cited references are given at the end of each chapter and each section of the book is followed by an extensive list of recommended books and articles for those who wish to investigate a particular topic more closely.

One feature the title does not project is the emphasis on the human-cat relationship throughout the book: the benefits and the challenges. From the erratic development of the human-cat relationship since domestication to present day issues regarding feral and free-roaming cats, Case illustrates our responsibility to



provide for our feline friends as individuals and as a population. To that end, *The Cat: Its Behavior, Nutrition & Health* provides an essential understanding of living with and caring for companion cats in a single source.

Dog aficionados need not despair. *The Dog: Its Behavior, Nutrition & Health*, also written by Case and published by Iowa State Press, debuted in 1999.

*The Cat: Its Behavior,
Nutrition & Health*

By Linda P. Case

Illustrated by Kerry Helms and

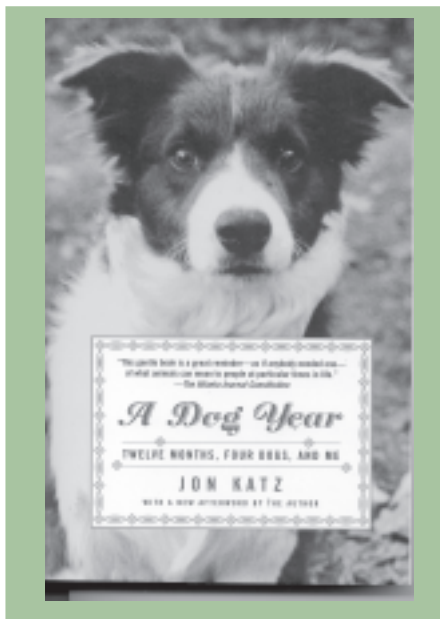
Bruce MacAllister

Iowa State Press,

Ames, Iowa, 2003

ISBN 0-8138-0331-4

\$49.99



A Dog Year: Twelve Months, Four Dogs, and Me

In *A Dog Year: Twelve Months, Four Dogs and Me*, author Jon Katz recounts a period when one well-bred but disruptive two-year old Border Collie and then a second enters the peaceful existence he had established with his two yellow Labrador Retrievers. As he writes, “Change loves me, defines, and stalks me like a laser-guided bomb. It comes in all forms, suddenly and with enormous impact... Sometimes change comes on four legs.”

It is a year in which Katz discovers a lot about himself through his canine companions and, in particular, the relationship he establishes with a high strung and homeless dog named Devon, whose temperament seemed as different from his own as day from night—yet in some ways achingly familiar. Katz says, “As Devon and I battled and eventually accepted one another, I had to learn a lot about dogs, more than just what I had picked up over the years. I had to come to terms with my own anger, frustration, and lack of patience as this dog continually pushed me.”

Just as Devon and Jon come to some kind of peace and Jon’s dog life seems to have regained a balance, Stanley and Julius, become ill. Once again Jon is forced to deal with unexpected change. The adoption of a new Border Collie puppy named Homer leads to a new, calmer routine in Katz’s dog world. And to honor their lineage, Katz begins training Homer and Devon to herd sheep.

Through these twelve months, Katz achieves new respect for trust and understanding, life and death, continuity and change. With humor and compassion, but without overt sentimentality. *A Dog Year* shows us what dogs can mean to people at specific points in their lives. In short, it is a lifetime of dog experience compressed into a single year.

A Dog Year: Twelve Months, Four Dogs, and Me

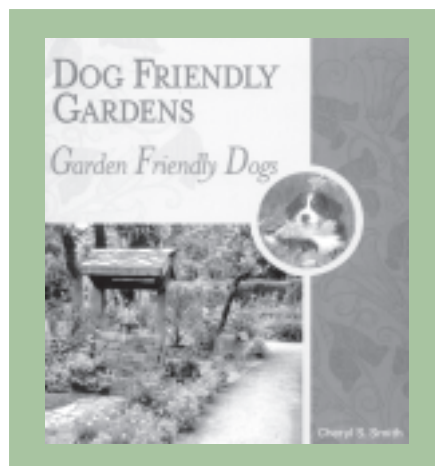
By Jon Katz

Random House Trade
Paperbacks

ISBN 0-8129-6690-2

\$12.95

Dog Friendly Gardens Garden Friendly Dogs



People love their dogs. They also love their gardens. But sometimes these two passions seem to be in conflict. This book shows you how to design your garden with your dog in mind and be your guide to dog-friendly landscaping and training efforts.

Every part of this book shows you how garden design and traditional gardening tasks can blend harmoniously with dog ownership. Not just one more dog training book. Just as a dog can be trained to respect your indoor living space, so too can she be trained to respect the garden and its many features.

In this easy to follow, full-color book the author details how to design the garden with the dog in mind by observing dog behavior. She describes materials that work well with dogs as well as plant selection that can withstand even the most energetic canine. Smith also explains how to have a lush green lawn without harmful chemicals and tips for growing fruit and veggies for the entire family, including the dog!

Learn how the breed of dog (or mix of breeds) can affect garden behavior and how to avoid dog-garden conflict by good garden design and positive dog training. Boundary training, outdoor equipment, and directing digging and elimination to the right places are other features that are explained in detail.

Dog Friendly Gardens, Garden Friendly Dogs

By Sheryl S. Smith

ISBN1-929242-07-7

\$19.95

Dogwise Publishing

701B Poplar

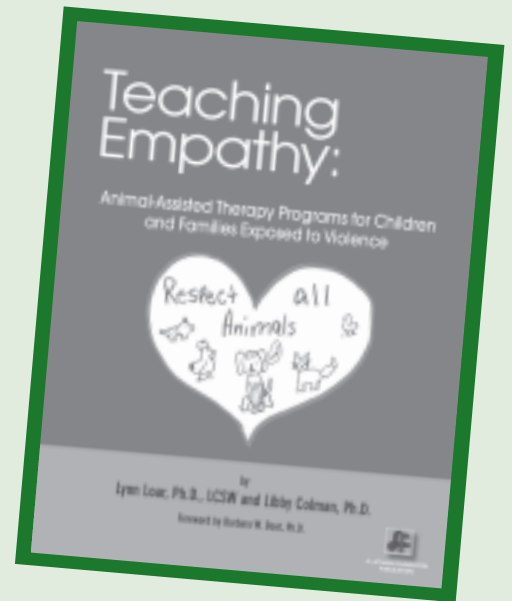
Wenatchee, WA 98801

Teaching Empathy:

Animal-Assisted Therapy Programs
for Children and Families
Exposed to Violence

A Handbook for Therapists, Humane Educators,
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By Lynn Loar, Ph.D., LCSW and Libby Colman, Ph.D.



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Why I Love My Pet

“I love “Pebbles” my dapple dachshund. I love Pebbles because she has magic slobber, and whenever I am sad she licks me and makes me feel better. She cuddles up to me and makes me feel good. Pebbles likes to bite her tail and make me laugh. I love Pebbles.”

*Sterling Kendall, Grade 1,
Riverside Elementary, Milwaukie, OR
Teacher: Mrs. Southard*

*Winner of Photo-Story Grade 1-3
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