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Latham Letter

VOLUME XXXII, NUMBER 3

SUMMER 2011

PROMOTING RESPECT FOR ALL LIFE THROUGH EDUCATION

SINGLE ISSUE PRICE: \$5.00

Is Humane Education an Endangered Species?

A thought-provoking article by the APHE Board of Directors

➔ See Page 6



Photo courtesy of Laura Vear



INSIDE SUMMER 2011



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In the saddle:

A Summer at the Spirit of Hope Youth Ranch page 15

In your lawn chair or at the beach:

Great summer reads ... page 18

And while you're at it, have a Margo's Bark Root Beer ... page 21, and help Shelter Dogs.

INSIDE

*Edith
Latham's
Mandate:*

“To promote, foster, encourage and further
the principles of humaneness, kindness
and benevolence to all living creatures.”



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Promotion of Humane Education*

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The Latham Letter

Balanced perspectives on humane issues and activities

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

The Latham Letter

Volume XXXII, Number 3, Summer 2011

**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

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ABOUT THE LATHAM FOUNDATION:

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

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Learning from History



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

Growing up in the household of a WWII vet and as the grandson of a humane educator, I was taught to give great weight to history and to learn from it. As a major figure in the 20th century stated:

“Those that fail to learn from history are doomed to repeat it.”

— WINSTON CHURCHILL

While this posits from a negative point of view, it suggests to me that the reverse is also true – one should take the best from history and repeat it.

As a child, I was taught to look at my activities and learn what was right and wrong. As I grew older, my lessons included the longer time frame of history as well as other people and cultures. The things I learned from this expanded view helped me develop and succeed as an individual. I gained insights that helped me exercise personal responsibility and succeed in leadership in my community.

This issue of the *Latham Letter* takes a look back at some of our own history, sharing how core values were instilled in prior generations. (See page 12.) The methods of instruction may change over time, but the good values taught do not. We still expect to teach that a person should show respect to an animal, should not mistreat animals or other people, and should become a self-reliant, contributing member of society. We also teach that we should help those who are less fortunate – not to make them dependent on us, but to help them re-achieve their ability to contribute.

Giving voice to animals in their interaction with humans, Brother Buzz first appeared in the January 1931 issue of *Kind Deeds Messenger*, a magazine for school children which was published for twenty-one years, 1926-1947. It often included stories reflecting personal responsibility and good values. Also highlighted in the magazine were The Latham Foundation's Hero Animal Award Program (1930-1940), telling interesting stories of animals that had saved their human companions, and the Latham International Poster Contest (1925-1968), showing how wide the audience was for this form of humane education.

Latham's method of working with the schools was the subject of a presentation by Roy Granger to the American Humane Association's San Francisco Conference held in 1932. He later became the Superintendent of Schools in Oakland, CA, where he developed his curriculum using the Latham Hero Animal program stories.

Lessons learned in the past return to serve us today. While the original Latham Hero Animal program was publicized by various newspapers around the country, today's American Humane Association Hero Dog Awards is publicized via the internet and available to be viewed worldwide. Take time to visit their site, read about the nominated dogs and vote for your choice at www.herodogawards.com. The Hallmark Channel will broadcast the awards on November 11, 2011.

What a wonderful opportunity we have today to share the value of the human-animal connection with yet another generation – learning from history and using the best lessons to improve today's society.



The Link: Good News from Oregon

With SB 616 signed into law, Oregon becomes the 21st state in the nation to have laws that allow judges to include animals in domestic violence restraining orders. Scott Beckstead, Oregon HSUS Director, initiated the bill process and stuck with it through the ups and downs of the political process.

STATES WITH ANIMAL PROTECTIVE ORDERS (21):

Arizona, Arkansas, California, Colorado, Connecticut, Hawaii, Illinois, Louisiana, Maine, Maryland, Minnesota, Nevada, New York, North Carolina, Oklahoma, Oregon, Tennessee, Vermont, Virginia, Washington, West Virginia (Indiana: Amended its animal cruelty laws to include special category for domestic violence) (Territory of Puerto Rico enacted pet protection order laws)

Here is a link to HSUS press release that has more background information:

http://www.humanesociety.org/news/press_releases/2011/05/oregon_house_pet_protective_orders_052511_1.html

MICHAEL KAIBEL

LETTER TO LATHAM

Dear Friends,

I just read the article by Joan Orr about dog bites in your (Spring) magazine. On page 13 she reports that the dog bite problem is getting worse. Sadly, everyone, including the New York Times, seems to have not bothered to read past the first few lines of the original government study, which does not substantiate that dog bites are on the rise. This of course does not mean that dog bites are not a significant public health problem, but perpetuating the spectre of ever-rising danger from dogs contributes to irrational and harmful responses such as breed-specific legislation, when in fact existing programs may be far more effective than we have been led to believe.

Sincerely,

Gary J. Patronek, VMD, Ph.D.

VP for Animal Welfare and New Program Development

Animal Rescue League of Boston, 10 Chandler St., Boston, MA 02116

617-226-5636 direct

Note: Latham can provide readers with a copy of Gary's letter printed in the JAVMA for a fuller explanation.

SUMMER DOG SAFETY

Keep your dog cool and other dogs safe with tips, flyers, etc. from this valuable website sponsored by United Animal Nation (www.uan.org) or more information.



www.MyDogisCool.com



MADDIE'S FUND® RELEASES FIRST COMPARATIVE DATABASE OF SHELTER STATISTICS

(ALAMEDA, CA – JULY, 2011) A large sampling of shelters and communities across the United States has been compiled into a single, searchable database. The Maddie's Fund Database at http://www.maddiesfund.org/No_Kill_Progress/Shelter_Statistics.html provides two years of intake, adoption and euthanasia statistics from 474 shelters and 56 communities using Asilomar Accords reporting methods and formulas.



Latham Wins a Telly Award! See page 13.

Is Humane Education an Endangered Species?

By the APHE Board of Directors



In part one of a two-part series, we hypothesize – sadly – that humane education in the United States is threatened. We will describe the value of humane education and a model designed to help it thrive.

Humane Education is not a new concept. Its popularity and prominence has vacillated over the years but it has always been a component of social movements and the movement supporting the social, emotional and ethical development of students of all ages (Unti & DeRosa, 2003; Zawistowski, 1998).

Looking specifically at the companion animal welfare movement, we see that work over the last 30-40 years has yielded significant gains. Euthanasia rates, while still too high, have dropped significantly. The spay/neuter message has been well accepted in many parts of the country. Public awareness of animal shelters as places to adopt family members is at record highs and those opting for purebred animal companions are looking to shelters, rescue groups and reputable breeders far more often and to pet stores selling animals from large-scale commercial breeders to a much lesser degree. There is still a long way to go, but we are making strides in many areas. For a variety of reasons, including lack of funding and the need for longitudinal research that takes years to complete, we have only anecdotal evidence to support the part humane education played in achieving these goals. While we do not have empirical research to support the role of humane education, we also do not have empirical research to demonstrate how far behind our current levels we would be without its contributions (Blumstein & Saylan, 2007).

Similar to other periods in history, humane education is losing attention and resources as society focuses on national and global issues such as the War on Terror, global financial crisis and high unemployment, and ongoing efforts to improve accountability in education.

Historical data and modern realities lead us to question the long-term survival capacity of humane education. Were humane education a species, it would be threatened. Will it progress toward endangerment ... and extinction? If we believe that this work is critically important to our society, we need to act now.

Challenges to humane education's survival

A monumental development in United States' education policy – the reauthorization of the Elementary and Secondary Education Act in January 2002, otherwise known as No Child Left Behind (NCLB), changed the landscape of the American education system by introducing a number of requirements. These include testing third through eighth graders in reading and math every year and assessing science at least once during elementary, middle and high school.

These testing requirements and the consequences for schools, administrators, and faculty if students perform poorly have resulted in an increased emphasis on reading and math instruction and national and state standards. Although curricula standards are important, it is

...the only certain way to prevent cruelty to animals is to help children learn the meaning of kindness.

— STEPHEN ZAWISTOWSKI

possible to overemphasize them at the expense of beneficial supplemental programs like humane education.

Humane educators responded by aligning their programs and resources to national and state academic standards and demonstrating how humane education could be integrated into the curriculum. These improvements helped professionalize the field, but they have not always succeeded at getting humane education programs in schools.

Additionally, the current economic downturn put an enormous strain on many nonprofit organizations, including animal welfare organizations, where the majority of humane educators reside. Whether budget related or not on their part, the dissolution of some national humane education departments since 2010 significantly reduced the resources and support available to humane educators. In a similar trend, some humane education departments at local organizations are closing or reducing staff and/or services.

While organization decision makers generally see humane education as valuable, they can also perceive it as a resource drain if they view it through a short-term lens. For example, Olin (as cited in Unti and DeRosa, 2003) surveyed animal shelters regarding various aspects of humane education. She found that 144 of her 203 respondents (71%) were classified as having a humane education program at their organization. Ninety-four percent of respondents indicated they believed humane education to be mission-critical to the organization yet 63% reported allocating \$1,000 or less to humane education activities annually.

Why does humane education remain underfunded if decision-makers report thinking it is so important? Why is it often among the first programs cut? Olin postulates that it is because humane education programs have long-term results, whereas reuniting a lost animal with his family or saving a breeding dog from life in a puppy mill provide immediate, tangible outcomes that are emotionally and often financially fulfilling.

Character education in the classroom supports students on a path to becoming honorable and compassionate. Lessons in responsibility and respect are just as integral to a well-rounded education as lessons in reading, math and science.

— US SECRETARY OF EDUCATION MARGARET SPELLINGS
<http://www.ed.gov/news/pressreleases/2006/07/07262006.html>

Reasons to save humane education

There are multiple reasons to include humane education in school curricula and beyond. We have all heard the cautions against focusing on short-term gains to the detriment of long-term goals. Spaying and neutering, rescuing animals from cruelty, abandonment and other dangerous situations and other short-term efforts are laudable goals but so are the goals of humane education, which has the potential for changing behaviors so that the need for “rescuing” is decreased or eliminated. When given the necessary resources, many humane education programs thrive. They are budget-neutral or operate “in the black” and provide much positive public awareness as well as wish-list and financial donations.

It is widely noted that most children and teens have an affinity for or at least an interest in animals (Thomas & Beirne, 2002). Therefore, lessons with animal content are more likely to capture a student’s attention than other types of character building or violence prevention programs (Thompson & Gullone, 2003). Research conducted since the early 1900s demonstrated that children prefer texts that contain animal characters and animal content to literature without such characters and content (Harris, 2008). Beierl (2008) noted that it is the extent to which we engage in sympathetic imagination while reading – the extent to which we can think ourselves into the being of another – that yields empathy.

Empathy is inversely related to aggression. This leads to the commonly held belief that humane

education has the potential to inhibit aggression toward both people and animals. Kenan (2009) states the best qualities of humans develop through internalizing moral virtues and values through feeling and compassion. Learning to be human, he states, “is a critical aspect that is missing from modern education today” (p.290).

Many studies examining the results of various types of humane education programs have demonstrated changes in attitudes (e.g., Nicoll et al., 2008) and knowledge (e.g., Aguirre & Orihuela, 2010) as a result of program participation; however, empirical evidence falls short in demonstrating the long term effect of humane education on behavior. (Faver, 2010).

Currently there is an emphasis on evidence-based solutions and the financial “bottom-line” in many sectors. There is a place for such emphasis but programs are being underfunded, reduced and cut without being given the opportunity to demonstrate their potential effectiveness and possible contributions. Again, while the support we have is anecdotal, we also do not have data on how much worse conditions might be had humane education programs not been presented. We lack this empirical data as well (Blumstein & Saylan, 2007).

Species survival plan

When conservationists and zoo industry leaders realized there were species in danger of extinction, they took some truly courageous and giant steps on behalf of these animals. They gathered the most talented, dedicated professionals to put their energy and resources into a plan to intervene. The experts developed the Association of

When the last individual of a race of living things breathes no more, another heaven and another earth must pass before such a one can be again.

— **WILLIAM BEBE, FAMOUS AUTHOR AND ENVIRONMENTALIST (1906)**

Zoos and Aquariums Species Survival Plan® (SSP) Program.

The SSP may be used as a model to develop a plan for saving humane education. The first step is to identify possible causes of humane education’s endangerment. One can see that there are similarities to the dangers that affect endangered animal species.

- **Overhunting/poaching** – *Closing or reducing local and national programs, at least in part due to the struggling economy.*
- **Habitat destruction/encroachment** – *NCLB leaves little or no room for supplemental programs.*
- **Overspecialization** – *Animal-specific programs may miss opportunities for broader reach.*
- **Slow maturation rate** – *It can take a long time to establish a program in a community and demonstrate its effectiveness.*
- **Lack of protection** – *There are few existing mandates; and most of these are not enforced.*
- **Competition for resources** – *Character education, environmental education and humane education all compete for the same resources. On a broader scale, these related efforts compete for donations and grant dollars with the full array of social issues, including food instability, homelessness, and disease awareness and prevention.*

With an understanding of the potential causes, we can work through the necessary elements of humane education’s survival plan.

- **Identify stake holders** – *School personnel, humane educators, legislators, families, general public, animals, environment, disenfranchised individuals*
- **Create a taskforce** – *Include stake holders with the potential to effect change*
- **Discuss interdependency and effects on the human world in absence of humane education** – *Loss of a means of community outreach, loss of a potential revenue stream, loss of a goodwill activity in the community, loss of “buffer” against related behaviors of neglect, cruelty and irresponsibility*
- **Create repository of existing information/data** – *This could be housed by a university or an association such as APHE.*

- **Identify resources** – Member organizations, funding sources, legislation and enforcement, support from recognized groups and governments

Specific strategies will necessitate time and financial investment in a number of areas. In part two, we will propose an action plan, highlighting successful programs that demonstrate the payoff of investing in humane education.

Call to action

APHE welcomes individuals, organizations, educational institutions and businesses that wish to work together to preserve – and expand – humane education’s reach. We seek to start and continue a conversation that will lay the groundwork for an action plan meeting the criteria described above, and provide resources and talents. Join us on Facebook to start the conversation.

APHE is a nonprofit corporation that provides professional development opportunities and networking for educators who promote humane attitudes toward people, animals and the environment. For more information please visit our website at www.aphe.org. Contact us at aphe@aphe.org.

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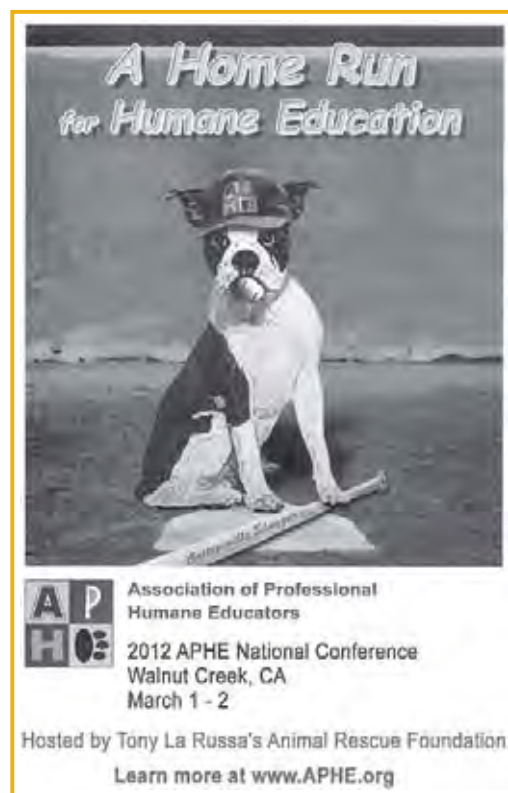
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The Diverse Reach of Humane Education

A 2010 survey of APHE members revealed that at least half of the 85 responders provide programming in at least one and often more of the following areas: animal cruelty/humane treatment, animal training/behavior, character education (e.g., responsibility, respect, caring), environmental topics, farmed animal topics, identification/tags/microchips, pet loss/grief counseling, pet overpopulation/spay/neuter, pet responsibility/animal care, safety around animals (e.g., dog bite prevention), service learning opportunities, social justice topics (e.g., bullying, discrimination) and wildlife topics.

More than 56% of those respondents indicated they reach more than 1,000 and up to as many as 25,000 persons annually. These numbers reflect actual program attendees, from preschoolers through adults. Whether working in small or larger communities, humane educators provide important services to their community members – humans and non-human animals alike.



The Shark Finatics, at Green Chimneys School

By Robin Culler
and the Finatics,
Green Chimneys School,
Brewster, New York



Sharks

Sharks have inhabited our oceans for more than 400 million years. These amazing creatures, so well evolved, have survived dramatic climate changes and five periods of extinction. The shark is massively misunderstood and has gained the reputation as a senseless killer. In fact, as apex predator in the ocean food chain, the shark plays a vital role in the intricate balance of the ocean ecosystem.

There are about 400 species of shark, ranging from the Spined Pygmy Shark to the massive Whale Shark. They can be found in temperate, tropical, shallow, and deep water, in every ocean in the world. These cartilaginous fish have bodies covered with denticles, making them stronger and more flexible than most fish species. They have numerous rows of teeth, which are not attached to the jaw, but embedded in the flesh. There is a constant replenishment of any tooth lost, with some sharks losing 30,000 teeth in a lifetime. Their superior sense of smell, along with their lateral line and ampullae of Lorenzini, has earned them status as a unique and powerful hunter. Sharks are generally shy but curious fish, only attacking if provoked. Only about 25 species have been known to attack. Generally, around the world, less than five people die from a shark attack during the course of one year.

Sharks are slow to mature and produce few offspring compared to other fish. Therefore, directed fishing practices are in danger of decimating the shark populations around the globe. Each year, over 100 million sharks die, mainly due to long-line fishing, accidental by-catch in nets, and to meet the demand for shark fins. Humans have presented this truly durable creature with its greatest challenge yet. The last 15 years have seen an 80% drop in shark populations, forcing many species onto the IUCN's list of threatened species. Our food supply, as well as our oxygen, could be at risk without sharks. Today, a new predator, the human, gives sharks far more reason to fear us than we have to fear them.



What is finning?

Shark finning refers to the removal and retention of shark fins and the discard at sea of the carcass. The shark is usually still alive while the fins are sliced off and then it is tossed back into the water. Unable to swim, it slowly sinks to the bottom where it will die a slow death or be eaten by other fish. Fishers prefer to only transport the fins because they are more valuable than the meat. They take any shark, regardless of its age, size, or species.

Shark finning is a widespread problem and largely unmanaged and unmonitored. Due to the increased demand for shark fins and improved fishing technology, finning has increased over the past decade. The fins are used to make shark fin soup, an Asian cultural delicacy. They are flavorless, used simply to give the soup a certain texture. More importantly, they contain mercury, a health risk if consumed. One pound of dried shark fin can sell for \$300 or more, driving it into a multi-billion dollar industry.

How can you help?

- **Learn** more about shark conservation.
- **Talk** about shark conservation with your friends.
- **Write** to your representatives in Congress, urging them to pursue legislation that bans shark finning and use of fin products.
- **Join** or donate to a marine conservation organization that works to save sharks.
- **Avoid** shark when you are making seafood choices. When you buy seafood, ask about how the fish was caught, and if the store or restaurant buys seafood that is fished responsibly.
- **Dive** and snorkel with sharks.
- **Visit** an aquarium. The more money that is spent on shark tourism, the more people will realize the value of saving sharks.



“Now more than ever, two myths must be laid to rest. One, sharks are not mindless predators nor sinister man-eaters and two, the oceans are not full of sharks.”

— JEAN-MICHAEL COUSTEAU

Who are the Shark Finatics?

The Shark Finatics are a group of curious students at the Green Chimneys School. Their journey began with unknown answers to one of this planet’s most extraordinary creatures. The more they learned, the more they wanted to help conserve our sharks as well as educate others about their plight. All projects are undertaken with complete love and compassion for sharks. And through these projects they have been able to reach out to many people who did not know about the almost certain fate of sharks if people don’t take action now to save them.

The Shark Finatics have made countless friends around the world. In 2010, Oceana, the world’s largest ocean conservation organization, named the Finatics as their first ever Junior Ocean Heroes! The children pledge to continue their endeavors to help save sharks and they are thankful to everyone who has helped them along this amazing journey.

The Shark Finatics are proud to support Oceana, Iemanya Oceanica, Shark Research Institute, Fox Shark Research Foundation, Nature Conservation Council of NSW.

Please join them on Facebook. For more information, contact their sponsor Robin at blueskyrc@sbcglobal.net

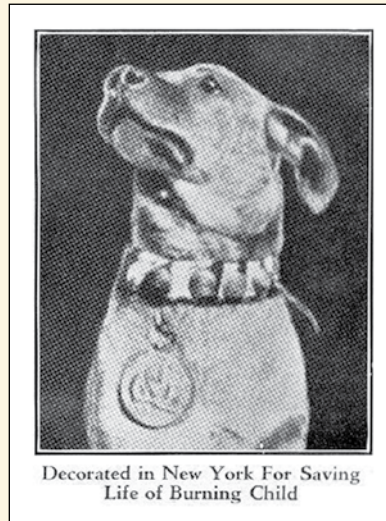


Looking back ...

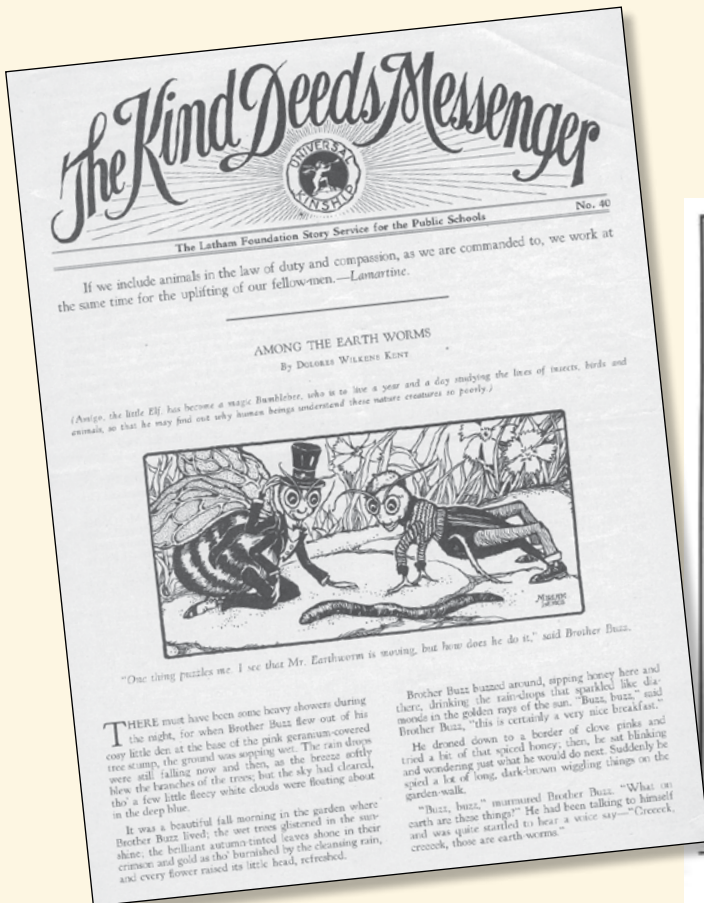
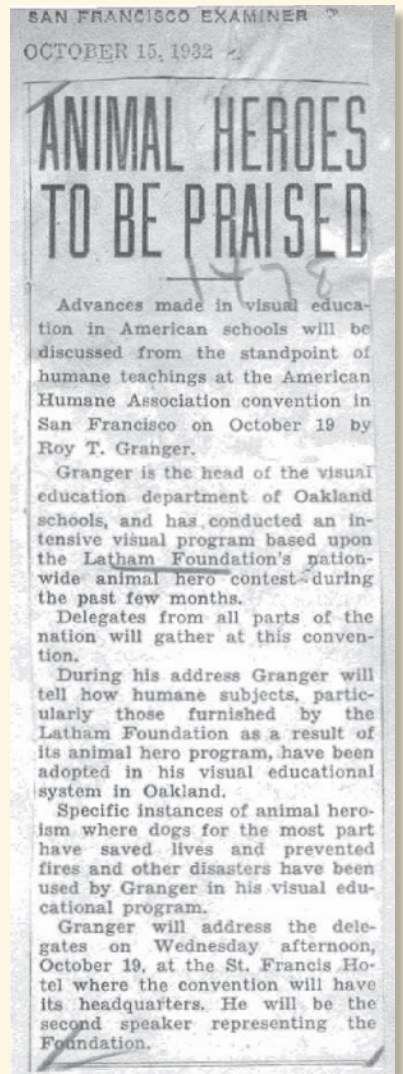
To honor the new American Humane Association Hero Dog Awards, we thought it would be fun to look back at the Latham award program from 80 years ago in the 1930s.

We recently found that The Latham Hero Animal award program, begun in 1931, was featured in the 1935 20th Century film *Show Them No Mercy* starring Cesar Romero and Bruce Cabot.

The story finds a young family and their dog trapped by criminals being hunted by the FBI. The dog helps save the family and is awarded the Latham Foundation award in a final scene – helping show the impact our program had on the country.



Decorated in New York For Saving Life of Burning Child



Humane Education Is the Cornerstone of Civilization

**CONDENSED REPORT OF
THE LATHAM FOUNDATION ACTIVITIES FOR 1938**

CHILDREN reached in the public schools.....	110,485
ADULTS contacted in organizations and churches.....	56,550
STORIES for children published in the press.....	2,652
ENTRANTS in International Poster Contest.....	5,000
COUNTRIES listed—48 states U. S. A., Canada, Siam, Spain and Ireland	
EXHIBITS (30 circuits) travelling throughout the year covered 17 towns in California and were shown in the following states: Arizona, District of Columbia, Florida, Idaho, Illinois, Indiana, Kansas, Kentucky, Montana, North Carolina, New York, Ohio, Oregon, and Utah. In foreign countries: Canada and Mexico.	
SCHOLARSHIPS donated by American Academy of Art, Chicago, Illinois; Bradley School of Fine and Applied Art, Peoria, Illinois; California College of Arts and Crafts, Oakland; California School of Fine Arts, San Francisco; Chicago Academy of Fine Arts, Chicago, Illinois; Chouinard School of Art, Los Angeles, California; Federal Schools, Minneapolis, Minnesota (two scholarships); H. Faulkner Smith School of Applied and Fine Art, Vancouver, B. C.; National School of Fine and Applied Art, Washington, D. C.; New York School of Fine and Applied Art, New York City; The Ringling School of Art, Sarasota, Florida; The School of Industrial Arts, Trenton, New Jersey (four scholarships); Washington School of Art, Washington, D. C. (two scholarships); The Canadian Institute of Associated Arts, Vancouver, Canada.	
RADIO STATIONS donating time: Sacramento KFBK; San Francisco KSFO, KFRC, KGO, KQW; Oakland KLX, KROW; San Luis Obispo KVEC; Santa Barbara KTMS; Los Angeles KECA; San Diego KFSD.	
SPEAKERS donating service.....	34
LITERATURE published and circulated by request.....	81,533
AWARDS in honor of hero animals at public ceremonies.....	6

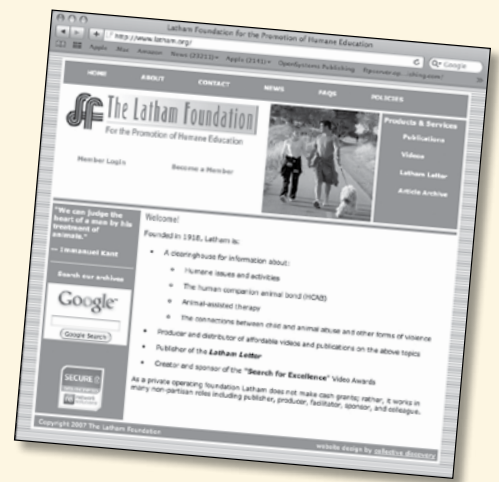
Issued by the Latham Foundation for the Promotion of Humane Education
Latham Square Building, Oakland, California

Looking ahead ...

The Latham Website: An Untapped Resource

By Sue Spiersch

As the Administrative Assistant here at the Latham Foundation, I am often the first point of contact for people placing orders or looking for information. I've only been working for Latham for one year, but I've discovered that helping people find resources to help them with their important work is the best part of my job.



A perfect example happened a few months ago when we received an order for *Breaking the Cycles of Violence*, which is our handbook for child protection, domestic violence, and animal protection agencies. During the back and forth communication with the woman who placed the order, I found out that she was a doctor at a women's shelter in Ohio. She was new to Latham and looking for more information that could help her at the shelter. I emailed her that I was including a complimentary copy of *Strategizing the Link* because it might be useful to her. *Strategizing the Link* is a summary report on the National Town Meeting and Experts' Summit on the Link Between Animal Abuse and Human Violence, held in Portland, Maine June, 2008. She replied that she was very pleased to get any information about the link and that she is going to be conducting a conference about this very subject and how it relates to abused women. I also told her that I would keep her in mind if I came across anything else that she could find useful. Little did I know where this would lead me.

Later when looking through old issues of the *Latham Letter*, I happened to notice a few issues that I thought this woman might find interesting so I asked my office mentor, Mary Tebault, about sending her these issues. Mary pointed out to me that she could access them on our website and showed me how search for certain criteria like the issue date or topic. I sent her the issue information, the name of the articles and detailed instructions about searching on our website and she replied that she was thrilled to have access to this additional information. What a cool website for this type of thing! So, I started doing some searches of my own using search words like "Pet Adoption," "Link," "Compassion," and a few other terms common to our field. It occurred to me that even though in the back of my mind I knew about this search feature in our magazine archives, I had really never used it much.

I wonder how many other people (subscribers, friends, or researchers) are like me and have forgotten about this useful feature. Many of these articles are just as valid today as when they were written and they are all in PDF format so they may be downloaded for free, printed, and/or shared. I encourage you to explore this untapped resource at www.Latham.org.

Free Humane Education Materials for Disaster-Affected Animal Welfare and Rescue Organizations

Latham has initiated a program to help replace educational tools that were damaged or lost during the recent disasters. To assist in recovery efforts and add to the good work of many of the organizations that are assisting victims, Latham will provide free humane education materials to any shelter impacted by the floods or tornadoes.

Organizations whose materials have been lost or damaged are invited to select up to three Latham books and five Latham videos or DVDs with which to begin rebuilding their educational programs. Shelters should contact Latham by phone, fax, or mail to arrange to participate in this program. We ask only that they agree to pay the shipping costs.

Latham Foundation Film *Caring Careers: Making a Living Making a Difference* Wins Two Telly Awards

The Latham Foundation is pleased to announce that its film *Caring Careers* has won two Bronze Telly Awards. *Caring Careers* won the Bronze award (2nd place) in both the Children's Audience category and the Education category.

Congratulations to Latham's filmmaker Tula Asselanis!

You can watch a short clip on You Tube by following this link:
<http://www.youtube.com/watch?v=T--wp8VoCHM>



Founded in 1979, the Telly Awards are the premier awards honoring outstanding local, regional, and cable TV commercials and programs, video and film productions, web commercials, videos, and films. The 31st Annual Telly Awards received more than 13,000 entries from all 50 states and five continents. To find out more about the Telly Awards, please visit their website at www.tellyawards.com.



WSPA's Projects in Haiti and Bali

Haiti: We just completed a nearly 16-month operation as part of the Animal Relief Coalition for Haiti (ARCH), which we co-founded with IFAW. For details, visit: <http://www.wspa-usa.org/media/pressreleases/Animalrescuecoalitionconcludesreliefhaiti.aspx>

Bali: For an update on our year-long project to vaccinate dogs in Bali, visit <http://www.wspa-usa.org/media/pressreleases/DogVaccinationBaliDecreasesRabies.aspx>.

You can also visit <http://www.wspa-usa.org/latestnews/2011/WSPAchampionslifesavingworkvetsBaliWorldVetDay2011.aspx> for a webstory on the Bali project, which touches a bit more on the education side of the project.

Laura C. Flannery, U.S. Communications Manager • World Society for the Protection of Animals (WSPA)[®]
lflannery@wspausa.org, Direct: 617-896-9291

LOST DOGS Film Seeks an Executive Producer

There are an estimated two and a half million homeless dogs in Chile. In December 2008 a YouTube video revealed their desperate situation. The video showed a dog trying to rescue another stray that had been hit on a highway in Santiago. Somehow managing to avoid oncoming traffic, the hero dog courageously pulled the dying dog to the roadside.

I was so moved by this heroic act that I scraped together what little money I had and set off for Santiago in an effort to find the hero dog and to make a film about Chile's street dogs. After two-and-a-half grueling months, I returned home to Oregon with over one hundred hours of footage and seven dogs. I found adopters for six of the dogs and kept one as my own because of the extraordinary struggle we shared while evacuating her from a natural disaster area.

I am now in the third year of production on this feature called *Lost Dogs*. Volunteers have come on board but their amazing enthusiasm dwindled under the rigors of non-profit, animal advocacy. For a short time I was even able to hire an experienced film editor but when the money dried up, so did he. After two years of fundraising events, grant writing, solicitations, outreach, publicity, online campaigns etc., I have resorted to working two jobs just to get by. I edit the film on weekends. Progress is slow.

One of the most urgent outreach goals of *Lost Dogs* is to dissuade the Chilean government from enacting their



A street dog in downtown Santiago. © Vanessa Schultz

proposed plan of killing the majority of the country's street dogs in gas chambers. The film will do this by telling intimate stories of some of the human and canine characters I've met. These tales will raise public awareness, promote spay/neuter and adoption, and galvanize support for existing advocacy groups.

Ultimately, my intention in making *Lost Dogs* is to help inspire compassion in a world of unprecedented apathy.

To view the trailer and learn more, please visit <http://www.lostdogsfilm.org>. I welcome collaborators, especially those willing to offer financial support. My production company, 21st Paradigm, is a 501(c)(3) non-profit organization. <http://www.21paradigm.org>.

Thank you,
Vanessa Schulz, Director • vschulz@gmail.com



The summer of 2010 was the most fulfilling and the most challenging summer of my life – it’s hard to believe it’s come and gone. There is a cool breeze in the air now and the days are getting shorter; the children are back in school and everyone’s attention has turned to homework and football. But as I walk with the horses in the pasture, I can’t help but reflect on the season past.

During our June/July session, Spirit of Hope hosted more children than ever before thanks to the addition of three new horses, three part-time staff members and the most incredible “herd” of volunteers. The relentless heat of the summer and almost constant influx of participants did not deter anyone’s efforts or enthusiasm. We found ways to cool off and have fun – water balloons and squirt pistols not withstanding! The horses were so excited to see the children every day that if one didn’t know better he might think horses chase vehicles like dogs do. As the vans hauling our precious visitors would turn onto the driveway, the horses in the pasture ran alongside them, wanting to be first at the gate, first to be selected for some loving.

I don’t know why I continue to be amazed almost daily at the transforming love between a child and a horse, but I am. God has used Spirit of Hope and these beautiful, broken creatures to reach the hardest of hearts. One child’s story is representative to me of so many that we see; and his miraculous change is so typical of the work God does daily here at the ranch.

I met Larry (not his real name) in early March when he piled off the van delivering our weekly group from a residential youth home. This particular youth home houses adolescent boys who are dubbed “non-violent offenders.” They’ve worked their way up from occasionally skipping school to dropping out of school, from breaking and entering to stealing, from abusing alcohol to drug use. They’ve had several run-ins with the court system and have been sent to this program for counseling and rehabilitation. Their histories are tragic – neglect, abuse, abandonment. Ninety-five percent of them haven’t had a parent consistently in their life for years.

As the boys, most of whom had visited the ranch several times came over to greet me and the staff and volunteers, Larry kept his distance – head down, shoulders slumped forward, kicking at the dirt as if he wanted to kick somebody. When the other boys ran to put on their boots and grab the halter for their special horse, I tried to engage Larry but with no success. There was lots of activity and chatter among the boys and the volunteers as they lead their horses into the barn to groom them. I love this part of the day, the horses and their human partners haven’t seen each other for a week, so there’s lots to catch up on. The boys have to fill their equine friends in on what’s been happening in their world – one boy got a B on his math test, another moved up one level at the house because he’s controlling his anger better, yet another was disappointed again because his mom didn’t show for yet another scheduled visit. I watched Larry watching all of this and prayed for guidance. I did manage to get out of him that he was scared of horses and thought this place was “stupid.” Wow! Well, I do love a challenge.

Looking around, I saw that no one had picked Job – our over-zealous,

Hope on the Horizon: Looking Back at a Summer at the Spirit of Hope Youth Ranch

By Missy Cox

ADHD (attention-deficit hyperactivity disorder), three-year-old Tennessee Walking Horse who loves everyone. I brought Job in from the pasture and asked Larry to join me in his stall. It took much cajoling but finally Larry tentatively approached Job. He petted him and started to relax a bit. But Job being Job couldn't help himself. Over the course of the 30 minutes we spent brushing him, Job stepped on Larry's foot and head butted him! Larry was shocked at first and retreated in fear, but he



came back in the stall and continued to groom him. All the while Larry talked to Job, telling Job not to hurt him anymore, that he didn't deserve to be treated that way. And you know, Job stopped and stood still, almost falling asleep listening to Larry's voice. At the end of the day, I mentioned to Larry how he had faced his fear of horses and how maybe he could do the same in other areas of his life. He just shrugged his shoulders, lowered his head and got on the van. My heart ached for him.

Over the course of the next two weeks, Larry's outward demeanor changed very little. As he stepped from the van, he would shove his hands deep in his pockets, stare at the ground, and barely acknowledge any of us as he stomped to the tack room for Job's halter. But something inside had changed, or maybe for the first time was allowed to come out – compassion. Larry, while still guarded around the horses, was totally taken with them. He took such pride grooming Job. He'd talk quietly to him, in hushed tones, watching to make sure no one was listening. But as soon as someone would yell from another stall, "Hey Ms. Missy, what's the soft brush used for? I forgot." Before I could answer, Larry would speak out, "The face and ears. Make sure you don't get the brush in his eyes." I was shocked; Larry had absorbed everything I'd told him on the first day, including detailed instructions. I could see hope on the horizon.

Those hopes were quickly dashed as the boys lead their horses to the arena for some ground activities that required communication and teamwork. Larry wanted no part of "working together" and made it painfully clear. If he spoke at all, it was either in whispers to Job, or brief outbursts of "No, I'm not playing this stupid game, and I don't like him!" pointing to one of the boys. Ok, two steps forward, one step back – at least he liked the horse. Larry's attitude affected everyone's mood, mostly the boys'. In some way, Larry was a leader – he had influence but it was negative and non-productive. What should I do about this? Pray.

The time had come for us to introduce the new horses we'd adopted to the children that visit the ranch. I wasn't sure that anyone from this group of boys would be interested in working with them because each had bonded so well with the horse they'd chosen. The staff had the new horses in the paddock next to the barn when Larry's van arrived. As the boys entered the barnyard, there were many questions about the new herd. Larry was mesmerized by Aslan, a 17+ hand Percheron/Thoroughbred cross, bay gelding. Larry walked over to me and asked, "Ms. Missy who's that?" I told him about Aslan, a horse with Equine Protozoal Myeloencephalitis (EPM) who needed a job and someone to love him. Larry boldly asked if he could work with Aslan. "Absolutely!" was my response. It was love at first sight for both of them.

During the next three months, I saw a change in Larry I never would have believed. Larry was the first one off the van, he'd run up and hug me, give a high five, grab his boots and halter, and run to Aslan. He and

his volunteer would groom Aslan to a spit-shine. He started talking out loud, conversing with his volunteer, all the time including Aslan in the conversation. Aslan was so much taller than Job, Larry couldn't talk into his ear, so he spoke into his nostril like it was a microphone! And Aslan listened. He loved that horse, and that horse loved him back. He'd hug his front leg because Aslan was too tall for him to hug his neck. Larry asked me once if he could get up on his back to brush him because he didn't feel like he was doing a good enough job grooming "his top." I told him no, but that he'd have opportunity to ride him one day.

Larry recognized his leadership skills and started using them in a positive way. He realized there was lots of fun to be had with the horses in the arena if they all worked together. He'd help the new guys with grooming, telling them all the little things they should do. He'd flit from stall to stall wanting everyone to hurry up so they could go to the arena. Eventually the boys were able to ride bareback – a dream come true for Larry. Once in the arena, the staff would have the daily activities set up and Larry was all about helping get teams organized and enjoying the "games". There were times he'd laugh so hard, I thought he might fall from his horse. His laughter was contagious. While our activities are meant to teach horsemanship and promote personal growth, it was moving to see these kids who have such a horrible past and tough present having such a good time.

Larry and I spoke often of what he was going to do and, most importantly not do, when he graduated from the youth home. He'd be headed back

to the same environment from which he came – an impoverished area in north Birmingham, where his mother struggled to make ends meet if she was around at all, and there was very little for young people to do except get into trouble. Larry talked openly about how he knew it would be hard to go back but he'd changed. He was going to stay in school and find some new friends. He was interested in sports and maybe finding a barn where he could work. As I listened to him, I realized that he was sincere; there was a kind-heartedness that was not visible when he first came to Spirit of Hope. He had developed empathy, even organizing efforts to collect treats to bring to the horses each week. He personally would give one to Joseph, the little blind pony, for fear he would be left out.

The day I dreaded finally arrived – Larry's last day at the ranch. He was graduating from the residential program and headed home. As is customary at the ranch on a youth's last day, they get to go on a trail ride. Larry had lived for this day – to ride his big, beautiful friend out of the arena and across the fields. When asked what he hoped for Aslan's future, he replied "I hope he finds another kid that loves him as much as I do". I wept as I watched Larry say his good-byes to Aslan. He told him how much he loved him and was going to miss him. He must have kissed his muzzle 50 times. He promised me he'd come visit when he could.

I pray for Larry and think of him often. I hope he is able to rise above the hard life to which he has returned and keep strong the values and behaviors he learned while in treatment and at Spirit of Hope. I don't know if I will ever see Larry again but one thing I do know, that God's love is everywhere in many forms. In this case, He chose to show His love for Larry through a big, brown horse, who transformed the heart and character of a boy. This is the essence of hope.

Missy Cox is the SOHYR riding instructor. She began her diverse riding career at age seven in Birmingham, AL. She joined the United States Pony Club and with the instruction and guidance of many wonderful teachers rode her way up through the ranks in 3-Day eventing. She also has experience in fox hunting, polo and the hunter/jumper show ring. In addition to being a founding board member of Spirit of Hope, Missy is a member of the United States Equestrian Federation. She is also certified as a level three instructor through the Certified Horsemanship Association and by Greg Kersten's OK Corral Series to provide equine assisted therapy through riding. Missy has first-hand experience of the saving grace and healing powers of horses. It is with this passion and humility that Missy strives to bring horses and children together for the miracle of mutual healing.

The Spirit of Hope Youth Ranch is a 501(c)(3) agency that adopts horses from rescue agencies and allows at-risk youth the opportunity to work with them.
info@sohyr and <http://www.youtube.com/watch?v=fNxSLUbfEy4>
for more information





The Extraordinary Spirit of Green Chimneys

By Dr. Samuel B. Ross, Jr.

We here at the Latham Foundation have had the honor of a long relationship with Dr. Samuel (Rollo) Ross and

the staff of Green Chimneys, a nationally renowned nonprofit organization that helps improve the lives of at-risk urban children by incorporating animals and environmental activities into their educational experiences.

In this beautiful and inspiring book, Dr. Ross, recounts sixty years of experiences and shares a lifetime of practical learning. His insights will inspire all those who work with troubled children and believe in the healing power of the natural world.

Since its beginning in 1948 as “Green Chimneys Farm for Little Folk” and eleven students, the property has expanded to cover nearly seven hundred fifty acres in New York and the innovative, year-round school now serves almost two hundred students. Recognized as a worldwide leader in animal-assisted therapy and activities, Green Chimneys provides innovative and caring services for children and their families as well as the animals with whom they spend time. Its goal is to restore emotional well-being and foster independence.

Robert F. Kennedy, Jr. says, “When it comes to connecting children to our natural world, nobody does it better than Green Chimneys. For more than 60 years they have been saving the lives of children and animals. We need more places like Green Chimneys where children get a chance to learn about nature every day.”

Purdue University Press

West Lafayette, Indiana

www.thepress.purdue.edu • \$24.95

Good news from the American Veterinary Medical Association (AVMA)

The AVMA has endorsed a document created jointly by the AVMA Committee on the Human-Animal Bond and the American Humane Association for veterinarians who see cases of suspected animal abuse and neglect in practice.

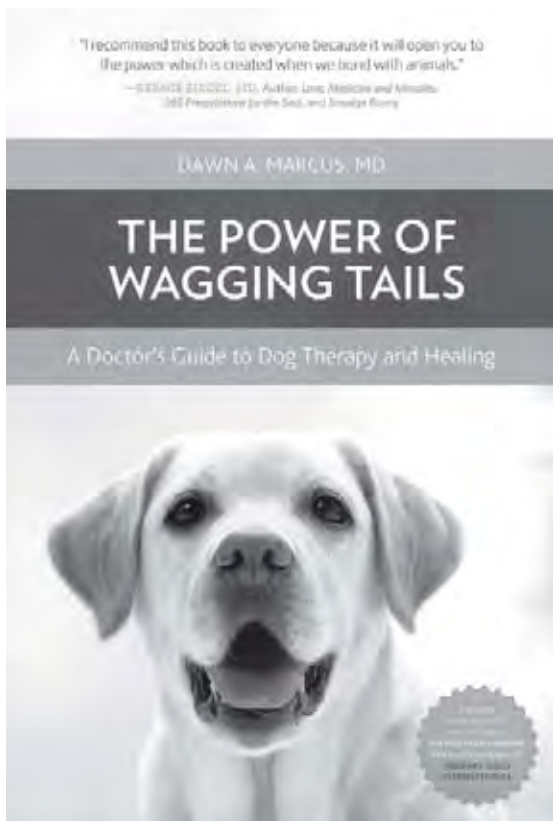
Practical Guidance for the Effective Response by Veterinarians to Suspected Animal Cruelty, Abuse and Neglect, though not actual legal advice, is designed to be a practical, user-friendly manual that acknowledges the concerns and difficulties that cases of neglect and abuse present.

The document will be distributed by the AVMA, American Humane Association, and The National Linkage Project.

Congratulations Phil Arkow and former American Humane Association Link team.

Online only download the PDF at:

<https://ebusiness.avma.org/EBusiness50/ProductCatalog/ProductCategory.aspx?ID=137>



Most of our readers are familiar with the many benefits of animal-assisted therapy. Many of them are part of therapy dog teams, so the research and “tail waggin’ tips” presented here will come as no surprise. What makes *The Power of Wagging Tails: A Doctor’s Guide to Dog Therapy and Healing* unique and particularly valuable is that its author, Dawn A. Marcus, M.D., is a neurologist and professor in the Department of Anesthesiology at the University of Pittsburgh School of Medicine. She brings scientific credibility, in-depth research, first-person accounts from service dog trainers and people who have experienced dog therapy, and practical tips on effective ways to implement a therapy dog into ones life.

The Power of Wagging Tails is an in-depth look into the emotional and physical benefits of therapy dogs. It’s the perfect resource for dog owners, dog lovers, and people wondering how to help family and friends cope with illness through the use of therapy dogs.

The Power of Wagging Tails: A Doctor’s Guide to Dog Therapy

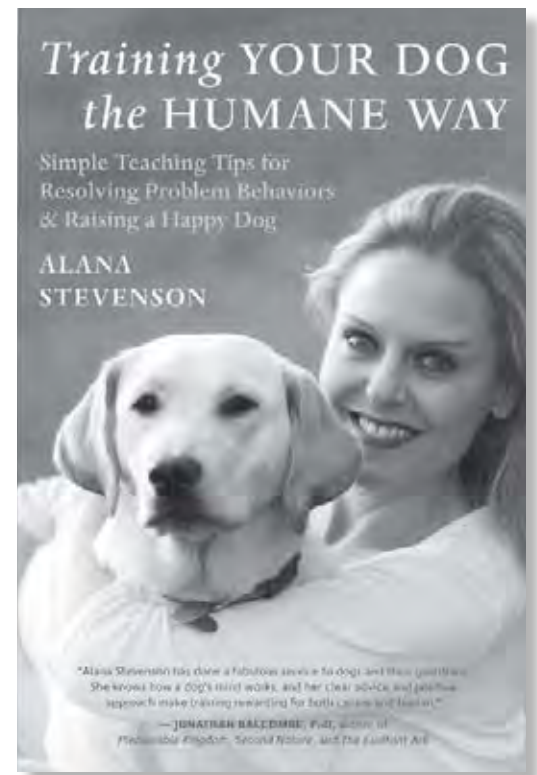
By Dawn Marcus, M.D.

Demos Health Publishing • www.demoshealth.com

11 W. 42nd St., 15th Floor • New York, NY 10036 • \$17.95 + P/H

In *Training Your Dog the Humane Way*, animal behaviorist and dog trainer Alana Stevenson provides dog owners with a simple, accessible guide to effective positive dog training techniques. She presents easy-to-follow methods and advice for teaching dogs polite manners and resolving behavior issues such as house-soiling, play-biting, separation anxiety, fear of strangers, aggression, lunging while on leash, car sickness, and more.

Alana Stevenson is a professional dog and cat behaviorist, humane dog trainer, and animal massage therapist. More information at www.AlanaStevenson.com.



Training Your Dog the Humane Way: Simple Teaching Tips for Resolving Problem Behaviors and Raising a Happy Dog

By Alana Stevenson

ISBN: 978-1-60868-018-4

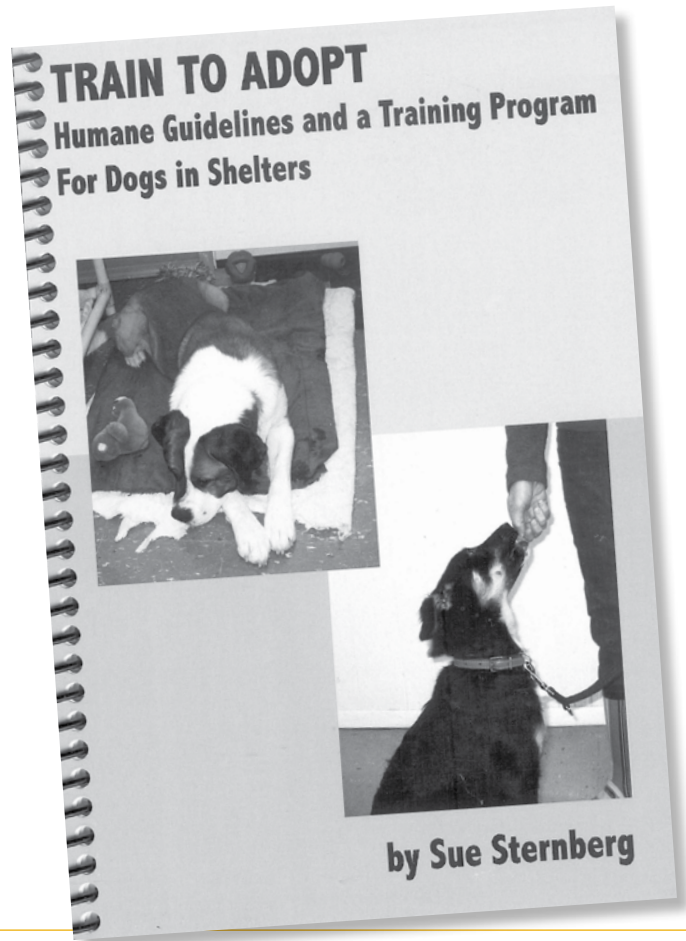
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FOR SHELTERS FOR SHELTERS FOR SHELTERS



For Shelters

Author Sue Sternberg is an innovator in the field of shelter dog welfare. She also develops programs to help prevent pet relinquishment and overpopulation such as “Training Wheels”, a mobile community outreach program.

The *Train to Adopt: Humane Guidelines and a Training Program for Dogs in Shelters* manual and the two DVDs that accompany it are her most recent contributions to the physical and mental health of shelter dogs.

Sue reminds us that “... a kennel, no matter how modern, clean or nice, is still a stressful, unhealthy, unnatural and destructive place to keep a dog.” And these days dogs may stay in shelters long term because either they have been deemed adoptable and are awaiting homes, or the shelter has a no-kill (or ‘low-kill’) policy, or they are there as a result of a court case involving cruelty, hoarding, or other legal matters.

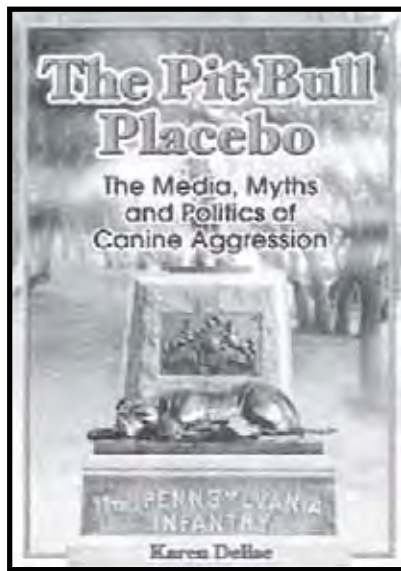
While she feels strongly that we need humane guidelines for quality of life issues facing dogs in shelters,

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she is also a realist. She understands that most shelters operate with limited resources and also that the standards of care for shelters that voluntarily keep all dogs will be different than for those that care for dogs because they've been mandated to do so by the legal system.

The first section in the *Train to Adopt* manual includes discussions on:

- *Issues facing shelters today*
- *Quality of life standards*
- *Long-term kenneling*
- *How to determine what quality of life standards to provide, given a shelter's limited resources*
- *Minimum quality of life standards of care*
- *Addressing quality of life for long-term shelter dogs*
- *What constitutes a quality of life emergency*
- *Resolving the quality of life emergency*

Section Two describes eleven training exercises to help manage stress, improve first impressions, and increase the likelihood that new owners will continue to train.

These exercises are illustrated with color photographs and, very importantly, are designed to transfer to a stranger, the potential adopter.

The *Train to Adopt* DVD package, which is intended

as a companion to the *Train to Adopt* manual, contains two DVDs:

1. Humane Guidelines helps shelters assess, improve, and maintain the quality of life for dogs in their care. It includes extensive – sometimes hard-to-watch – footage of dogs in shelter environments and identifies behaviors that can indicate a quality of life emergency. It also offers standards and steps for maintaining the mental health of shelter dogs.

2. Training Program uses footage with a variety of dogs in a variety of situations to illustrate step-by-step positive techniques for training basic manners and behavior control such as waiting at doorways, appropriate food bowl behaviors, and meeting and greeting. You'll also see the extremely valuable 'Nothing' exercise, which teaches a dog to settle down and take a nap in the presence of a human. That's a behavior I'm going to work on with my toy poodle right now.

Train to Adopt: Humane Guidelines and a Training Program for Dogs in Shelters

By Sue Sternberg, Great Dog Productions
www.greatdogproductions.com

The Story of Margo's Bark All-Natural Cane Sugar Soda – a great summer drink

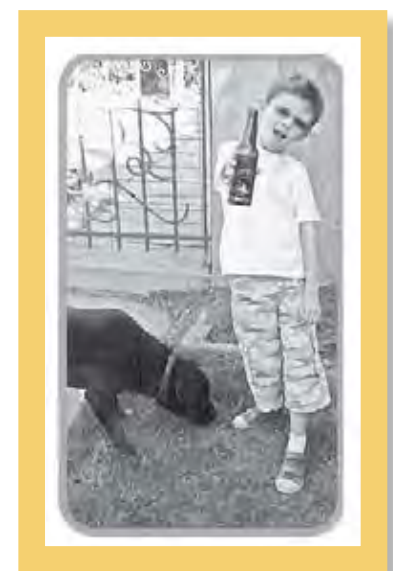
All proceeds go to help SHELTER DOGS!

“We rescued Margo from a shelter and now she is our family dog. She and I do a lot together. She really looks out for me and I love her.

“Margo and I got into the root beer business when I made home-made root beer for my school science fair. It was such a hit, we decided to become beverage magnates. I drank a lot of root beer before I approved our final recipe. It's top secret, but I can tell you we use real cane sugar, some molasses and a touch of vanilla. I think it tastes really, really great!

“I hope you like it too, and thanks a lot for helping us help the shelter dogs. They really need it.”

Oscar



Contact: margosbark@gmail.com

http://twitter.com/MargosBark • www.margosbark.com



Materials to help with your important work

Do you work with kids? Latham has several **books** and entertaining **DVDs** to teach compassion and develop character. There's even a DVD in our **classic series** of video productions featuring a young Betty White introducing cats and their special needs.



View our Classic Series of DVD's



Visit Latham's website: www.Latham.org

Make presentations to community groups? Latham has **DVDs and books** to promote responsible pet ownership, encourage spaying and neutering, help break the cycle of violence, support safe and long-lasting adoptions, and prevent on-the-job dog bites.

Want balanced views on humane issues and activities? Our **quarterly magazine the Latham Letter** brings you balanced views on humane issues and activities and describes innovative programs worthy of replication. Interested in submitting an article? Contact us for writer guidelines.

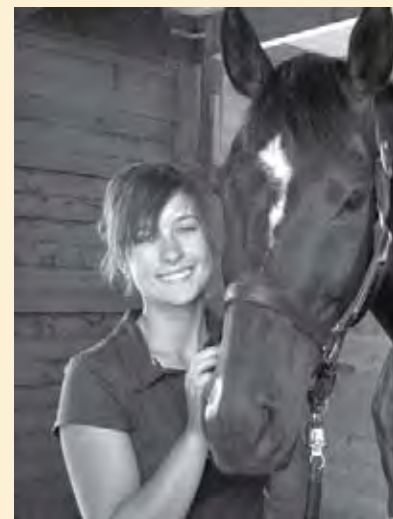
Doing research? Our informative **website** has an archive of articles that are searchable by topic.

For more information visit www.Latham.org or view clips from our DVD collection: www.youtube.com/user/latham1918

Caring Careers DVD Making a Living, Making a difference

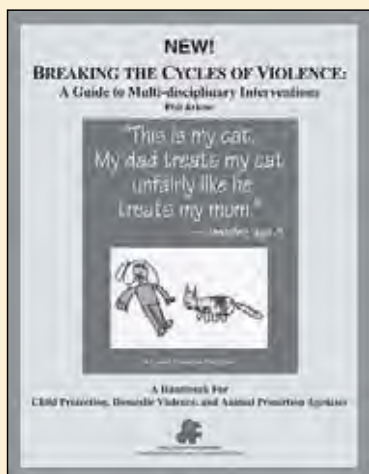
Caring Careers focuses on several animal-oriented professions that require less formal training than that needed to become a veterinarian and is appropriate for any considering a career working with animals.

You'll meet a dog groomer, a dog walker and pet sitter, an equine massage therapist, a reptile and amphibian specialist, an up-and-coming horse trainer, and several veterinary technicians. They discuss how they got started, the challenges they encounter, and the rewards they experience in their chosen caring career.



Directed by Tula Asselanis
20 minutes

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Cycles I and II films and a revised handbook by Phil Arkow

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Real world solutions for anyone
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PIT BULL Paradox

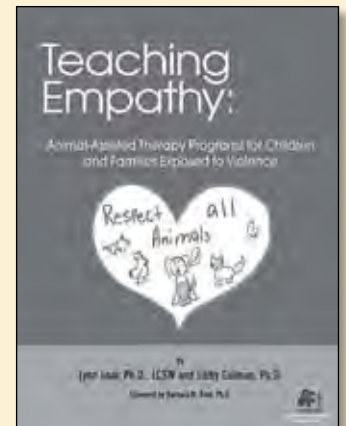
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... and many more ... including the new film "Dog Defense"

Latham Now on YouTube

Watch a presentation of our mission and see clips from several of our films:

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>

Brother Buzz. The evolution of a Kind Bee

<http://www.youtube.com/watch?v=DQmuGyX5i6s>

Brother Buzz Episode: Small Pets

<http://www.youtube.com/watch?v=kgOUp6gLB4k>

SUMMER PLEASURES



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