

T H E

Latham Letter

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PROMOTING RESPECT FOR ALL LIFE THROUGH EDUCATION

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Esther, 3rd grade

Science, Animals, and Technology: Humane Education Enters the 21st Century

Children interact with a humane education website

By Anne Taunton, Cheryl Dhein, Lynda Paznokas, and François Martin



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Green Chimneys Equine Programs
NEW! APHE Camp Manual
NEW! Latham's Dog Defense DVD

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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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The Latham Letter

Volume XXVIII, Number 2, Spring 2007

**BALANCED PERSPECTIVES ON
HUMANE ISSUES AND ACTIVITIES**



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Editorial

Puzzling Behavior



Hugh H. Tebault, III, President

Puzzles. Sometimes rewarding – sometimes frustrating. Taking many seemingly unconnected colorful pieces and spending time to put them together in such a way as to make a beautiful picture. Rewarding. Or, taking a series of unrelated people and attempting to making a strong society. Frustrating! It puzzles me how we can teach humane education to so many and yet see so much disrespect of one another in society. How does this happen?

In the humane education arena, there are people and organizations using polarizing factors in an attempt to tear down the work of others in the misguided belief that only their way is the right way. In essence, they are saying “if you don’t do it my way, then I will make sure you cannot do it at all.” What kind of credo is that – focusing so much energy on the negative rather than simply accepting that we all are trying to work toward improving our society in our own ways.

For generations, the term humane education has stood for teaching the basics of kindness and respect for animals and each other. This simple message is incredibly powerful and forms the basis of existence for so many variations and permutations of societies, with religious and non-religious applications, as to be a *uniquely bonding, core principle* for all.

Over the last decade or more, there have been attempts to redefine humane education. Some people declare that it is exemplified by and can only be taught by those who are practicing vegans or vegetarians, or by those who believe in a form of earth worship referred to as sustainability lifestyle. These emotionally charged world views attempt to limit the scope of what humane education is by attempting to define who can be a true humane educator based on some behavior or lifestyle.

The definition of humane education is further confused by the term humanist education. They are not the same. That is not to say that humanist’s or those who follow a specific dietary regimen cannot be humane, or teach humane education. They can and should – but they should recognize that humane education is open to all people.

Showing respect for other people often means you accept that the other person has free will and may not agree with you on every aspect of life. Showing respect for other people does not mean you must adopt the opinion or practices of the other person.

True respect is a meeting of minds where both parties agree to disagree while finding some common ground through which they can work together. This intersection of interests can bring the best contributions of two or more different people to reach a common goal.

In humane education work, we have a large pool of talent from many different backgrounds with many different opinions about eating styles, ethnic lore, the environment and politics. All benefit by teaching basic humane education to improve respect for animals, thereby improving the society we share. This is the core strength we enjoy – the ability to work effectively with other people and show respect by behaving in a humane way. Showing respect includes all others – not just those who believe the same things you do.

Show someone the results of humane education at work today. Smile at a harried grocery clerk. Allow someone to have the parking space you wanted. Speak gently to those who disagree with you, working to find the area of agreement rather than focusing on how you differ. Pet the dog. Take time with your family. Life is precious. Remember that you show how you value humane education in all that you do.





Of Note: News you can use

Turner Classic Movies to Celebrate 130th Anniversary of American Humane Association with Film Festival in April

***Francis, Benji, National Velvet, Flipper, Free Willy* are among a full slate of movies set to honor animals' contribution to Hollywood.**

To commemorate the American Humane's 130th anniversary of protecting animals from cruelty and abuse, Turner Classic Movies (TCM) will air a festival of films starring some of Hollywood's most renowned four-legged and finned actors on Monday nights in April. American Humane has monitored the welfare of animals in film and television since 1940 and is the source of the famous end-credit "No animals were harmed."

The festival will be divided into five categories: PATSY Award winners, animal heroes, rescue animals, animal trainer Frank Inn, and the human-animal bond. It will include several TCM premieres and will kick off American Humane's national Be Kind to Animals Week May 6-12.

Visit www.tcm.com and click on "this month" for details.

Adopt-a-Classroom Grants Available from NAHEE

To make it easier than ever for nonprofit animal protection organizations to jumpstart or revitalize humane education in their communities, NAHEE is now offering grants to match the number of new (not currently enrolled) KIND News subscriptions numbering 51 or more for adopted classrooms for one year.

Any registered 501(c)(3) animal protection organization can be considered for a grant, including those already participating in the Adopt-a-Classroom program. For more information or to request an application, e-mail Dorothy Weller at weller@nahee.org.

Additional national humane education resources

ASPCAeducation.org

Americanhumane.org
(Click on "education and awareness.")

BestFriends.org or
humane.ed@bf.org

HSUS.org

The Latham Letter

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Science, Animals, and Technology: Humane Education Enters the 21st Century

Elementary aged children interact with a humane education website

By Anne Taunton, Cheryl Dhein, Lynda Paznokas, and
François Martin, Washington State University

Emma was only four years old, but that did not stop her from completing the third grade module of Learning and *Living Together: Building the Human-Animal Bond Online Curriculum*. Sure, she needed some help reading the computer screen, but she was determined to demonstrate her new knowledge of cats and, in the process, save the Egyptian Pharaoh. Emma and other children ages 3-8 stopped by WSU's College of Veterinary Medicine's People-Pet Partnership's exhibit at the Palouse Discovery Science Center's Open House to learn how science, technology, and humane education converge into an appropriate, engaging, and interesting learning experience.

Development of project

Technology abounds in today's classrooms. Computer instruction, multi-media presentations, and internet resources are common even in elementary classrooms. Some educators are even proposing to add a "sixth E" to the 5-E science learning

model: E-search (Chessin & Moore, 2004). Realizing the potential for a unique combination of humane education and technology in the classroom, the People-Pet Partnership (PPP) designed an online humane education curriculum entitled *Learning and Living Together: Building the Human-Animal Bond*. PPP is human-animal interactions program of the College of Veterinary Medicine Washington State University.

Why humane education?

Why add humane education to the regular school curriculum? Don't teachers already have an overloaded curriculum? One of the reasons incorporating animals and humane education in the curriculum is important may be found in the biophilia hypothesis proposed by Wilson (1984). He argues that humans, as a biological species, have an innate propensity to focus on living things. As such, this attraction and interest for other animals and the natural world is a result of co-evolution with other species. According to Wilson, "life of any kind is infinitely

more interesting than almost any conceivable variety of inanimate matter." Wilson adds that the human brain evolved in a biocentric world and consequently needs the natural world for its fulfillment.

This may in turn explain why animals are believed to play such a significant role in cognitive, language, emotional and social development of children. Gail Melson, in her 2001 book *Why the Wild Things Are: Animals in the Lives of Children* provides the reader with an excellent review of those matters. In addition, scientific literature has chronicled the connection between children's treatment of animals and their empathy for others. Pet ownership and pet bonding have been associated with higher levels of empathy (Vidovic et al. 1999, Bierer 2001), more prosocial behaviors (Vidovic et al. 1999), and increased self-esteem (Bierer 2001) in children. However, recent research suggests that this connection between pets and children's level of empathy may be more complex and possibly not as straight forward as previously thought (Daly and Morton 2003).

Online curriculum

Learning and Living Together: Building the Human-Animal Bond Online Curriculum is an interactive humane education website for children in grades K-3 (and even preschool, as Emma demonstrated). It is free of charge to anyone who wishes to visit the website. All lessons are based on the National Science Education Standards (1996) and incorporate science as well as mathematics, grammar, and art into humane education. The online version of curriculum is currently divided into three sections: K-1, Second grade, and Third grade. Each grade level focuses on different animal concepts.

K-1 Module

Getting acquainted with pets

In this module, Clover the Clumber Spaniel leads students through exercises about different types of animals (pets, farm animals, wild animals), how to choose the right pet, and how to take care of their pets.

Second Grade Module

Little critters as pets

Jeremy the Gerbil introduces a special type of pet in this module: little critters, such as hamsters, fish, and rabbits. During their visit, children learn about little critters' life habits, care, and how to safely handle them.

Third Grade Module

Cats as companion animals

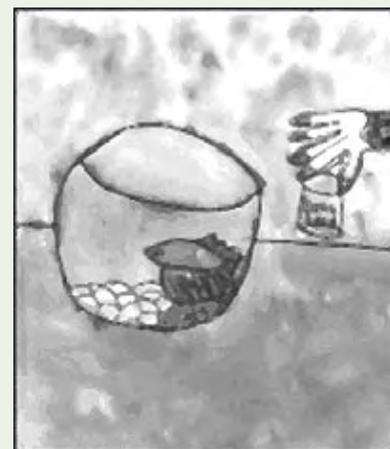
From tigers to domestic tabby cats, this module teaches students about all types of felines. As part of a search for the missing Egyptian Pharaoh, Bast the cat goddess leads students in exercises about feline habitats, behavior, care, and history.

The first two modules start with an introduction by the mascot (i.e. Clover or Jeremy) outlining the topics to be covered. The introduction is followed by a tutorial during which the children learn about the specific topic. Finally, children use games to put their new knowledge into practice. For example, in the K-1 module, Clover introduces five topics: 1. pets, farm animals, wild animals; 2. different pets; 3. the right pet; 4. what pets need; 5. other games. After the child chooses a topic (let's say the first one about the different types of animals), Clover presents information about that topic using animation as a tool to complement what she says. After the tutorial, Clover plays a game with the children to reinforce and test their new knowledge. For this topic, the children are shown an animal and given three choices of habitat for that animal. Clover then asks children to click and drag the animal to its proper habitat.

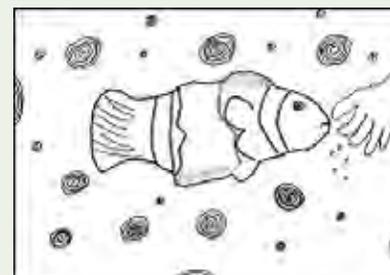
For third graders, the module is a full-length story. The Egyptian Pharaoh has been kidnapped, and it is up to the children to save him. Bast, the Egyptian cat goddess, leads the children on the quest. Along the way, the children learn all about felines. They must demonstrate their knowledge through educational games to get clues as to the location of the Pharaoh. For example, they must click and drag the bones of a cat to their correct places on the cat's body in order to move to the next part of the story.



Sierra, 3rd grade



Ana, 3rd grade



Katie, 3rd grade



Blake, 3rd grade

Learning cycle structure

To maximize the short time we had with each of the children who visited our exhibit at the Palouse Discovery Science Center, we approached each learning experience with the same three-step method: anticipation, exploration, and reflective reaction (Martin et al. 2005). The purpose of the anticipation phase is to get the children excited about learning about animals and humane education. To facilitate discussion about animals, we placed a cat skeleton on our table. We asked the children that stopped by if they knew what type of animal it was and if they could name any of the parts. From there, we asked the children if they had had any experiences with animals. Some experiences we were told about were animals in their homes and visiting the animal exhibits at the recent county fair. We finally asked them if they would like to learn more about animals using our computers.

The exploration phase started when the children sat at the computers and began whichever educational model they chose. They were allowed to visit any part of the curriculum, regardless of their age or perceived ability. We were there to give instruction on usage and to facilitate any questions that arose. All educational modules were visited, though most children chose to create their own animal, an art game at the end of the K-1 curriculum. The 3rd grade curriculum created a lot

of enthusiasm but because of time constraints, not all of the children that started it could complete it. Several parents commented on how nice it was to have a humane education curriculum available to them to work with their children at home. They noted that they were unaware if the local schools have any sort of humane education in their curriculum. One parent even sat down and explored all three educational modules herself.

The final reflective reaction stage came into place after the children were through exploring the curriculum. Most children were eager to relate what they learned in the curriculum to what they had already experienced. We met one child's pet bird she had brought with her. We encouraged the children to take website information and artwork home and to work on the curriculum with their parents. We encouraged the parents to share animal experiences and to visit our website with their children.

Humane education is lacking in most educational curricula, but *Learning and Living Together: Building the Human-Animal Bond Online Curriculum* offers many reasons to include it into regular school learning. Incorporating science, math, art, English, and biology into humane education is an innovative way to teach and use several skills while focusing on the proper treatment of companion animals. We expect that the new science information children received from visiting the curriculum will act as a catalyst for new learning. Perhaps we will see Emma again in veterinary school. 

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To see more artwork,
turn to page 13.

To see all the entries
in their original color, visit
[www.vetmed.wsu.edu/
depts-pppp/child.aspx](http://www.vetmed.wsu.edu/depts-pppp/child.aspx)

and click on
"Celebrating the Human-Animal
Bond Art Display."

The Peacock Foundation's Animal-Assisted Therapy Reaches Traumatized Children



By Lisa Peacock

The Peacock Foundation is a four-year-old non-profit organization that has developed a new angle for Animal-Assisted Therapy. Our vision is to rebuild self-esteem and empathy within traumatized children whose circumstances have stifled their growth and development. To accomplish this we have adopted 11 animals (snakes, lizards, small mammals) and trained them for safe contact. These animals provide a doorway into the lives and thoughts of the traumatized children that we serve. We are able to employ comparisons between the animals and the children to teach social skills. Skills such as conflict resolution, anger management, relationship enhancement, and patience are a few of them. To illustrate some of our work I have included two examples.

Crystal is a 16-year-old girl who has been placed in a residential foster care facility. This facility is trying very hard to make life enjoyable for these young women, but how do you make 40 girls feel special? When Crystal came into the group she was the first to ask when it would be over. She would not talk and looked down for most of the session. Many people would just assume she is another angry and violent teen who does not want help. She definitely was not the easiest person to get to know as she bolted for the door the moment our time was up. Then something changed. I noticed that she was reaching out to the snake and smiling slightly when it came to her. She started looking me in the eyes, and did not seem to notice the time on the clock. At the last session the group exceeded the time limit and all of the girls walked me to my car. Silently Crystal waited as the others waved goodbye and headed inside. As I turned from my car, after putting the dog in the backseat, her arms slowly slid around my waist. For a girl who appeared defensive it was amazing how easily she reached out to say thank you. Can you feel her arms? That hug was for anyone who understands the human animal bond.

Last week I was at an all boys' residential foster care center. I was walking to the room that I was assigned to work in, and was stopped three different times by boys who were excited and enthusiastic to see what animal I had in my arms. These boys, who go out of their way for

no one, went out of their way to talk for only a minute. It is a small beginning, but they have begun to open up to people in their lives. That is a big step towards healing. Some of these boys have finished their 4-week session with me, and anxiously ask when they will be allowed to attend again. Their scowls torment me as I finish walking to the door. How can I tell them they cannot come and talk with me and interact with the animals because it is someone else's turn? It never stops encouraging me knowing that such a seemingly small thing like spending time with an animal and talking can make such a large impression.

The Peacock Foundation is finding more and more need within the community to provide services that incorporate animal interaction and education. However, our focus is on the reinvention of the human spirit through hope instilled in the children through time and care.

What does it mean to offer hope?

It means helping these children slowly maneuver through their difficult lives by offering them a way out. We will be working hard in 2007 to give you opportunities to actively participate in the lives of these children without leaving your house. Everybody has a part to play in creating hope for these traumatized children. How can you help create hope? Look at the options below and see where you or your organization might be able to help:

- ✓ Partnering with us on our Resources page, and including us on your website,
- ✓ Sponsoring a child or group,
- ✓ Sponsoring an animal,
- ✓ Volunteering,
- ✓ Using Goodsearch to search the internet,
- ✓ Cars For Causes,
- ✓ Attending our Fundraiser on September 8, 2007, and
- ✓ Simply staying connected. Sign up for our email newsletter by contacting info@peacockfoundation.org with your email address.



CALL TO ACTION:

Social Workers and Other Animals

By Christina Risley-Curtiss, MSSW, Ph.D.

Christina Risley-Curtiss has addressed this shortcoming with a national research study, believed to be the first of its kind, to assess social workers' interest in the human-animal bond. This article is a summary of the more extensive report. Risley-Curtiss is Associate Professor in the School of Social Work at Arizona State University where she is co-director of the Child Welfare Training Project."

– Phil Arkow, Chair, The Latham Foundation's Animal Abuse & Family Violence Prevention Project

"One of the serious challenges confronting proponents of the human-animal bond and the link between animal abuse and interpersonal violence is that few human services professionals, particularly social workers, have had academic training or professional development that recognizes the emotional significance of pets in the lives of their clients. As a result, animal issues are often marginalized and not perceived by human services agencies as being relevant to their missions and priorities.

Introduction

Evidence of powerful relationships between humans and other animals, as well as the fact that the majority of persons with companion animals consider them to be family members, means that the social work profession should be educated and trained in how to include other animals in their assessment and treatment of clients.

Social work practice is grounded in an ecological-systems perspective which requires one to view humans within the context of their social and natural environments and as constantly in reciprocal interaction with significant others; for many, those others include companion animals. The inclusion of companion animals in our research, education,

and practice should be a natural extension of our work with humans and their challenges, coping mechanisms, and resiliency factors. Since there is little in the social work literature that identifies what, if anything, the profession of social work is doing in this area, I conducted a national study of social work practitioners to address this gap.

The Study

A random sample of National Association of Social Workers (NASW) direct practitioners was drawn from the 2004-2005 membership list and surveyed by mail in 2005. The final sample consisted of 1649 respondents (1,649/4,991) for a 33% response rate. Most participants were white females with

a mean age of 53 years, similar to the 2002 survey of regular NASW members. The 38-question survey was designed to obtain information regarding exposure to, and knowledge of, human-other animal relationships and integration of other animals into social work practice.

To help clients at all levels, we must integrate other animals into our social work research, education and practice.

Results

Study results suggest that participants have some surface knowledge of both the negative and positive aspects of human-other animal relationships. Yet despite this knowledge, the vast majority of social workers are not including other animals in their assessments or interventions. Of special concern are findings that only 1/3 ask about animals at all in assessment (only 12% ask clients about animal cruelty) and only 23.2% include animals as part of interventions. The results suggest that many may not be doing so because of a lack of education/training. Even those who are including animals do not have necessary training or education.

Call to Action

This lack of preparation to address human-other animal relationships suggests that while the social work profession values diversity, it is a 'humancentric' diversity rather than one that embraces non-human species. Unfortunately, a serious consequence of disregarding human-other animal relationships is that it shortchanges our ability to help our clients. For example, social workers are increasingly providing home-based services as the core of their service provision. This affords them an opportunity to interact repeatedly with other animals in a non-threatening manner. With appropriate knowledge and training, social work professionals can help people enhance their own lives by assisting with their companion animals. They can link clients to low-cost veterinary services and food

By including other animals in our research, education, and practice, we can maximize our potential to help people.

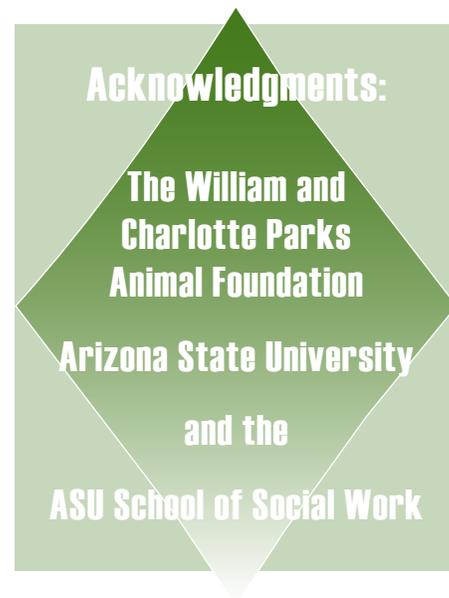
banks that provide animal food. They can help families understand the need to spay or neuter their animals and direct them to affordable spay/neuter services. Through budgeting, social workers can even assist individuals (e.g., the foster child aging out of the system) and families in deciding if they can afford a companion animal. They can validate the importance of the non-human family member to their client families and maximize their work with those families by drawing on the positive impact such animals can have for family members. Finally, they can identify and treat clients with histories of animal abuse. Identifying and treating animal abuse early may help clients avoid related troubles in the future.

Ample evidence on the inter-relatedness of humans and other animals requires that to maximize our ability to help clients at all levels, we must integrate other animals into our social work research, education and

practice. While human relationships with other animals play out in many ways, three are essential for social workers to include:

- 1) Companion animals, if kept as pets, are usually considered to be members of the family (i.e., part of family systems);
- 2) Animal cruelty is deviant behavior indicating needs for mental health services as well as possibly being a marker for violence against humans; and
- 3) Other animals can have a positive impact on the functioning of children and adults of all ages.

The social work profession's global mission is to help people. By expanding to include other animals in our research, education and practice, we can maximize our potential to do so. 



Interested readers can reach
Dr. Riskey-Curtiss at
riskey.curtiss@asu.edu



Upcoming Conferences and Events

 E-mail your listings to info@latham.org

The dramatic growth of interest in The Link™ between animal abuse and human violence has resulted in the Latham Foundation being invited to lecture at a number of training conferences in the U.S. and overseas. Phil Arkow, chair of our Animal Abuse and Family Violence Prevention Project, spoke to an interdisciplinary group of 40 professionals in January at the Stop the Violence Conference at the Caring Fields Animal Sanctuary in Palm City, FL.

Latham Letter readers may be interested in attending programs that are planned for later this year.

APRIL

April 22-24: Animal Care Conference 2007 “Collaboration, Cooperation, & Partnership”, Sacramento, CA. Sponsored by the California Animal Control Directors Association, the California Veterinary Medical Association, and the State Humane Association of California. www.animalcareconference.org or 916-649-0599

April 22-24: Texas Federation of Humane Societies Annual Training Conference, Houston, TX. www.txfederation.org for more information

April 28: Domestic Violence & Animal Abuse Seminar, Bloomington, IL, Jill Kasprzak, HSCI. jkasprzak@heritageofcare.com

April 29 - May 1: Caring During Crisis: Animal Welfare During Pandemics & Natural Disasters, Guelph, Ontario. Please call 519-824-4120 x 53677 or ovc.uoguelph.ca.

MAY

May 9-12: HSUS Animal Care EXPO, Hyatt Regency Dallas, Dallas, TX. For more information visit www.animalsheltering.org or call 1-800-248-EXPO. Workshop “Pets as a Conduit of Social Capital: A New Strategy for Humane Education” and others.

May 16: Forging the Link Conference, London, UK, Paula Boyden, Intervet. paula.boyden@intervet.com

May 18-20: Intermountain Therapy Animals biannual conference for R.E.A.D.ing Programs and for general Animal-Assisted Interventions, Salt Lake City, UT. Featuring Jonathan Balcombe, Maureen Fredrickson, Ann Howie, and many more. For more information go to www.therapyanimals.org, or call 801-272-3439.

May 25-27: All-Africa Humane Conference, Cape Town, South Africa. Info at avoice@yebo.co.za

JUNE

June 22-23: Third Annual Creating a Humane Community Conference, Arizona State University, Phoenix, AZ. Christina Risley-Curtiss, School of Social Work. risley.curtiss@asu.edu

JULY

July 14: Terapia Asistida con Animales course, Fundacion Bocalan, Barcelona, Spain. www.bocalan.es

SEPTEMBER

September 13-18: Southern Regional Spay/Neuter Leadership Conference, Memphis, TN. www.spay-usa.org

September 18: International Conference on the Relationship between Animal Abuse and Human Violence, Oxford, England. For information: director@oxfordanimaethics.com or www.oxfordanimaethics.com

OCTOBER

October 5-8: 11th International Conference on Human-Animal Interactions; IAHAIO, Tokyo. JapanIahaio.Tokyo@convention.co.jp

October 19-21: Therapy Dog Camp, Valley Cottage, NY. The first camp ever devoted to Animal Assisted Therapy: a weekend of workshops, presentations, training sessions, and special events for dogs and handlers on the campus of The Tolstoy Foundation. The camp is being conducted by the Hudson Valley Humane Society Visiting Pet Program. For more information visit their website at www.HudsonValleyVisitingPets.com or call 845-267-8795.

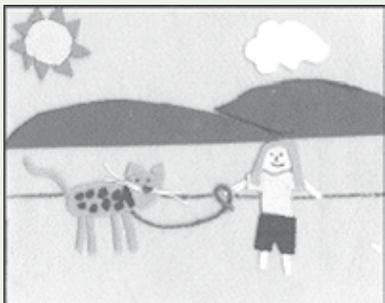
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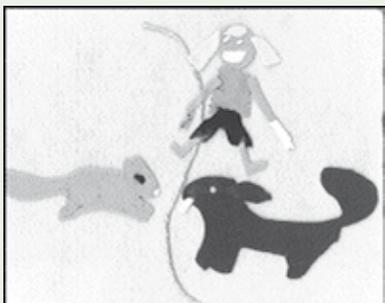
Elementary aged children interact with a humane education website



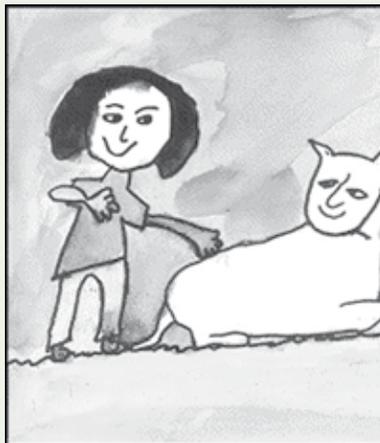
Kevin, 3rd grade



Elya, 3rd grade



Meleika, 4th grade



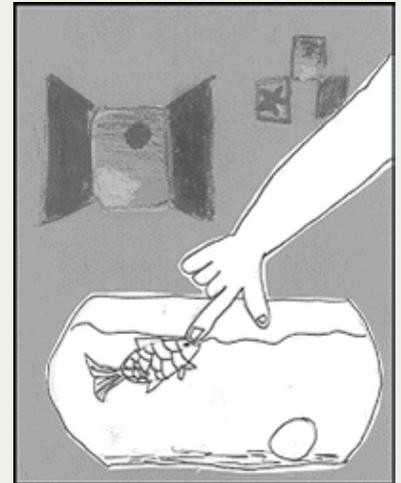
Yutian, 3rd grade



Tosha, 4th grade



Hailey, 5th grade



Yao-Yi, 4th grade



Rossie, 5th grade



Lauren, 5th grade



Henry, 5th grade

Restoring Possibilities and Creating Futures: The Equine Programs at Green Chimneys School



Restoring possibilities and creating futures

By Susan "Suz" Brooks Psy.D., Michael Kaufmann, Miyako Kinoshita

Founded in 1947, Green Chimneys is a nationally renowned, non-profit therapeutic organization that restores possibilities and creates futures for children with emotional, behavioral, social and learning challenges. Recognized as a worldwide leader in Animal-Assisted Therapy, Green Chimneys operates a residential treatment center for children, a special education school, a NARHA Premier Accredited Center and a variety of programs, including signature nurturing and nature-based programs.

For these children, Green Chimneys' uniquely integrated therapeutic, educational, recreational and animal-assisted programs produce seemingly magical transformations in their lives, providing powerful, lasting results. These results are based on tools that give the children the ability to positively experience their youth, build a sense of self-worth, regain the feeling of "can-do" in school and create hope for the future.

In this uncommon classroom, 180 children ages 5-21 who have tuned out, disconnected, turned off

or shut down learn lessons with important names like determination, sympathy, responsibility and caring. They learn to hope again and believe that better is possible.

Once seen as a "last stop" for troubled youth, Green Chimneys is now – because of the all-inclusive nature of its programs – a first choice for the children who do not fit into traditional agencies. The multi-year residential program serves those who may face difficulties at home, school, or in their community. Its year-round learning cycle helps students stay out of trouble and focus on their goals. Green Chimneys programs – both academic and therapeutic – employ a wide variety of "learning through experiencing" techniques, including hands-on participation in farm and wildlife programs that help children reconnect and reestablish bonds through living with and caring for animals.

The Green Chimneys Promise

At Green Chimneys, restoration often begins through the profound interaction between children and animals – animals that have often experienced the same kind of harsh life as the children who now become the animals' caregivers. Romeo the horse is one example. Romeo was confiscated from an abusive home by law enforcement agents representing the American Society for the Prevention of Cruelty to Animals in New York City (ASPCA). He was severely underweight and had many underlying medical conditions resulting from neglect. After two years of medical rehabilitation by the children and staff of Green Chimneys, he now lives at the farm with a herd of 20 other equines and over 200 other animals of many species. His primary role today is to work as a partner in un-mounted equine facilitated psychotherapy and equine facilitated activities.

Entrusted with the large responsibility of the daily care of a horse, children in this special setting have an opportunity to experience being both "service receivers" and "service providers."

A treatment team of 450 social workers, childcare specialists, psychologists, recreation-, occupational - and speech therapists, health professionals, special education teachers and sizable cadre of support staff ensure that the children on campus thrive. A treatment team is assigned to each child. This team plans and carries out a program designed specifically for the child. An education and treatment plan is devised where the plant, animal, adventure and nature activities are integrated. The program is an active one, which engages children in a meaningful way.

The Farm and Wildlife Center

What has given Green Chimneys its unique identity for 58 years is a Farm and Wildlife Center of considerable proportion. There are 220 farm animals, unreleasable wildlife, horses and a small number of service dogs in training at the farm. The main criteria for animals in the program are that they play a supportive role with the children. Domesticated animals, such as sheep, goats, chickens, dogs and other animals that are accustomed to living with people, make up the majority of animal residents. These are the animals that provide close contact with the children.

Non-domesticated species such as eagles, hawks and owls live in the rehabilitation center. The children do not handle the owls and eagles in the same way they work with the farm animals and dogs. The philosophy behind working with wildlife is to teach them that not all animals are there to be hugged. Some animals by their nature like to be away from people. Michael Kaufmann, who came to Green Chimneys as the new Farm and Wildlife Director in 2005, supervises a staff of 16 barn managers, farm teachers, caretakers, program managers and riding instructors.

Animal welfare is at the core of the Green Chimneys mission and great lengths are taken so each animal receives the utmost nutrition, housing and veterinary care. Animals are not objects to be used, but individual partners to interact with in a respectful manner. Behavioral enrichment is offered when needed and the staff is always vigilant that the animals benefit as much from their interactions with people as the children do. Experience has shown that the best way to prevent stress in therapy animals at the farm is to not ask too much of each animal in the first place. Prevention of stress is the key. Lots of breaks, rest periods, play time with other animals and frequent evaluation of the animals helps the staff and interns to make sure every horse, goat or pig continues to flourish in the program.

At Green Chimneys the emphasis is on mutually beneficial relationships between the children and horses.

The Equine Program

As a NARHA Premier Accredited Riding Center, Green Chimneys operates a full roster of equine assisted activities. Yet the skill of riding always is secondary to the development and maintenance of a respectful and mutually beneficial relationship between the children and horses.

Therapeutic riding at Green Chimneys has demonstrated its effectiveness in including a positive change in the child's attitude toward self, peers, and ability, which has promoted a sense of accomplishment





(L to R) Authors Miyako Kinoshita, Michael Kaufmann, and Suz Brooks with Chewy

assisted activities. Some of the major concepts and skills developed during the physical interactive experiences between the child and the horses have been described fittingly by Dr. Charley Applestein and are:

BODY LOCALIZATION

Child develops the ability to locate and identify parts of the horse's body. This activity aids in developing an awareness and understanding of one's own body.

HEALTH AND HYGIENE

Child develops an understanding of the principals of health & hygiene. In care for the horses, students are led to understand and utilize good habits.

and increased self-confidence. The children have become confident in their own abilities to master and control themselves and their environment and also to have the confidence in others who can help them master skills.

The therapeutic riding program is supervised by Miyako Kinoshita, a NARHA Advanced instructor and board member of the Equine Facilitated Mental Health Association. Programmatically two main goals are set:

1. The care of horses, which involves practical instruction in grooming and feeding and time for bonding.
2. Riding, with an emphasis on the development of those physical and psychological skills and strength required to be free and in control of one's horse and oneself.

Just like at many NARHA centers around the country, the Green Chimneys riding program seeks to attain several major concepts and skills learned through equine

BALANCE AND RHYTHM

Child develops the ability to maintain gross and fine motor balance and to move rhythmically with the horse. Child is continuously involved in interpreting and reacting to the horse.

DIRECTIONALITY AND LATERALITY

Child develops the ability to know and respond to right, left, up, down, forward, backward and directional orientation. Activities focusing on directing the horse in a specific direction are used to aid the child in developing sensitivity to directionality of his body and space.

TIME ORIENTATION

Child develops an awareness of determining feeding time, exercise time, and resting time for the horse. Students develop an awareness of the appropriate horseback riding activities due to weather and seasonal change.

ANTICIPATORY RESPONSE

Child develops the ability to anticipate the probable outcome of his behavior with the horse. If he yells or kicks the horse, he knows the horse will probably become frightened or run. This aids the child in predicting the consequences of his own behavior and that of others in a given situation.

COMPREHENSION

Child develops the ability to use judgment and reasoning in riding and working the horse. This enhances his ability to use judgment and reasoning when interacting with other forces in his environment.

VOCATIONAL BENEFITS

Child develops skills by learning barn management and grooming as well as advanced riding. All that provides helpful job training for young people and adults.

PERCEPTUAL AND COGNITIVE

Child develops and is stimulated through training in spatial orientation, body image, hand-eye coordination, motor planning and timing, improved attention span, memory and concentration.

PHYSICAL

Child develops to effectively influence muscular strength and tone.

Equine Facilitated Psychotherapy

The Green Chimneys equine program is open to staff psychologists, social workers and other mental health professionals on campus for more formal and goal-oriented equine-facilitated psychotherapy. While the majority of work in the barns technically qualifies as equine-assisted activities (not therapy), clinicians are encouraged to access the farm setting and animals to augment their clinical work with the children. As the field of EFP is growing nationally and internationally, more training and credentialing will be available for Green Chimneys clinicians to gain the skills and certifications they need to effectively incorporate equines into their mental health work.

What is the Outcome?

Green Chimneys staff has discovered that many children come to the school unable to trust due to very difficult situations. They are often jaded and angry. They are more apt to risk a friendship with an animal because the animal will not ask questions, will not judge them and will not tell their secrets to anyone. Most children arrive at the farm and “pick out” a favorite animal. The farm staff arranges for the child to work with that animal and form a bond. Soon after, the child must reach out and build a relationship with a human, whether it be a peer or a staff member at the farm. The desire to care

for their animal dictates that they learn about that animal from others. The trust and friendships established because of the animal’s needs and the child’s desire to nurture the animal are often the basis for our therapeutic treatment.

Green Chimneys welcomes visitors from all over the world and runs a residential internships program. For more information, bibliographical material or videos, please contact the authors. 



Green Chimneys founder Dr. Sam Ross and his wife Myra are “hands on” leaders.

“Entrusted with the large responsibility of the daily care of a horse, children in the special setting at Green Chimneys have opportunities to experience being both “service receivers” and “service providers.”

Susan “Suz” Brooks Psy.D. was the clinical psychologist at the Green Chimneys farm for 12 years. She is now focusing on her “AAT” teaching and writing.

Michael Kaufmann is the Farm and Wildlife Director at Green Chimneys. He has worked in the human/animal bond field for over 20 years, is a founding board member of the Equine Facilitated Mental Health Association and past Director of Education and Publications for NARHA. mkaufmann@greenchimneys.org

Miyako Kinoshita has been the Equine Program Coordinator at Green Chimneys for eight years. She is a current EFMHA board member and has written several articles for NARHA publications and has presented at the National NARHA Conference. mkinoshita@greenchimneys.org

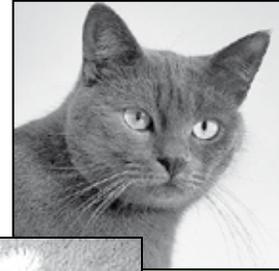
How many cats does it take to change a light bulb?

By Michelle Rivera

Siamese: I think we should discuss it first, and I'll do all the talking.



Cornish Rex: Can we change it to a heat lamp please?



Russian Blue: Comrad! Where did you get the light bulb?



Ragdoll: Let's sleep on that.



Japanese Bobtail: We'll just have to change it again in two hours.

Himalayan: Can't we get the shirpas to do it?



Scottish Fold: What? What?

Domestic Short Hair: Can't we smack it around first?



Alley Cat: Let's make it red.

Why a Cat is Not a Comma

(from the 2007 Eats, Shoots & Leaves Calendar)

"The comma was first used by Greek dramatists two thousand years ago to guide actors between breathing points – thus leading to the modern explanation of why a cat is not a comma:

*A cat has claws at the end of its paws;
A comma's a pause at the end of a clause."*





Media Reviews and Announcements

APHE Camp "How To"

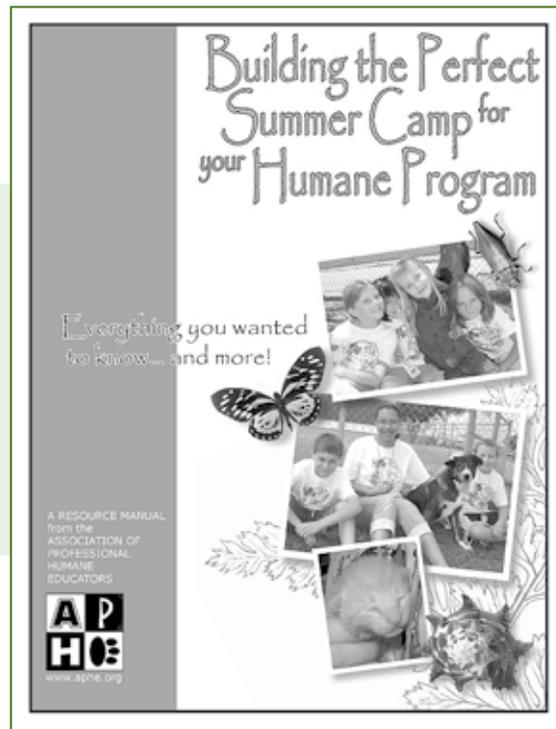
Reviewed by Michelle A. Rivera

The Association of Professional Humane Educators (APHE) is an organization comprised of hundreds of educators working in a variety of organizations and agencies as diverse as humane societies, animal rescue organizations, animal rights and welfare organizations, and in animal-assisted therapy programs. The main goal of the APHE is to be a resource for all the professionals working in the field of humane education regardless of their geographic locale or agency mission.

We aim to please, and most of the time, we get it right. And so it is with our newest publication, a guide for those who plan, supervise, work, or volunteer in camp programs with a humane theme.

You asked, and we listened! When APHE received requests for guidance on organizing camps, experts on the board of directors created *Building the Perfect Summer Camp for your Humane Program: Everything you wanted to know ... and more.*

This invaluable manual is filled with things to consider before hosting a camp, such as reasons for offering a camp; location, calendar, advertising, budget considerations, counselors, volunteers, the campers themselves, communication tools, curriculum suggestions and sample activities



to keep the kids happy and focused while learning about animals. You'll find the examples of documents from organizations around the country including applications, waivers, confirmation letters, etc, especially helpful. This is a priceless tool for setting up a new camp program or refining an existing one.

The 239-page manual is available in PDF form on a disk with live links to websites and contributing organizations. The price for APHE members is \$35 and \$50 for non-members. To order, mail your request and a check to APHE Camp Manual, c/o The Care Center, PO Box 161, Urbana, IL 61803-0161 or order online through the APHE website at www.aphe.org, Look for the "APHE Shop" section.

Happy camping!

Michelle Rivera is a member of the APHE Board of Directors and author of Hospice Hounds: Animals and Healing at the Borders of Death, Canines in the Classroom: Raising Humane Children through Interactions with Animals, and The Simple Little Vegan Slow Cooker. She is the Founder of Animals101 and lives in South Florida.

Now Available

This APHE publication is a "must" for anyone who plans, supervises, works in, or volunteers at a camp program with a humane theme.



Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder

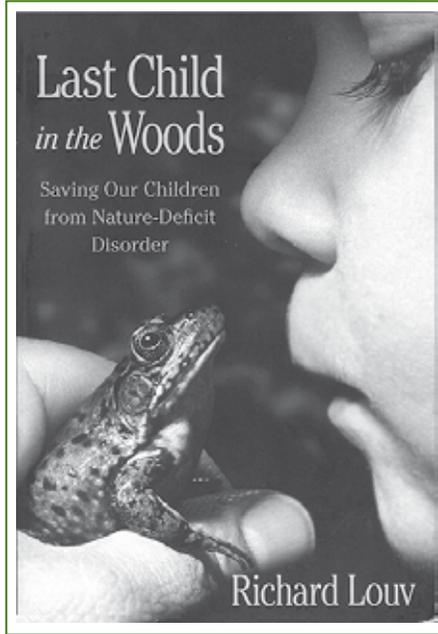
By Richard Louv

Reviewed By Phil Arkow

Within the space of a few decades, the way children understand and experience nature has changed dramatically. Kids today are aware of global threats to the environment, but they've lost physical contact with nature in their backyards. Building a tree house has become a lost art; summer camp is a place to lose weight or study computers rather than explore woods and streams. Children tour national parks like a drive-in movie – if they even take their eyes away from the flip-down DVD screens in the SUV. Advertisements to encourage grandparents to take the kids fishing are testimony to how children have lost interest in nature.

These are the arguments Richard Louv uses to argue convincingly that today's children are at serious risk of losing contact with nature which "offers healing for a child living in a destructive family or neighborhood." He calls today's generation a victim of "nature-deficit disorder."

The world of Louv, a southern California journalist who deplors "the strip-mining of San Diego," is one where housing developments are "suburban manifest destiny" and teenagers ski with headphones. To a generation experiencing a "denatured" childhood, Game Boy and Sega have replaced caterpillars and



butterflies as sources of imagination. Organized sports on manicured playing fields have replaced free-range play as the officially sanctioned form of outdoor recreation. Louv writes that it's no accident that an obesity epidemic coincides with the greatest increase in organized sports for children in history.

The dangers of nature-deficit disorder are many: Louv cites studies showing a relationship between the absence of parks and open space with high crime rates, depression, and other urban maladies. Conversely, exposure to nature may reduce the symptoms of Attention Deficit Hyperactivity Disorder, foster social interaction, promote social support, and improve children's cognitive abilities.

The baby boomers may constitute the last generation of Americans to share an intimate, familial attachment to the land and water, he writes. "A generation that came of age wearing buckskin jackets and granny dresses is now raising a generation for whom all fashion – piercing, tattoos – is urban."

As the boys of the woods have been replaced by the boyz of the 'hood, schools have become sealed biospheres and education has become "silicon faith" – a myopic focus on technology as salvation. Louv encourages educators to conduct more research on the impact of nature on childhood development, since nature can help people recover from "normal psychological wear and tear."

This is one of the most provocative scholarly and practical books to come along in a long time. It should be of keen interest to anyone working in humane, nature or environmental education, or animal-assisted therapy.

Chapel Hill, NC
Algonquin Books, 2005
ISBN-13: 978-1-56512-522-3

Cracker! The Best Dog In Vietnam

By Cynthia Kadohata

Reviewed by Debbie Duel

Cracker! the Best Dog in Vietnam is more than a heart-warming, gut-wrenching story embedded in the horrors of war. Newberry award winning author Cynthia Kadohata focuses on the power of the human-animal bond during a time in U.S. history that is rarely discussed. When Rick Hanski signs up for the army, leaving the security of his Wisconsin home and a waiting job in his Dad's hardware store, he is ready to "whip the world." Hanski, however, quickly begins to second guess his decision and ability when, as a dog handler,



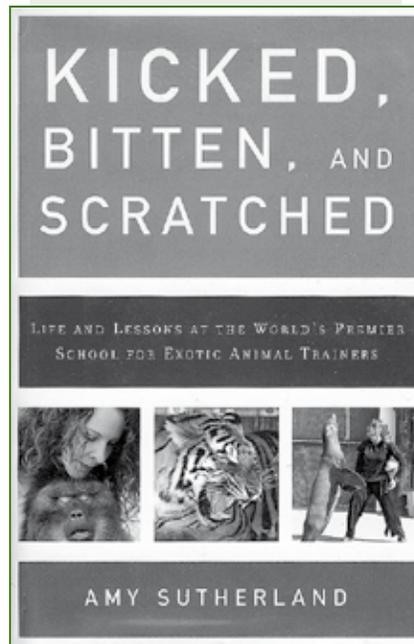
Kicked, Bitten, and Scratched: Life and Lessons at the World's Premier School for Exotic Animal Trainers

By Amy Sutherland

Reviewed by Judy Johns

I used to say that I wished I'd known about Moorpark College's Exotic Animal Training and Management (EATM) program when I was deciding what I wanted to do "when I grew up." After reading *Kicked, Bitten, and Scratched*, I'm not so sure.

I might not have been accepted into, let alone made it through, the grueling twenty-one-month program where every day begins before dawn, the Second Year Students either haze or ignore the First Years, the



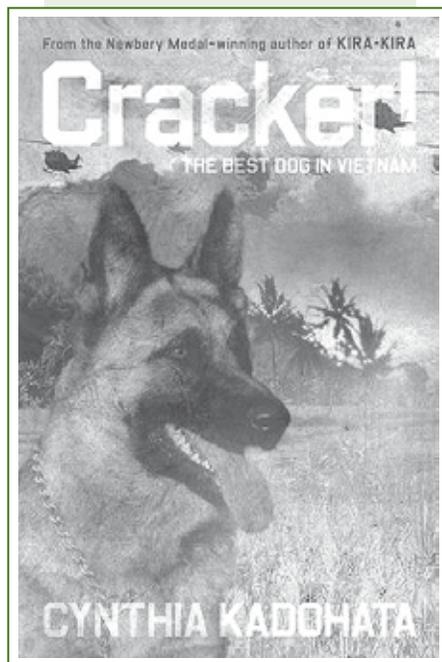
academic requirements are tough, and many of the animals are even tougher. My hat's off to those who do graduate, whether they are working as Hollywood animal trainers, in zoos, animal parks, aquariums, and sanctuaries, at Guide Dogs for

the Blind, or, like me, as one of American Humane's Animal Safety Representatives monitoring the care and safety of animal actors.

Journalist Amy Sutherland follows students deep into the engrossing world of animal training, where human and other-animal behavior converge and sometimes collide. Be forewarned: neither the EATM program nor this book are for the faint of heart or anyone who thinks animals are merely cute.

Sutherland finds mysteries, unexpected heartbreaks, beauty, comedy, and respect for a little-known profession behind the gate of this unassuming community college in Moorpark, California. I think you will too.

*Viking Adult, 336 pages, Hardcover
ISBN – 10 0670037680*



he is teamed with strong-willed German Shepherd named Cracker.

Initially, Cracker is leery of everyone. She does not understand

why her former best friend, a boy named Willie, gave her to the army. Hanski and Cracker, however, soon develop an understanding and form a bond that goes beyond friendship; they become one of the most sought after and respected U. S. Army dog search teams in Vietnam.

The novel, recommended for ages 10 and up, is told alternatively through Hanski's and Cracker's points of view. It is graphic, but not gruesome. Kadohata does not sugar-coat the heroics of the dogs for reasons based on facts.

An author's note reads "...at the war's end [dogs] were considered surplus military equipment. Although precise records were not kept, most historians agree that at least 4,000 dogs served during the war and are

credited with saving some 10,000 human lives. About 1,000 dogs died from combat, jungle disease or other reasons. At the war's end, only approximately 200 dogs were reassigned to other U.S. military bases. The remaining dogs were either euthanized or given to the South Vietnamese Army. The fate of those dogs remains unknown."

The book has a bitter-sweet ending. Cracker and Hanski survive the war. Unfortunately, true to the hazards of war, other characters, dogs and soldiers, do not.

*Antheneum Books for Young Readers, 2007,
308 pages*



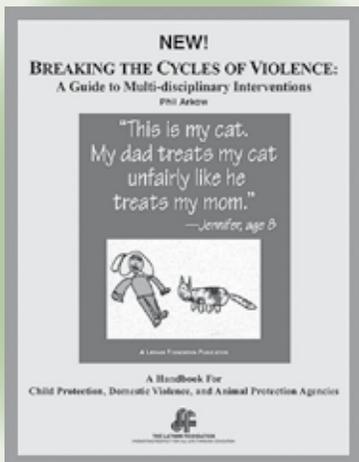
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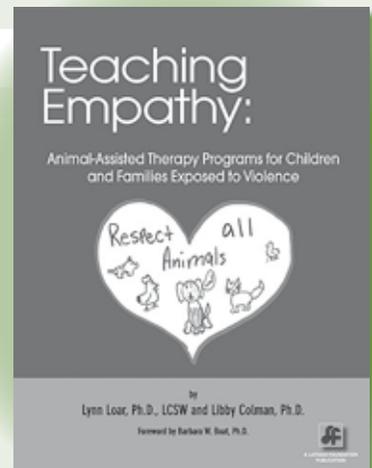
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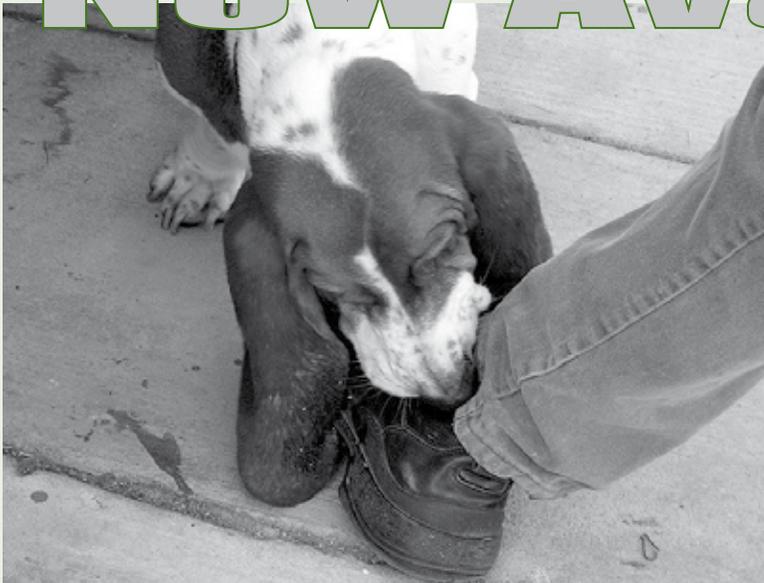


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