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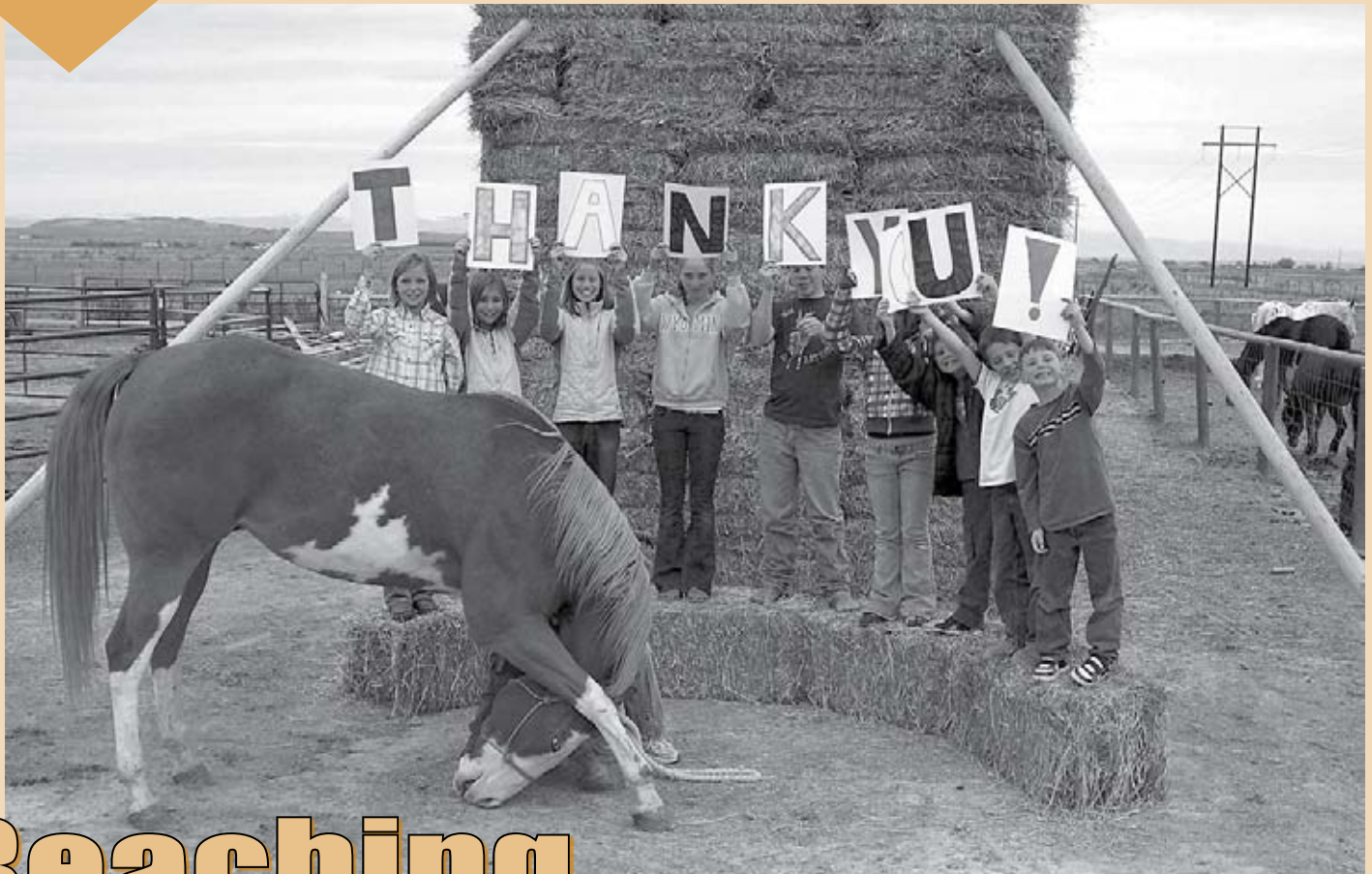
Latham Letter

VOLUME XXX, NUMBER 4

FALL 2009

PROMOTING RESPECT FOR ALL LIFE THROUGH EDUCATION

SINGLE ISSUE PRICE: \$5.00



Reaching Hands Ranch

Providing a life-changing refuge and rehabilitation experience benefiting children and horses in need of a second chance

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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

Balanced perspectives on humane issues and activities

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The Latham Foundation, 1826 Clement Avenue, Alameda, California 94501

The Latham Letter

Volume XXX, Number 4, Fall 2009

**BALANCED PERSPECTIVES ON
HUMANE ISSUES AND ACTIVITIES**



The *Latham Letter* is published quarterly by The Latham Foundation, 1826 Clement Ave., Alameda, CA 94501.

Subscription Rates: \$15.00 One Year, \$25.00 for Two Years

Publisher and Editor	Hugh H. Tebault, III
Managing Editor	Judy Johns
Printer	Schroeder-Dent, Alameda, CA
Design	Joann Toth, Fountain Hills, AZ

The *Latham Letter* welcomes manuscripts relevant to the Foundation's interests, but reserves the right to publish such manuscripts at its discretion.

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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.

TO CONTACT LATHAM:

Voice: 510-521-0920
Fax: 510-521-9861
E-mail: info@Latham.org
Web: www.Latham.org

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Editorial

EXPECTATIONS:

Brother Buzz wants YOU!

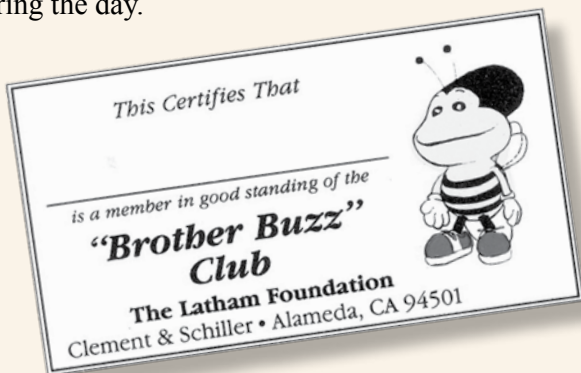


Hugh H. Tebault, Latham Foundation's President with Brother Buzz

In today's world with its constant communications of twitter, blogs, instant messages, email and 24/7 news broadcasts, we need to pause, take a break and think about what is right based on our values. For Latham Foundation "kids," the iconic representation for a right set of values has always been the Brother Buzz and Miss Busy Bee characters.

In 1925, the Latham Kind Deeds Club was formed and the message of kindness was spread through schools by our Kind Deeds Messenger magazine. By 1926, the club had over 10,000 members. The club requirement was to do two good deeds every day – one for an animal and one for another person.

The Latham message moved to radio in 1930 with regular broadcasts. Brother Buzz began as a serialized story in the Kind Deeds Messenger magazine which was then dramatized on the radio. Schools used the radio programs during the day.



When Brother Buzz became a television program in 1952, the Latham "Steps to Humane Education" were presented to illustrate why it was important to show kindness to animals and others. Brother Buzz and the human host of that show, Captain Fortune, would talk about the importance of the Steps on every show, which was performed in a studio with a live audience of young people. The message to the young people and viewers of

the show was self responsibility and respect for animals and others. The show encouraged viewers to join the Brother Buzz Club, and in October 1952 we received 4,000 letters from kids asking to join. By the end of the next year, membership climbed to well over 40,000. Each member pledged:

I will try to be kind to every living creature and to cultivate a spirit of protection toward all who are weaker than myself, and I will try to treat animals as I would wish to be treated if I were in their place.

In the many years since, we have had the pleasure of hearing from several Brother Buzz kids. One of the most interesting calls came about four years ago. A gentleman contacted us and asked about Brother Buzz. He had grown up with Brother Buzz and remembered how important the Steps were. I learned he was just retiring as the head of the Armed Forces Network – a job where he was responsible for overseeing the broadcast of radio and television programs for American service people around the world. I was impressed; his lifelong core values had been in part set by Brother Buzz many years ago.

The Latham Foundation recognizes that by putting the emphasis on individual responsibility and teaching the values of showing kindness toward animals and others we can bind together our diverse society by this simple rule: "I will try to be kind to every living creature and to cultivate a spirit of protection toward all who are weaker than myself, and I will try to treat animals as I would wish to be treated if I were in their place."





Of Note

Latham on You Tube!

You can now view a presentation of our mission plus clips from several of our films on You Tube.

Here are the links:

The Latham Foundation 2009

<http://www.youtube.com/watch?v=aSQaTcRcCF8>

Breaking the Cycles of Violence II

<http://www.youtube.com/watch?v=4fGvbC78pak>

Dog Defense Avoiding On-the-Job Dog Bites

<http://www.youtube.com/watch?v=IstW40DoS6E>

Pit Bull Paradox - Examines adopting pit bulls

<http://www.youtube.com/watch?v=3APqra3RyzM>

Reaching Out

<http://www.youtube.com/watch?v=8M7ZSm8PNZY>

SAVE THE DATE!

2010 APHE* National Conference
April 15-16, Chicago, IL

Professionalism is a Breeze in The Windy City

Stay tuned for details: Registration, scholarship and auction information will be announced in December at www.aphe.org.

Hosted by the Anti-Cruelty Society in downtown Chicago

*Association of Professional Humane Educators
APHE provides professional development opportunities and networking for educators who promote humane attitudes toward people, animals and the environment.



THE
LATHAM LETTER
CELEBRATES



Coming in the next issue:

Pilots N Paws



Pilots N Paws

Pilots N Paws connects animal shelters and pet rescue groups with volunteer pilots who take animals to facilities in areas where their chances of adoption are high.

Attention authors!

Latham welcome manuscripts relevant to our interests and mission for consideration for publication in the *Latham Letter*, which presents balanced views on humane issues and activities throughout the world. We are particularly interested in articles that will appeal to the *Letter's* diverse readership. Subscribers include animal welfare and social service professionals, veterinarians, university students, and individuals interested in humane education, the human-companion animal bond, animal-assisted or animal-facilitated therapy and interventions, and the connection between animal abuse and other forms of violence. Complete details are at www.latham.org or contact JJohns@latham.org.

Reaching Hands Ranch

Providing a life-changing refuge and rehabilitation experience benefiting children and horses in need of a second chance

Reaching Hands Ranch is a nonprofit 501(c)(3) organization with a unique program that rescues horses and uses them to mentor at-risk youth. Reaching Hands Ranch was established in January of 2006. It serves youth from the local communities and horses within the State of Wyoming.

The organization rescues horses who need refuge and rehabilitation and partners with them to provide children between the ages of nine and 18 with a hands-on mentoring experience that aids in the prevention of abuse and neglect through a caring and learning environment.

The Programs

The youth mentoring program partners at-risk and troubled youth from the Northwest Wyoming area with the rescued horses. The youth then assist in the rehabilitation and adoption placement of horses during a six-week program. The program, which takes place after school or on Saturdays, teaches responsibility, empathy, compassion, and respect and aims to increase their self esteem. Animals are non-threatening to children who may be dealing with issues of abuse, neglect, loss or depression and can help children with issues of self confidence, learning to trust and care for another as well as a sense of accomplishment by playing an important role in saving a horse's life. Reaching Hands Ranch encourages the youth participants to stay involved with the horse rescue upon completion of their mentoring program.



*Founders and Program Directors
Jenny Cramer and Tracie Crawford*

The Reaching Hands Ranch horse rescue program is intended for horses that have been abused or neglected, are no longer needed, have special needs or require rehabilitation. Some horse owners simply cannot afford to care for their horses or are unable to rehabilitate them. This rescue program can serve as a retirement home for a horse. To read more about the horses that are currently up for adoption, please visit www.ReachingHandsRanch.org.

The Process

The immediate purpose of the Reaching Hands Ranch rescue program is to save and improve

horses' lives while establishing fundamental principles and values among their youthful caretakers.

The horses rescued are first evaluated. Next, they are put on an individual program addressing any physical or medical needs and training. Once evaluated and rehabilitated, the horses deemed safe with youth are used in the mentoring program and ultimately placed for adoption. To date, 78 horses have been rescued and 51 adopted into new homes.

For more information, please visit www.ReachingHandsRanch.org



See photo essay pp 12-13.

Designing Effective Reinforcers: Part II

What Every Teacher and Humane Educator Should Know

By Lynn Loar and Hilary Louie,
Evelyn Pang, Michelle Ma,
Maya Rankupalli, Geoffrey Pott

In the last issue of the *Latham Letter*, we shared our thoughts about small reinforcers, candy, pennies, certificates and other token markers of achievement. In this installment, we look at bigger reinforcers, ones that carry greater meaning and can last a lifetime.

Writing as a reinforcer

Lynn:

Michelle – You wrote letters to Hilary, Evelyn and Karen Pryor asking permission to use their materials as sources for your writing. How reinforcing was it to write these letters? To get their answers? How reinforcing was it to complete your brochure? To get congratulatory letters from Hilary and Evelyn? To see your writing in the DVD *TAGs on Ice*?

Michelle: When I got the letters back from Hilary, Evelyn, and Ms. Pryor, I felt that I had accomplished something, that I was important enough for them to write back and give me their answers. I'm really glad that they let me use their materials as sources for my brochure. When I completed my brochure, I felt relieved that it was done. I also learned a lot in the process of writing my brochure. The letters from Hilary and Evelyn were very encouraging and happy. Of course, when I saw my writing in the DVD, I felt proud of my work. I knew that I was the one who wrote it.

Hilary and Evelyn: We felt a sense of accomplishment when our first brochure was published. We were happy to know that we were able to pass our work on to others. We also liked letting people see our project, and watching them brag about how good we were as writers and how good our future would be. Hearing this encouragement from relatives, friends and even strangers gave us motivation to continue our writing. Now, we've published several articles in two languages, English and Chinese, and a book! (These articles are included in "Materials for Children" at www.thepryorfoundation.org.)

The point system: What makes a point system effective? When do you choose to cash in your points? For what?



Photo: Ayumi Meegan

Hilary Louie



Photo: Ayumi Meegan

Evelyn Pang



Photo: Tom Boat

Barbara Boat
with
Michelle Ma



Photo: Barbara Boat

Maya Rankupalli
with Tom Boat



Photo: Vivian Sam

Geoffrey Pott

Geoffrey: I like the point system because I make money with it and it sort of makes me do stuff I am supposed to do. I like to save my points and then cash them in when I have a lot of points. I wait till I have a lot of points because I will get more money and then spend it on stuff I really, really like.

Michelle: With a point system, I learn and have fun at the same time. The fun makes it worthwhile for me to keep learning. The points that I get I can save for a bigger prize.

When I ice skate, there is a point system. For something done right, you get points. Later you can exchange the points for treats (snacks, drinks, money, little prizes, play time...).

Lynn: How do you earn points?

Michelle: Well, let's say you're trying to skate backwards. In the beginning, for even just the tiniest move in the right direction you would earn one tag and one point. The teacher clicks the tagger (something that makes a short sharp sound) whenever the learner does something right. Then when the learner gets more experienced, the tags get less frequent, so the learner has to do more steps to earn the tag and point. This continues until the learner gets the movement completely correct.

I really like this kind of system because it is effective. The system works because there is a source of motivation for all learners, the points. And, the learners have the choice of cashing in their points whenever they want (they can build up their number of points, spend a little at a time, or spend their points all at once) and for whatever they want, as long as they work out an agreement with their parents/teachers/guardians.

Earning money is a big reinforcer

Michelle: Money definitely is a big reinforcer that has a huge impact on kids and adults (of course, it wouldn't work with animals). Getting money for writing the brochure was a big reinforcer. It motivated me to keep writing because now I know that there might be a reward waiting for me.

Maya: My brother likes candy, computer games and movies. Usually, I don't use my money to buy candy or toys. I like to get money to donate to charities. When I got \$25 from the Pryor Foundation for writing the brochure, I donated it to Penny Power at my school. The goal of Penny Power is to help children who don't have as much as we do or children who are sick. Last year we donated money to buy mosquito nets in Africa to protect people from mosquitoes that carry malaria. This year our goal was to give clothes to children who didn't have good clothes through the organization My New Red Shoes.

Hilary and Evelyn: When we were young, we got a small amount of money from our parents and we only got it because we were being good kids. Our parents usually offer us an allowance when we do chores like washing the dishes and doing the laundry. This is similar to having a job. But when we do a real job, we earn money.

Joan Orr included our first brochure, "Teaching with a Clicker: How to Train People and Animals with a Clicker and Treats," in her DVD, *Clicker Puppy*,* which teaches children to clicker train puppies. Joan pays us royalties for including our brochure in her DVD. When we got our first royalty check for more than a hundred dollars we were really excited because we knew we earned it with hard work over a long time. We also worked harder on our projects when we knew that we were being paid. Earning money gave us motivation to continue and pushed us to do better work in the future.

We expanded this material into our book with Lynn's help. *Good Dog! Kids Teach Kids about Dog Behavior and Training* came out in the fall of 2008 with great success. We received our first royalty checks from Dogwise, our publisher, a few months ago.

About a year ago, we agreed to work on the Pryor Foundation's web site, www.thepryorfoundation.org, and helped Lynn make a new website for a different project, www.safehelpinyourhome.org.

For all these projects we earned money and a large amount of experience.

Lynn: Hilary and Evelyn have not only earned money for writing, which has made them take writing seriously, but have become good business women. They know the terms royalties and honoraria because they have earned them. They have created savings accounts for college.

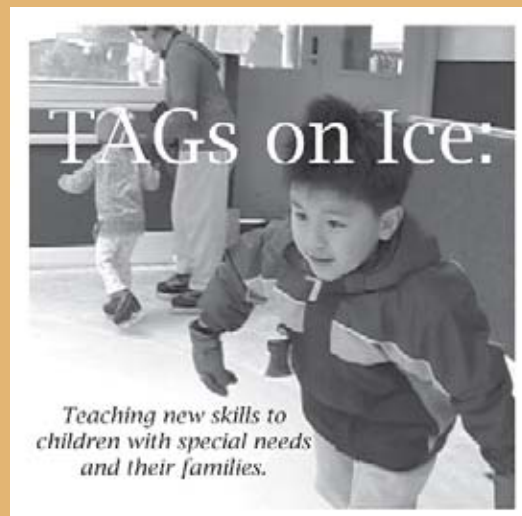
One royalty check arrived a few days before Hilary and her family were taking a trip to China to visit relatives – Hilary’s first trip back since she was a toddler. Hilary asked her mother to deposit her royalty check in the bank before their departure and was under the impression that her mother had done this on the eve of their trip. Instead, two days later when all the relatives were assembled to see what sort of young lady Hilary had turned into, Hilary’s mother pulled the check from her wallet and showed it to each person, explaining in Cantonese how much money the check was for and that Hilary had earned it through writing. Then 13-year-old Hilary told me, “It was SO embarrassing!”

Having recovered from her acute embarrassment, Hilary now reflects on earning money for writing and other academic endeavors:

Hilary: When we reach the end of our education, we’ll get a job and earn money. With a better education, we’ll get a better job with better pay which leads to a better life.

Lynn: So, there you have it. Be generous, sincere and specific. Use candy and money as reinforcers,

*** TAGs on Ice** is a documentary by Lynn Loar and Libby Colman about an ice skating program for children with special needs and their families. It can be purchased from www.clickertraining.com, www.Amazon.com, and at the Winter Lodge in Palo Alto, CA where the program takes place.



even if you prefer other things. As Maya shows, children move on from candy, pennies and toys to more mature and altruistic reinforcers when they are ready. Clicker trainers know to let the learner set the pace; let your students develop this broader perspective at their own pace and don’t begrudge the candy and pennies in the meantime. Notice and point out individuality in learning styles and incremental achievement. Attention to detail is more effective than vague platitudes, and the kids will notice that you made the effort – for them. And, write to them, about them, and with them. Have them write back, write about their accomplishments, write to each other. Start by asking your students to write about the reinforcers they’d like to earn and how they want their accomplishments to be noted. Ask them to supplement the suggestions we’ve made in this article with other things they’d like as reinforcers. Send us your feedback (email to l.loar@comcast.net) and we’ll reinforce your writing by responding promptly and specifically.



**Clicker Puppy* is available from www.doggonese.com.



Good Dog! Kids Teach Kids about Dog Behavior and Training

Authors: Evelyn Pang and Hilary Louie

ISBN: 978-192914258-0

Dogwise publishing
800-776-2665
www.dogwise.com

Single copy price \$12.95.

Buy 10 or more copies and receive a 20% discount. Resellers who qualify can receive Wholesale Terms. Send inquiries to mail@dogwise.com with “Wholesale Terms” in the message line.



The Humane Brain

By guest author Dr. Randall Lockwood, ASPCA

Reprinted courtesy of American Humane, *The National Humane Review*,
A Quarterly Journal for Friends of American Humane, Spring 2009

Recent Advances in Neuroscience May Help Us Understand Empathy

Empathy, the capacity to recognize another individual's state of mind or emotions - and act accordingly - is what makes our lives as social beings possible. It is also an important part of the process that allows us to extend our circle of concern beyond ourselves, our families and our species. In many ways, it is a capacity that helps define us as both human and humane.

In the 1982 science-fiction movie *Blade Runner*, Harrison Ford plays a police officer assigned to identify and eliminate "replicants" - synthetic humans who have escaped from an off-world colony. His primary tool is a test that measures the subjects' physiological response to descriptions of situations that include animals at risk, such as a tortoise found on its back in the desert. The replicants' lack of empathy to the potential suffering of others is what reveals them to be less than human.

Recent research in neuroscience has echoed this fictional tool and has begun to reveal possible brain systems that might be significant in the expression of empathy. This research also offers potential insights into what might go wrong with this process, leading to a breakdown in the capacity for empathy and social interaction.

Experiencing by Watching

In the early 1990s, Italian neuroscientist Giacomo Rizzolatti and his colleagues in Parma were monitoring neurons in the brains of macaque monkeys that fired when they grabbed an object. The researchers were surprised to find that these cells were also active when the monkeys *watched* another monkey grab the same object. It appeared that the animals were physiologically *sharing* certain aspects of the other animal's experience. They were, in effect, seeing and feeling the world through the eyes of another. The cells that echoed the experiences of one individual in the brain of another were termed "mirror neurons."

This simple discovery has had wide-ranging impact. Advances in the ability to pinpoint brain activity in people and animals using functional magnetic resonance imaging and other non-invasive techniques has led to evidence of many such neural circuits that have mirroring properties. For example, researchers have described mirror neurons that are involved in identifying facial expressions associated with disgust and others that are active when we view images of another being touched or pricked with a needle - as if we ourselves were having the same experience.

There is strong interaction between past experience and the activity of mirror neurons. We are more likely to show mirror activity when we have common experiences or other connections to the individual with whom we are

empathizing. For example, when ballet dancers watch other ballet dancers dancing, they show brain activity similar to what we would see if they were dancing themselves. If however, they watch an unrelated form of dance (say, Capoeira, a Brazilian dance modeled after martial arts), they show little mirror brain activity. Likewise, people watching a person speak show brain activity mimicking what we see when they speak, but those watching a dog bark show activity in different brain areas.



Image courtesy of Sotheby's Picture Library, London.

problems. Children who have been exposed to physical or psychological abuse often have difficulty reading the emotional cues of others – including animals. In this case, mirror systems may have been disrupted, but little research has yet been done in this areas.

Some forms of autism are also associated with difficulties in interpreting the emotional signals of others. Recent work by Mirella Dapretto at UCLA suggests that mirror neuron systems are defective in some autistic children. Better understanding of how mirrors stems develop might

lead to more effective approaches for overcoming deficits in empathy or emotional communication.

Empathy and Art

Mirror neurons may also shape our aesthetic appreciations. Scientists are currently studying how paintings that evoke powerful emotional responses might enlist mirror neuron activity. Take for example a favorite painting of mine, *The Wounded Puppy*, created in 1899 by Vittorio Matteo Corcos (see illustration above). In it, a young girl cradles a small puppy that has a bandaged paw. A drop of blood stains the bandage and a hint of a tear is in the girl's eye. Looking at that picture, I can feel the puppy wriggling in my lap, I feel its warm face on my forearm, I feel its rapid heartbeat and I have tear forming in my eye. I am sure that my brain is showing virtually the same activity that it would if the puppy were in my own lap. Encouraging others to make such connections through art and narrative lies at the heart of humane education, and now we are starting to have better insights into why and how these connections come to be made.

When the 'Mirror' is Broken

What about when the capacity for empathy appears to be damaged? There is growing evidence that a disruption of mirror neurons may be associated with a variety of

The 'Enemy of Violence'

Psychologist James Garbarino has called empathy “the enemy of violence.” In *The Lost Boys* (1999), he notes, “The more we are able to create psychological distance between us and others, the more likely we are to commit acts of violence and aggression against them.”

If we truly begin to understand the mechanisms of empathy, it will be a giant step in understanding how we might close that psychological distance between people and other people, as well as between people and animals.

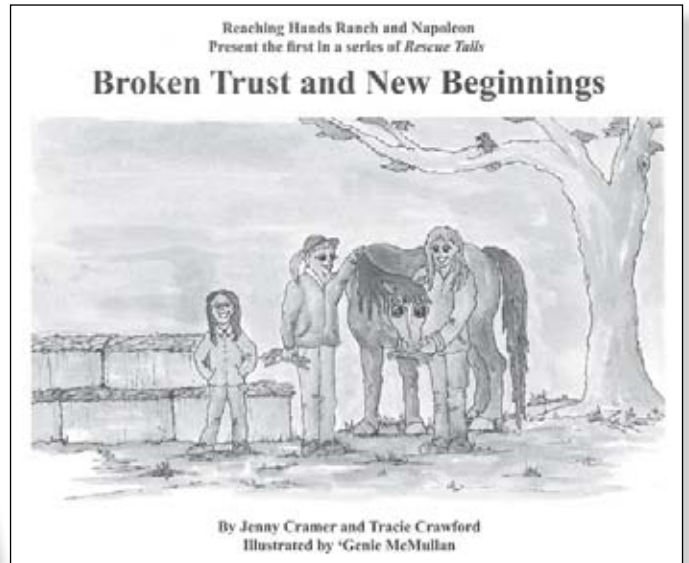


Randall Lockwood has a Ph.D. in physiological and comparative psychology from Washington University in St. Louis. He is senior vice president for Anti-Cruelty Field Services for the American Society for the Prevention of Cruelty to Animals.



Reaching Hands Ranch

**Refuge and
Rehabilitation
for Children
and Horses**



We reviewed this book, the first in a series of rescue tails benefiting Reaching Hands Ranch, in the Summer 2009 *Latham Letter*. (page 22)



Reaching Hands Ranch
645 Road 9 • Powell, WY 82435
307-272-9347
www.reachinghandsranch.org



Tango with one
of her books



Tango as Teacher!

Literacy Learning with Love

By Lori Friesen

When I was a child growing up with a father in the Royal Canadian Mounted Police, our family was required to move every year or two. I was seven when I strongly remember having to leave my grade one friends for the small town of Yorkton, Saskatchewan. My parents bought a large, old house which my brother and I loved to explore and play hide-and-go-seek in. I also remember it being a constant source of anguish for my Mom because of its constant need for repair. But what I remember most about that year of my life was that it was the year my parents decided our family was ready for a puppy. His name was Patches, and I have tears in my eyes even now as I write about him. A tiny ball of soft white fur with brown patches, he quickly became my best friend.

What I remember most about growing up with Patches is that although I was always 'the new kid' and therefore often on the periphery of social groups at school and with friends, he was an "island of constancy" (Melson, 2001) and he always treated me with love, warmth, and joy. He helped me to laugh through tears, he accepted me just as I was, and he instantly forgave me when I made many mistakes. He was my little

dog. He followed me through the many ups and downs of my teen years, and he waited as I left to explore the world. Then, when I was twenty-one years of age, I held his trembling, fragile, and pain-riddled little body in my arms, as he was euthanized, and I will probably never get over that loss completely.

The depth of my feelings for my pet is reflected in how difficult it was for me to consider getting another dog. It took me seven years to even consider this possibility. Ironically, the year I felt that I might be ready was the same year that I began teaching elementary school. My new dog's name was Tango, a little white Maltese-poodle, and she was a gift from my new husband. As I introduced her into our lives and let her into my heart, I also felt drawn to share her with my students. My grade two students, who were the same age as I was when I first got Patches, were thrilled and delighted the first time I brought Tango into our classroom. While my students sat perched on the edge of their seats, I told them a little bit about her before answering their many curious questions: What does she like to eat? Where does she sleep? Can she do tricks? When it came time for her to go, they would begin asking when she could come again. Then it dawned on me. Perhaps my students could earn "Tango Time!"

In an important classroom meeting, we determined that Tango could come back to our classroom every Friday morning if we earned the letters "Tango Time" by being kind and respectful to each other throughout the week. We then deliberated about how we should care for Tango in a classroom full of students. Through negotiation and by taking both the students' and Tango's needs into consideration, we decided that each student (or pair of



students, if they liked) would be allowed ten minutes of Tango Time each week. We had a sign-up board which would determine the order of students, and one student would be in charge of keeping track of the stop-watch each hour. During Tango Time, students could choose to play with her, just sit and pet her, talk to her, or if they liked, they could read a favourite story or an original piece of their draft writing to her in the Reading Corner. The children decided that they shouldn't wear shoes when they had Tango Time, just in case they stepped on one of her tiny paws. We had a rotating schedule for who would get to walk Tango with the teacher during recess, and Tango had a half-hour break in her kennel after the morning recess.

I was a beginning teacher, and I could not have anticipated how this little dog would affect the dynamics of our classroom. I began to notice small developments – the boy who had gotten into fights several times each week during recess became my most responsible dog walker. I received a letter from the mother of a child who had been known to bully others in our class telling me how her son could not stop talking about Tango; in class he had become Tango's gentle protector. Most significantly perhaps was how several of my boys (who I simply had not been able to yet engage in reading) began bringing books to read to Tango during their ten minutes of Tango Time. Not only this, but I overheard them at recess time arguing over which books Tango liked most (consequently, this began the "Tango's Recommended Books" section of our classroom library, a very popular corner!).

As I reflect on this experience, I wonder if interaction with Tango seemed to have the greatest effect on the boys in my room because association with animals "is free of the gender-role associations that typecast nurture as an essentially feminine, perhaps quintessentially feminine, enterprise" (Melson, 2001, p. 55). Of course I cared deeply for both my students and for my dog and my creativity and imagination was inspired as I observed the developing bond between them. By the end of that school year, many parents had written notes and letters thanking me for bringing Tango into the classroom to share with their children.

I began searching for organizations that might be doing something similar with animals and children in other classrooms. I came across The Intermountain Therapy Animals Association and their Reading Education Assistance Dogs (R.E.A.D.) program established in Utah, U.S.A. in November of 1999. The mission of this organization is to "improve the literacy skills of children

in a unique approach employing a classic concept: reading with a dog" (Intermountain Therapy Animals, 2007, p. 9). I was in the midst of organizing an after-school program for our school when our district's rules changed; no more animals would be allowed in classrooms.

I taught at the same school for seven years and so never had an opportunity to work with children and my dog again, but I never forgot about that year. However, students still come back to me and ask how Tango is doing, and happily recount experiences they had with my little dog. It makes me incredibly happy that I was able to give them a little bit of the companionship I experienced with my own dog at that age, and we smile, knowing that we have shared something very special. With each year of experience I gain as an educator, the more I realize how relationships are at the heart of teaching and learning. The classroom environment in general and children's experiences of feeling that they belong in particular are essential components in a successful elementary school classroom (Friesen, 2008). However, schools are also places where children are judged on a regular basis; despite a teacher's best efforts to establish a positive classroom climate, report cards and other extrinsic measures such as provincial testing can contradict the warmth and acceptance many teachers work so hard to foster. By nature, schools are designed to assess students; whereas by nature, animals offer unconditional love and acceptance. It is in this spirit of re-imagining literacy learning that I ask educators to "look for themselves beyond the actual, to play with untapped possibilities" (Greene, 1995, p. 48) for how animals may uniquely support children's learning and development in the classroom context.



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Lori Friesen is currently working full-time towards her Ph.D. in Elementary Education at the University of Alberta.
lfriesen@ualberta.ca



What is a “No Kill” Shelter?

There is a lot of misinformation about whether or not a shelter is “no-kill.” This article will help you understand the differences among four kinds of animal shelters.



NO-KILL

On a first-come, first-serve basis, **all** animals are accepted into the shelter. A sick animal is cured or a behaviorally-troubled pet is rehabilitated in order to make it adoptable. Should an animal fail rehabilitation, it will remain in the shelter until it dies from a “natural death.” If the animal doesn’t respond to medical treatment, it will be euthanized.

Since this type of shelter has limited space, people who want to turn in their unwanted pets are put on waiting lists, which could mean a wait of several months to years. Unadopted pets may remain in cages for life, which may affect their well-being for the worse.

LIMITED ADMISSION

Not all animals are accepted into the shelter. Unwanted pets may undergo an evaluation by an animal behaviorist and/or veterinarian to see if the pet meets the shelter’s “adoptable” criteria. All animals that fail the evaluation are turned away. Should any of the animals that are up for adoption become unadoptable, they will be euthanized. If the shelter is full, owners with pets that have passed the evaluation must wait for an open space. Some of these shelters may call themselves “no-kill.”

Evaluation process controversy: Since many pets are frightened or anxious when entering a new location, they may not present their “normal” personality during scheduled evaluation.

NO-KILL OF ADOPTABLES

All animals are accepted into the shelter. The shelter will not euthanize any animal they view as “adoptable.” They will euthanize animals that are deemed “unadoptable.” The term “adoptable” may be defined differently by each shelter. Once the shelter and/or foster program is filled, all other animals are turned away.

UNLIMITED ADMISSION or OPEN ACCESS

All pets that come through the door are accepted. The shelter will not euthanize any animal they view as “adoptable.” They will euthanize animals that are deemed “unadoptable.”

Before an animal is surrendered, the owner is informed if their animal is classified as unadoptable by the shelter due to age, breed, health, behavior, etc. This allows the owner to make alternative plans.

Adoptable pets may be euthanized due to high numbers of incoming animals and need for room, or because the animal may have developed behavior or health problems.

If you must give up your animal, please bring it to your local shelter. Abandonment is against the law. An abandoned pet will only suffer from disease, predators and the elements in a city or the wild, and can cause traffic accidents.

Text from a brochure prepared by the Women's Humane Society,
Bensalem, Pennsylvania

Women's Humane Society's Policy

The Women's Humane Society is an "unlimited admissions" shelter. No animal is turned away from our doors. Sadly, not all the animals are adoptable: they may be too old, sick, injured, or aggressive.

Some owners request that their animals be euthanized, usually due to the pet's old age, severe illness, or aggressiveness in their home.

A majority of the animals that are surrendered to us are healthy and loving pets. Our adoptable animals come in every size, shape, color and personality. Each year, almost two-thousand people adopt one or more of our many wonderful animals.

The animals in our care are tended to by our dedicated kennel staff and veterinarians.

Since we are a privately-owned shelter, we can house the animals for as long as we deem it humane and we have space. Not all animals remain mentally stable or physically healthy due to the stresses of long-term kenneling, therefore, some may be euthanized.

We have 110 cat cages, but in the summer months we may have as many as 400 cats surrendered to us each month. It is with great heartbreak that the ones who have been housed the longest may be euthanized.

When owners have exhausted all other options, they have no place to turn except to unlimited admission shelters like the Women's Humane Society.

As part of our policy, we have accepted the responsibility of euthanizing unadoptable animals.



YOU can make a difference

1. **PLAN** before getting a pet. Do you have time now and in the future? Do you have money, space, patience, family agreement, energy, and commitment?
2. **SPAY or NEUTER** your pets before they can have a litter.
3. Understand that a pet is a **LIFETIME COMMITMENT**. It has physical and emotional needs throughout its life.
4. **OBEDIENCE TRAIN** your dog. A trained dog makes a happy dog and a happy owner.
5. **SOCIALIZE** your pets. Good manners and behavior make for a happy home.
6. **ADOPT** a pet from a shelter or rescue group. Give a loving animal a second chance.
7. Pets should **NOT BE GIFTS**. Give an adoption gift certificate from a shelter.

We all have the responsibility to respect the animals in our lives.

Sadly, if the above isn't fulfilled, the number of shelter animals needing homes will ALWAYS outnumber the public's demand.

Janice Mininberg, Director of Education at the Women's Humane Society, kindly brought this brochure to our attention.

For a copy of the three-panel brochure, send a stamped, self-addressed envelope to her at WHS, P.O. Box 1470, Bensalem, PA 19020-5470.

LINK REMINDER



Latham Letter "Link" Articles have been Compiled for Your Convenience.

Latham has included articles about the link between animal abuse and other forms of violence in the Latham Letter since 1994. Those more than 50 articles are now listed in a single document and hot-linked directly to the issue and page where they originally appeared.

You can access the Latham Letter LINK Reference page in the News section at www.Latham.org

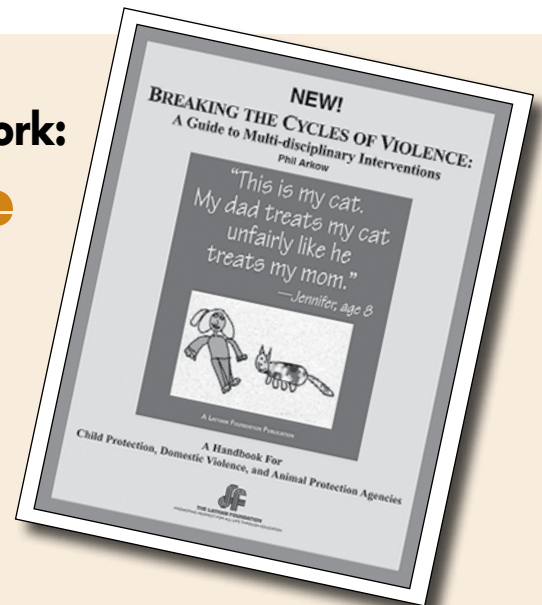


**Also available to help you with your important work:
Breaking the Cycles of Violence**

**Cycles I and II films (available on VHS or DVD)
and a Revised Handbook by Phil Arkow**

Please visit us at www.latham.org for information about our affordably-priced films and books.

Watch a clip from Breaking the Cycles of Violence II on You Tube at:
<http://www.youtube.com/watch?v=4fGvbC78pak>



Owner or Guardian: Does Terminology Choice Affect the Human-Animal Bond?



In 2007, student Timothy Helms, class of 2010, and Melissa Bain, chief of the Animal Behavior Service, evaluated whether dog owners who are legally considered “owner/guardians” are more attached to their pets than those legally considered “owners.” Animal rights activists have pressed for municipalities to change the wording to “guardian” in an attempt to improve the care of animals, while others argue that the effort, if successful, will limit the rights of owners.

Helms surveyed 274 dog owners in clinics from two locations: Berkeley, (CA), where dog owners have been designated as guardians, and Hayward, (CA), where no such distinction has been declared. Residents legally considered guardians actually showed lower attachment scores than their counterparts in the non-guardian city.

“Our hypothesis was that there would be no differences between owners and owner/guardians in regard to attachment level and problem behaviors,” Helms says. His project took place in the school’s Students Training for Advanced Research

(STAR) program, and the study was published in *Journal of the American Veterinary Medical Association* in April.

“We were not surprised to find out that owner/guardians were not more attached, but were a bit surprised that

they were significantly less attached to their dogs,” says Helms. “We also thought that most people in Berkeley would not even know what the law referred to them as – and we were correct. Only one person had a true grasp of the owner/guardian issue.”

“The STAR program is a wonderful way to help students to think like scientists,” Bain says. “Tim, through the program, has contributed to the knowledge that our profession builds upon.”

Helms measured his success in part by the study’s ability to provoke further discussion, saying, “We feel that this study should raise a lot of questions.”

Meanwhile, even with the potentially huge legal impacts of change in the terminology, Helms adds, “Most owners are attached to their dogs regardless of how their city refers to them.”



*The original article appeared in the Summer 2009 **Veterinary Medicine News** from the UC Davis School of Veterinary Medicine.*

**“In a perfect world,
every dog would
have a home
and
every home
would have a dog.”**

Anon



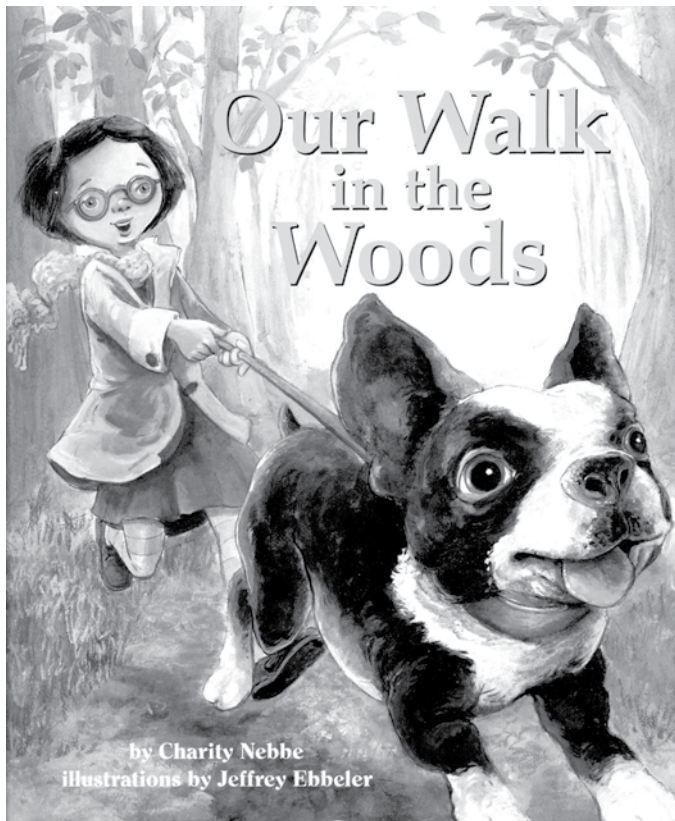
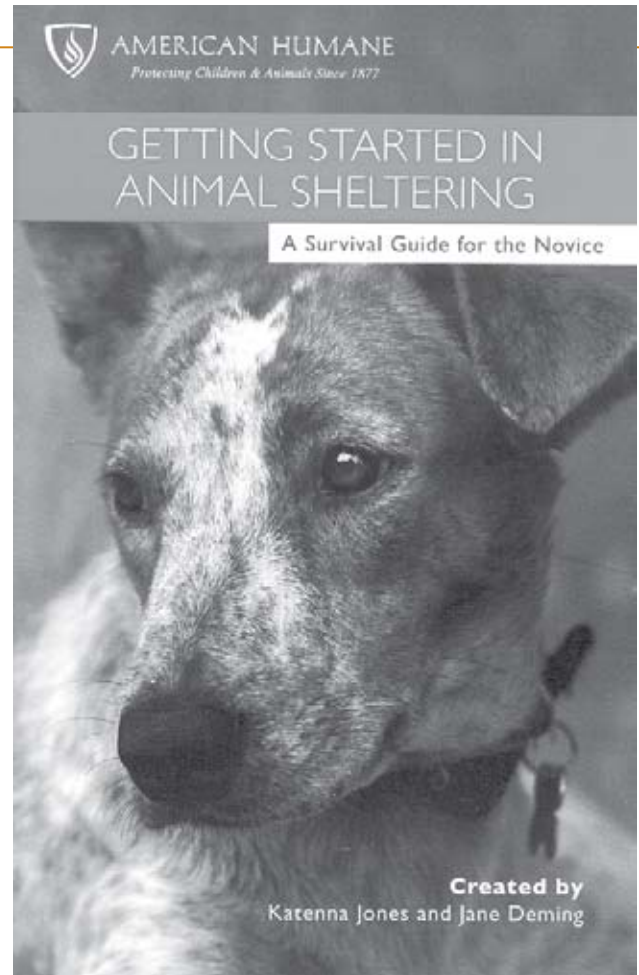
Media Reviews

Getting Started in Animal Sheltering A Survival Guide for the Novice

An American Humane Publication
Created by Katenna Jones and Jane Deming

There's a wealth of valuable information in this handbook. It includes a section on some of the major events in the history of the humane movement as it pertains to animals plus: Understanding Different Agencies; Key Players; Various Roles of Animal Shelters; Common Issues Facing Animal Shelters; Animal Stress; Understanding Your Role; Your Health and Safety Concerns; Avoiding Burnout and Compassion Fatigue; Sexing Small Mammals; Common Terms and Acronyms, and Resources. Highly recommended!

Single guides are \$2.00 each or packs of 10 for \$15.00. Available at www.americanhumane.org. Click on "Store."

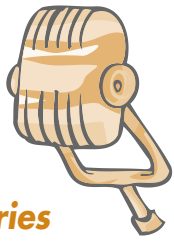


Our Walk in the Woods

By Charity Nebbe
Illustrations by Jeffrey Ebbeler

Nothing is more enjoyable than a walk in the woods on a sunny spring day. Abby and her dog Kirby get up early every Saturday to explore the hills above the river, but they don't always see things quite the same. The author and illustrator provide a fun look at just how different two views of the same walk in the woods can be.

Our Walk in the Woods
Illustrations by Jeffrey Ebbeler
32 pages, Ages 4-8
ISBN: 978-1-58726-437-5
\$17.95
Mitten Press, Ann Arbor Media Group
www.MittenPress.com • 1-877-722-2264



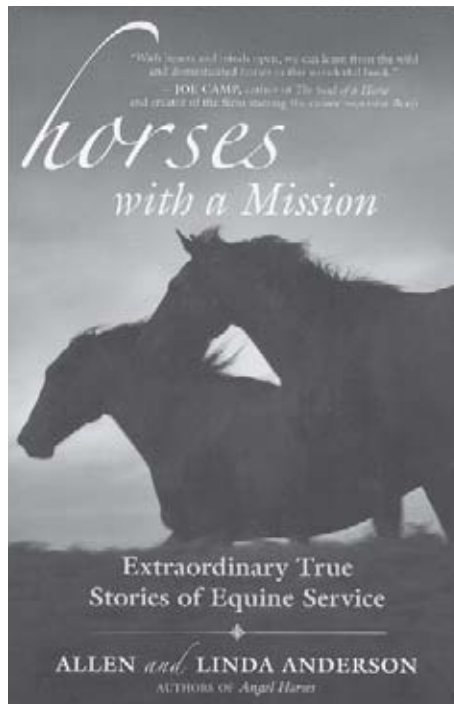
Horses with a Mission

Extraordinary True Stories of Equine Service

By Allen and Linda Anderson

Heartwarming and Amazing True Stories that Show How Horses Help Humans by Enriching, Inspiring, and Even Saving Lives

Fascinating, mystifying, highly intelligent – horses have evoked awe in humans for thousands of years. The annals of history and literature speak of equines who made adventure, power and the fulfillment of dreams possible for individual humans and entire



cultures. *Horses with a Mission: Extraordinary True Stories of Equine Service* focuses on an aspect of horses that remains unexplored in today's utilitarian world: horses as vibrant spiritual beings, infused with purpose and intention.

Allen and Linda Anderson say, "If you've ever thought that horses only display their abilities on race tracks, in riding stables, in beer commercials, in movies, or as participants in sporting events, you're missing out on their ever-expanding services as sentient partners and willing coworkers."

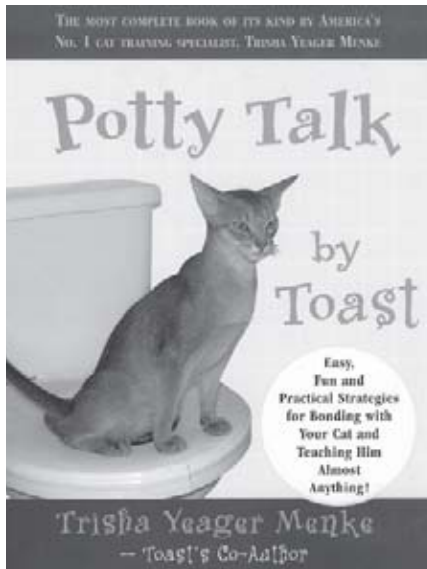
In *Horses with a Mission*, readers will meet horses who have saved people's and animals' lives, welcomed novices into the horse world, brought joy and comfort to the brokenhearted, and made it possible for people to fulfill lifelong ambitions - all without expecting anything in return. These horses not only carry riders but they carry messages of unconditional love and hope as well. The book is divided into five chapters with the following headings: Offering Service; Inspiring; Teaching; Healing; and Bringing Joy and Hope. *Horses with a Mission* includes 21 dramatic and true stories with black and white photos throughout.

Allen and Linda Anderson are authors, inspirational speakers, and members of the clergy. They co-founded the Angel Animals Network, dedicated to increasing love and respect for all life – one story at a time. They are the best-selling authors of *Angel Animals*, *Angel Dogs*, *Angel Cats*, and *Angel Horses*. They share their home in Minneapolis with a menagerie of pets and donate a portion of revenue from their projects to animal shelters and organizations. Their website is www.angelanimals.net.

Horses with a Mission: Extraordinary True Stories of Equine Service

\$14.95 • 288 pages • ISBN: 978-1-57731-648-0

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Potty Talk by Toast

By Trisha Yeager Menke

Easy, Fun and Practical Strategies for Bonding with Your Cat and Teaching Him Almost Anything!

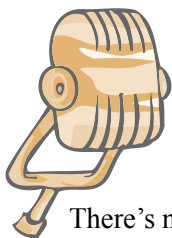
Come on, admit it. Haven't you always wondered if it were possible to teach your cat to use the toilet instead of a litter box? Toast's co-author Trisha Menke has convinced me that with patience and understanding it can be done. In this funny but fully informative book she explains exactly how. She also explains how to teach him other useful habits and skills. The book contains fascinating and valuable information such as how and why cats learn, correcting behavioral problems, leash walking, and other tricks such as sit, stay, and come.

ISBN 978-0-9700766-0-1

ToastNHoney Publications,
Austin, TX

www.PottyTalkbyToast.com

Trisha@PottyTalkbyToast.com



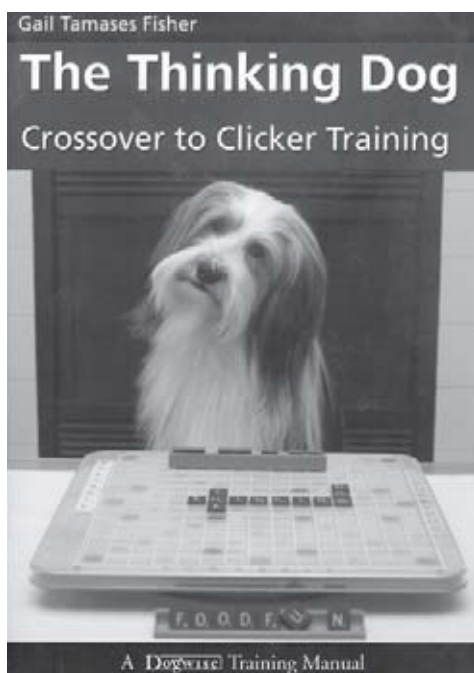
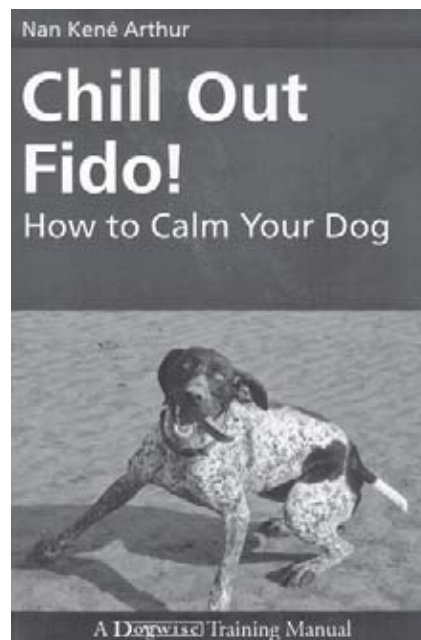
Chill Out Fido! How to Calm Your Dog

By Nan Kene Arthur

There's nothing like the human-companion animal bond and a well-behaved, well-socialized canine member of the family, but does your dog go bonkers when the doorbell rings or when you grab the leash to take him for a walk? If you find your dog is often difficult to control, you are not alone. Getting your dog to calm down and relax is one of the most common challenges pet parents face. This two-part book will help you first identify the factors that cause this kind of behavior in dogs, then it provides you with eleven key training exercises to teach your dog how to calm down, pay attention to you, relax, and respond to every situation with confidence and composure. *Chill Out* will show you how to help your dog become the great dog you always knew he could be.

Chill Out Fido! How to Calm Your Dog

Dogwise Publishing • www.dogwisepublishing.com • \$15.95



The Thinking Dog Crossover to Clicker Training

By Gail Tamases Fisher

Teach your dog to think.

It is such a joy to work with a dog who proactively engages in behaviors as you build a relationship that will surprise you in its depth and versatility. Clicker training has proven to be the most effective means of developing a "Thinking Dog," one works in partnership with the trainer, making choices – the right choices ... for

the trainer and the dog. One of the biggest obstacles the trainer often faces, however, is his or her own training history and habits working with a dog. But you can make the transition once you understand how dogs learn and the mechanisms of operant conditioning. Learn from author Gail Fisher's crossover experiences as well as those of the hundreds of students she has helped make the change over the past thirteen years. You will learn

- *How dog training has evolved over the past 100 years, the strengths and weaknesses of various training styles, and to what extent you can integrate your previous methods with clicker training.*
- *The particular challenges you will face as a crossover trainer from whatever style of training you have used in the past (compulsion-praise or lure reward) to clicker training.*
- *The detailed nuts and bolts of clicker training—from getting a behavior started, to methods of rewarding, to eliminating the need to click and treat over time while still getting the results you want.*
- *How to work with dogs trained with a variety of other methods and change them into thinking dynamos.*

This is a must have book for anyone involved in dog training. Gail is a pioneer in the field of positive dog training and her own techniques have evolved over time as she has learned more about how dogs think and learn. This book provides a solid foundation for clicker training including answers to all the most challenging questions and paths around the most common obstacles.

Gail Fisher has been training dogs professionally for over 30 years. She is the owner and founder of All Dogs Gym, one of the largest training centers in the country. Gail is the co-author of Training Your Dog and Teaching Dog Obedience Classes. She lives in Manchester, New Hampshire with her dogs, Canon and Kochi, and two cats.

The Thinking Dog. Crossover to Clicker Training

ISBN: 978-1-929242-62-7

Dogwise Publishing • www.dogwisepublishing.com • Price: \$24.95



Watch a clip on You Tube at
<http://www.youtube.com/watch?v=3APqra3RyzM>

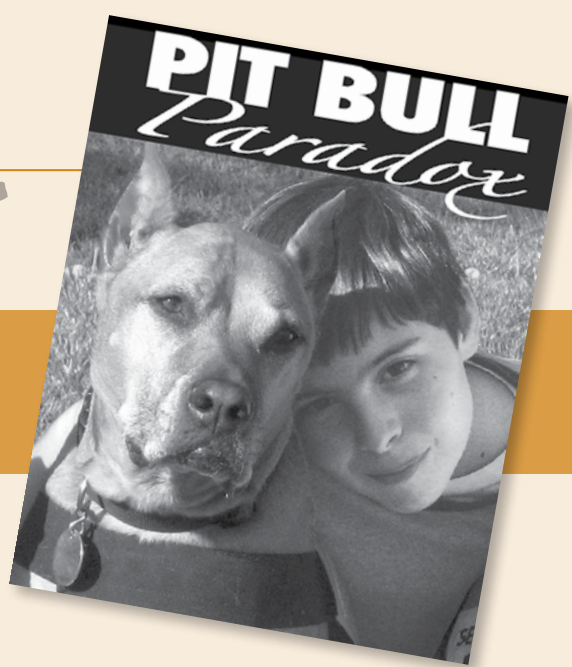
Increase Your Pit Bull Adoptions

Promote understanding and appreciation

It's a tragic sign of our times that many pit bulls who would make wonderful companions wait in vain for adoption.

Pit Bull Paradox offers sound advice for successful, rewarding adoptions emphasizing owner responsibility.

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Daisy Vanston

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Elana Rose Blum, Pasadena Humane Society and SPCA

Written and directed by Tula Asselanis.
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Pit Bull Paradox is consistent with the Latham Foundation's mission to promote the benefits of the human-companion animal bond, encourage responsible ownership, and promote respect for all life through education.



Bean Johns during a busy day at the office.



The Latham Foundation

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