

Latham Letter

VOLUME XXV, NUMBER 3

SUMMER 2004

PROMOTING RESPECT FOR ALL LIFE THROUGH EDUCATION

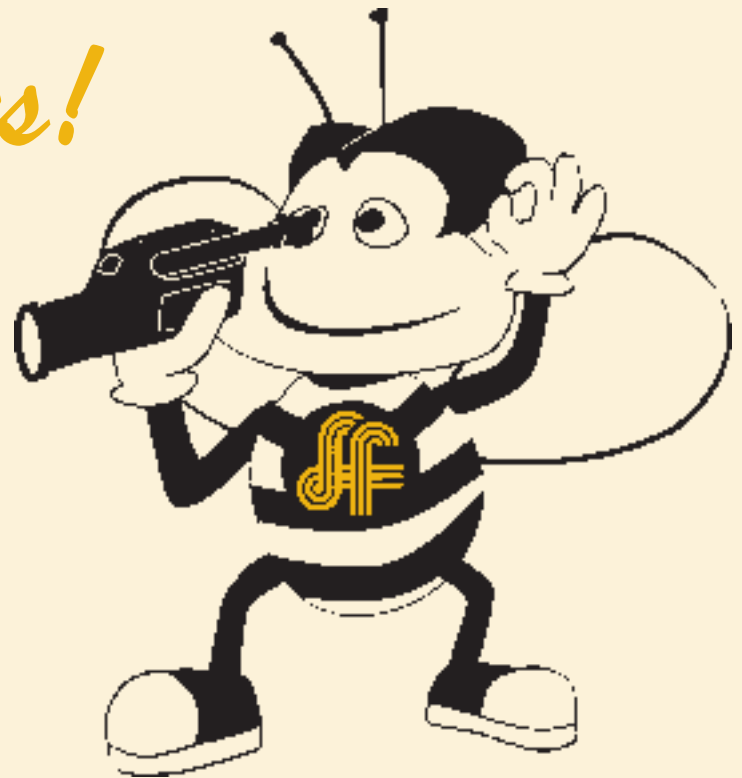
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Latham Announces Recipients of 6th "Search for Excellence" Video Awards

Congratulations!

The Latham Foundation, long a leader in the production and distribution of videos about humane education, the connections between animal abuse and other forms of violence, and the human companion animal bond, announces the winners in its most recent "*Search for Excellence*" video awards.

The purpose of the awards is to recognize and encourage excellence in videotaped productions promoting respect for all life.



*See pages 12 and 13
for complete details.*

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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

Vol. XXV, No. 3, Summer 2004

Balanced perspectives on humane issues and activities



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ABOUT THE LATHAM FOUNDATION:

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

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Editorial: *Expectations, June 2004*

By Hugh H. Tebault, III, President

I grew up hearing how my parent's generation was taught in one-room schoolhouses and somehow walked uphill through blizzards both to and from school daily to get an education. It was said as a joke, and I realized it wasn't possible. They both grew up on an island community in San Francisco bay – the island is flat, and San Francisco doesn't often get snow.

My learning and value lessons were taught at home. Public schools filled in the formal education. Many of my teachers were extensions of my parents, with similar values. I attended the same schools my parents did, even having some of the same teachers. My children attended public school. My wife and I were always very involved in teaching life lessons as they grew up and monitoring what was being taught by the public schools. The parent-teacher partnership was and continues to be key in education.

Who is responsible for a child's education? What should a graduate be expected to know? Why are there seemingly so many people being graduated from schools without any real knowledge, falling prey to credit card scams, internet scams and unable to deal with day-to-day events in society?

The costs of public education continue to escalate. This is the message of a study just released by the Nelson A. Rockefeller Institute of Government. One example cited is California, which has increased its spending 27.5% on K-12 education between 1997 and 2002 AFTER inflation. A recent article in The Wall Street Journal compares this increase in spending with reading scores since 1998, showing California with no improvement at all. If the students are not better at reading – what is all this extra money going to pay for?

Over the past decade, public education has increasingly moved away from teaching the basics. As a counter to this move, some groups in California have formed "Charter Schools." Many of these schools are dramatic success stories, graduating college-bound students who are prepared for successful careers. However, not all charter schools measure up to expectations.

One charter high school mailing I recently received suggested their students would be "...engaged in conversation around moral and ethical issues such as: the treatment of animals in medical experiments; segregations of students by levels of poverty; factory farmed animals..." What does this have to do with your expectations of a high school? Isn't the moral guardian the child's parent?

Another charter school established its charter so the teachers managed themselves, including setting their pay and benefits – but omitted any accountability to teach or measure teaching effectiveness. What business do you know that can function without oversight and clear goals?

Some charter schools have attempted to hijack the term humane education, redefining it by suggesting advocating a social position is the same thing as humane education is abhorrent. This is an end run attempt to redefine established terminology in the state education code. I beg to strongly differ with these latecomers; humane education as codified in California and many other states has little to do with the indoctrination they offer. Humane Education is the teaching of showing respect for animals and others in an open society. The education code was created with an emphasis on the Christian/Judeo teaching of kindness, compassion and helping your neighbor at a time when the majority of the society adhered to those values.

From public education today, I expect what I experienced. I expect

teachers who set clear goals each year on subjects to be taught. I expect School Districts to be both responsible and accountable for the performance of employees and students in their district. Since students learn best when challenged, I expect classes aimed at the majority of the students, not set to the lowest level. Since students cannot learn in an environment of chaos, I expect classrooms where respect is nurtured and behavior is appropriate for learning. I expect graduating students to have demonstrated the required skills of each grade – if not, they do not graduate. Teachers have individual methods and styles, and the local school management should support successful teachers. Unsuccessful teachers should be helped to find other employment.

There are other solutions to K-12 education beyond the public school system. Private schools produce educated students meeting all grade testing at costs well below the current public school system. Voucher systems used in some states allow the parents to choose between accredited schools. For many people the ultimate education is home schooling. I am privileged to have friends who have home schooled their children through high school.

How are you doing? Are you involved in your child's education and do you maintain active communication with the teachers? Do you encourage your teachers to include lessons of humane education in their classrooms? Good teachers want their parents to be informed and involved in the student's work and class activities. Each community has its own school board; many schools also have parent councils. I encourage you to be more involved in your community's education work to ensure the best values of Humane Education are clearly disseminated. Without your participation, who will decide what your children will be taught?



From a Video Awards Winner

Dear Latham:

On behalf of all Intermountain Therapy Animals' (ITA) board of directors, staff, and volunteers, we thank you for honoring our R.E.A.D. training video with the Grand Prize – The Gwyn Tebault Award for Excellence in Humane Education.

As I mentioned during your phone call, we are absolutely speechless with excitement! We never imagined that we could be selected a winner, especially for the Grand Prize!

We believe wholeheartedly in the work of the Latham Foundation, and we believe in the wonderful things that happen when our species interact and inter-relate to help each other. When humans approach the possibilities with honor, respect and kindness, we know there is almost no end to the positive potential.

Please let us know whenever there is something we can do to support the work of the Latham Foundation in any way at all – we would be thrilled to do so.

Sincerely thanks and best wishes to you all,

Kathy Klotz
Executive Director
Intermountain Therapy Animals



Follow-up to our article about animal welfare in Tanzania (Spring '04)

Dear Latham and All,

Below is a copy of a letter received this morning from the 'managing director' of a tiny orphanage up one of the mountain tracks from here. I am both touched and humbled by their gratitude and want to share his words with you, so that you can see the sort of thing you as an ASPA supporter are enabling.

Best wishes,
Sarah Henderson
Vice-Chair & Acting Executive Officer
Arusha Society for the Protection of Animals, a member of WSPA, the World Society for the Protection of Animals, PO Box 10675, Arusha, Tanzania

Dear Madam,

We have this opportunity to thank your for your visit to our orphanage. We are very happy to see that you are caring for the orphans as well as you do for the animals.

This is therefore to inform you, that we got all the copies and animal teaching papers safely. We assure you that we shall teach the children and let the community see the importance of caring for animals and all living creatures, so please may you continue to supply us with more posters and teaching materials. We hope you will kindly help us to introduce us to your friends and tourists. We also hope to see you visiting our orphanage.

With these few lines, we beg to remain

Yours faithfully,

Managing Director, Good Hope Centre, Home of Children, Tanzania, Africa



University of Illinois Students Evaluate Use and Effectiveness of Humane Education Materials

By Julie A. Senechalle, B.S. and Roxanne M. Dunn, B.S.

Introduction

National humane organizations, such as the American Society for the Prevention of Cruelty to Animals (ASPCA), the National Association for Humane and Environmental Education (NAHEE), the American Humane Association (AHA) and the Latham Foundation, develop education materials and market these resources for sale to other welfare organizations, groups, and teachers. While it is known that there is a market for these materials, it has not been determined whether or not those who order them perceive these materials to be effective. This was the motivating force behind the humane education survey conducted at the University of Illinois at Urbana-Champaign in the Spring 2004 semester. Two undergraduate senior researchers within the Companion Animal Program in the Department of Animal Sciences developed this project as an independent study.

Three main goals outlined as the objectives of this study were:

- Determine if animal welfare organizations are aware of humane education materials available to them.
- Determine if these materials are effective at eliciting a response in the target audiences of organizations.
- Discover how individual animal welfare organizations believe national humane associations can better target their materials and make these resources more accessible.

Materials and Methods

The project began with two humane education databases of animal welfare organizations donated from the ASPCA of Midwestern states with comparable populations, Illinois and Indiana. Information in the databases such as contact person, street address, phone, email and Web site was updated using Internet sources. Simultaneously, a survey was developed to be sent to organizations in both states consisting of three parts: basic organization information, humane education background and humane education materials. The four-page survey consisted of 16 multiple choice or yes/no questions and eight free-response (open-ended) questions. The survey was then mailed to 572 organizations, and eighty-three organizations without mailing addresses received an email survey. A total of 655 surveys were sent between the states. A reminder email or phone call followed after four weeks of the initial mailing. A total of 213 surveys were returned making the response rate 32.5%. It should be noted that all percentages discussed in this article are given as a combined total for both states; however, data was also analyzed individually for each state for the study.

Results and Discussion

The first section of the survey provided background information and developed a basis for comparison with other organizations. Table 1 shows the types of organizations

that responded to the survey. Animal control agencies were the majority of respondents (30.2%) while private humane societies operating a shelter appeared almost as frequently (28.3%). It was interesting that 41.1% of the organizations had no full or part time paid employees. Accordingly, more than half (53.9%) of the respondents had between 1-30 volunteers. Also, the majority of organizations served a population range of 10,000-50,000 people (33.3%).

The purpose of the second section of the survey was to gather information on the humane education background of organizations. Overall, 69.8% of organizations had a person or persons that conducted humane education within their communities; however, less than half of those educators (41.1%) held full or part time paid positions. In addition, 97.8% of educators also had duties other than education, such as administration and volunteer coordinator.

When organizations were asked how they deliver humane education to their communities, the overwhelming response was through literature and presentations (80.1% and 78.8%, respectively, Table 2). Literature may be the most commonly produced materials by organizations, or perhaps presentations are easy enough for individual organizations to produce themselves, and can also be tailored to their own specific needs.

A question regarding types of education programs helped to distinguish where organizations chose to promote their humane education mission. School programs were the most frequently conducted (77.3%, Table 3). This is not surprising, considering that traditionally, many materials produced are targeted at children. Socially, it is more widely accepted that children should be educated about animals as opposed to educating adults. However, the second most frequent choice appearing was adult-oriented programs (43.3%). These often included Rotary Clubs, Kiwanis, and Lion's Clubs. The authors were interested to see that these sometimes stereotypically "old-fashioned" or "traditional" groups have an interest in promoting humane education.

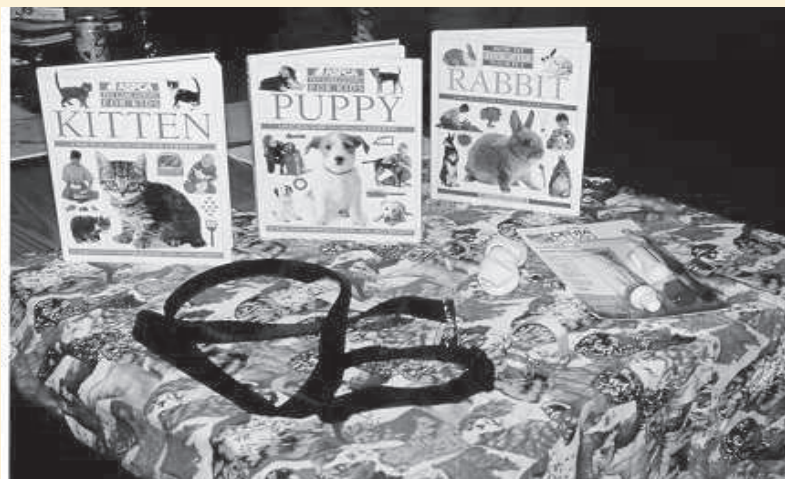
Section three of the survey addressed the primary objectives of this project. The first goal was to discover the level of organizations' awareness about education materials produced by national humane organizations. The vast majority of respondents were indeed aware of these resources (84.2%).

Of the nearly 85% of organizations that are aware of materials, 65.5% have ordered them. The remainder of the organizations cited two main reasons that they did not order materials.

The predominant factor that inhibited ordering was cost (51.0%). The second most frequent reason for not ordering materials was that organizations develop their own mate-

rials (37.3%). Literature, presentations and adoption counseling all ranked in the top three most frequently developed materials, ranging between approximately 65-70 percent.

Organizations that have ordered education materials were then asked to evaluate how effective they perceived these materials to be. Organizations ranked five types of



materials and programs on a scale of 1-3. These included videos, literature, activities, presentations and adoption counseling. A score of 1 indicated that the materials were not at all effective, while a 3 indicated that the materials were very effective. For each material, scores of 2 and 3 were about 50% each. Upon examination of the data, the authors felt that this scale was too narrow to efficiently gauge organizations' perceptions and did not allow for differentiation between choices.

Organizations were then asked to state what they found effective or ineffective about each of the specific materials. While the number of respondents that chose to answer this question was small (49) it is still interesting to examine how they felt about materials. The most frequent,

and only, answer regarding ineffectiveness was that the public does not read the literature. Responses varied greatly regarding effectiveness, so it was difficult to detect a common theme among the answers. However, some more popular answers were that written materials were easy to understand, take home review materials worked well, and materials were good aids to adoption counseling and fundraising.

One of the final objectives of the survey was to determine how materials could be made more accessible to smaller organizations. This question was asked in the form of a free response. Overall, organizations indicated that they would like to see cheaper and free materials (28.5%), have information and catalogues mailed directly to them (28.5%), and finally, have materials made available through email and the Internet (24.4%).

A great deal was learned from this survey, most noticeably, an interesting trend was observed regarding budget. When asked to rank the importance of humane education within an organizations mission, 55.0% of organizations ranked it a 5 (being of extreme importance) but 72.1% of these organizations allocated zero dollars of their budget for paid humane educators and another 31.6% allotted zero dollars in their budget for humane education supplies. While the majority of these organizations recognize the importance of humane education, it appears that the money is just not available

from budgets. This is again supported by the fact that nearly a third (28.5%) of the organizations desire cheaper or free materials. It is also possible that a community surrounding an organization does not place a high priority on humane education to allow for any real monies to be invested in this area.

Conclusion

Although this project surveyed only two states within one region of the country, and many improvements can be made in the future, a great deal was learned about individual organizations' humane education missions. Still, there is much work to be done in this area. Further research is necessary not only to determine effectiveness, but also to collect more data regarding humane education materials. It is encouraging that an overwhelming percentage of organizations (95.3%) would be willing to complete an evaluation, included with ordered materials, to help national humane organizations assess their materials.

If this study was to be repeated in the future, it is the authors' recommendations that the survey would contain fewer open-ended questions and a greater emphasis would be placed on determining perceived effectiveness of the resources. And to increase response rates, perhaps future surveys could include incentives such as free materials.

It is the hope of the authors that this study will be beneficial to both large and small organizations alike in promoting the education missions of animal welfare organizations.

Acknowledgements

We would like to thank Susan Helmink of the Department of Animal Sciences for her guidance and support on this project. We are especially grateful to Linda Case, Department of Animal Sciences, for funding for mailings, telephone calls, and other costs. Also, we are appreciative of Jesse Winters of National Shelter Outreach at the ASCPA, for her contribution of both humane education databases.

About the Authors

Julie A. Senechalle, B.S. is a recent graduate from the University of Illinois at Urbana-Champaign, Department of Animal Sciences. She has a continuing interest and hopes to pursue a career in humane education and animal sheltering. You can reach her at julie_senechalle@yahoo.com.

Roxanne M. Dunn, B.S. is also a recent graduate from the University of Illinois at Urbana-Champaign, Department of Animal Sciences. She is continuing her studies in the masters program in Print Journalism, and hopes to focus on human-animal interactions. You can contact her at rmdunn@uiuc.edu.

Table 1. Type of Organization

| | n=235 | % |
|---|-------|------|
| Animal Control Agency Operating a Municipal Shelter | 62 | 26.2 |
| Private Humane Society Operating a Shelter | 50 | 21.3 |
| Private Humane Society-Non Sheltering | 31 | 13.2 |
| Sired Placement Agency | 28 | 11.7 |
| Private Humane Society with a Contract for Animal Control Services and Sheltering | 13 | 5.3 |
| Private Humane Society with a Contract for Animal Control Services | 6 | 2.5 |
| Other (Veterinary Clinic, Private Humane Education Enterprises) | 4 | 1.7 |

Table 2. How Do you Provide Humane Education to the Community? (multiple responses possible)

| | n=140 | % |
|--|-------|------|
| Literature | 112 | 80.1 |
| Presentations | 107 | 76.4 |
| Adoption Counseling | 113 | 80.7 |
| Activities | 74 | 52.9 |
| Visitors | 41 | 29.3 |
| Other (General) | 25 | 17.9 |
| Other (Newspaper Articles and Newsletters) | 3 | 2.1 |
| Other (Shelter Tours) | 3 | 2.1 |

Table 3. Other Types of Humane Education Programs (multiple responses possible)

| | n=14 | % |
|---------------------------------------|------|------|
| Incubator Programs | 10 | 71.4 |
| Adult Adoption Programs | 8 | 57.1 |
| Library Programs | 2 | 14.3 |
| Other (General) | 2 | 14.3 |
| Adoption Counseling | 1 | 7.1 |
| Adoption Off-site | 1 | 7.1 |
| Other (Adoption Materials and Events) | 1 | 7.1 |
| Other (May include but not specify) | 0 | 0 |
| Schools | 0 | 0 |
| Other (Shelter Tours) | 0 | 0 |
| Other (Shelter Events) | 0 | 0 |

RESOURCES ON EVALUATION IN NONPROFIT ORGANIZATIONS

courtesy of “*Through the Looking Glass: Evaluating Shelter Programs*”
The Humane Society of the United States Animal Care Expo, February 27, 1999

Books and Workbooks

Customizing Outcome Statements and Measures for Your Organization. Kevin Devine and Wayne Abraham. Workbook available from Performance Associates, PO Box 9643, Greensboro, NC 27429, (336) 545-3098.

Evaluation with Power. Sandra Trice Gray and Associates, a publication of the Independent Sector. San Francisco: Jossey-Bass, Inc., 1998.

The Five Most Important Questions You Will Ever Ask About Your Nonprofit Organization: Participant’s Workbook. Peter F. Drucker, a publication of the Drucker Foundation. San Francisco: Jossey-Bass, Inc., 1994.

How to Assess Your Nonprofit Organization with Peter Drucker’s Five Most Important Questions: User Guide for Boards, Staff, Volunteers, and Facilitators. Peter F. Drucker, a publication of the Drucker Foundation. Constance Rossum, 1993.

Materials from the United Way of America’s Measuring Impact Initiative

Introducing Outcomes: Basic Definitions and Concepts in Program Outcome Measurement. Twenty-three minute video introduction to the topic by Martha Taylor Greenway, head of United Way of America’s Measuring Impact Initiative. Price: \$20.00

Measuring Program Outcomes: A Practical Approach. Step by step manual for community service agencies. Price: \$25.00

Measuring Program Outcomes Training Kit. A nine-module “complete resource for delivering hands-on training based on the manual *Measuring Program Outcomes: A Practical Approach.*” Includes video above. Price: \$35.00.

Outcome Measurement Resource Network. An Internet network with excerpts from the above materials, background on the project that developed them, resource links, etc. Located at www.unitedway.org/outcomes/.

Order United Way of America materials through:

United Way of America
Sales Service America
3680 Wheeler Ave.
Alexandria VA 22304-5103
1-800-772-0008

www.unitedway.org/outcomes/pubs.html

Ask about discounts for nonprofit organizations.

Nova Scotia Conference Explores the “Link”

By Phil Arkow



Clifton Flynn, Leanne Kline, Ginger Beckett and Tracey Smith-Harris were among the speakers at the Nova Scotia Linking Violence Conference.

Sydney, Nova Scotia – The world premiere of Latham’s newest video on the links between animal abuse and interpersonal violence was truly an international event, as *Breaking the Cycles of Violence II: Successful Interventions* made its debut in eastern Canada.

The video was warmly received by an interdisciplinary group of 80 hardy Nova Scotians who attended a two-day conference organized by the Department of Anthropology & Sociology at University College of Cape Breton.

Dr. Tracey Smith-Harris brought the group together to emphasize the necessity of an interdisciplinary approach to preventing family violence. Academics, police officers, veterinarians, domestic violence workers, SPCA officers and Children’s Aid Society representatives heard 15 speakers.

“Animal abuse not only coincides with family violence, it IS family violence,” Dr. Clifton Flynn, a sociologist from the University of South Carolina, said in his keynote address in which he explained how the same factors of gender, power and control that help explain domestic violence affect animal abuse.

Dr. Jessie Robertson of York University in Toronto presented research findings about gender differences in humans’ attitudes and attachment to animals. Her research suggests that humane educators need not worry about presenting programs to girls, but should focus instead on giving young boys positive experiences in caring for animals.

Direct experiences with animals are more important than classroom learning in developing caring

attitudes, she said. “You can’t just educate boys to be more empathetic to people and expect it to extend to animals,” she said.

Leanne Kline described how the Canadian Veterinary Medical Association in 2004 reaffirmed its position that animal abuse is a top priority. The CVMA cited the growing evidence of links between animal abuse and human violence, vets’ professional commitment to alleviate animal suffering, and the belief that effective intervention may limit abuse as reasons for this policy. Latham’s Phil Arkow described the implications of animal abuse for veterinarians.

Ginger Beckett of the Humane Society of the U.S.’ First Strike program described the links between animal abuse and elder abuse, and the impact of animal abuse upon children who witness or perpetrate it.

Participants left with an action plan to expand an existing inter-agency task force to include representatives of SPCA and veterinary organizations, to expand Link training to staff at numerous agencies, and to gather data about animals during intake and assessment processes. As Cathy Thomas of the Calgary Humane Society said, conferences like these “bring the community together one link at a time.”

“Many men harm animals to harm women,” said Bea LeBlanc from Cape Breton Transition House, “and I can assure you that won’t happen any more.”



Interdisciplinary “Link” conferences and coalitions “bring the community together one link at a time,” said Cathy Thomas, Executive Director of the Calgary Humane Society. “It doesn’t matter who starts the collaboration as long as animal protection is at the table.”

Diane Lewis, an art teacher in Nova Scotia, showed the power of what one person can do by circulating hundreds of posters and postcards that her students created, to be sent to Members of Parliament in support of animal protection legislation.

The posters below and throughout this issue are by Diane Lewis’ students.

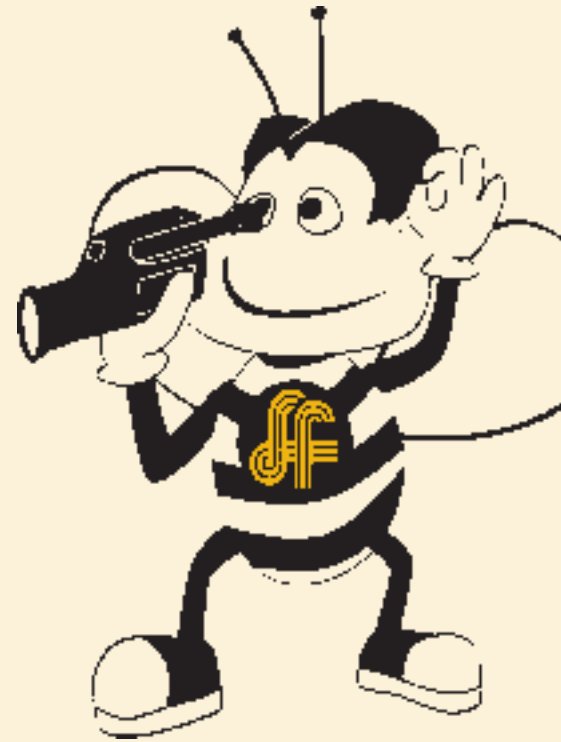


Latham Announces Search for Excellence Video

The purpose of the Search for Excellence awards is to recognize and encourage excellence in video productions promoting respect for all life.

The contest is held every two years.

This year's winners are:



**This year's Grand Prize:
The Gwyn Tebault Award for Excellence in Humane Education:**

Building a R.E.A.D. ® Team

produced by Intermountain Therapy Dogs.

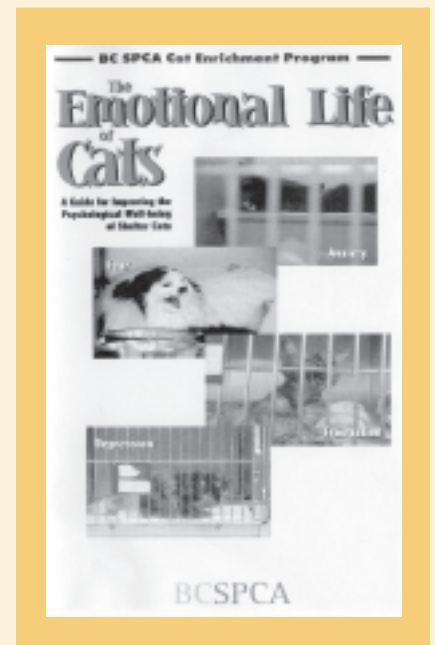
This training video teaches therapy teams how to implement the Reading Education Assistance Dogs (R.E.A.D.) ® Program which helps children who are struggling with reading. The program is meeting enthusiastic acceptance in libraries, schools, and among therapy teams across the United States and internationally. For further information contact Kathy Klotz, Executive Director, Intermountain Therapy Dogs, 4835 So. Highland Dr. #2125, P.O. Box 17201, Salt Lake City, UT 84117, 801-272-3439 or visit their website www.therapyanimals.org

1st Place Innovative Programs Worthy of Replication:

"The Emotional Life of Cats"

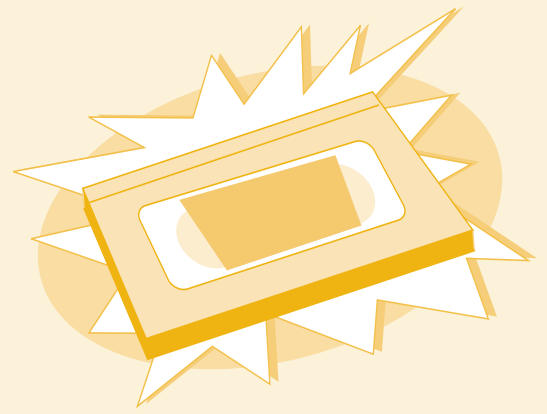
*produced by the British Columbia Society
for the Prevention of Cruelty to Animals (BC SPCA)*

The Emotional Life of Cats is a unique and practical guide for improving the psychological well-being of shelter cats. The video is part of a program developed by Nadine Gourkow and the BC SPCA that includes the video, a Cat Management Manual for Animal Shelters, a psychometric tool for assessment of welfare, an enrichment item, and an implementation plan. For information, contact Nadine Gourkow at the British Columbia Society for the Prevention of Cruelty to Animals (BC SPCA), 1245 East 7th Avenue, Vancouver, BC V5T 1R1, CANADA. 604-709-6714.



*1st Place: Innovative Programs
Worthy of Replication*

Awards Winners



1st Place Advocacy/ Public Policy/Awareness:

“Camp Collie”

*produced by the HSUS
of the Northern Rockies.*

This is a vivid and ultimately heartwarming description of the rescue and rehabilitation of 180 dogs (most of them Collies) and a dozen cats that were being shipped from Alaska to Arizona in an overcrowded semi trailer when they were discovered by the Border Patrol. The precedent-setting high volume cruelty case resulted in the owners’ arrest and a new cruelty law being passed in Montana as well as increased public awareness. The animals also benefited. Most of them recovered from their ordeal and were adopted into permanent loving homes. For information contact Karen L. Allanach Manager, Media Relations The Humane Society of the United States 301-548-7778 kallanach@hsus.org www.hsus.org or Dave Pauli, HSUS Northern Rockies, 450 N 31 #215, Billings, MT 59101. 406-255-7161.

1st Place Public Service Announcements (PSAs):

“Sponsor Me” Series

produced by the Nebraska Humane Society and Darcy Beck.

This is a series of four PSAs that ran concurrently with radio spots and a print mailer designed to encourage donations. Each of the four PSAs featured the story of an individual animal. The appeal is simple and effective — “Sponsor this animal or one like him/her.” For information, contact Pam Wiese at the Nebraska Humane Society, 8924 Fort Street, Omaha, NE 68134. 402-444-7800 X 270.

Special Award in honor of Jenni Dunn, a therapy dog whose diary was featured in past issues of *The Latham Letter*:

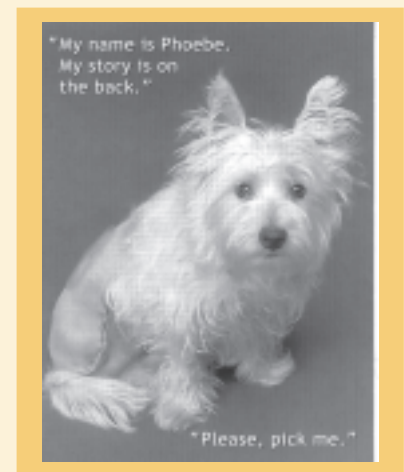
“P.A.L.S.” (People and Animals: Lives Shared)

*produced by Judith Levicoff and Abington Memorial Hospital
in Abington, Pennsylvania.*

This video is a description of an animal-assisted therapy program in a hospital, told from a therapy dog’s point of view. A tail-waggin’ treat! For information contact Judith Levicoff, PALS, Abington Memorial Hospital, 1200 Old York Rd., Abington, PA 19046. 215-481-5985.

Contact the producers of the videos for availability and purchase information.

*From Nebraska Humane Society’s
“Sponsor Me” First Place PSA series*



Partnerships Formed in Colorado to Stop the Cycle of Abuse

By Corey Price
Denver Dumb Friends League



Domestic violence, child abuse, fire setting, animal cruelty, murder- we all see these crimes in our communities. Violent crime is a problem and has been a problem in societies worldwide for thousands of years.

Over time, agencies have emerged to handle violent situations and provide intervention and treatment for victims and abusers. Police departments, fire departments, animal control agencies and others each investigate reported crimes. Often, these agencies visit the same address, the same victim and the same abuser, not knowing the other agencies have also been involved.

Recent studies show that there is a significant overlap of the same perpetrators involved in domestic violence, animal cruelty, fire setting and other violent crimes. When we look at this research, it is clear that stopping the cycle of abuse means working together. The question is where do we begin?

The LINK in Aurora, Colorado, started in 1999 with a simple phone call. Kay Dahlinger, Chief Probation Officer with the Aurora Municipal Court, was aware of the link between animal abuse and violence toward humans. That year, four children were sentenced to probation in municipal court after stoning a goose to death. Kay called the Aurora Animal Care Division and the Aurora Fire Department to see if

they had any history with the children involved. She was not surprised to learn that two of the children had been through the fire setter program, one at age five. One of the other children's parents admitted her child had abused the family pet.

After more phone calls, Kay met city officials, some first responders and a few others at a local coffeehouse to discuss working together. They realized that they needed to share information and combine forces to effectively break the cycle of violence. The LINK has held monthly meetings since March 1999, with attendees from law enforcement, social services, fire departments and other agencies.

The LINK released a training video in April titled, "A Journey Through the Link." Produced by KACT, Channel 8, the video helps professionals and the general public put together the pieces of the puzzle and understand how violent acts are connected. The video was well received at a training session for over 80 professionals from all over the Denver metro area.

Another partnership success story is the Colorado Alliance for Cruelty Prevention. Two years ago, Bob Rohde, president of the Dumb Friends League, and Chuck Turner, director of the Colorado Bar Association, struck up a conversation while playing a round of golf. They discussed the Colorado Bar

Association's Family Violence program and the League's Cruelty Investigations department and how the two groups could collaborate. They held a meeting soon thereafter and invited other agencies to attend. Since then, the CACP has grown tremendously and now includes representatives from the Colorado Veterinary Medical Association, Colorado Animal Assistance Fund, District Attorney's offices, firesetter programs, domestic violence service providers, animal shelters, and many others.

The focus of the CACP is professionals training professionals. Training has taken place statewide and community needs are being identified. There is an urgent need for therapists trained in treating adults and juveniles who abuse animals. Some domestic violence and sexual assault state certified treatment providers have expressed interest in expanding their clientele to include those who abuse animals, realizing they may be one in the same. With the help of Psychologists for the Ethical Treatment of Animals, the CACP hopes to increase treatment options for offenders in our state.

Both organizations are having incredible successes. Both worked with state legislators to change animal cruelty laws in Colorado. Both offer training sessions that have been well received, with more

and more requests coming in every day. Both grew from a small few into a large group of people working together to stop the cycle of violence. Both groups helped successfully change social services and law enforcement procedures, including changing intake forms for many agencies to include questions about abuse toward pets or other animals. With the rise in awareness, many first responders now refer clients to pet sheltering programs, to help them successfully leave violent situations. And, many are now acting on and reporting animal abuse, realizing that it is significant in breaking the cycle of abuse.

The road isn't always easy and there is much more work to be done. Both groups realized early on that treatment options in Colorado are painfully scarce. That's why they are working to get more therapists trained to treat animal abusers. Also, with cuts in many agencies' budgets, interventions may be hard to come by, even if people do understand the issues.

The bottom line is that animal abuse IS family violence. Working together is the best way to break the cycle, once and for all.

For more information about the LINK or the CACP, please contact Corey Price at cprice@ddfl.org. Corey is the Humane Education Manager for the Dumb Friends League, an animal welfare agency in Denver, Colorado. She is also the Co-Chair for the LINK and a member and trainer for the CACP.



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Brother Buzz and Miss Busy Bee Make a Rare Appearance at the Grace Hudson Museum in Ukiah, CA

By Marvin Schenck, Curator, Grace Hudson Museum

What must it be like to be a star and then slip into obscurity when your TV series goes off the air? If you are an actor, you seek other parts. If you can't continue to find work, at least you may have a life outside Hollywood. But if you're a puppet, when the show you were created for ends, your career usually ends too. There is always a slim chance of a revival. All too often though, your fate is to be recycled into a different character for another show. Fortunately, for television stars Brother Buzz and his girl friend Miss Busy Bee, they were just too famous to be retooled. Instead, they were lovingly packed away. Perhaps it was puppet master Ralph Chesse's own form of kindness to animals.

As a child in the 1950s my all-time favorite TV show was Brother Buzz every Saturday morning. I had no idea that the program was local only to the Bay Area. I do credit the Latham Foundation's sponsored message intrinsic in the show for intensifying my love for animals. The varied cast of animals that Ralph created for each weekly show was always impressive. The stories portrayed not only taught kindness to animals, but respect for

each other as well. The show probably fostered my short period of puppeteering with my older brother Bill late in the 1950s. I probably grew away from the program and never knew when it disappeared from the airways.

Zoom forward to the late 1970s and my position as exhibits coordi-

four exhibitions of the Alan Cook Collection with select additional loans. The shows have happened at four different museum facilities in California and Arizona. I have managed to get Brother Buzz and Miss Busy Bee out of retirement for each of these puppet folk art extravaganzas.

The last exhibition, "The World of Puppets," at the Grace Hudson Museum in Ukiah, CA lasted five months and was the most complex installation to date of Alan's collection. Not only were Brother Buzz and Miss Busy Bee in attendance with some other special loans, but also for the first time, thanks to the Latham Foundation, I was able to have videotape running of one of the actual televised programs. The video became a key part of the

many, many kid's tours of the show. It was the primary example of what a puppet show could be – what the static 400 puppets in the display cases could look like in action.

Brother Buzz gained many new fans on those tours. What I especially enjoyed was seeing the light come on in the eyes of the parents and teachers (his old fans) when I would point towards the ceiling where Brother Buzz and Miss Busy Bee were flying.



nator at the Walnut Creek Civic Arts Gallery, Walnut Creek, California. I was assigned to arrange an exhibit of puppets from the collection of Alan Cook. In discussions with Alan, I raised the point that to me an exhibit of historic puppets would be incomplete without Brother Buzz. Though he didn't have any of the show's cast in his collection, he knew Ralph and his son Bruce and would try to arrange a loan. Since then in my curatorial career I have produced

One of our Museum Board members proudly stated she had been a card-carrying member of the Brother Buzz Club.

It has been just over a year since the Puppets of the World exhibit closed at the Grace Hudson Museum. Our regular visitors are still talking about the exhibition. I want to thank the Latham Foundation for the loan of the video and for originating the Brother Buzz TV program in the first place. As with any act of

kindness to an animal, such generosity of attention can live on and on.

I also want to recognize Alan Cook's selfless lifelong dedication to collect and preserve examples of puppets and puppet history from all over the world. He is currently working with the Conservatory of Puppetry Arts in Pasadena to document his collection. To reach them call (626) 296-1536. They are always looking for a venue to launch an exhibit.



The Grace Hudson Museum and Sun House

Nationally admired artist, Grace Carpenter Hudson, and her anthropologist husband, Dr. John Hudson, were illustrious members of a family whose interests and talents involved them in notable historical and cultural events of the 19th and early 20th centuries. The Carpenter-Hudson family left a legacy that encompasses California Art, Pomo Indian culture, regional history, early photography, the American Arts and Crafts period, and the women's suffrage movement. The Grace Hudson Museum displays and interprets objects from the multifaceted estate of this exceptional family, using them as a springboard for contemporary examinations of a variety of cultural and artistic themes.

The Sun House and the Grace Hudson Museum stand on four acres in central Ukiah, California. The Grace Hudson Museum is divided into a large central gallery (for changing exhibits) and the new Ivan and Elvira Hart Wing constructed in 2001 to display the Museum's permanent collections of Pomo baskets and culture, the historical artifacts of the pioneer Carpenter and Hudson families, and especially to present a permanent display of Grace Hudson's paintings and other artworks.

Grace was born in Potter Valley in 1865 and grew up in Ukiah. At sixteen she went to San Francisco to attend art school and further her already obvious art talent. She returned to Ukiah at age twenty an extremely capable painter. In 1889 Dr. John Hudson arrived in town and a year later she married this handsome young doctor. John's interest in the study of Native American culture and language combined with Grace's familiarity with the local Pomo People led to their commitment to the study and document the California Native Americans, especially the local Pomo. While John traveled the state doing field studies and gathering basket collections for eastern museums, Grace created painted portraits of a race and culture they feared would soon die out. During her career, she painted 684 Native American portraits. Her approach had not been seen before. She created her touching images with a woman's sensitivity and perspective. Her primary subjects were the children and lives of the women of the Pomo. Her work struck a special tender note with the public and she soon became nationally known.

John and Grace had no children of their own but through historic photographs a great love of animals is evident. Mascot, their St. Bernard dog, held a special place of affection. There are not only many photographs of him, but also sketches and a lovely painting.

In 1911 Grace and John built their dream house and studio, the "Sun House." It is an extraordinary example of Arts and Crafts redwood bungalow architecture and is California Historical Landmark No. 926. It is also on the National Register of Historic Places and is an Associate Site of the National Trust for Historic Preservation under their Historic Artists' Homes and Studios Program. Docent tours of the house are available Wednesday through Sunday, noon to 3 pm. The Grace Hudson Museum is located at 431 South Main Street, Ukiah, CA 95482. For information on exhibitions and programs call (707) 467-2836 or visit www.gracehudsonmuseum.org.



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.

Early reviews of Cycles II are in

“Latham’s new video is a must-see for all law enforcement, child welfare, and animal control agencies. It focuses on the interconnectedness of abuse – spousal, child and animal – and the importance of agencies working together to combat the problem.”

Jennifer Dragotta, M.S. Ed
Manager, NYC Education Programs ASPCA

“Wow. I love the video.”

Corey Price
Humane Education Manager
Dumb Friends League / Humane Society of Denver



The Legend of St. Rock Depicts Animal-Assisted Therapy in the 14th Century



Statue of St. Rock and the Dog in the chapel at Fortress Louisbourg, Nova Scotia built in 1744.

One of the oldest examples of animal-assisted therapy dates from the 14th Century with the unusual history of the French Catholic Saint Rock, also known as St. Rocco, St. Rochus, and St. Roque.

Born circa 1350, he left his home in Montpellier, sold all of his possessions, and walked, barefoot and dressed in sackcloth, on a pilgrimage to Rome. He tended to many victims in plague-ravaged northern Italy, many of whom recovered.

Having contracted the plague himself, he went into the woods to die, rather than take a hospital bed that could be used by another patient. According to the legend, a dog found him and returned with a scrap of bread in its mouth that it had stolen from its master's table.

The dog repeated this routine daily. The dog's master, observing his pet's strange behavior, followed the dog into the woods where he found Rock and helped nurse him back to health. Upon his recovery, Rock returned to France where he continued his missionary work and cured people and cattle of the plague until his death in 1380. He was canonized between 1414 and 1418.

The dog is depicted in medieval art licking the plague spot on St. Rock's leg to help it heal. Today, St. Rock's legend is celebrated on August 16, and he is the patron saint not only against plague, but of physicians, surgeons, cattle, prisoners, street pavers, old clothes dealers, and cooks.

– By Phil Arkow

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 info@latham.org.

Of

Note:



Upcoming Conferences & Meetings

E-mail your listings to info@latham.org

SEPTEMBER

- September 7-10** 27th National Children's Law Conference of the National Association of Counsel for Children, Las Vegas, Email: advocate@NACCchildlaw.org, Website: www.NACCchildlaw.org
- September 12-18** How to Start an Animal Sanctuary, Presented by Best Friends Animal Society, at Best Friends, humane.ed@bestfriends.org
- September 17** Scientists Center for Animal Welfare: IACUC-Advanced, a workshop for experienced Institutional Animal Care and Use Committee members and others who work with laboratory animals. Doubletree Hotel, Denver, Colorado. info@scaw.com or www.scaw.com
- September 25 & 26** Marin Humane Society's Animal Rescue Conference, Novato, CA 94949. Sponsored by PETsMART Charities, details at www.marinhumanesociety.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

- October 22 - 24** Open Paw National Humane Education Conference featuring Phil Arkow, Kelley Bollen, Ian Dunbar, Kelly Gorman, Trish King, Patricia McConnell, Ph.D., Jennifer Messer, DVM, and Jill-Marie Yorey. Sheraton Gateway Hotel, Los Angeles, CA 90045. For information visit www.puppyworks.com
- October 22 - 24** No More Homeless Pets Conference, Sponsored by Best Friends Animal Society, Cincinnati, Ohio. For details inquire at nmhp@bestfriends.org.

NOVEMBER

- November 5-6** The Empire State Animal Protection Forum, Holiday Inn Holidome, Schenectady, New York, For additional information call 973-628-9494 or email: melania@aspc.org

CORRECTION:

Please note that the Best Friends No More Homeless Pets Conference will be in **Cincinnati, Ohio**, not Las Vegas, as we erroneously reported in the last issue.

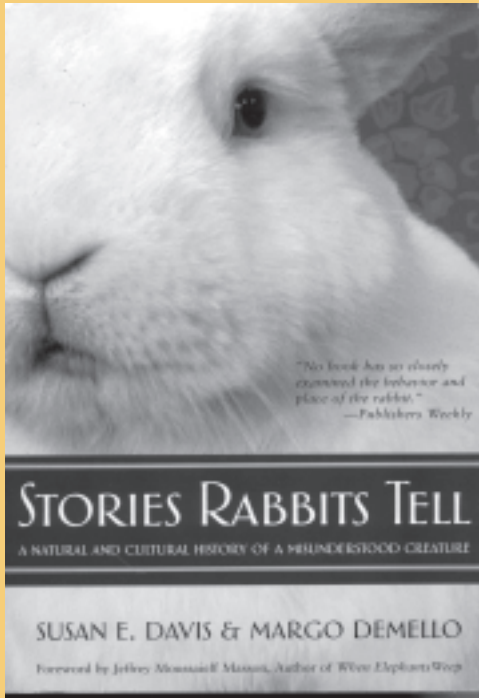
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Media Reviews and Announcements

Stories Rabbits Tell: A Natural and Cultural History of a Misunderstood Creature

By Susan Davis and Margo DeMello



Susan Davis and anthropologist Margo DeMello present the first-ever comprehensive look at the rabbit as an animal that is fascinating both in its own right and as a cultural icon. In doing so, the book explores how one species can be simultaneously presented as a symbol of childhood (think *Peter Rabbit* and *Goodnight Moon*), worshipped as a symbol of female sexuality (i.e., the Playboy Bunny), dismissed (and mistreated) as a ‘dumb bunny’ in domesticity, and loathed as a pest in the wild.

“They look like cute, fluffy, not-so-bright animals,” DeMello says. “But both wild and domestic rabbits are intelligent animals who display complex social needs and behaviors. Moreover, their image has carried a multiplicity of meanings throughout the centuries: from symbols of virginity to models of perverted sexuality, from bearers of good luck to harbingers of doom, and from innocent child’s pet to witch’s familiar.”

The authors analyze these stereotypes and counter them with analyses of real rabbit behavior, while exploring current debates on animal emotions, intelligence, and welfare. In what *Publishers Weekly* has described as a “clear-eyed review” of conditions in commercial rabbit industries, the authors also present the first-ever investigation into conditions in the rabbit meat, fur, laboratory, and pet industries.

Stories Rabbits Tell provides invaluable information and insight into the life and history of an animal whom many love, but most barely know.

Stories Rabbits Tell

Susan E. Davis and

Margo DeMello

*A Natural and Cultural History
of a Misunderstood Creature*

*384 pages, photographs,
1-59056-044-2, \$22.00 pbk*

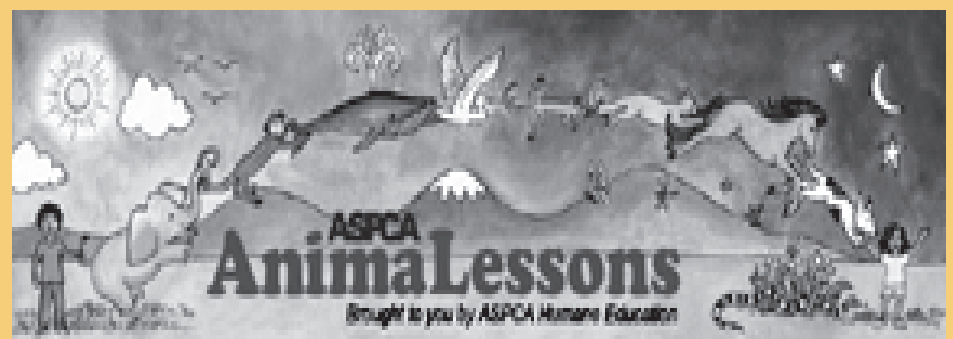
original

www.lanternbooks.com

Revered as a symbol of fertility and sexuality, beloved as a children’s pet, and widely represented in the myths, art and collectibles of almost every culture, the rabbit is one of the most popular creatures in the animal kingdom. Ironically, it has also been one of the most misunderstood and abused. Indeed, the rabbit is the only animal that our culture adores as a pet, idolizes as a storybook hero, and slaughters for commercial purposes.

In *Stories Rabbits Tell: A Natural and Cultural History of a Misunderstood Creature*, journalist

The ASPCA AnimaLessons is now available electronically.



Continued on page 22

The ASPCA AnimaLessons™ teacher newsletter is published quarterly and contains a feature article about animals accompanied by four reproducible, classroom-ready handouts for grades K-8. The latest issue focuses on what student's should know about animal cruelty

By Fall 2004, ASPCA AnimaLessons™ will be switching over to an email-only subscription service.

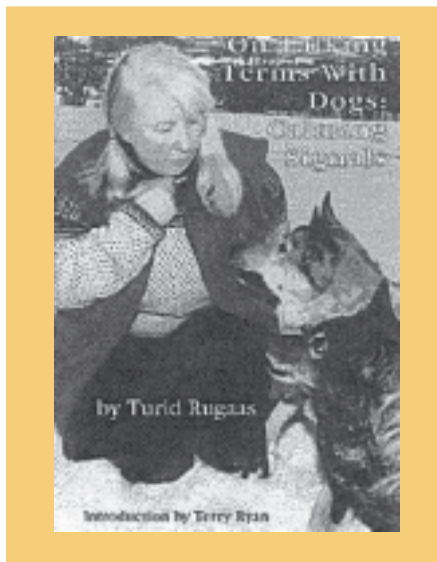
The e-format of the newsletter will have many advantages. From the ASPCA AnimaLessons™ web page, you will be able to view current and past issues and print out articles and activity sheets in .pdf format.

Visit http://www.aspc.org/site/PageServer?pagename=al_newsletter to fill out the enrollment form.

On Talking Terms With Dogs: Calming Signals

By Turid Rugaas

Reviewed by Norma Charette



In the search for the ultimate canine understanding guide book, I came upon a book called *On Talking Terms With Dogs: Calming Signals* by Turid Rugaas. In my profession as an Animal Control Officer, I am often

faced with having to deal with “problem” canines. I deal with new and unusual circumstances and situations, and the repetitive same old issues, like the barking or roaming canine. It was Mark Bekoff who was able to give me insight to the wild side of canines, although I do not deal with wolves, I do run into coyotes and foxes, however, it is the domestic canine that I really want to know more about in terms of how they might think, behave, and react.

I have looked for ways to deal with behavior issues used in training our canine companions, in hopes of understanding them enough to capture them. But that was just the problem, “used in training” which meant that you already had control of them. I have no control over what I have to capture and there are no boundaries to limit the canines’ movements. These domestic canines in a sense snub their nose at me, or fear any living thing that moves, and run off into the woods or another yard even into the street. I really needed to understand their behavior if I ever planned to have them willingly come to me, or better yet, allow me to approach them.

This easy-to-read book by Turid Rugaas gave some of that insight I was searching for. It is not information that would allow you to talk to any canine, but rather insight to how they think and why, by understanding their behavior through calming signals they use. I doubt anyone will become a pro overnight – this does require you to take time and focus your attention and experience how body language can be used to avoid conflict. I have more understanding than before on what some of these animals I have caught have been telling me. Perhaps the book is not a cure but it is insightful and well worth reading.

It adds to our mental database some extra understanding, but it is up to us to utilize all knowledge we have learned and experienced, this book is only a fragment of knowledge. Our ability to practice observation is prime for “us” to avoid threats from all living things.

Here is what Turid Rugaas has written “*The signals are used at an early state to prevent things from happening, avoiding threats from people and dogs, calming down nervousness, fear, noise, and unpleasant things. The signals are used for calming themselves when they feel stressed or uneasy. The signals are used to make the others involved feel safer and understand the goodwill the signals tell about. They are used to make friends with other dogs and people.*” Chapter 1, pg.1.

I have promoted everything else I have learned, from Tellington Touch, Gentle Leader, Clicker Training, and so much more, however, all these ways are utilized when you have the canine in custody, not before. Perhaps not all canines provide these signals, but for all that do it might just prevent an injury from occurring. I also find other uses for calming signals within each environment I find myself in, but most of all it can be used anytime you are with our canine companions; in the schools, in any work environment, at home, on walks. It is better to understand than to be annoyed all the time by a canine’s action; keep life simple, you only have one to live, live it well.

**On Talking Terms with Dogs:
Calming Signals**
by Turid Rugaas

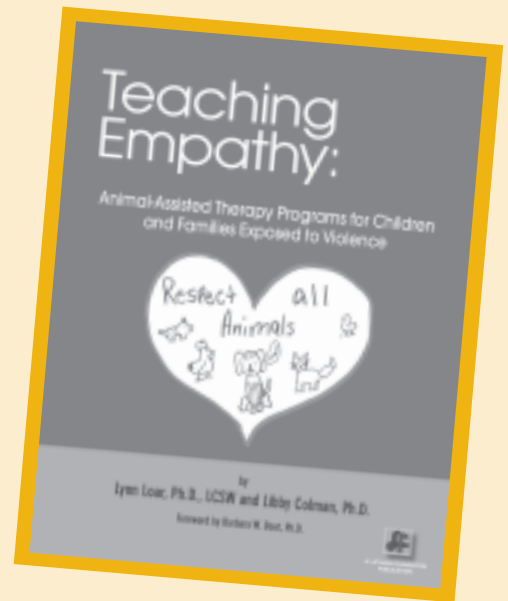
Publisher: Hanalei Pets
Edition: 1997 Paperback, 33 pages
ISBN: 0967479606

Teaching Empathy:

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

A Handbook for Therapists, Humane Educators,
and Teachers

By Lynn Loar, Ph.D., LCSW and Libby Colman, Ph.D.



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animal-assisted therapy program

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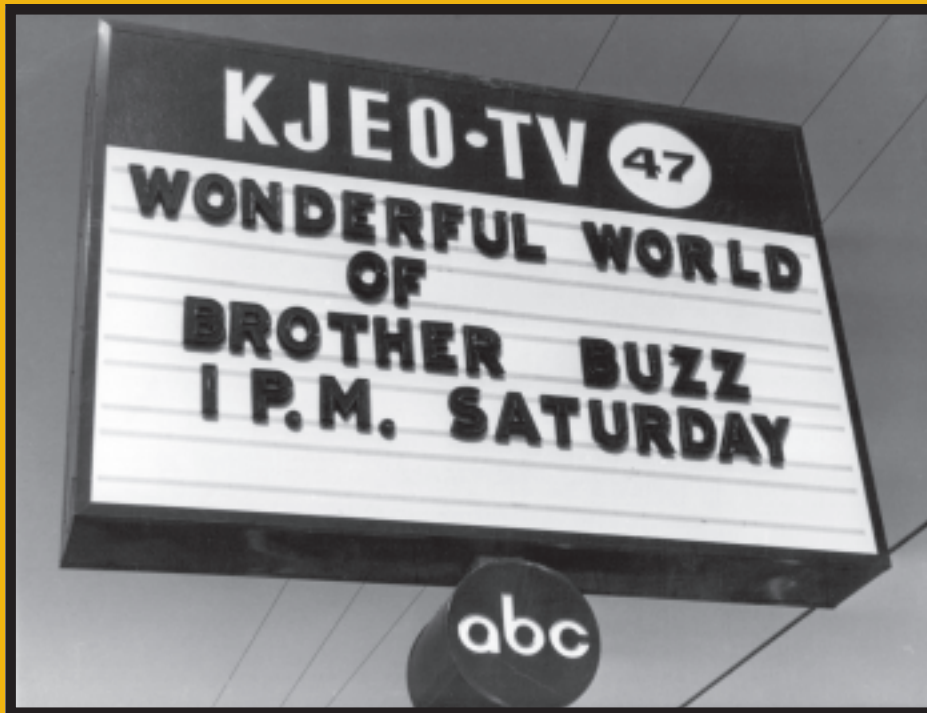


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