

# Latham Letter

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PROMOTING RESPECT FOR ALL LIFE THROUGH EDUCATION

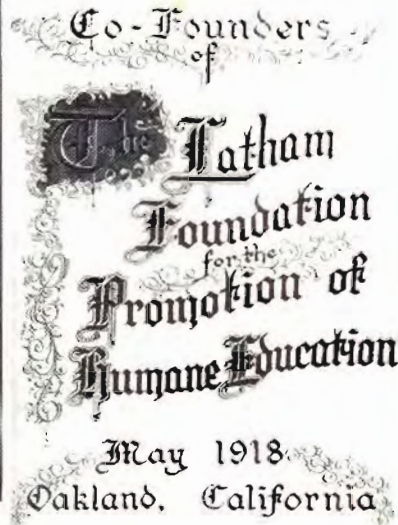
To  
Latham  
Letter  
Readers



HAPPY NEW YEAR  
and best wishes  
for the continued  
success of your work  
promoting respect  
for all life.



Edith Latham



Milton Latham

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## Latham Foundation Celebrates 75th Anniversary

### A Historic Perspective — The Early Years

*Editor's Note: The Latham Foundation for the Promotion of Humane Education is a unique institution. There is nothing else quite like it even today, when a multitude of humane and environmentally-oriented organizations exist. As the Foundation celebrates its Diamond Jubilee it is interesting and helpful to place Latham's early years in a historical perspective. It is also important to know as much as possible about Edith Latham's purpose for the Foundation, because her intentions serve both as inspiration and guidelines for our operations today.*

*We are indebted to the late Elliot Evans, Ph.D., former Latham Foundation Director and Curator Emeritus of the Society of California Pioneers, for the following biographical information.*

Edith Latham was born in Virginia City, Nevada in 1866 where her father, James H. Latham, was the Wells Fargo representative. He moved the family to San Francisco in 1869 and soon ensconced himself in a highly successful brokerage firm. He established his family in a handsome residence in

Oakland where his small red-headed daughter was provided with every luxury. For example, Edith had a fabulous playhouse which, although it was the envy of her contemporaries, she disregarded in favor of the horses, dogs, and cats in and about the family stable. Edith's mother was a beauti-

ful and gifted lady much given to intellectual pursuits and devoted to the education of her three children. Edith's father died in 1876 at the age of 42, leaving a considerable substance.

The Lathams subsequently lived rather retired lives following their own interests

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## EDITORIAL

### ON TUNNEL VISION

*Hugh H Tebault*

At this time, as the Foundation celebrates 75 years of promoting respect for all life, I'm moved to reflect on our conviction regarding the interdependence and interrelationship of human and nonhuman animals. And in that respect, it's particularly perplexing to understand the myopic view of those otherwise intelligent individuals, who profess sincere concern for human welfare but hold and exhibit little or no interest in that of other life. Through word and many by deed, they behave as if *Homo sapiens* were the only species of real value, and the earth a cornucopia reserved for mankind's needs.

Being human, I most naturally agree that the welfare of our society is indeed worthy of serious concern and endeavor. However, there is no rationale other than that tainted by egocentric convictions, which would deny other related life forms the same right to a normal existence, as human beings. If however, self interest is to be the criterion for the treatment of fellow creatures, there are many logical (i.e., self serving) reasons why respect for nonhuman life is essential to human welfare.

Included among the very important practical reasons which support compassion toward nonhuman life, is an understanding that because cruelty is pervasive it cannot be limited to animals. Accordingly, if tolerated against nonhumans, its perpetrators will inflict it as readily and equally on the defenseless

child, the aged human, and any other unprotected element of society. Further, the serious public health consequences involving zoonosis and animal bites make abatement of disease/injury among nonhuman populations a vitally significant factor in human welfare.

In addition to the above, we have many selfish reasons to gratefully acknowledge the invaluable welfare contributions which guide dogs make in partially normalizing the daily life of sightless persons. Based on their wonderful service, other dogs now are trained to act in behalf of the hearing impaired as hearing dogs, and the physically handicapped, as assistance dogs. Further, health providers and scientist have recently become aware of the material value derived from human/companion animal bond relationships, which have proven of great and in many cases, lasting benefit to untold numbers of lonely, handicapped and institutionalized individuals. Also, the proliferation of riding for the handicapped programs has brought needed self confidence, exercise and joy to countless physically and otherwise seriously impaired children.

Human welfare derived from humanely treated and trained companion animals, is apparent for all to see. However, the beneficial contributions of wildlife which are largely unnoticed or taken for granted, are countless. The lowly earth worm which constantly "tills



the soil", the honey bee's incidental cross pollenization of vitally needed plants, is of even greater service than its honey production, and the various birds which regularly seed the hills with trees and foliage, as well as the countless insets which convert much decayed matter into useful material, are, to name but a few.

When one thinks about it, we need them more than they need us!



### Latham's NEW Identity Brochure is available.

If you would like a copy, or if you know of someone who would like to learn more about the Latham Foundation's history, purpose, activities, and humane education resources, please write or call:

*Latham Plaza Building*  
*Clement and Schiller Sts.*  
*Alameda, CA 94501*  
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*Thank You!*

# The Latham Letter

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Hugh H. Tebault


**Founding Editor**  
Wallace Ness Jamie  
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**Managing Editor**  
Judy Johns

**Contributing Editor**  
Aline H. Kidd, Ph.D.

**Editorial Advisory Committee**  
Ex Officio, Hugh H. Tebault

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## OPINIONS

*Therapist's Response to the Presenters at the Latham Foundation/Mills College Psychology Department Symposium "A Cooperative Approach to the Prevention of Child and Animal Abuse"*

 Write this as a grateful psychotherapist, and from the perspective of someone who does treatment of patients from three to over 60. Most of my patients have experienced some kind of abuse: verbal, physical, sexual, or a combination of two or all of these. I see them a few days to several decades

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*So I would plead with you: despite your frustration, and the depression lurking just around the corner, and the burnout, please continue your good work.*

---

after the abuse, and I want to remind you that the effects never go away.


I am in an interesting position regarding the issues raised about hopelessness/hope and despair/joy. I hear the stories that my patients tell me day after day, year after year in my consulting room, and sometimes I grow weary. Sometimes I burn out. But so often, I participate in the miracle that two people working together can produce. Although it really never is as though the abuse never happened, the courage and strength that become available to these people as they do the healing

work is life transforming.

So I would plead with you: despite your frustration, and the depression lurking just around the corner, and the burnout, please continue your good work. Please, especially, continue to work towards more cooperative efforts in the fields of child and animal abuse prevention. Despite the fact that the miracle of healing never erases the abuse, yet if you intervene after the fifth episode of abuse and prevent the next, it is still better than if it was the 120th or the 50th. And if any incident of abuse can be prevented, then when that person is in a consulting room like mine, perhaps the miracle can happen a little sooner.

*Pat Kelly, Ph.D.  
Marriage, Family, and  
Child Counselor  
Fremont, California*

### *Don't Forget the Schools!*

 The Cycle of Abuse has been recognized. Through conferences and the printed word our most credible humane/human organizations have explored this cycle. They have made an effort to bring the social organizations that work with human and animal abuse together. Common sense and research agree that cooperation and collaboration are the keys that can help both groups in their efforts to remedy reoccurring abusive situations. One organization that has not been included in these treaties and needs to be is the school.

Children spend nearly eight hours a day at school. Often a teacher spends more time with a child than the

child's own parents. Teachers have a unique opportunity to learn a great deal about the life and personality of each child they teach. Teachers also have an opportunity to touch and change

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*Common sense and research agree that cooperation and collaboration are the keys that can help both groups in their efforts to remedy reoccurring abusive situations. One organization that has not been included in these treaties and needs to be is the school.*

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the lives of their students. As mandatory reporters, teachers are required to report suspected abuse.


The school needs to have a positive working relationship with the Department of Human Services, but a positive and working relationship with the local Humane Society can also be beneficial to all three organizations.

I've seen many encouraging examples of such cooperation as a result of my experience as an elementary school counselor and volunteer wildlife rehabilitator with the Black Hawk Humane Society in Waterloo, Iowa (metropolitan area 100,000). If each individual in the various agencies, schools, and professional organizations does their part, we will achieve results.

*Linda Nebbe  
School Counselor  
Cedar Falls, Iowa*

*OPINIONS, continued next page*

**A Rancher Responds**

 The Latham Foundation is to be congratulated for presenting both sides of the debate over the cattle industry. Here are a couple of points from my perspective:

Most children born on ranches do not wind up there in their maturity (mainly due to the hard work for

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*My observation is that ranchers share one common denominator: their love of animals.*

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poor pay). My observation is that the one common denominator determining those who do, is their love of animals.

As the world's problems explode right along with the population, so does the alarmist's market for unscientific rhetoric. I believe Mr. Rifkin's dishonest assessment of the cattle industry no doubt influences at least some well meaning people, ultimately compounding the circulation of misinformation—often with photographic "proof."

I wish I had taken a photo of my range the year before last, when it didn't rain and it was bare as a parking lot and I put no cattle on it. Then, another photo last year—lush with good rains. I could say all I did was put cattle on it.

*George Williams  
Rancher  
Scottsdale, Arizona*



with amazing intensity, "always studying something." At one time, about 1880, the family became vegetarian, an early example of their concern for animals and a protest against the barbarous slaughtering practice of the time. Mrs. Latham even published a vegetarian cookbook. She died in Paris in 1909.

Edith and her brother, both unmarried, both gravely distressed by their mother's death, and displaced to New York State by the First World War, began to consider what to do with their rather substantial means. Humanitarian ideas seemed to have loomed large in their contemplative lives and one thought was the possibility of endowing a nursing home in New York State. This failed to materialize and Edith and Milton returned to California, this time to Hollywood. There they saw animals exploited, neglected, and mistreated and the animals' sorry plight attracted their sympathetic attention. Recalling their childhood and the kind care their own pets had received, Edith and Milton conceived the idea of encouraging young people to adopt humane treatment and consideration of pets and of all living creatures.

Thus, the Latham Foundation for the Promotion of Humane Education came to be established. Two highly educated and kindness-oriented individuals determined to devote their fortune and the remainder of their lives to help those who could not speak for themselves.

With impressive vision and foresight, Edith and

Milton founded the Latham Foundation in 1918. Its purpose, according to Edith herself is:

- *To inculcate the higher principles of humaneness upon which the unity and happiness of the world depend.*
- *To emphasize the spiritual fundamentals that lead to world friendship*
- *To promote the character-building of the child by an understanding of universal kinship.*
- *To foster a deeper understanding of and sympathy with man's relations — the animals—who cannot speak for themselves.*

In 1921 Milton died leaving Edith to carry on their project alone. This she did with energy and steadfastness for over 30 years. She personally explored many methods of reaching the largest possible number of children with her humane message.

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*Thus, the Latham Foundation for the Promotion of Humane Education came to be established. Two highly educated and kindness-oriented individuals determined to devote their fortune and the remainder of their lives to help those who could not speak for themselves.*

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Her first efforts to attract support were modest and efforts to gain access to the schools with her humane message made a slow start.

Attempts to influence legislation were tried and abandoned in the middle 1920's. Even though the causes were good in themselves, Miss Latham rather quickly saw that humane societies and other direct action groups found these activities in their province.

However, by 1927 work in the Oakland public schools was gratifying. She enlisted talented children's authors such as Gwyn J. Tebault (Hugh H. Tebault II's mother) and Dolores Wilkens Kent to help promote her message and she gained the cooperation of school administrators and classroom teachers alike. Progress was encouraging. The Kind Deeds Club and the Kindness Messenger (a school newsletter) along with a radio program using Mrs. Kent's stories prospered. An essay contest further expanded the audience for Miss Latham's message of kindness.

In 1928 the international poster competition was born thanks in large part to a gifted couple, Mr. and Mrs. John deLemos of Palo Alto. The poster contest continued into the 1960's.

Miss Latham did not live to see the birth of and fantastic proliferation of television.

It remained the lot of her dear friends Mrs. Kent and Mrs. G. J. Tebault to launch the Brother Buzz program on television.

Brother Buzz the puppet, in story,

on radio, and television, has been the spokesperson for the Foundation since 1927.

My own feeling is that Edith Latham would heartily applaud Brother Buzz's remarkable longevity and success in getting across the much-needed message of the importance of humane education to an ever-increasing audience."

— *Elliot A. P. Evans, Ph.D*  
1980



# Research in Elementary Schools Substantiates Importance of Humane Education

## *The Human-Animal Bond and the Elementary School Counselor*

Linda Lloyd Nebbe

During the last decade, the significance of human-animal relationships has become evident. With this recognition, scholars have sought to document the phenomenon through research. The data are still sparse, although there are enough to give credibility to the importance of the human-animal bond. The research also encourages a new aspect of the helping profession, animal-assisted therapy—or in a broader sense, nature therapy.

Some of the early research on the human-animal relationship focused on the elderly. Pet ownership has been correlated with a positive attitude toward self and others and an enhanced social life (Cusack & Smith, 1984). Heart disease patients who owned pets were discovered to live longer than those who did not (Beck & Katcher, 1983). In a classic study, the physiological effects of pets were noted as a person's measured blood pressure significantly decreased when the person was interacting with his or her pet (Cusack & Smith, 1984).

As the importance of pets in the lives of the elderly has come to light, the relationship between children and animals has also drawn attention from both practitioners and researchers. One study reported that a pet is an important part of the child's environment. Levine and Bohn (1986) reported that in families with pets there is less

incidence of thumb sucking. They concluded that this indicates a more emotionally secure environment. Levine and Bohn also observed that a pet helps to teach important skills to children, including patience and control of temper (Levine & Bohn, 1986). Children in families with pets show feelings of greater competency and higher self-esteem (Levine & Bohn, 1986)

as well as greater empathy for other human beings (Bryant, 1986; Malcarne, 1986). This is true, however, only in families in which the animal is perceived as a family member (Soares, 1986).

A poll of Fortune 500 chief executive officers determined that 94% of the respondents had a dog or cat as a child. Approximately 75% of those respondents still have a pet. This figure compares with 53% of U.S. households that own a pet. These executives reported feeling that their pet was significant to them during their development. The executives said they learned responsibility, empathy, sharing and companionship from their pets. Many noted that the pet was someone to talk to ("Business Bulletin", 1984)

Montagner reported that in cases of severely disabled or mentally handicapped children, animals are able to induce desirable behavior



PHOTO: KATHLEEN HENDERSON

*Is it any surprise that a poll of Fortune 500 chief executive officers determined that 94% of the respondents had a dog or cat as a child. The executives said they learned responsibility, empathy, sharing, and companionship from their pets*

patterns not otherwise appearing (Montagner, 1986).

Displaced children and those in long-term foster placements in which dogs were part of therapeutic treatment seemed to progress faster than children in therapeutic treatment without dogs. The dogs provided the children with a sense of constancy and in some cases control in an erratic, tumultuous, and unpredictable environment (Gonski, 1986).

In an interview with adolescent juvenile offenders entering a resident facility, the interviewer included her dog in 10 of 20 interviews. In every case with the dog present, the interviewer found the young men responded with increased openness and less hostility than in the interviews without the dog present. Interviews with the dog present logged 280 interviewee responses as compared with 40 interviewee responses in the interviews

without the animals present (Gonski, Peacock & Ruckert, 1986).

McAdams (1988) had graduate student observers rate counseling sessions involving a sighted counselor and a client, a non-sighted counselor and a client, a sighted counselor with a dog and a client and a non-sighted counselor with a dog and a client. A script was followed so that the variables were the presence of the dog and the sight of the counselor. Thomas, Cash and Salzbach rating scales used included the Confidence of Counseling Outcomes Expectancy Scale, the Continuation of Counseling Scale and the Counselor Traits Scale. Rating for the sighted counselor with a dog were significantly higher than the other ratings. The sighted counselor without a dog was second highest. The non-sighted counselor with a dog received the third

*RESEARCH, continued on next page*

highest ratings. The lowest rating was that of the non-sighted counselor.

Institutionalized adolescents given a rabbit to care for over a 6-week period demonstrated less aggressive behavior than adolescents in another activity program or the control group (Davis, 1986).

Researchers have discovered a link between animal abuse and human violence (Sussman, 1985). A study titled "Childhood Cruelty Toward Animals Among Criminals and Noncriminals" (Moulton, 1987) reported that childhood animal cruelty occurred to a significantly greater degree in the population of aggressive criminals. It is hypothesized that as children, these persons learned from "models" in their environment to be abusive to animals. As they grew, the abuse transferred to people (Moulton, 1987). Evidence indicates, although no research to date supports it, that this trend can be reversed through education and strong models while the persons in question are still children (Sussman, 1985).

Davis observed that emotionally disturbed children become involved more readily with animals than with people or tasks (Davis, 1986). Levinson (1969), a child psychologist, said that when the child (client) relationship begins to transfer from the animal to the therapist, the child is "getting well".

Another study by Davis (1986) indicated that children who stutter were more effectively motivated toward spontaneous speech when in therapy with a dog. Speech students in therapy

with a dog showed significant improvement in areas of self concept, advanced language structure and more appropriate and efficient use of speech.

The positive effects of an animal's presence with adults depends on the adults' early experiences and feeling for animals but animals seem almost universally to provide a beneficial and positive influence on children (Beck & Katcher, 1983).

### Why there is "Magic"

There is little doubt about the seemingly "magical" quality that exists between animals and people. The "why" however, is only theoretical at best.

Levinson (1969) stated that pets help to prevent or overcome a sense of alienation from nature that is frequently experienced by many individuals. He contended that the connection with our "natural" environment is necessary for normal mental development. Pets in many cases can provide this connection.

Beck and Katcher (1983) wrote that animals are a tie with our beginnings. Personal peace and tranquility are inspired by cues from our natural environment that can act as the stimulus to promote feelings of peace and tranquility. Pets, providing this connection, can also provide the cues to promote such feelings of peace and tranquility in people.

Swan (1977) maintained that here is an important exchange of life energy among all living things. This exchange of energy is necessary for a quality life. Humans have surrounded themselves with a constructed or artificial environment. Pets brought into human

homes provide one means for this necessary energy exchange.

Some clue to understanding this bond comes from an examination of child development theories. Pearce (1977) has developed a

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*There is little doubt about the seemingly "magical" quality that exists between animals and people. The "why", however, is only theoretical at best.*

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theory that closely follows Erikson's eight stages of development. Pearce named each stage "matrix". Every person experiences an ever broadening matrix needs to be a successful experience if optimal development is expected. The child's first matrix is the womb. This is followed by the matrix of the mother. The third matrix is the earth matrix, which is generally in place by the age of 7. Pearce stated that the child's interaction with and exploration of natural elements are essential before he or she can move on to matrixes including the physical body, the abstract thought processes and mind-brain with other mind-brains. The earth matrix would coincide with Erikson's Sense of Initiative.

A child seems to perceive animals as peers or as objects. This can be understood by examination of Piaget's (Maier, 1965) stages of cognitive understanding coupled with examination of the

role models the child observes and with what the child is taught. Our culture promotes the personification of animals to young children: thus, the majority of children will perceive animals as peers. Similar to a child's perception of fairy tales, with maturation his or her concept of animals will become more complex as he or she thinks in more abstract ways. With this in mind, it is understandable why a child will be able to empathize more easily with animals exhibiting simple and obvious behavior, as opposed to the more complex behavior another person exhibits.

Freud wrote, "Children show no trace of the arrogance which urges adult civilized men to draw a hard-and-fast line between their own nature and that of all other animals. Children have no scruples over allowing animals to rank as their full equals. Uninhibited as they are in the avowal of their bodily needs, they no doubt feel themselves more akin to animals than to their elders, who may well be a puzzle to them" (Sussman, 1985).

Theory is only our best guess. What we do know and can observe is the simplicity of the human-animal relationship. It is an easy and safe relationship. It is low risk. An animal is accepting, openly affectionate, honest, loyal and consistent. All these wonderful qualities fulfill a person's basic need to feel loved and worthwhile.

### Incorporating the Human-Animal Bond in a Guidance and Counseling Program

I have found a variety of ways to incorporate animals

into my work as an elementary school counselor.

First, and probably most important, the animals help me establish rapport with the children I work with. The children's trust and respect for me seem to be enhanced because of this special interest. A bond seems to exist between us because of our relationship with the animals. Even children with fears or allergies are curious and interested. As long as I accept and respect positions of these children, the animals do not seem to interfere with my relationship with the child.

*Case Example:* Brice was a 12-year-old fifth grader. He was big for his age and prided himself on being "tough". In the middle of fifth grade, he was transferred to my school to become part of a learning disability class. Brice found his new placement undesirable and his transition was extremely rough. The teacher asked me to visit with him. On his first visit Brice was silent. Tears welled up in his eyes several times. Finally he told me he didn't need to see "no counselor". I asked him to come one more time. The second time he did not come. When I went to get him he tried to avoid me. The session was completely unproductive. I told him he didn't need to come any more. Then the teacher and I scheduled an "animal" guidance presentation in her classroom. Our hope was that the animal and the enthusiasm of the other children would make me less intimidating to Brice. My dog, Peter, was the helper during the planned guidance class. At the beginning of the guidance class, Brice was withdrawn, but as class

continued he became part of the group and an active participant. We had no direct contact. Although our ap-

animal's behavior is less threatening than that of a human. I have observed that children who find it difficult



PHOTO: KATHLEEN HENDERSON

*An animal is accepting, openly affectionate, honest, loyal, and consistent. All these wonderful qualities fulfill a person's basic need to feel loved and worthwhile.*

pointment had been canceled, the following week Brice was at my door at the time his appointment had previously been scheduled. When I greeted him, he responded with "is your dog here today?" With Peter's help, Brice and I have become good friends. In fact, on a recent survey of what he liked and did not like about school, my animals were his number one favorite!

In the counseling office I find a warm, soft furry friend to be irresistible to almost every child. The animal's warmth, acceptance and uninhibited response easily convince a child he or she is a lovable person. The honesty and simplicity of the

to trust me will relax and "talk" to my dog or cat. Later, because I "belong" to the animal, the children begin to trust me. It would be ideal if such a companion could always be with me to trust me when I work but when that is not practical, an occasional visit by the animal is beneficial and seems to have continuing influence even when my pet is not present.

*Case Example:* Rodney was a second grader. It was impossible to define the trigger that sent him into a closed world of his own, refusing to speak to anyone, to do anything, to move! After one of these "spells" the day was lost. It seemed impossible for him

to recover. When this behavior occurred the teacher would move him to the office. He would remain there, unresponding for hours. No one, including me seemed to be able to enter his world. One day, Peter my dog, was at school with me. The principal informed me Rodney was in the office again. Peter and I went in to see him. Rodney was sitting at a table with his head buried in his folded arms. Peter nosed Rodney's elbow. There was a pause. Then Rodney slid off his chair onto the floor beside Peter. His folded arms slid around his neck and he buried his head into Peter's coat and sobbed. I waited and Peter waited, sharing an occasional nose or lick with Rodney. Nearly 10 minutes passed before Rodney withdrew looked up at me and smiled. I asked "Can Peter walk back to class with you?" He nodded. The teacher reported the rest of the day went well. We were able to build on the positive experience to restructure Rodney's behavior in the future.

A friendly puppy, kitten or dog gives the child with low self-esteem a boost. The aggressive child can experience being gentle with a non-threatening and accepting recipient. These skills can be taught and accepted with a friendly animal. Touch is easily accepted and given, even by children who have little experience with people-touch or who find touching with people threatening. A child can experience control when walking a dog or having it do special tricks. Trust can be demonstrated by giving a child responsibilities, such as feeding the fish or staying with

RESEARCH, continued on next page

the dog. Feelings and fears are easily projected to an animal as a person identifies with the perceived feelings of the animal. Role-playing with an animal or observation of the child's behavior with an animal often gives insights into a child's personality. The list of possibilities is endless.

*Case Example:* Chad was a second grader. He was built very slightly and so quiet he could almost be considered nonverbal. Chad was usually alone. On a sociogram of the classroom he had not been chosen. He was labeled learning disabled and assigned to a resource room. I was hoping to help him socialize by encouraging verbalization skills and finding ways to enhance his extremely low self-image. Talking to me was next to impossible for Chad. During the first visit, I was on the phone when he arrived, so he pulled up a chair in front of my aquarium and began a conversation with the fish. During the session and in many more to follow, he talked to the fish and through the fish. Soon I gave him the important job of feeding the fish on the days I was at another school. This job turned out to have a lot of prestige, and other children were begging him to choose them to help. Problems at home and with his brother were revealed through his conversations with the fish and with parents help those problems were remedied. By the middle of his third-grade year, Chad was chosen by all the third-grade boys on another classroom sociogram.

I find animals a valuable aid in teaching classroom

guidance. The simplicity of the animal behavior and the honesty of response demonstrate feeling, cause and effect behavior and evidence of the results of love and kindness (or the opposite). The presence of an animal can enhance an atmosphere of trust and respect as well as one of concern. When these values are learned in respect to animals, they can be carried over to interactions with human beings. Lessons that seem natural involving an animal include communication skills (reading unspoken language in animals and people), manners, peer relationships (how we act affects the feelings and behavior of others), feelings (use of animal feelings shown in pictures like one available through the Humane Society of the United States Kindness Magazine), and many more.

*Case Example:* Mrs. Sullivan had 25 sixth graders who could all be labeled high risk children. In most of their families there were multiples of the following characteristics: single parents, unemployment, parents in prison, drug abuse, alcohol use and child abuse. Overt and aggressive behavior in the classroom had followed this throughout elementary school. Multiple daily incidents were normal. Interventions seemed to have no effect. Mrs. Sullivan found two orphan kittens whose mother had been killed and brought them to school. The difference

in the classroom was immediate and dramatic. The children could remain quiet and stay in their seats so the kittens wouldn't be frightened. They took turns caring for the orphans. Gentle behavior was acceptable with the kittens around.

As the kittens grew, the children observed their behavior and drew analogies to their own behavior and social interactions. One little girl from an extremely dysfunctional family wrote in her journal,

"I can hardly wait for school because Fluffy is there. She is so warm and soft. I love her and she loves me".

*Case Example:* Tim seemed troubled. His teacher was concerned and asked the counselor to talk with him. There was no obvious problem. Then Peter, my dog, and I visited the classroom. I told Peter's story. The children asked many questions. Tim asked if there was anything Peter was afraid of. I said that Peter didn't like to be left alone. He would cry and whine if I put him into a room and closed the door to keep him in. Later that afternoon, Tim came to my door. "I have to tell you something", he said, "I have that thing Peter has." "You feel like Peter?" I asked, a little confused. "Yes, you know, when he is alone and stuff", Tim responded.

As I eventually learned, Tim, an only child of eight years, spent every afternoon and night after school home alone. He was so frightened and lonely he would

hide under the table and sometimes even sleep there. He had never told anyone of his fear and loneliness.

Other residents in my office include a tank of huge, hungry fish. They provide a distinct point of interest and help me to establish an interesting and relaxing atmosphere. In addition, the fish promote many interesting discussion possibilities and opportunities for "responsibility" tasks.

*Case Example:* Jackson was a bright but very physically aggressive kindergarten child. His teacher reported trying many methods of discipline but Jackson continued to "pick" on the other children. On his first visit to my office, he was extremely interested in my fish and was quick to notice one algae eater that seemed to be chasing and "biting" another fish. We just watched it. Jackson was quick to observe that the other fish "didn't like that"! The next visit Jackson went to the fish tank and watched. Since his first visit, I had found it necessary to remove the algae eater and had put it in a separate bowl. Jackson took it all in, then turned to me. "Why is he in there?" he asked. I answered, "What did you see last time?" "Are you going to leave him there forever?" he asked. "Only until he stops hurting the other fish", was my answer. Jackson asked then, "What if he doesn't?" "Then he can't go back", I answered.

The teacher reported that when Jackson returned he had a great day and much of his aggression seemed to have disappeared from that time on!

## UNDERSTANDING EDUCATION

### *Contemporary Perspectives on Humane Education*

Michael Kaufmann

Our society firmly believes that people can be changed through education. That may be the reason why the public consistently identifies education as one of the most important services an animal shelter or humane society performs.

In response, many organizations have established humane education programs.

While everyone, regardless of position, has to answer all kinds of questions about animal issues, we look to the educators to articulate the humane philosophy. The education staff is entrusted with the responsibility of contacting the community and spreading the message of humaneness.

It is a positive development that even small shelters and humane societies are adding structured education programs to their activities. This trend can only be encouraged. Yet what is the overall quality of education programs today? How strong is the commitment to education? According to humane educators throughout the country, support is not always as solid as might be expected.

One ongoing stumbling block is that education programs rarely are money makers. They are an expen-

sive, long-term investment in the future without any guarantees of success. This makes education programs difficult to evaluate and a luxury in the eyes of some. As a result financial support for humane education is inconsistent, budgets tend to be small and are cut when times get tough. Many departments are expected to produce with-

out the most basic financial support. Travel allowance, curriculum materials, magazine subscriptions and a video budget are just some of the common items on the wish list of under funded educators.

Not surprisingly salaries


for education staff frequently range below comparable jobs within the same organization. Because of low pay scales, many organizations hire individuals who may be inexperienced or unable to educate. A good humane educator can come from many backgrounds and not always have a degree. Communication skills, knowledge about animals and a talent for teaching are prerequisites for the job. Teaching is a profession and the humane educator ought to be treated like a professional. Lucky is the organization that has landed a diverse and skilled individual.

Unfortunately burnout is a common problem among humane educators. Even the most enthusiastic person can lose commitment when support is not visible. "All they think we do is play with kids" is a commonly heard lament of education specialists. The educators sense a lack of respect and interest regarding their work among coworkers. Next to positions such as shelter director, animal control officer or veterinarian the education staff does not seem to do "important" work. With the possible exception of the euthanasia technicians, humane educators may well be the most isolated and frustrated employees working in humane organizations.

Why is the work of humane educators so undervalued? One theory could be that educators focus on humans rather than animals. Education staffers seldom contribute to the direct care of the furred, finned and feathered. They do not rescue strays or clean the kennels, but spend most of their working days communicating with schools, civic groups and anyone who calls with a question. "All they do is talk on the phone" is a common criticism.

But isn't it exactly this human-centered, outward focus that makes the humane education department such an important part of an animal organization's activities? Humane educators must address human concerns. Animals may be the object of our concern but it is people we are trying to reach and change. Precisely because so many animals are in need of help do we need to reach as many people as possible.

Humane organizations continue to be overwhelmed by unwanted pets, displaced wildlife and horrible cruelty to all kinds of animals. We have our work cut out for us. The general public long ago recognized the importance of education in combating these ills and bringing about a more caring society. Isn't it time we wholeheartedly acknowledge and support humane educators as the link between people we seek to inform and the animals we must help?

Michael Kaufmann is Humane Education Coordinator at the American Humane Association, Englewood, Colorado. The above article appeared in the October/November issue of AHA Shoptalk. 

*"Kindness is never wasted."*

from: *The Proverbs of Frank Petrini: Food for Thought*  
R & E Publishers  
Saratoga, California

# HAVE YOU KISSED A LLAMA LATELY?

## Llamas, Children, and Wilderness

George Appenzeller, ACSW  
Sarah Meadows, MSW

Merlin, the dominant male in the Magik Treks packing string, loves to show off. So it didn't take a lot of time for his two nine year old girl friends to teach him how to kiss. On the last day of a three day trip in the Middle Prong Wilderness in North Carolina one of the girls was leading him down the Mountains to the Sea Trail. The trail was narrow, surrounded by old growth firs and spruce. A man and woman, the first people we had seen during the trip, politely stepped aside to let the procession pass. As Merlin went by the man, he turned his head and planted his lips firmly to those of the human. The poor fellow turned white, Merlin got a twinkle in his eye, the six children giggled and the four adults broke into uproarious laughter as soon as we went around a bend.

Such things happen when you put llamas and children together. Which species learns more and which has the most fun is open to debate. But it is certain that both get along well with each other.

Magik Treks has been on the trail in the western North Carolina mountains since 1989. We believe that llamas are much more than a beast of burden. Llamas are a walking ecology lesson, a wonderful example of personal independence within a social structure and an excellent metaphor for family, teamwork and friendship. These characteristics are helpful in working with



PHOTO: GEORGE APPENZELLER

Merlin, leader of the Magik Treks' llamas, receives a hug from his partner on a trip. A few hours before, ten people and six llamas had climbed to the top of No-Name Mountain in the Middle Prong Wilderness of North Carolina. They were to spend three days here learning about the ecology of the high mountains of the Southern Appalachians.

adults, but are especially useful with children. Both as conservationists and as licensed counselors and social workers, we are firmly sold on our partnership with Merlin and his teammates.

We base our work with llamas, and the training we do for professionals on animal assisted therapy, on six principles:

1. Other animals are different from humans in degree and not kind. The counselor and the client must respect the animals as companions, partners and colleagues. The relationship between the species must not be that of master to servant.
2. It is the nature of non-human animals to be accepting, non-judgmental, tolerant and forgiving, within their own context. They take humans as they are, right now, without consideration of their education, clothing or anything else extraneous to the relationship. The animals' context may include violence towards humans under certain conditions.

3. Other species connect us to the rest of things, to creation and creativity. They help break down the barriers humans have placed between themselves and the world.
4. Other species act as a metaphor. Clients identify with the animals, and the animals stand in for the family, friends and community.
5. The primary avenues for learning and integration of knowledge for humans and other species are unconscious, metaphorical and experiential. They are intuitive and not intellectual.
6. Other species are not intellectual. They think, but they mainly do. When with them, humans have to engage with the other species at that level.

There are three different groups of children who go with us into the wilderness. The girls who taught Merlin to kiss have learning disabilities. They are nine years old, and representative of the eight to sixteen year olds we take out for therapeutic purposes.

The heart of our method is

giving the kids responsibility with immediate and concrete consequences in a challenging environment. We combine adventure therapy with animal assisted therapy to do so.

We give each child a llama to lead and take care of on the trail. The child and llama must work together, since they have to get from point a to point b as a team. The llama carries part of the child's gear and part of the group gear, and the child feeds, waters and grooms the llama. We observe what goes on between the children and llamas, and follow up when the time is right. Some children project things onto the llamas, others talk over their problems with them. The llamas don't make judgments based on anything except the direct experiences they have with the children. Possibly because of that, we've found that the children and llamas bond very quickly.

In addition, the children have assignments that they must do, leading to consequences. For example, they must put up their tents when we stop for the night. If they don't put up the tents, they get wet, or cold or whatever. If they do, they are warm and dry. They must take turns helping with the cooking. If they don't do their part, nobody can eat. Each child has a turn at a responsible position, like laying out the route for the

next day with map and compass. Between the group responsibilities and the individual responsibilities, the children get a lot of chances to learn and grow. And, of course, they must work with and take care of their llamas. The llamas let them know when that is not done properly. We have never had to intervene to make sure an animal was taken care of properly, other than teaching technical expertise.

We keep the groups small (a maximum of ten people, including adults), both for therapeutic and environmental reasons. The ratio of adults to children depends on the ages and needs of the children. Typically, with eight to eleven or twelve year olds, it's one adult for two kids. For older children, we'll drop one adult, and we don't take out kids younger than eight in the mountains.

We use trails that we know the kids can handle, but which are not easy. We have something unique for every trip, so that the children can feel that their trip is a special one. Last year, every one of our seven therapeutic trips with children during the summer went someplace llamas had never been before.

The llamas and children become very attached to one another. Children who went out the year before remember "their" llamas, and the llamas remember them. We have some children who went out with us our first year, when our llamas were young and in the wilderness for the first time. The children and llamas have matured together.

The second group of children who spend part of their summer with the Magic

Trek's llamas are from summer camps in the western North Carolina area. These children range in age from 13 to 17. Unlike the younger children, they are a bit wary of the llamas at first. So the afternoon before going out, we come calling at the camp. Everyone gets a chance to learn some llama lore and to take a walk with a llama. If there's a campfire ceremony that night, the llamas come



*Children and llamas on a therapeutic trip with Magik Treks make their way to a stream to get water for that night's camp. The lerns are as tall as the children, and tickle the bellies of the llamas.*

PHOTO: GEORGE APPENZELLER

along and join the group. By the time the party is at the trailhead the next morning, every llama has a volunteer leading him.

The youngsters from camps often take part in one of three programs provided by Magik Treks. All the programs that center around the llamas can be provided on the trail or on the camp's property. The environmental program provides the participants with practical

environmental behavior. The goal is to leave the wilderness less impacted than it was when the group arrived. The llamas are used for examples like their low impact on trails and their browsing behavior. As the llama packs empty of food, they are filled with trash found along the way.

The adventure challenge program sets up a series of practical problems that

must be solved for the trip to continue. The route taken is chosen to present a number of problems, each of which can be solved in several ways. For example, in the Southern Nantahala Wilderness, the Nantahala River must be forded with the llamas. The instructions are to get the llamas across safely, with no one getting hurt. These experiences develop initiative and teamwork and increase the self confidence

of the children. In the llama program, the campers are taught facts about llamas, and learn skills, such as grooming, training and administering first aid to llamas.

Scouts and Explorers are the third group of young persons who travel with Magic Treks. Our first experience with llamas was when George went with his troop on a llama trek sponsored by the Daniel Boone Council in Shining Rock Wilderness three years ago. Throughout the year, he, the llamas and the Scouts can be found in Shining Rock, Middle Prong, Southern Nantahala, Joyce Kilmer or the Birkhead Mountain Wilderness, or some other area where Magic Treks hold permits. The same programs that are provided to campers in the summer are provided to the Scouts. In addition, the Scouts often take part in public service projects, especially trail maintenance.

Central to our philosophy of using llamas with any population is that we and the llamas are partners. We respect their lifestyle and expect them to respect the human lifestyle in return. After the day's hiking is over, they keep the bears and coyotes a reasonable distance away and we supplement their foraging with grain. We set the direction we go in and they set the pace. They pick their trail leader and we pick ours. Most importantly, they care about the children and so do we.

For more information contact Magik Treks, P.O. Box 6876, Columbia, South Carolina 29260. Telephone 803-771-6663.



# Child and Animal Abuse Prevention Seminar Attracts Concerned Professionals

## *A Cooperative Approach Offers Hope*

**O**akland, California — Mills College was the site for an October 24th seminar on the prevention of child and animal abuse. The seminar, which was co-sponsored by the Latham Foundation and Mills College Psychology Department, attracted child protection and animal welfare professionals from as far away as Hawaii and New Mexico.

"A Cooperative Approach to the Prevention of Child and Animal Abuse" was a solution-oriented, casual, and informative day featuring presentations by many of the leaders in this growing field.

The morning session emphasized the correlation between child and animal abuse and the depth of the problem in society. Dr. Frank Ascione, Associate Professor of Psychology at Utah State University described the correlations between incidence of childhood and adolescent cruelty to animals and later criminal behavior.

Phil Arkow, Educational and Publicity Director at the Humane Society of Pikes Peak in Colorado emphasized the benefits of a cooperative approach. James M. Harris, D.V.M., whose inimitable style and small animal practice in Oakland enables him to see the whole family, emphasized the opportunity veterinarians have as gatekeepers of family health.

A highlight of the day was Betty White's luncheon speech in which she brought her personal perspective as an animal lover to the problem of abuse.

The afternoon session featured specific practical solutions from current cooperative programs and a panel of experts.

Dr. Lynn Loar, Education Coordinator of the San Francisco Child Abuse Council and Kenneth White, Deputy Director of the San Francisco Department of Animal Care and Control, described the pioneering work of the Humane Coalition Against Violence.

The following suggestions are provided courtesy of the San Francisco Child Abuse Council (1757 Waller Street, San Francisco, California 94117) and were taken from: *Child Abuse*

*and Neglect: Handbook for Educators*, published by the Foundation for Educational Services.

## Techniques for the Prevention of Child Abuse and Neglect

*Educators should take special note if a child's parents:*

- Show little concern for their child's problem,
- Do not respond to the teacher's inquiries and are never present for the teacher's visits or for parent's nights,
- Take an unusual amount of time to seek health care for their child,
- Do not adequately explain an injury,
- Give different explanations for the same injury,
- Continue to complain about irrelevant problems unrelated to the injury,
- Suggest that the cause of an injury can be attributed to a third party,
- Are reluctant to share information about the child,



*Hugh H. Tebault, President of the Latham Foundation and Betty White share a "Golden" moment. Latham honored Ms. White for her many animal welfare and humanitarian activities.*



*ABOVE: Betty White and Kim Reed of R & E Publishers with two of Latham's best selling books, *The Loving Bond* and *Universal Kinship*.*



*Several lucky seminar participants won copies of Betty White and Tom Sullivan's book *The Leading Lady: Dinah's Story*, and the Latham Foundation's *Universal Kinship: The Bond Between All Living Things*, as well as *WHY? - The Serial Killer in America* by Margaret Cheney.*

- Respond inappropriately to the seriousness of the problem,
- Cannot be found,
- Are using alcohol or drugs,
- Have no friends, neighbors, or relatives to turn to in a crisis,
- Have unrealistic expectations for the child,
- Are very strict disciplinarians,

*"Excellent workshop - excellent speakers.  
We need more of this."*

- Were themselves abused, neglected, or deprived as children,
- Have taken the child to different doctors, clinics, or hospitals for past injuries (often called "doctor shopping" or "hospital shopping"),
- Show signs of loss of control or a fear of losing control, or
- Are unusually antagonistic and hostile when talking about the child's health problems.



*Dr. Aline Kidd welcomes participants on behalf of Mills College.*

Mary Pat Boatfield, Executive Director of the Toledo, Ohio Humane Society is also Coordinator of a progressive program called Animal Advocates for Children through which the humane society trains its staff to detect signs of child abuse.

SEMINAR COMMENTS

*"I would be very interested in attending future workshops on this issue."*

*"United we stand."*

*From an Assistant Sheriff, "I will be writing the Attorney General next week in support of this issue and request the link be explored and included in law enforcement training."*

### Guidelines for Implementing a Program for Animal/Child Abuse Prevention

(Courtesy of the Toledo Humane Society, 1320 Indian Wood Circle, Maumee, OH 43527.)

- I. Recognize the Problem within your community
  - A. Review cruelty investigation reports for animal/human violence link
  - B. Review current literature on the subject
  - C. Determine community need with data
- II. Involve Humane Society staff in initial planning
  - A. Present concept for their review
  - B. Obtain staff support
  - C. Solicit ideas from staff
- III. Contact Local Child Abuse Training/Protection Agencies
  - A. Communicate interest and agency's role in prevention

- B. Attend training seminars for Child Abuse Agencies and Mental Health Agencies
- V. Develop a Program to Meet Local Needs
  - A. Interview professionals in Social Service Agencies
  - B. Obtain educational/research materials that provide applicable information
  - C. Plan program for a grant agency
- V. Implement Program
  - A. Obtain funding
  - B. Monitor funding
  - C. Monitor Humane Society personnel involvement for desired results.



*Dr. Frank Ascione*

Steve Nagy, Latham's Executive Film Producer, previewed a "video in progress" about Green Chimneys, a program in upstate New York that successfully uses animals in the rehabilitation of troubled children and adolescents.

A panel of experts including all of the previous speakers plus Margaret Cheney, author of *WHY—The Serial Killer in America* and Michael Kaufmann, Education Coordinator of the American Humane Association answered questions, completing the full day.

Latham believes the exchange of training and information between agencies has important benefits for those whose job it is to help prevent child and animal abuse, for society, and for the victims themselves. The Foundation plans additional seminars based on the unanimously positive response from those who attended. 100% of those who attended indicated they would attend (or recommend that someone from their agency attend) additional workshops on this subject.



*Phil Arkow*

*A twenty-minute video summary of "A Cooperative Approach to the Prevention of Child and Animal Abuse" is available. Contact the Latham Foundation for information on the video or further details of the speakers' presentations.*



In situations where animals cannot be present, substitutes in the form of stuffed animals, posters or pictures will create an "animal" atmosphere. A study by Kidd and Kidd (1987) supported the hypothesis that young children showed similar initial responses to live pets and stuffed animals, although as age increased the responses to live pets was more intense and of lasting duration as compared with the short term initial response to the toy. Animal posters and toys also provide many opportunities for discussion.

A child's own pet may sometimes be the chosen animal for animal-assisted therapy. This may be beneficial diagnostically as well as therapeutically.

**Case Example:** Amy, a fourth grader, came in the first day of school crying. It seemed her beloved parakeet had been "accidentally" released outdoors by her brother during the summer. The parakeet was special because her "only" friend who had moved away in first grade had given it to her. Now, back at school, her poor social situation reminded her of the loss. To make matters worse, she had gotten a new parakeet, Popcorn, who was "mean". That morning her dad had threatened that if Popcorn bit him one more time he would squeeze him to death! I tried to explain to Amy what she needed to do to work with Popcorn. We read books. Amy reported no success. Finally, we decided that Amy would bring Popcorn to school on days I was there and we would work together on teaching him to be nice. We did even-

tually win Popcorn's trust, Amy received much peer recognition for her task (thanks to the classroom teacher) and frequently brought "friends" in to help. Popcorn became a school hero and an example of making changes and Amy and I made great strides in understanding and working through her family relationships.

I am just like the children. Working with the animals makes me feel good too. A friendly face, a wagging tail or a lick on my hand can melt away the frustrations of a normal day. I have a friend.

### Guidelines for Using a Pet in School

There are important guidelines that are imperative when working with animals and children in a counseling setting (Nebbe, 1990).

1. The counselor, therapist or teacher must be established and effective before incorporating pets into the office or classroom.
2. The counselor, therapist or teacher must feel comfortable and confident with the animal and the situation. The person in charge must always be aware of what is going on and always be in control.
3. The administration needs to be aware of what is being done and approve of it. This is why it is important for the counselor, therapist or teacher to be knowledgeable about animals and animal assisted therapy and be prepared to convey that information to the administration.
4. The counselor, therapist or teacher is liable. Check with your insurance agent for information. If you feel the

response has been inadequate, continue checking with other companies. Insurance companies have different ideas about coverage in this area. If a personal pet is involved the personal liability coverage may be part of home owner's or home renter's policies. Again, it is a good idea to clarify this with your insurance agent.

5. The temperament and health of the animal is important. A commitment to the animal's health is imperative. Dogs and cats should have current shots and a health checkup as well as "just be feeling good". Be prepared to visit a veterinarian if the need arises. Even when fish are sick, they need to be cared for in the most humane way possible.
6. You are a role model. What the children learn is what they see you doing. Based on the child development information presented earlier, you are teaching the children about caring for others—animals and people. If an error is made, err on the side of overdoing care. You can not teach too much compassion.
7. A proper environment for the animal is essential. The animal needs an environment where it can be comfortable, remain healthy, and meet its needs. Choosing that environment and helping individuals to understand why you chose it is a chance to teach empathy as well as scientific knowledge.
8. If death occurs, treat it as any loss. Be as honest as possible. Model appropriate feelings. Follow the needs of the group. Talk about the death.

Allow for grieving. If some individuals are more traumatized than others, work with them alone. There is a place for humor, but not disrespect. Stop disrespect immediately. "Doing something" appropriate with the body may be important. "Flushing" a dead fish is okay if handled appropriately! A full blown traditional funeral is not appropriate under most circumstances, creative alternatives may be preferred. (The book *The Tenth Good Thing About Barney* by Judith Viorst (1973) is an excellent resource.)

9. Humane treatment and respect for the animal are essential. A scared or uncomfortable animal needs to be relieved of the stress immediately.
10. Never speak harshly to an animal, discipline the animal harshly, or strike an animal. You are a role model. If the animal needs such discipline, the animal is not appropriate for the situation.
11. If the animal is not suitable for the situation, change the situation or the animal. For example, if a hamster is a biter and continues to be one, something is wrong. Talk with the children about why the animal bites. Draw up new rules with the children's help so the animal will not be in a position to bite. Perhaps simply not handling the animal is a solution. If an animal is dangerous, it does not belong in an office or classroom. Be honest with children about the situation. Children will be concerned about where the animal will go and what will

happen to the animal. Working to find the best alternative is imperative. This is an opportunity to stress to children the responsibility of careful selection, responsible and knowledgeable rearing, and commitment to the animal.

12. Never assume a child knows how to interact with or handle an animal. Affinity between animals and children is natural, but often the child needs direction or information about what to do and how to do it. Also, the counselor, therapist or teacher never knows who else has "modeled" human-animal interaction for this child.
13. You are ultimately responsible for the animal. Before you leave, check the animal, the food, and the equipment.
14. If you cannot always be there to take care of the animal, make arrangements with some other adult to check and to care for the animal for you. Sending a classroom or office pet like a hamster or guinea pig to different homes on weekends is not always a good idea. This can be stressful for the animal. If arrangements can be made for a custodian to feed and care for the animal on weekends or short vacations, leaving the animal in the office is best.

15. If sending it home with children is the only alternative, make up a guidebook of care and handling. Be sure to talk to a parent or adult yourself about proper care and handling. Leave your name and number or the name and number of another responsible person if problems arise. Many positive things can come from this if it is handled carefully.

16. Be aware of the problems you may encounter and prepare for them in a preventive manner. Do not become over excited. Always remember you are a role model.

### Evaluation

The best evaluation is feedback from the children. Do you like what you are seeing and hearing? Do the children interact with the animal in a responsible and caring manner? Do you feel good about it? If so, it is working. If not, pinpoint why and try again or end the experience.

Insensitive handling can undo all the positive contributions of a beautiful and meaningful experience.

### Conclusion

Although using animals is not practical or possible for many counselors, a knowledge and understanding of the human-animal bond is important and essential.

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*Linda Lloyd Nebbe is an elementary school counselor in Cedar Falls Schools, Cedar Falls, Iowa. She is also a wildlife rehabilitator and, reportedly, has a refrigerator full of hibernating bats in her basement.*



*Humane Societies . . . Schools . . . Interested Individuals . . .*

— Latham is looking for Innovators —

Please contact Judy Johns at the Latham Foundation if you have, or know of, a project that combines awareness training and/or cross reporting for child and animal protection professionals.

# Child Abuse Reporting Hotline Falls Short

## More Upsetting Comparisons

Lynn Loar, LCSW, Ph.D

The summer, 1992, issue of the *Latham Letter* contained my article "Upsetting Comparisons," contrasting the excellent veterinary care I was always able to obtain for my dog with the inadequate care provided for abused and neglected children by county health and welfare departments. In this article, I would like to compare my recent professional experiences with the child abuse reporting hotline in San Francisco to the handling of a report I made to the Peninsula Humane Society regarding a neglected dog in my neighborhood.

Last March, many municipal employees in San Francisco took early retirement, having received encouragement and an attractive offer by the mayor. His intent was to save money by reducing the number of government jobs and by replacing veteran workers with new employees at the bottom of the pay scale. Few jobs were actually eliminated, but much upheaval resulted from the change in so many positions at the same time. Adding to the instability at the line-staff level are the facts that both the police department and the department of social services have been operating without permanent directors for several months. Shortly after the head of family and children's services was asked to become acting head of the department of social services until a permanent appointment was made, she went on a month's vacation, and submitted her

resignation after returning from her vacation.

Aid to Families with Dependent Children (AFDC) was just cut by 4.5% in the Bay Area, and by more in other areas, effective December 1, 1992. Some recipients of Social Security saw their benefits reduced on November 1, 1992. It can reasonably be expected that many families who were barely managing before now will be unable to pay for food, utilities and telephone bills. People will probably begin missing payments for essentials this winter, and be facing disconnection of telephones and utilities, and possibly also eviction, in December—just as children are let out of school for two weeks vacation, depriving them of school breakfasts and lunches.

Because of the lack of leadership in county governmental agencies, and efforts to orient new employees replacing the March retirees, no one can spare the time to plan ahead to face this impending problem. In child welfare, staff are already overworked in their best attempts to handle the new cases referred when children returned to school a mere six weeks ago.

Several colleagues called me in distress recently when they attempted to report child abuse and were told that the hotline was too backlogged to take new reports. The callers were asked to call back in a few hours—without being asked first if their situation was urgent. One woman who worked at

a school called the police after being turned away by the hotline, and was told that her concern was of sufficient urgency for them to send an officer out immediately. Unfortunately, the child was not at home when he arrived there, so he went to his next case. He and a social worker from the department of social services were supposed to make a joint assessment, and had difficulty in getting their schedules to mesh. Despite this case being considered an emergency, and even though the child attended school every day for the week following the initial call, no one from either the police or social services department had seen the child in that time.

Another caller refused the hotline's request to call back later and demanded that her report be taken then. She had found a naked toddler wandering in the middle of a fairly busy street as she was heading to work. She knew he was the son of a neighbor and brought him home. His three-year-old sister answered the door and said that she was babysitting for him. Then, the mother emerged from a bedroom and, after taking the toddler, slamming the door in front of the woman who had brought the toddler home, was overheard by her to be screaming at and beating the three-year-old child for not having adequately supervised the toddler. The supervisor of the child abuse reporting hotline decided this case was not an emergency because the woman had

brought the child home, thus resolving the immediate problem. He therefore assigned the case to an assessment unit that has by state regulation 10 days to respond to cases rather than to an emergency response unit. He did not seem to consider that the mother's plan to use a three-year-old babysitter, and to berate and assault that child when the task proved beyond her capabilities, remained unchanged and dangerous.

After this frustrating and worrisome week, I came home Friday evening looking forward to a three-day weekend, courtesy of the Columbus Day holiday. My husband and I decided to take a walk through our neighborhood as the sun was setting. We frequently walk past a neighbor's yard in which resides a somewhat neglected dog with an affectionate and friendly disposition. She is kept in a square pen about twelve feet on each side, rarely receiving attention from the family she belongs to. At the sight of potential company, she always runs to the side of the fence closest to the passer-by and presses herself against the wire mesh hoping for a pat on the head and a moment's attention. This evening, however, she was on a three-foot-long chain attached to a stake in the fence of her pen. She had barely enough slack to turn around or lie down; no water was within our sight much less within her reach. We cut our walk short to see if we could get some assistance


# Wildlife Center Anniversary

for her. My expectations were low because this was not an emergency and it was by then 7:30 p.m. on a Friday at the beginning of a three-day holiday weekend.

I telephoned the animal control number of the Peninsula Humane Society that was listed in the phone book. A recording came on advising me that the office was closed and giving numbers for emergency veterinary assistance, hours of their shelter services, and much other useful information inapplicable to my predicament. The message concluded with the county switchboard phone number. Using that, I asked the operator if any field staff from the Peninsula Humane Society were working that evening. I was immediately connected with a dispatcher who, upon learning our location (which happens to be in a rural and relatively remote part of the county), said a PHS officer was in the field not far from us and would be able to respond within thirty minutes. Twenty-five minutes later our door bell was rung by a PHS officer asking the specific location of the animal and what additional information we had that was of concern. At 8:15 p.m. she left our house to speak to the family and assess the safety and care of the dog. Our telephone rang at 9:30 p.m. It was the PHS officer calling to let us know that the dog had been freed from the chain, had been given food and water and seemed to be in good health. Moreover, the officer had talked with the family about

how the dog might have strangled herself if she had tried to jump over the fence on the short chain, about how she was cared for in general, and also what they might do to reduce the number of fleas on the dog.

I would not have slept that night worrying about that dog on her short chain, and happily went to bed knowing she was safer and more comfortable. I was pleased that I had been able to help her, and impressed by the prompt and effective intervention of the Peninsula Humane Society. However, in the clear light of day, I cannot avoid comparing the swift and responsive care for a dog in a marginal situation with the failure of two protective systems, the police and social services, in a neighboring jurisdiction, to investigate reports of young children in danger. Why does it take more than a week to investigate an urgent report of child endangerment when it only takes two hours on a holiday weekend to free a small dog from a short chain?

Lynn Loar is Educational Director of the San Francisco Child Abuse Council. 

*"One of the most dangerous things that can happen to a child is to kill or torture an animal and get away with it."*

Margaret Mead,  
Anthropologist



PHOTO: ANNE MURASKI

*Seconds from freedom, a red-shouldered hawk takes flight during a release of raptors on the grounds of the SPCA of Monterey County, Monterey, California. Wildlife Center Supervisor Melissa Caster gave the bird a boost for take-off during the event, which was part of the Center's 10th Anniversary Celebration.*

## *The George Whittell Wildlife Rescue and Rehabilitation Center – part of the SPCA of Monterey County, California – is celebrating its 10th anniversary this year.*

**T**he Wildlife Center rescues and rehabilitates injured and orphaned wildlife, most of which are victims of human intervention. It works in cooperation with the Marine Mammal Center which rehabilitates marine mammals.

Friends of Monterey County Wildlife is the Center's fundraising auxiliary, founded by Center volunteers a little more than a year ago when budget cuts threatened this non-profit organization dedicated to preserving native wildlife and wildlands and preventing the suffering of wild animals through education.

For further information or to receive a copy of their newsletter, the *Quarterly Release*, contact:

Friends of Monterey County Wildlife  
P.O. Box 264  
Monterey, California 93942  
or call 408-646-WILD (9453).



# Animal Bloodmobile Launched at the University of Pennsylvania

Cynthia Branigan

The Veterinary Hospital of the University of Pennsylvania (VHUP) unveiled its new, fully equipped bloodmobile, the nation's first. The vehicle will allow donors to collect blood for the expanding transfusion program.

The idea for such a vehicle grew out of an increasing need to provide blood for surgery patients, as well as for dogs that are anemic or hemophilic. Currently, an average of five transfusions a day are performed but, because of advanced medical and surgical care available at the hospital, that number is increasing. The six resident canine donors, mostly greyhounds, can no longer meet the hospital's needs.

Members of the dog-owning public have responded enthusiastically to the idea of donating their dogs' blood. When the donor program began in 1988, only 100 dogs participated on a regular basis. Today, more than 600 dogs, most from breeders and kennel clubs, are in the program. And with the bloodmobile able to travel to outlying areas, that number is bound to increase. VHUP is a pioneer in the development of veterinary transfusion medicine, a field that until now contained few veterinarians with the knowledge and expertise to use blood products to treat hematologic disorders in animals. The bloodmobile will enable the hospital to expand its research in three important ways.

One goal is to provide a state-of-the-art blood center for animals. The blood center will include an outpatient blood donor program and a laboratory for blood typing and storage and data analysis. The bloodmobile will be an important adjunct to that work.

The hospital also intends to expand the training of veterinary and post-graduate students and to expand the number of qualified transfusion medicine specialists.

Finally, the expanded transfusion medicine program will improve research in clinical and basic aspects of the field. Research will focus on blood typing of animals, improving the quality of animal products, and treating hematologic diseases. Dr. Urs Giger, associate professor of medicine and head of the program, noted that of the nearly 600 animals that needed blood or blood products last year, about two-thirds survived and were discharged. "It is vital to remember that very few of those animals would have survived if it hadn't been for the blood or blood products," he said.

One of the animals that survived because of a transfusion was Boss, the canine partner of Officer Dan Buckley of the Abington (Pennsylvania) Police Department. Boss was admitted to the hospital and required extensive surgery. The veterinarian on the case called Buckley and told him the dog needed six units of plasma,

but that the hospital did not have enough blood to go around.

With Boss's fate hanging in the balance, Buckley quickly enlisted the help of his fellow officers. The first day of his appeal, 30 police dogs were brought in by their partners to donate blood. The second day, 20 more police dogs donated, bringing the total amount of blood donated to more than 200 units.

Not only did Boss survive, but his predicament inspired the officers to make regular deposits in the hospital's blood bank. Although Boss has since died, Buckley and his new canine partner, Barry, a three-year-old Belgian Malinois, shows up punctually every six weeks to give blood.

There are certain requirements for dogs whose owners wish to donate their blood. First of all they must be between the ages of one and ten. Second, they must be at least 50 pounds, in good health, current on all vaccinations, and not on any medication other than a heartworm preventative.

Temperament is also a consideration. The dogs giving blood must be willing to lie still on their sides for the few minutes it takes to draw blood. Owners are encouraged to be present. Benefits come to those dogs donating blood and to their owners. Free blood work and blood screening is one obvious plus, as is the fact that regular donors that are mem-

bers of the hospital's blood bank can receive free transfusions at the hospital.

Pet owners who donate their dogs' blood, however, seem most interested in helping other dogs. "The idea of people and their pets is what makes Penn's donor program so special," said Donna Oakley, VHUP head nurse.

*Reprinted with permission from Dog World, March 1992.*

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*CRUSADERS, continued from page 19*

companionship unlike any other being. Companion animals fill a crucial and critical need in the community. Helping people appreciate companion animals and care for them properly benefits everyone, both animals and people."

Unfortunately, having spent more than \$16,000 on this project, Animals' Crusaders, which relies solely on public generosity, is unable to continue its vital services on the reservation unless it obtains additional support.

For further information or to donate money, food, or construction materials, write:

Animals' Crusaders  
P.O. Box 31586  
Tucson, Arizona 85751-1586  
or call  
(602) 327-7427.

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# Animals' Crusaders of Arizona Saves Strays on Indian Reservation

## Unique Program Succeeds Despite Cultural Differences

Three years ago Animals' Crusaders of Arizona identified a devastating situation on the San Xavier Community of the Tohono O'Odham Indian Nation reservation in southern Tucson. Hundreds of companion pets were being dumped on the reservation by outsiders. More often than not, the animals eventually starved to death or died of illness or injury. This is the story of how a small group of volunteers changed all that through a combination of direct services and education.

The tale began when a Native American who lived near the San Xavier Indian reservation wrote a letter to the Editor of the *Tucson Citizen*. ... "I have seen hundreds of animals die either from starvation, tick fever, tapeworms, or killed by passing cars if they were fortunate ... It's just a losing battle ... the never-ending torment and suffering these animals are forced to endure, their only release being death. This is truly an American tragedy."

Marian Rudigier read the letter. Ms. Rudigier is president of an animal welfare organization that for the past twenty years has used its shoestring budget and dedicated volunteers to help people spay or neuter their pets and rescue thousands of unwanted cats and dogs and find them homes — Animals' Crusaders. This was to be one of their toughest rescues yet.

The initial situation was appalling and the Indians

were angry about the animal abandonment problem that had, in turn, become their problem. Hundreds of sick, starving cats and dogs roamed their community

sustain the strays. She rounded up the sickest and skinniest, found homes for them and took others to animal shelters for adoption, but for some the only answer



*The Moreno family on the San Xavier Indian Reservation with their three dogs — Rocket, Barky, and Tuffy. All of their dogs are spayed or neutered, current on their shots, and well cared for by the Morenos. Barky is on the medication for Valley Fever and the Morenos are paying \$30 a month toward the "Nizerol" necessary for his treatment.*

and hung around their homes. Floyd Flores, a member of the San Xavier District council, which governs the Indians' land there said, "I think down deep most people are sensitive to animals. They really don't want to take dogs to the pound because they know they will die there. But they don't want them, they don't want to take care of them, so they bring them here and let them go, hoping people will take them in. Many Indian families try to help the animals, but too many are dumped to help them all."

Rudigier began going to the reservation three or four times a week, leaving bags of food and bowls of water to

was euthanasia.

Then the trouble began. Flores explained, "There is always resentment toward non-Indian people intruding. She (Rudigier) was seen all over the community. She was very persistent, very aggressive, and people were worried and irritated about her being here. We got a lot of calls and complaints (at the district office) about her."

Finally, Rudigier addressed the council in person and explained her mission. "I was not welcome," she said. "I can understand that, because there is a pretty bad history of ripping off the Indians. But I told them I was a volunteer, that I was only there because I love

animals very much. I told them basically that I want to try to make things better, to take some of this problem off their hands, if I could." The council passed a resolution that allowed Rudigier to come onto the reservation (70,000 acres) and do her work with the animals. The rest, as they say, is history.

Animals' Crusaders' funds bought medical care for sick and injured animals and arranged for the Humane Society of Tucson to donate free vaccinations and tick dips. Responding to community needs, they even held door to door vaccinations for those unable to attend monthly clinics. Two veterinary clinics helped with discounts to spay or neuter reservation animals. They did not neglect education. Animals' Crusaders facilitated pet care workshops for the Mission School and pre-school and lectures for the San Xavier Indian Nation residents. These efforts have resulted in new attitudes and behavior. For example, it is now acceptable to spay and neuter companion animals on the reservation; many Indians now feed their pets packaged pet foods instead of chicken bones and stale bread; and we now get phone calls when an animal needs medical attention (instead of letting it slowly die).

Flores summarizes, "This has been an excellent idea. The death and disease used to be so visible. Now it is not."

A spokesperson for Animals' Crusaders adds, "We believe we have enhanced and enriched the lives of people by providing services to their companion animals and by providing pets that can, in turn, provide an element of pleasure and

*CRUSADERS, continued on page 18*

# Animal Welfare vs. Animal Rights

## Point/Counterpoint

### POINT:

By Tom Regan and Gary Francione

Many animal advocates hold that there really is no difference between animal welfare and animal rights. Others claim that while there is a difference, advancing animal welfare is a necessary prerequisite to advancing animal rights. Given either assumption, many conscientious activists conclude that we must support welfarist means in our march toward animal rights ends. We believe these views are mistaken.

Not only are the philosophies of animal rights and animal welfare separated by irreconcilable differences, and not only are the practical reforms grounded in animal welfare morally at odds with those sanctioned by the philosophy of animal rights, but also the enactment of animal welfare measures actually impedes the achievement of animal rights.

No one who accepts the philosophy of animal rights would be satisfied with a continuation of our society's rapacious consumption of farm animals, for example, even if these animals were raised in an ecologically sustainable fashion, and were transported and slaughtered "humanely." Animal welfarists, by contrast, are committed to the pursuit of "gentle usage." They believe it morally permissible to use nonhumans for human benefit, but think humans should try to "minimize" suffering.

Thus, whereas, welfarists seek to reform current practices of animal exploitation, while retaining such exploi-

ation in principle, rights advocates oppose all such exploitation in principle and seek to abolish all such exploitation in practice. Small wonder, then that many activists who worked for the 1985 amendments to the Animal Welfare Act now realize that the AWA serves as a most convenient tool in the biomedical industry's bag of public relations tricks.

Many animal advocates will agree with us up to this point, but will then make the familiar charge: "We cannot end animal exploitation overnight. We must take things one step at a time, and we must be content with the reform of the system. The abolitionist philosophy would have us do nothing, and we need to do something." This charge rests on a misunderstanding. It is perfectly consistent with the philosophy of animal rights to take a gradual approach to end animal exploitation. It is just that the steps that need to be taken must themselves be abolitionist in nature.

What would such abolitionist steps be like? Here are only a few examples: an end to the Draize, LD50, and all other toxicity and irritancy tests; an end to the use of animals in product testing; and end to the use of animals in maternal deprivation, military, and drug addiction experiments; and end to commercial whaling; an end to the killing of elephants, rhinos, and other "big game;" and an end to the commerce in fur.

### COUNTERPOINT:

by Ingrid Newkirk. *Animals' Agenda*. January/February 1992.

Recently I heard audiences being told that "animal rightists" must have taken an all-or-nothing approach. Further, that we must cast out "animal welfarists" and others who happen not to endorse that speaker's own views on issues involving not only other-than-human beings but our own species. It was a very destructive call.

My appeal here, therefore is for us always to try, at least, to be constructive in our criticisms; welcoming to all new arrivals; and tolerant of people who are trying, in their own diverse ways, to help animals, even if we don't agree with them. I will go to bat for "animal welfarists" (many of whom I respect enormously and consider my dearest professional friends); argue very briefly that there are pitfalls in attempting to reduce the membership of the animal rights movement to "purists," whatever each of us imagines that to mean; and give an example of why I believe that each step in the right direction can only bring us closer to our ultimate goal.

To take the last point first, here's an example: Some years ago, the government was about to succumb to pressure from the cattle industry to withdraw a requirement that cows and steers awaiting slaughter—sometimes for up to three miserable days—be given water while they wait. Water, they reasoned, is expensive, and the cattle are going to die anyway. Animal protectionists began circulating petitions trying to counter the influence of the cattle lobby. I sent some of the petitions to a vegetarian community, asking for

signatures, but the petitions were returned unsigned. A note that came back with them read, "We are ethically opposed to the slaughter of animals for food, therefore we cannot get involved." Luckily, the water requirement remained in place, but I cannot imagine how those vegetarians, with clean hands who declined to help, could explain their politics to the poor cows, sitting in the dust with parched throats. The issue was not to slaughter or not, it was to water or not.

Sometimes philosophy can get in the way of helping animals suffer less during the many years before they achieve the rights we wish for them.

As a national organization, we are involved in both animal welfare and animal rights issues. Animal welfare issues are mostly concerned with how animals are treated, with particular emphasis on kinds of treatment. Animal welfare organizations frequently look after the suffering and homeless and that is indeed what the Society does, both at Peace Plantation and in its rescue and relief operations, and now at its new Heart's Haven location in WV. In the spirit of animal welfare, the Society does not euthanize surplus pets. Following the lead of animal rights groups, the Society does not condone killing animals for sport or for research purposes. Euthanizing animals is deemed proper only in circumstances where the animal is suffering from an untreatable illness or is in such a mental state as to be dangerous to others.

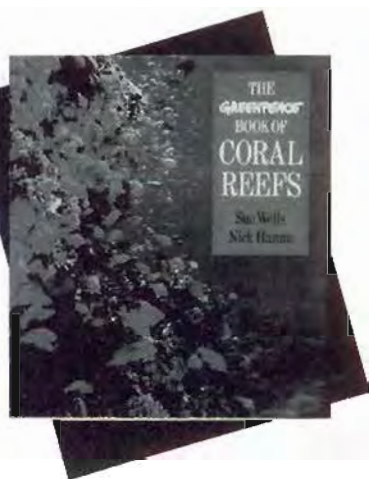
*Point/Counter, continued on page 22*

## Book Reviews

*Editor's Note: The Latham Foundation reviews humane and related environmental books. To order, please contact the publishers directly.*

### The Greenpeace Book of Coral Reefs

*Dive with Greenpeace to Explore the endangered beauty of the World's "underwater rainforests" in glorious full color.*



As a scuba diver I was eager to read *THE GREENPEACE BOOK OF CORAL REEFS*. I was not disappointed. This beautiful book contains essential information on the world of coral reefs and what must be done to save them from destruction.

Beautifully illustrated with over 150 extraordinary full-color photos documenting the beauty and the value of the world's reefs, one gets the entire story of the dangers to their survival, and the vital programs that must be enacted to save them.

Of particular interest to readers involved with humane education is the section on "How You Can Help" (page 156) – whether you visit a reef as a diver

or snorkeller, scuba diver, or boat user.

What only a few scientists and specialists previously knew, the public now can discover: Coral reefs protect the world's coasts from flooding, serve as breeding grounds for the world's sea life, offer sources of new drugs to combat disease, and much more. One also reads the engrossing story of how thousands of reefs are under siege in over 100 countries, as over-fishing, tourism, and pollution from chemicals in soil runoff all threaten the reefs and the world's coastal sites

There is hope though — if we change our ways. Case studies show how damage is being controlled and how sustainable economic development can take place.

The narrative, which comes from two award-winning nature writers, along with an inspiring photographic gallery, offers an appreciation and understanding of an important and beautiful facet of the environment.

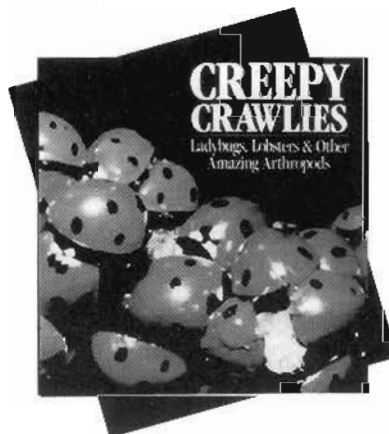
#### *The Greenpeace Book of Coral Reefs*

by Sue Wells & Nick Hanna  
Sterling Publishing Co., Inc.  
387 Park Avenue South  
New York, NY 10016-8810  
\$35.00, 160 pages  
ISBN: 0-8069-8795-2

#### **CREEPY CRAWLIES: Ladybugs, Lobsters & Other Amazing Arthropods**

Bed bugs, roaches, water bugs, centipedes, spiders – just thinking about them can give you the creeps, but did you know that they're all related to some common sea-food such as crabs, shrimp,

lobster and crayfish? Or that honeybees and butterflies are part of the same animal group – the arthropods – too?



*Here is a book full of fascinating information which falls within the Latham Foundation's aegis: respect for all life through education.*

With terrific color photos and easy-to-understand text, both adults and kids will learn amazing facts:

- Spider's silk is twice as strong as steel, finer than a human hair and can stretch up to three times its own length.
- The spear-like front legs of a praying mantis can deliver a blow with the force of a small-calibre gun.

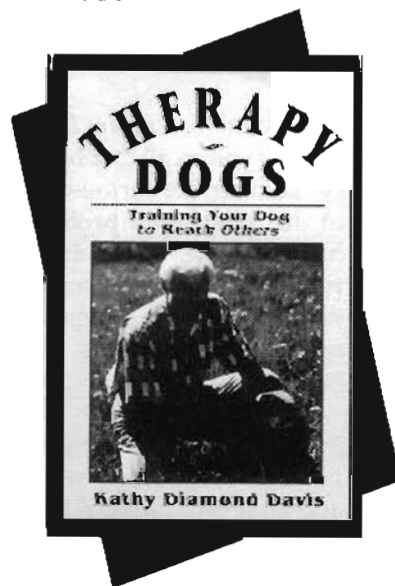
Sterling Publishing Co., Inc.  
387 Park Avenue, South  
New York City, NY 10016  
Compiled by: The Natural  
History Museum, London  
108 pages,  
every page illustrated in color  
Paper back \$9.95

#### **THERAPY DOGS: Training Your Dog To Reach Others**

Kathy Diamond Davis

Kathy Diamond Davis has

authored a one of a kind and the very best book available on the subject, *THERAPY DOGS: Training Your Dog To Reach Others*. As its subtitle says, it provides all of the information in easily understandable text complemented by photographs needed to train your dog and develop it to work in a facility as a kind presence, an amusing diversion and an association with the larger world. The Latham Foundation highly recommends *THERAPY DOGS: Training Your Dog To Reach Others* to dog owners. If you and your dog would touch a responsive chord, this book will show you how to be a part of the quiet miracle.



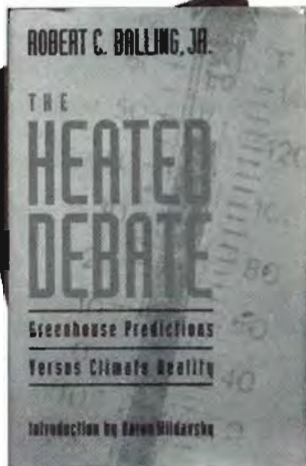
Howell Book House  
866 Third Avenue  
New York, NY 10022  
212 pages, illustrated  
Hard bound \$25.00

#### **THE HEATED DEBATE: Greenhouse Predictions Versus Climate Reality**

Robert C. Balling, Jr.

*BOOK REVIEWS, continued next page*

During the late 1980's troubling stories about global warming and greenhouse effect began surfacing in the media. Since then, many unusual occurrences and/or natural disasters have been attributed to this "supposedly" man-made



phenomenon. Latham Letter readers will recall that books concerning the seriousness of the purported problem have been reviewed in its pages. Here then in keeping with our policy of presenting opposing opinions is "the other side of the coin."

In *THE HEATED DEBATE*, Robert C. Balling, Jr. presents information in text and diagram, with which he endeavors to dispel much of the "science fiction" of global warming and the greenhouse effect. Scientific data is translated into understandable language and he pointedly avoids theoretical predictions and the purely speculative. This interesting study is worthy reading for all who seriously are concerned with matters related to the environment.

Pacific Research Institute  
177 Post Street  
San Francisco, CA 94108  
210 Pages, illustrated  
Hard Bound \$21.95

## WHAT ROUGH BEAST: An Anthology of Student Works on Animal Rights and Human Obligations

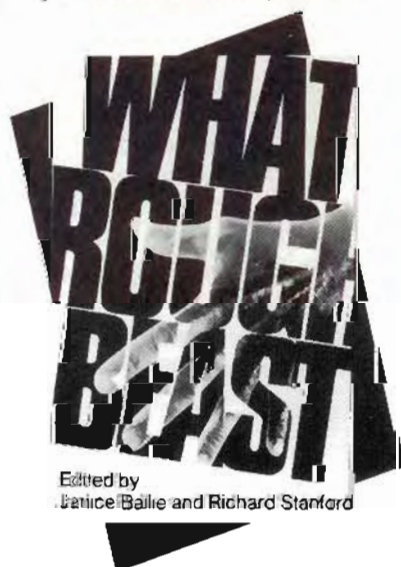
Edited by Janice Bailie and Richard Stanford

*WHAT ROUGH BEAST* is well worth the attention of anyone who is curious about what today's university students are learning and thinking about animal rights. It contains a course outline, lecture notes, and selected bibliography from North America's first college-level animal rights course (offered through the Humanities Department at John Abbott College in Canada).

Topics include:

- Man's superiority complex
- The case against animals in medical research
- Factory vs. family farming
- Humane societies
- Horses and companion animals
- Animals and the disabled, and much more.

This collection of essays, field work reports, and personal student journals



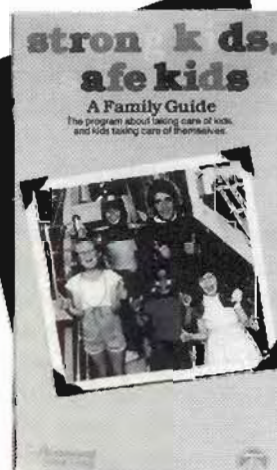
Edited by Janice Bailie and Richard Stanford

provides fascinating insight into the heart of humane education in the 1990's. We highly recommend it.

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Telephone (514) 458-2632  
\$14.95 + \$3.00 P & H  
Please send check or  
Canadian money order.

## STRONG KIDS, SAFE KIDS

A video available from:  
USAA Buying Services,  
USAA Building  
San Antonio, TX 78288.  
30 minutes, color, \$11.95



Caring adults unequivocally agree that "something" must be done to stop or reduce the appalling incidence of child sexual abuse and abduction. Most however, are at loss to suggest what that "something" should be. In all truth, child sexual abuse and abduction are the last things most of us want to think of, let alone talk to children about. But we can't afford to hide from the problems any longer. Too many children have suffered. Too many families have been hurt by the emotional impact that results from crimes against children.

*STRONG KIDS, SAFE KIDS* provides that "some-

thing" conceptualized and developed to help you and your kids stop molestation or abduction before it has a chance to start. Things children urgently need to know are presented in an appropriately discreet and easy-to-understand series of lessons.

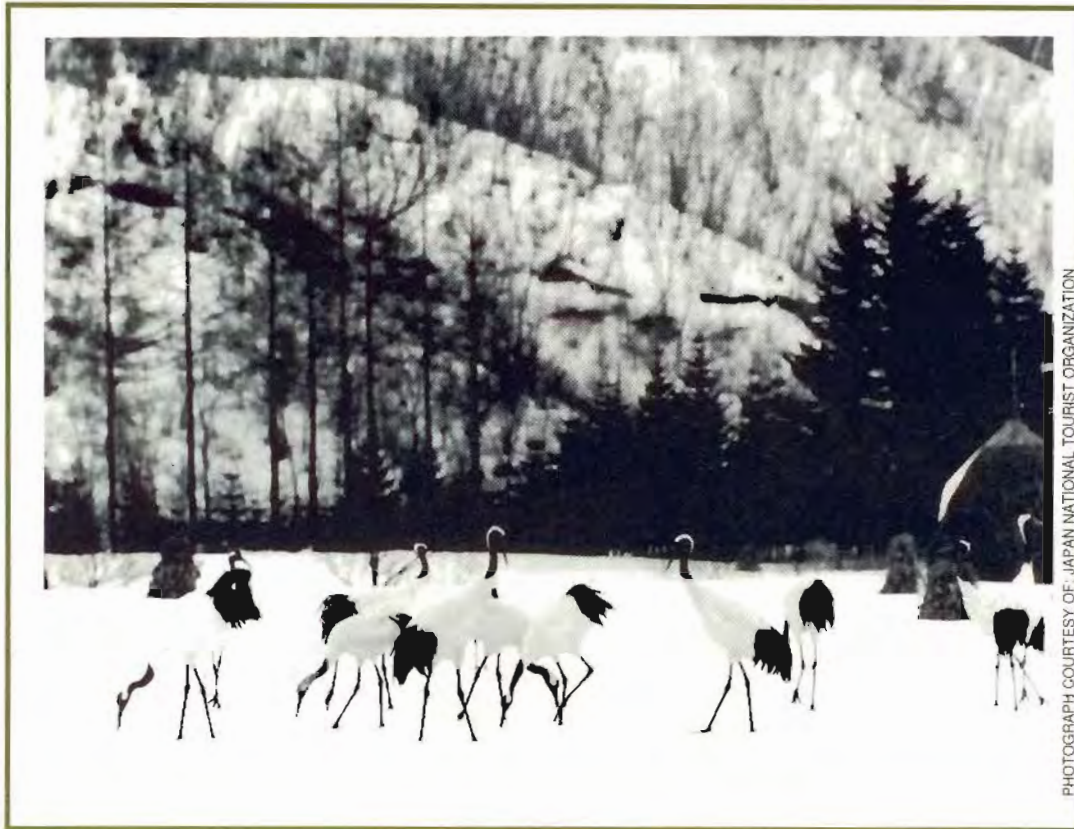
The video *STRONG KIDS, SAFE KIDS*, is a very valuable preventive tool. Latham Foundation commends its producer and though not a unanimous opinion of staff, this reviewer recommends its viewing by all parents and other adults (and the children themselves) concerned with the welfare of young children.

*Point/Counter, continued from page 20*

Animal liberation groups are generally clandestine or underground groups which sometimes use illegal, violent and activist tactics to release animals from captivity and to eliminate the circumstances of animal abuse. The Society believes that, over the longer period, more is accomplished by helping to foster, through education and example, the restructuring of Society's attitudes and values towards life as a gift deserving of respect in all of its forms. The Society was founded upon some very simple principles of ethical treatment for animals and abhors the abuse of lives at any level and cruelty in any form.

The Society firmly stands behind the proposition that overpopulation of animals is the result of irresponsible pet ownership, and the destruction of animals by hunting for sport is a reflection of a society where these life forms are undervalued.

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PHOTOGRAPH COURTESY OF JAPAN NATIONAL TOURIST ORGANIZATION

*Japanese Cranes*



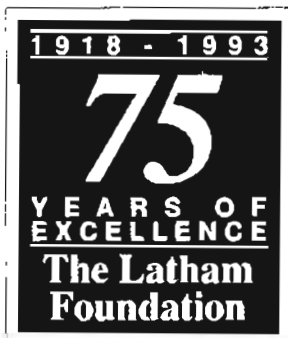
## The Latham Foundation

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