

# Latham Letter

VOLUME XVI, NUMBER 4

FALL 1995

PROMOTING RESPECT FOR ALL LIFE THROUGH EDUCATION



PHOTO CREDIT: ROBERT C. LITTLEJOHN

## Humane Education: The *Ultima Thule* of Global Education

David Selby

*Editor's Note:* In this article the author surveys the field of humane education and explores its connection with human rights and environmental education. *Ultima Thule* is a term coined by the Romans who, having conquered most of Britain, looked north to places such as the Hebrides and Shetland Islands and referred to them as "Ultimate Thule," the far-away, unknown region.

**H**uman-Animal relationships, animal rights and welfare and the similarities and differences between humans and animals—these are the issues at the heart of the field of humane education. Its curricula and teaching and learning materials promote reverence for life and respect, kindness and compassion towards all living creatures. It is strange indeed, then that it has taken so long for humane education to begin to be recognized as part of the family of educations that comprise

HUMANE EDUCATION, continued on page 14

## PART TWO: Hawaii's Healthy Start Expands

Gail Breakey, R.N., M.P.H.  
and Betsy Pratt, M. Ed.

*Editor's Note:* The Summer 1995 *Latham Letter* featured a description of "Healthy Start," Hawaii's successful approach to the prevention of child abuse and neglect. The three-year demonstration project provided family support services to 241 high risk families. A study of Child Protective Services (CPS) reports of confirmed abuse and neglect reflected dramatic success:

- No cases of abuse of target children were reported among Healthy Start families;

HAWAII, continued on page 4

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Lathm@AOL.com

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- Latham's new video. (Page 10)
- How horses are used in psychotherapy. (Page 7)
- San Francisco SPCA's Adoption Pact. (Page 13)

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*"I took a piece of plastic clay  
and idly fashioned it one day,  
and as my fingers pressed it still,  
it moved and yielded to my will.*

*I came again when days were past;  
The bit of clay was hard at last.*

*The form I gave it, it still bore,  
but I could change that form  
no more.*

*I took a piece of living clay and  
gently formed it day by day  
and molded with power and art  
a young child's soft and tender  
heart.*

*I came again when years were  
gone. It was a man I looked upon.  
He still that early impress wore,  
and I could change him never-  
more."*

Anonymous

## EDITORIAL

### On Doctors

*Hugh H. Tebault,  
President*


It's not unusual for many students of social behavior to find medical doctors (i.e., human health) to be the subject of an interesting study group. They consider their paradoxical behavior of particular interest. Such as an obviously unresolved conflict between their own persona and conformity to the strict medical profession's "pecking order" regime. One aspect of which is the knowing or subconscious tendency of many M.D.s to appear aloof to the holders of other doctoral degrees, even though they all rightfully practice and consider their arts as a science.

Not withstanding one's ego or opinion of other doctors, to be effectively successful, all practitioners must understand that as the world is not limited to the one life form with which they work, their practice entails a significant relevancy to all other life. In developing diagnostic conclusions and treatments, we've found that unlike most psychologists, many practitioners of human medicine fail to understand or sensitively consider the implication of a bonded relationship which may exist between his/her patient and a companion animal. Coincidentally, it's important for doctors of veterinary medicine to appreciate that for many four legged patients, he/she has two or more humans to consider. In all cases then, an expansion of thought becomes an important practical matter. As an organization mandated to assist activities beneficial to all life, The Latham Foundation is basically concerned with the compassion and success of care givers.

Regardless of differences or similarities, each care-giving profession



shares a mutual problem in determining how with dignity, to best advertise their services. In our opinion, the doctor's waiting room, offers an outstanding opportunity to address receptive individuals in an unspoken and telling way, concerning the importance of the care-giver's services. The opportunity afforded by the thoughtful placement of waiting room reading material can not be over emphasized, but it must be made available and presented with fore-thought. In addition to waiting room literature, much of the printed material regularly received by a practitioner can be used to serve both his/her purposes as well as those of their patients. The doctor who, between a patient's office appointments, regularly extrapolates and mails appropriately relevant information of interest to his/her patients, not only lets them know of continuing concern but also, will develop and hold an enviable reputation among peers.

May we suggest *The Latham Letter* as one such relevant publication? 

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# The Latham Letter

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Published Quarterly By

The Latham Foundation  
Latham Plaza Building  
Clement and Schiller Streets  
Alameda, California 94501  
510-521-0920 Fax 510-521-9861  
E-Mail: Lathm@AOL.com

Annual Subscription Rate: \$12.00

**Publisher and Editor:** Hugh H. Tebault

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1909 -1989

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

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## OPINIONS

### Thanks for Latham Letter

Dear Latham,

I want to thank you for the complimentary subscription to the Latham Letter. The work you are doing is so



impressive and important. I am delighted to be included as a colleague.

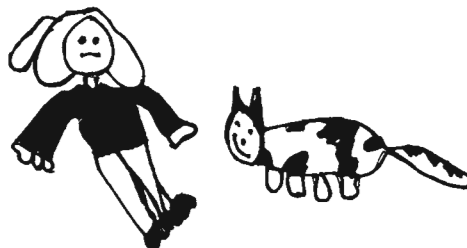
Barbara W. Boat, Ph.D.  
Associate Professor and  
Director

Program on Childhood Trauma  
and Maltreatment  
Dept. of Psychiatry  
University of Cincinnati

### Breaking the Cycles of Violence

Dear Mr. Tebault:

I have been remiss by not writing you sooner regarding the contribution which the Latham Foundation's film, *Breaking the Cycles of Violence*, has made in the fight against violence in our community.



The Michigan Humane Society found out very early that when we articulated the link between animal and child abuse through the spoken word or provided written materials on the subject, the majority of our audiences remained unconvinced, seemingly blocked in their ability to accept that violence against people exists on a continuum which includes other living creatures. Society's anthropocentrism

has proven to be much more difficult to overcome than any of us would have anticipated when we began connecting the links of the chain — links which led to what we felt was the inescapable conclusion that violence against humans is inextricably linked with violence against animals.

We were in the midst of pondering this seemingly insolvable problem when Dezsoe Steve Nagy called and asked if we would be willing to cooperate on a film project he was undertaking for the Latham Foundation on the link between animal abuse and the abuse and violence perpetrated against people. Extremely

We have had the "Cycles" video for four months, and it has proven to be an invaluable tool which has been used to great advantage in addressing the issues of community violence in a holistic way.

interested, we impatiently awaited his arrival. Having professionally produced four 9-12 minute informational videos about our organization, we were familiar with the power of film/video and were eager to see how this medium might be used as an effective tool to convince the doubters and naysayers.

When we finally started working with Steve we were nonplussed by the vision of one man with one camera, a microphone and two lights proposing to film, direct, and produce a twenty-plus advocacy film on a subject which has proven to be very difficult to convey to the uninitiated. Not yet familiar with the quality of Latham produced films, we were concerned but immediately warmed to Steve with his passion for the subject matter. His handling of the interviews was casual, almost matter of

OPINIONS, continued on next page

fact — a manner which immediately put the interviewees at ease.

The foregoing is a preamble to telling you how pleased we are with the final product. We have had the video for four months, and it has proven to be an invaluable tool which has been used to great advantage in addressing the issues of community violence in a holistic way. Mr. Nagy, initially perceived as a one man band, is a one man orchestra. I could go on and on regarding his powerful translation of vision into finished product, but instead, let me close with one final compliment. The choice to close the film with the Ken White interview was masterful!

We are proud to have been a part of this successful project and would be pleased to work on any Latham Foundation project we could contribute positively to in the future. Thank you for being there.

Sincerely,

Gary W. Tiscornia  
Executive Director  
Michigan Humane Society

- Only four cases of neglect (involving two percent of families) during the project;
- No abuse for 99.5% of all families identified by the initial hospital screening as not at risk.

We continue the article here, with a description of Healthy Start's expansion to a statewide system.

Expansion of Hawaii's Healthy Start toward a statewide system might best be described as an achievement of "collaborative advocacy." Our efforts go back to 1976 and our excitement about results from our first early identification and home visiting program. We started a Statewide Council on Child Abuse and Neglect, with representation from committees from five neighbor islands. Federal and state funds supported a prevention project on each island, but when the federal grant ended in 1980, staffing was cut by half.

We realized that we needed another demonstration project. In 1984, during the Hawaii Family Stress Center's annual lobbying for prevention before the state legislature, we met with Senator Yamasaki, Chairman of the Ways and Means Committee of the Hawaii State Senate. He saw merit in the idea of a demonstration program with comprehensive coverage of one geographic area, a focus on child development and linkage to a medical home, and follow-up to age five. He supported funding for Healthy Start at \$200,000 a year, with the intent to expand statewide if the model were successful.

Armed with data showing no abuse among project children during the first 18 months of Healthy Start, we went back to the legislature for support for an incremental approach to statewide expansion. Through quarterly statewide meetings, we had maintained a relationship with the five neighbor island Family Support Programs. They and the two other agencies on Oahu with home visiting experience joined us to develop a statewide plan. Expansion of the Healthy Start

model created no turf issues for the five Family Support Programs, since each served a distinct island community. On Oahu, home to 80 percent of Hawaii's population, there were turf issues to be resolved. The Hawaii Family Stress Center and the other home visiting agencies discussed the areas of Oahu that each was interested in serving. We also recognized that long established programs did not have to adopt every detail of the Healthy Start model, as long as each program included essential features—i.e., intake at birth, creative and sustained outreach, and follow-up to age five.

The Stress Center developed projections and a budget for the expansion proposal, with agreement from the other agencies. We also developed good "visuals" for our presentation to the legislature, such as a graph comparing the costs of courts and corrections, protective services and prevention services statewide. It is essential to have both impact data and data on the costs of not providing prevention services.

For this legislative session, we worked with the Health Committee Chairmen of both the House and Senate to begin expansion of Healthy Start. We targeted our educational efforts first toward the chairs of the Health, Finance, and Human Services Committees, and then to Committee members. Our efforts to educate legislators about the prevention of child abuse had begun in 1976; some ten years later, our work seemed to begin to take hold. There were overnight changes in committee reports and behind-the-scenes maneuvers by at least one opponent of the program, The situation required careful watching,

### Latham Letter on Sun Sounds

(Radio for the visually and physically impaired)



Dear Mr. Tebault:

Thank you for contributing a complimentary subscription of the Latham Letter to Sun Sounds of Arizona. Your publication will be read weekly on the radio program titled, *The Environment*.

We appreciate your help in making it possible for over 24,000 visually and physically impaired Arizonans to continue to read their favorite newspaper or magazine via the air waves.

Sincerely,

Louis Stanley  
Volunteer Coordinator  
Sun Sounds Arizona  
Radio Reading Service for  
the Disabled





PHOTO CREDIT: BRIAN SMOTHERMAN

*Happy mother Katonna and baby Brenna Jane*

astute lobbying, and no end of patience. By the end of the legislative session, three new programs were funded.

Our major expansion effort came in 1989, after the data from the three-year demonstration project was available. We met with the whole Network and discussed how to prepare target group projections and budgets. Then each agency prepared its own program plans and budgets within the Network's agreed-upon guidelines. (see figure 4). Each agency in the Network also participated in the lobbying/advocacy process and in ongoing program development. Our plan envisioned systematic screening

and home visitor capacity sufficient to serve all at risk families identified in each geographic area of the state.

At this point, we needed more funding but did not require new authorizing legislation. Support for the

Healthy Start model increased among legislators, with few suggestions for dilution. In our presentation to legislatures we try to make a few points very clearly:

- *Healthy Start is designed to serve each geographic area comprehensively.*
- *Our model, in its entirety, is what produces the outcomes we see.*
- *Anything less will not get the results.*

Data projections and budget preparation are constant challenges. It is important to develop projections for each geographic area; among other things, this process

allows us to show every state legislature what is needed to serve his constituency. We have developed a complex formula that takes into account the current number of births, projected growth in the birth rate, the number of families that projects can be expected to screen, and the number of families unlikely to accept services. To project a program's caseload over five years, we consider the number of newborns expected to enter the program annually, the number of families carried over from the previous year, and anticipated attrition. There will always be surprises. For example, the housing shortage has resulted in major shifts in the populations of low income families.

### **A Statewide Program: Surviving and Thriving**

The situation of Healthy Start is unusual: The impetus for its establishment came from the private sector, but it is now institutionalized within the public sector. A statewide program must have a place within the established structure of state services in order to survive and thrive. Our program was placed in the mental health system from 1982-1988. The arrangement did not work well in our case, although it could conceivably work elsewhere. The Maternal Child Health Branch (MCHB), in contrast, has been a tremendous support to the development of Healthy Start as a statewide program. MCHB has provided a focus for coordination of all agencies, efficient contract management, monitoring, data collection, and advocacy for the program, both within the Department of Health and the larger community.

All members of the Healthy Start Network agree that the program needs to be completely statewide within a few years. Our current legislative effort is focusing upon

**FIGURE 4.**

#### ***Proposed Standards for Healthy Start/Family Support Programs***

- Intake prenatally or at birth (2-3 months maximum age of infant at intake)
- Intake from defined target area (e.g., census tract) only
- Home visitor service for all infants from defined target area whose families are assessed as high risk by early identification workers, until maximum caseload capacity is reached.
- Intensity of service based on needs of family
- Long-term home visitor service for all high risk families (3-5 years)
- Creative outreach approach for a minimum of 3 months to build client trust in accepting services
- Supervisory ratio of one professional to five paraprofessionals
- Defined worker caseloads (15 families in project year one, average of 20 families in year two; average of 25 families in year three)

*HAWAII, continued on next page*

providing existing programs with sufficient resources to maintain intake of newborns, which requires adding some staff each year, and to recruit and retain qualified staff. Next year or in the next biennium we will again pursue expansion, possibly bringing one or two new service agencies into our Network.

The issue of multiple sources of funding for a statewide program also deserves attention. It is a great deal to ask of a state legislature to fund a program as broadly based as Healthy Start from state revenues alone. Such a strategy would surely result in "dilution" eventually. Instead, we plan to use other funding sources as appropriate and available. For example, case management and potentially home visiting services are reimbursable under Medicaid. Part H may be able to

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*The Healthy Start approach is designed to improve family coping skills and functioning, promote positive parenting skills and parent-child interaction, promote optimal child development, and, as a result, prevent child abuse and neglect.*

---

reimburse us for development of Individualized Family Service Plans. We need to look also at the challenge grants within the National Center on Child Abuse and Neglect, which currently provides incentive matching to states through the Children's Trust Funds.

Healthy Start offers a systematic and highly effective approach to prevention of child abuse among the most vulnerable population: infants and toddlers at risk. It creates an excellent opportunity to



PHOTO CREDIT: KATONNA AND BRIAN SMOTHERMAN

focus on promotion of child health and development of these children. Moreover, it coordinates a range of services to the most needy families of a community.

In *Within Our Reach*, Lisbeth Schoff defined six challenges to efforts designed to prevent "rotten outcomes" of childhood. Healthy Start offers a solution for the challenges of knowing what works, proving we can afford it, attracting and training skilled and committed personnel, resisting the lure of dilution in replication, "gentling the hand" of bureaucracy, and devising replication strategies. Schoff further challenges programs to develop methods of linking populations at risk with needed services, clearly a major contribution of Healthy Start. We look forward to collaborating with colleagues to meet remaining challenges in accomplishing this most worthy goal, so that all of our children may have a safe and healthy start in life.

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*Reprinted courtesy of ZERO TO THREE, Vol XI, No. 4, April 1991, Bulletin of Zero to Three, National Center for Clinical Infant Programs, 2000 14th Street North, Suite 380, Arlington, VA 22201-2500. 703-528-4300.*



**Healthy Start is called HEALTHY FAMILIES AMERICA on the mainland.**

*For further information, contact Leslie Mitchel-Bond, Director, Healthy Families America National Office, 312-663-3520 or Linda Smith at the California Consortium to Prevent Child Abuse, 916-648-8010.*

# HORSES IN PSYCHOTHERAPY: A KINESTHETIC METAPHOR

Joanne Henry Moses, Ph.D.

While horses have been assisting physically challenged people in therapeutic riding programs here and in Europe for about thirty years, they have only recently begun to help those suffering from often hidden but very real temporary and permanent psychiatric problems. TAAPA (Tucson Animal Assisted Psychotherapy Associates) has worked exclusively in mental health and personal growth since it was organized in 1990.

Equestrian psychotherapy, TAAPA's primary focus, is the use of horseback riding to facilitate emotional healing and personal growth. An experiential approach, it requires simultaneous integration of body, mind, emotions, and spirit. The rider has to merge stimuli to sight, hearing, smell, and touch while maintaining balance astride a thinking, moving animal.

In addition to being an acronym for a long but meaningful name, TAAPA holds a rich meaning in the Sioux language. Literally it means ball, or roundedness. But it also connotes well-roundedness, wholeness, peace, fullness of life. The Sioux acknowledge their relatedness to all of nature, perceiving animals as their relatives. TAAPA stresses connectedness between clients, animal therapists, and staff in an atmosphere of hospitality. Suggesting that they acknowledge their relatedness to all of nature opens for clients a new and broader sense of family. To keep staff and clients cognizant of this significance, horses bred by TAAPA are named in Sioux.

## Advantages of Equestrian Psychotherapy

Riding a horse affects posture, balance, mobility, and function.

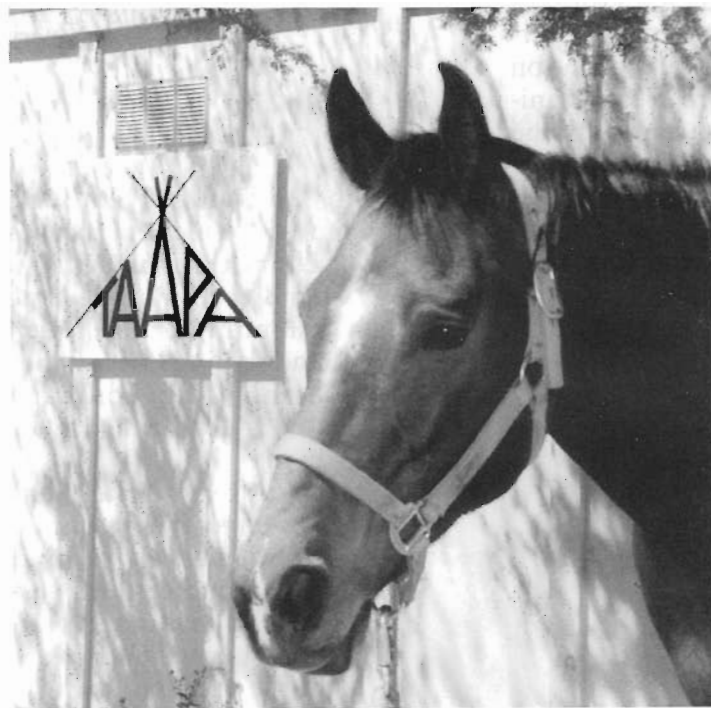


PHOTO CREDIT: MARY ANN MURATOW

*Ginger, one of the horses used in psychotherapy at Tucson Animal Assisted Psychotherapy Associates.*

Changing these factors also alters attitude. The motion of the horse at a walk promotes relaxation of the entire central nervous system, both voluntary and autonomic. The repetitive movement of the horse at a walk can lull the person into a deeply relaxed state. On the other hand, a brisk trot can energize someone with dulled affect.

Horseback riding also demands clear thinking to direct the horse and make correct and reasonable responses to its input. At the same time the rider can savor a deep communion with nature. This synthesis of sensation, reasoning, and spirituality merges these stimuli into a unique healing encounter.

Merely sitting on a horse gives the client visual perspective unlike ordinary perception. Things look different with the eye four or five feet higher than when one is walking or riding in a car. Using this contrast can help a person to alter his/her perspective on problems. A rider can also gain increased self-awareness by having to balance

and coordinate the body in a new way. Trying something new or revisiting a familiar skill evokes the whole pattern of emotional response that the individual experiences in coping with life's challenges.

Equestrian psychotherapy gives the person a chance to get away from the clinical setting for a time. Being outside takes advantage of both the horse's movement and naturally occurring unexpected events. How the person deals with challenging situations becomes readily apparent and provides rich material for debriefing after the ride. These occurrences present a metaphor of the individual's approach to life. Recognizing and describing demeanor can crystallize unsatisfactory coping mechanisms and offer the rider an opportunity to practice new behaviors.

The equestrian approach can be a deeply meditative experience, particularly for people who have ridden previously. Once the purpose

*HORSES, continued on next page*

of the session has been discussed, very little talking need occur until debriefing. Even when a group of people share this activity, each participant spends much of the time on horseback alone more in communication with the horse than with the other riders. Group sharing after this reflective individual involvement, like nominal group process, has a more powerful impact than a purely verbal modality.



PHOTO CREDIT: MARY ANN MURATOE

Client and therapist working for control at the trot.

## A Typical Session

At the beginning of a typical session, therapist, riding instructor, and client take a moment to set goals for the session, taking into account the long range treatment plan as well as the person's immediate need. They proceed to the rituals of calling, haltering, leading, and grooming the horse. In a society largely deprived of its rituals, this time spent in following established patterns in set sequence relaxes both horse and rider. Each knows what comes next.

The therapist observing this process can gauge the mood of both horse and rider. However, the person's "alone time" with the animal needs to be respected. TAAPA clients are encouraged to share their feelings, hopes, and expectations with their equine therapist.

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## *Equestrian psychotherapy is the use of horseback riding to facilitate emotional healing and personal growth.*

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Unlike individual talking therapy in which the client focuses solely on self, riders in equestrian therapy spend considerable time attending to the needs and feelings of another living being. For many this is good practice for living.

After the client has mastered the grooming ritual (usually around the second or third session) the riding experience begins. With the horse readied and the goal for the session determined, the rider and team proceed to the mounting block.

Keeping the horses willing participants in this sensitive process requires some special considerations. TAAPA riders do not use reins at first. Instead, they learn to communicate with their horse through turning their heads, settling their weight, using their voice, and communicating with their legs. Only after they can ride the horse along the rail three times around the arena in each direction, guide the horse through a figure eight, and reverse directions using these subtle body signals are they allowed to use reins. The therapist or a volunteer guide holds the horse's lead rope during this initial phase and follows the horse's nose. It is the rider's responsibility to control the horse. If the rider directs the horse into the fence, into the fence they go. If the command to stop is ineffective, they keep going. The therapist/horse handler's task is not to guide the horse, but to be there to insure the rider's safety.

While this technique started as a way to protect the horses' mouths, it proved to be a valuable therapeutic tool. The rider has to focus on what he or she wants and communicate that intention clearly. Awareness of one's body becomes unavoidable with no reins to clutch in order to maintain balance. Trust issues become evident immediately. So does passive behavior. But in contrast with a strictly verbal modality, the client has to do something about these problems on the spot. As a result, self-confidence grows quickly.

Should emotionally charged issues arise, the team stops and deals with the feelings on the spot. The therapist makes the judgment whether to take the rider off the horse or to let the animal take part in the process. During a self-improvement workshop, a woman who had been riding for over thirty-five years became overwhelmed by a sudden surge of emotion over how harshly her family had taught her to deal with horses. As she experienced the willing responsiveness of her horse, she burst into gut-wrenching sobs of grief. The therapist and a nurse participating in the workshop invited her to lie down and clasp her arms around the horse's neck. Her sobbing continued unabated for twenty minutes as the therapist and nurse gently massaged her. Suddenly Wacin (her mount), who had stood silent and unmoving through the entire episode, put her nose on the woman's left knee and nickered to her just as she did to her new-born foals. The rider bolted upright and asked, "Is she ok?" "Yes. She's just comforting you," the therapist assured her. With that she plopped back down



PHOTO CREDIT: JOANNE HENRY MOSES, PH.D.

At TAAPA, the horses are given Sioux names to symbolize the Sioux's relatedness to all of nature, perceiving animals as their relatives.

on Wacin's neck and continued sobbing. Wacin then tenderly placed her nose on the woman's right knee and continued to nicker.

Once they have mastered basic riding skills and are relatively stable emotionally, clients may choose to go out on trail. Usually these rides proceed in silence for three reasons. First, the client has already decided on the emotional work to be done during the ride and needs quiet to experience the horse, nature, and the inner self. Secondly, talking can evoke highly charged emotional issues and memories. A person cannot be overwhelmed with intense feelings and still be expected to maintain control of the horse.

Finally, idle chatter diverts the client from attending to feelings and doing the needed emotional work.

After the ride, the client dismounts, removes the helmet, and takes the bridle off the horse. Usually the client and team debrief at that point. Staff give the person positive feedback about the session and invite him or her to identify strengths exercised during the ride. While self-criticism comes easily to most clients, speaking well of oneself takes concerted effort. Therapist and client evaluate how effectively goals for the session were met. The key question often is, "How does this behavior show up in the larger issues of your life?"

Usually the answer reveals what TAAPA therapists call the "kinesthetic metaphor." In a kinesthetic metaphor, problems in coping and dysfunctional behaviors manifest themselves in the rider's gestalt of body and behavior on the horse. Usually the person recognizes the pattern and may have been dealing with it verbally for years. But astride the horse, the rider has both the occasion and the need to practice new and more effective ways of coping.

While equestrian psychotherapy unlocks a powerful new tool for people in emotional pain, it is not for everyone. It is most effective with people not responding to traditional therapy, perhaps because the metaphors this modality presents are so clear. A number of TAAPA's clients have been in the mental health system for many years. Struggling for so long with their chronic condition often leaves them hopeless and discouraged. They have been talking about their problems most of their lives. While equestrian psychotherapy will never cure their underlying condition, its emphasis on practicing new behavior impacts the quality of their lives directly. And the pleasure they get from the relationship with the animal as well as the endorphin stimulation resulting

*HORSES, continued on next page*



## Want to read more about therapeutic riding?

*A delightful article,  
"From the horses mouth:  
TREATING PEOPLE 'GINGER'LY"  
is available from TAAPA.*

*We recommend this article for anyone  
interested in horses and their application to  
therapeutic and recreational horseback riding.*

**602-744-9037**

## Attention Riders! Soon available from Latham: KERRY

Latham's latest video describes the transition and triumph of Kerrill Knaus-Hardy, born with a severe neurological disability and not expected to live past her sixth birthday. But Kerry beat the odds. She survived an overprotected childhood, graduated from college, and succeeded first as an instructor for Canine Companions for Independence and currently as the co-founder and director of H.O.R.S.E.S. (Horseback Outdoor Recreation and Specialized Equipment and Services). H.O.R.S.E.S. is a recreational therapeutic horseback riding program in Oregon that can best be described as "Outward Bound on horseback."

Through H.O.R.S.E.S., Kerry helps other physically challenged persons and their families find their own strengths while enjoying unforgettable recreational experiences that include pack trips and tent camping. Using specially-trained horses, modified riding equipment, and experienced volunteers, lucky participants can ride together on a mountain trail. They can see a waterfall, sit by a stream, sleep in a tent, eat around a campfire, or even hug a tree.

Kerry's vision and determination have made hundreds of previously inaccessible and unattainable dreams come true. This video is a tribute to her friendship, leadership, and indomitable spirit. Its purpose is to encourage and inspire.

Time with Kerry is time well spent...whether in this video or in person at H.O.R.S.E.S. And even if our challenges are not obvious, we can all learn a lot from Kerry.

26 minutes, 1/2" VHS  
Suitable for 8th grade through adult.

For further information,  
call Latham at  
510-521-0920

## Early Age Spaying/Neutering Endorsed by the American Veterinary Medical Association

The resolution reads:  
"Resolved that AVMA supports the concept of early (8-16 weeks of age) ovariohysterectomies/gonadectomies in dogs and cats, in an effort to stem the overpopulation problem in these species."

At many shelters, a high proportion of the adoptions are unspayed/unneutered puppies and kittens. The adopter signs an agreement to spay or neuter the pet at maturity. The grim reality is that fewer than 50% of adopters honor that agreement. Then, unfortunately, often puppies or kittens who are adopted unaltered will be returned to the shelter when they are sexually mature, pregnant, or with litters of their own.


One way to break this tragic cycle is for shelters to implement an early age neuter and an "alter at adoption" policy so that no animal is adopted from a shelter until it is spayed or neutered.

According to the Bulletin of Vital Information for Shelters from Pet Population Control, Inc., there are many sources to contact for information. They include The Southern Oregon Humane Society in Med-

ford, Oregon, which has one of the oldest early age neuter programs 503-779-4070; the American Humane Association, which passed a national policy supporting early age neutering and has developed early age spay/neuter guidelines for animal shelters 303-792-9900; and the American Veterinary Medical Association, 708-925-8070.

Many individual veterinarians who will perform early age neutering have sources to help regarding surgical procedures, anesthesia, etc. One such contact is Dr. Leo Lieberman, a pioneer in early age neutering. He has developed surgical protocols and has follow-up studies resulting from more than 25 years of experience. Dr. Lieberman can be contacted at 2813 SE Pocatello Rd., Port St. Lucie, FL. 407-335-7763.


For further information, contact Joan Zaneveld, Ph.D. President, Pet Population Control, Inc., 2666 East 73rd Street, Suite #12-E, Chicago, Illinois 60649, 312-375-6967 or 312-274-4753.

*Editor's Note: Latham realizes that early age spaying/neutering is still somewhat controversial. We welcome opposing views on this topic.* 

*HORSES, continued*

from the horse's movement brings motivation and excitement into the treatment process. Utilized as an adjunct to traditional treatment, equestrian psychotherapy speeds up and enhances the therapeutic process. Employing the human-animal bond in this way is one small step in developing a simple, humane, as well as environmentally and scientifically sound approach to achieving mental health.

Joanne Henry Moses, Ph.D., SFTM,  
received her Ph.D. in Educational

Administration from the University of Minnesota in 1977 and her Special Fields Teaching Membership, International Transactional Analysis Association in 1978. She founded Tucson Animal Assisted Psychotherapy Associates [a 501(C)(3) nonprofit organization] in 1990 and serves as Executive Director and Founder. For further information, including TAAPA's experience with specific therapeutic conditions, contact TAAPA, 5049 W. Oasis Rd, Tucson, AZ 85712, 602-744-9037. 

# A Family Remembers "Shadow"

**Y**ahrzeit or "year's time," is a Yiddish term referring to the annual Jewish observance of the anniversary of a loved one's death. Traditionally, that includes parents, children, spouses and siblings. Starting on the eve of the yearly commemoration, one lights a 24-hour remembrance candle at home, and recites the Mourners' Kaddish (Hebrew for "Sanctification"), a prayer focusing not on death and bereavement but on the sanctity of God, the Creator, and, hence, on the holiness of creation and the affirmation of life. The Kaddish occurs in the context of services held in a synagogue setting or elsewhere, in the presence of a minyan (a quorum consisting of ten Jewish men over the age of 13, according to orthodoxy, or ten Jewish adults, male or female, in religious egalitarian practice).

Some also observe Yahrzeit in memory of revered teachers and leaders. In any event, it is the death of a human being that we commemorate in this way. In the month of August, however, the Axelrad family also observes Shadow's Yahrzeit.

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*Our worth as individuals, our sense of ourselves, the quality of our relationships and the value of our contributions to Tikkun Olam, the repair of the world, would all improve, said I, if we were to put increasingly into action the kinds of qualities that Shadow, the Dog, manifested throughout his life.*

---

A beautiful dog, big and black, mostly Australian Sheepdog with a dash of Setter in him, Shadow died in August of 1993 after having spent 15 years as an integral member of the Axelrad family. He came to us as a three or four year-old stray, earning his typecast name by having shadowed my wife home one day from the local High School,

where she teaches. Though Berta and I, and all four of our children, fell in love with the dog at first sight, and though he, too, seemed to reciprocate the sentiment, we immediately summoned the town's Animal Control Officer, who corralled Shadow to the local Dog Pound. After all, we reasoned, Shadow must be lost, having strayed from a family that, must surely miss him and want him back. Reflecting that family's training efforts was the metal choke-collar he was wearing around his neck. Moreover, we Axelrads already had a dog, "Naval," (Hebrew for "Beautiful One"), a much-loved, four-year-old Airedale Terrier, and we were skeptical as to how the dogs would co-exist in our home. We also questioned our own stamina. At the time, we were a four-child, one-car family, with each parent a busy, heavily-committed professional.

Still, we were sad to see Shadow

taken away. Telephoning the veterinarian at the Pound that very day to inquire about his well-being, we learned that he was well but that his would be a short-lived destiny; if unclaimed within eight days, he would be "put to sleep". All week long, we phoned the Pound daily; on the eighth day, Shadow joined our household.

Without ever really becoming mutually loving siblings, Nava and Shadow mostly lived together in peace. For his part, Shadow made friendly and affectionate overtures toward Nava from the very start. She, however, would have no part of it. Jealous of the interloper and protective of what she perceived to be her turf, Nava repaid Shadow's affection with alternating reactions of cool unresponsiveness and hostile growling, all of which he accepted

with his characteristic good nature. Eventually, they reached an uneasy truce, followed by a long term *modus vivendi* of mutual tolerance.

Five years later, Nava died of natural causes, leaving Shadow as our sole canine clansperson. I like to think that, down-deep, in their own ways, Nava and Shadow really loved one another, and that Shadow missed her. Who knows? What they certainly did share was the love that each of them gave and received from all of us Axelrads.

Shadow's canine predecessors in our family were all purebred "Yof i" (Hebrew colloquialism for "Pretty One"), a beautiful Brittany Spaniel who was killed in front of our home by a passing car, "Mahzik" (Yiddish slang for "Mischievous one"), a Wirehaired Fox Terrier who went blind, and "Nava." Each of them possessed endearing traits. We loved and missed every one of them. Apart from his longevity, however, Shadow, the mutt, was singular and had a special place in our hearts and in the hearts of our children's "significant others." Neighbors and children, veterinarians, nurses and attendants, all loved Shadow. So much so, that on *Rosh HaShanah* (the Jewish New Year) two years ago, fresh from



*SHADOW, continued on page 18*

# SAN FRANCISCO SPCA CELEBRATES ADOPTION PACT'S SUCCESSFUL FIRST YEAR!

On April 1, 1994, the San Francisco SPCA and the City's Department of Animal Care and Control signed the Adoption Pact. This historic agreement guarantees a loving home to every adoptable dog or cat in San Francisco. The Pact states that if the City Animal Control Center is unable to find a home for any one of its healthy dogs or cats, The San Francisco SPCA will take the animal and guarantee to place it. The Pact also gives The San Francisco SPCA the ability to save the lives of thousands of treatable dogs and cats. Under the Adoption Pact, the SF/SPCA takes sick, injured, traumatized, infant and under-socialized animals from the City Animal Control Center, rehabilitates them, and finds them loving new homes too.

In the 12 months since the Adoption Pact took effect no adoptable

well. As a direct result, euthanasias at the City Animal Control Center for sick, injured, traumatized, or infant dogs and cats dropped to 1,185 this year. By the end of 1995, the Society intends to rehabilitate and place all such animals, demonstrating as we go that cats and dogs with treatable medical and/or behavioral problems can be saved and successfully placed if you just make the effort.

It has been recommended by leaders in the animal welfare movement that for purposes of maintaining a positive image shelters should only offer "desirable" dogs and cats for adoption, implying that all other animals should be killed. We do not share that view, and we have



from injury or illness, older animals, pets requiring training and behavioral treatment, and all those abandoned dogs and cats who would have faced certain death in almost any other shelter in America. In

fact, in cities and counties throughout the country, most of the animals we received would have been deemed "unadoptable" and kept out of public view, where they would have been quietly euthanized and taken out the back door. In San Francisco, they are going out our front door, wagging their tails into open arms and loving homes.

With all the adoptables guaranteed a home, and the treatables soon to be guaranteed as well, what animals will remain for whom rehabilitation and adoption cannot be guaranteed? The San Francisco SPCA is working to ensure that by the end of 1995 the only animals in San Francisco shelters who will be euthanized will be those who are nonrehabilitatable. These are animals for whom euthanasia is the only option, such as dogs and cats suffering from painful, incurable illnesses or injuries, or aggressive behaviors that pose a threat to public safety.

In the past few months, the vast majority (74%) of the animals killed at the City Animal Control Center were nonrehabilitatable. Next year, when this becomes the only category being euthanized in this city, the euthanasia rate for San Francisco will drop to 47 dogs and cats killed for every 10,000 inhabitants. It will be by far the lowest euthanasia rate anywhere in the United States.

The extraordinary goal of elimi-

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*Under the Adoption Pact, the SF/SPCA takes sick, injured, traumatized, infant and under-socialized animals from the City Animal Control Center, rehabilitates them, and finds them loving new homes.*

---

animal has been killed in a San Francisco shelter. What this means is that all cats and dogs who were healthy and of reasonably good temperament—even if they were old, blind, deaf, missing limbs or disfigured—were placed in loving homes rather than euthanized.

And in the past year, The San Francisco SPCA provided 3,382 treatable animals with medical care, behavioral training, foster care or a combination of these and then placed them in loving homes as

proven that the public does not share it either. In the Adoption Pact's first year, while the number of treatable animals taken into our facility rose, our rate of adoptions rose as well. In fact, the Society tallied a record number of adoptions in the first year of the Adoption Pact—our best year ever as a private adoption agency. The SF/SPCA found loving homes for 5,054 dogs and cats in that period, including animals with disabilities or medical conditions, cats and dogs recovered

nating euthanasia for all but nonrehabilitatable cats and dogs could not be accomplished without the assistance and support of the community. The Society achieved its first-year goals of saving all of the adoptables and most of the treatables in large part because we succeeded in forging a partnership with the community to work toward these goals. This was achieved with the help of contributors, the media, staff, an expanded volunteer base and adopters.

At the conclusion of the Adoption Pact's first year it is clear that the animals have benefited, the community has benefited, and local government has profited through the reduction of costs normally incurred in killing animals. Thanks to the Pact, The San Francisco SPCA is saving more animals than ever, and the city of San Francisco can proudly claim to have the lowest per capita euthanasia rate of any city and county in the country. This has been accomplished in one of the most culturally and economically diverse urban areas of the United States. It was done without resorting to coercive or punitive government mandated programs. And it was done without cost to the taxpayers.

As the Society commits itself to the Adoption Pact for the next year and into the next century we are reminded of the words of a wise person who once said, "Most people don't recognize opportunity, because it is often disguised as hard work." The Adoption Pact represents a great deal of hard work successfully completed and tremendous opportunity yet to be realized.

For further information, contact the San Francisco SPCA, 2500 Sixteenth Street, San Francisco, CA 94103-6589, 415-554-3000.



**A**lpha Affiliates, Inc., an all-volunteer non-profit organization dedicated to promoting the benefits between people and animals. Alpha Affiliates maintains a Registry of Pet Visitation/Therapy Providers, publishes Alpha Bits, a quarterly newsletter that reviews events, includes news, and cites literature related to human-animal interactions. Materials available include: Animal/Child Abuse brochures, *Alpha Bits*, Durable Power of Attorney for Pet Care, and their most recent video "Making a Difference: Animal-Assisted Visitation/Therapy Presentation Techniques." "Making a Difference" is an excellent "How To" tape. It is a useful tool illustrating, in detail, the principles and procedures important to the safe and successful utilization of small animal visits to nursing home residents, hospital patients, and clients.

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When you suspect

**ANIMAL  
ABUSE**



**LOOK  
and  
LISTEN  
for  
possible  
CHILD  
ABUSE**

## More on vegetarian diets for dogs

**I**n the Spring '95 *Latham Letter*, we reprinted a study from *Animal Health News and Feature TIPS* (a quarterly publication for editors, writers & broadcasters from the American Veterinary Medical Association, reporting that well-meaning dog owners may be doing more harm than good by feeding their dogs an all-vegetable diet.

It has since been suggested that vegetarian diets for dogs (and cats) are as safe and healthful as meat-based diets, if they are supplemented with Vegedog or Vegecat powder. (Available from Harbingers of a New Age, 717 E. Missoula Ave., Troy, MT 59935.) Some veterinary nutritionists also recommend supplements of two amino acids, L-carnitine and taurine, which are available at health food stores.



*The Latham Foundation endeavors to comply with a clearly expressed mandate given by its founder, Edith Latham: "To promote, foster, encourage and further the principles of humaneness, kindness and benevolence to all living creatures..."*

global education.

Humane education is a field with a long pedigree and with ambitions that go far beyond classroom consideration of humanity's relationship to non-human animals. "The humane education movement is a broad one," wrote Sarah Eddy in *Friends and Helpers* (1897), "reaching from humane treatment of animals on the one hand to peace with all nations on the other. It implies a step beyond animal rights. It implies character building. Society first said that needless suffering should be prevented: Society now says that children must not be permitted to cause pain because of the effect on the children themselves."<sup>1</sup>

Witness, too, the claims made for humane education by the U.S. National Parent-Teacher Association Congress in 1933:

Children trained to extend justice, kindness, and mercy to animals become more just, kind and considerate in their relations with one another. Character training along these lines in youths will result in men and women of broader sympathies; more humane, more law-abiding - in every respect more valuable - citizens. Humane education is the teaching in the schools and colleges of the nations the principles of justice, goodwill, and humanity toward all life. The cultivation of the spirit of kindness to animals is but the starting point toward that larger humanity that includes one's fellow of every race and clime. A generation of people trained in these principles will solve their international difficulties as neighbors and not as enemies.<sup>2</sup>

In the 1980's, a decade when global environmental issues soared into prominence, humane educators began to more readily recognize and explore their commonality of interest with the environmental educator. The new-found interest in wider environmental concerns was clearly signalled in 1988 when



PHOTO CREDIT: G. M. LITTLEJOHN

Storefront in Kathmandu, Nepal

the Humane Society of the United States, one of the most influential humane organizations globally, renamed its educational arm the National Association for Humane and Environmental Education (NAHEE). The current working definition of humane education offered by NAHEE reaffirms the broad focus of concerns and broad scatter of goals embraced by humane educators over the last hundred years:

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*Society first said that needless suffering should be prevented:  
Society now says that children must not be permitted to cause pain because of the effect on the children themselves.*

---

Humane education involves far more than the teaching of simple animal-related content. It is a process through which we : (1) assist children in developing compassion, a sense of justice, and a respect for the value of all living creatures; (2) provide the knowledge and understanding necessary for children to

behave according to these principles; and (3) foster a sense of responsibility on the part of children to affirm and to act upon their personal beliefs.<sup>3</sup>

A similar melding of environmental, animal and human-related concerns is evident in the pronouncements of U.K. humane educators in recent years. "Humane education is a vast

subject area covering our treatment of animals, each other and the Earth we live on," writes Cindy Milburn. "Its objective is to achieve compassionate change which challenges the selfish and anthropocentric attitudes that have encouraged exploitation of each other, animals and the world to the point where we are now threatening our very survival on this planet. Humane education aims to provide the basis for responsible planetary citizenship."<sup>4</sup>

Having conquered most of Britain, the Romans looked northwards to places such as the Hebrides and the Shetland Islands and referred to them as "Ultimate Thule," the far-away, unknown, region. Within the constellation of "educations" which global education can be said to embrace - development, environmental, human rights and peace education, to recite four of the principal ones - humane education enjoys such a position. It is noticeable by its absence from the theoretical literature, curricula and programs of each education. It is below the horizon. Beyond the pale. It is my contention that the interface - the degree of "family likeness" but also the tensions and conflicts - between humane education and each of the fields should be openly and honestly explored. At the very least, it

will sharpen our understanding of the basis upon which proponents of each field lay claim to a place in the school curriculum. But it may do more. In the process we may all discover new friends. A 1991 survey of Canadian animal advocates by Canadians for Health Research found that "they were likely to be involved with other movements: the environment (98 per cent); civil rights (88 per cent); anti-apartheid (86); feminist(83); anti-war (83); students rights (70); and gay rights (58)."<sup>5</sup>

The next two sections of this article are given over to some initial exploration of the relationship between humane education and two of the "educations" that form part of the "known" world of the global educator.

## Humane Education and Human Rights Education

Humane education was given new momentum, and attracted new adherents, in the 1980's as a result of increased interest in, and activism on behalf of, animal rights. The animal liberationists, critiquing the claim to specifically human rights as speciesist, taking the intrinsic value of each sentient being as their point of departure, and condemning society as predicted upon the abuse and exploitation of animals, not only gave a sharper political and status quo critical dimension to the field but also exposed the rifts there had long been within the ranks of humane educators between those espousing rights and welfarist positions. By focusing upon concepts such as abuse, cruelty, exploitation, oppression and rights, they also paved the way for a future dialogue with those working in contiguous or overlapping fields such as education for race and gender equity and human rights education.

The 1990's is turning out to be the decade in which animal liberation theorists drive home their attack on the species exclusivity of human rights doctrines. Animal liberation-

ists maintain that the two principal pillars upon which the claim to human rights is built—that, as sensate creatures, we must be protected from pain and that, as reasoning beings with a conscience, a sense of history and progress, and sophisticated forms of understanding and communication, we are entitled to special protection—are deeply flawed. In the first place, they argue, there is overwhelming evidence to show that non-human animals feel pain too and are not the unfeeling automata that Descartes held them to be.<sup>6</sup> In the second place, it is clear that any test we propose to separate human and non-human animals will be failed by some humans. Yet we extend our rights protection to humans that do not, and cannot,



*Geese at Hutterite Farm, Ravenscrag, Saskatchewan, Canada*

possess the special characteristics claimed for humans; the retarded, the senile, the insane. This, set alongside society's effective rejection of rights for animals possessing many of the characteristics we would hold as quintessential "human" (and, indeed, our tendency to most exploit animals that come closest to us physiologically and behavioral; for example the widespread use of the chimpanzee in laboratory tests) is "speciesism," pure and simple, and it is as indefensible as the most blatant racism.<sup>7</sup>

The animal rights school, however, has some serious and daunting questions to answer. Do all non-human animals have rights and, if so, do they all possess them to the same extent? If sentience is a key determinant in the possession of rights, are the rights of species to be graded according to degree of sentience? If so, is it morally worse to kill and eat a rabbit (highly sentient) than to boil and eat a dozen oysters (minimally sentient)? Where do the tsetse fly, the malarial mosquito, the locust, the tapeworm and myriad organisms that invade our bloodstream and make us ill stand in the animal rights landscape? Also, how do animal liberationists square their belief in an animals' right to life with the realities of nature in which many animals survive by killing others. Does such a philosophical position place on us the moral obligation, impossible to fulfill as it may be, of protecting the mouse from cat? What of plant rights? Then there are questions surrounding exactly what rights are being claimed

for non-human animals. Clearly, animal rights proponents are not claiming that animals should enjoy an array of rights similar to that claimed for human beings in the Universal Declaration of Human Rights of 1948 (for example, the right to a fair trial, the right to political asylum, the right to form and join trade unions). But do they agree with Richard Stanford who writes: "when I speak of rights for animals, I refer to two very specific concepts:

*HUMANE EDUCATION, continued on next page*

## THE RIFTS IN THE RANKS OF HUMANE EDUCATORS

### *The Animal Rights Perspective*

Animals have intrinsic value; they are not there to serve human ends; they should not be used as such.

Animals possess rights, including the right to life and freedom from cruelty; they should be freed from the systematic oppression meted out to them by human beings.

### *The Animal Welfare Perspective*

It is morally defensible to use animals for human ends but only if their welfare and well being is, as much as possible, ensured at all stages of their lives.

The treatment of animals matters in that animals merit respect; ill-treatment undermines the basis of our own claim to rights by undermining our dignity and humanity.

the right to life and the right not to be tortured?"<sup>8</sup> If they do, how helpful is such a statement anyway? One view would be that it is too vague to be helpful in resolving particular and practical conflicts between the rights of humans and the rights of other species or in offering guidance to humans on how to behave towards the wider animal world. Another would be that its very strength as a statement lies in its vagueness in that, once acknowledged as a general standard to guide our conduct, it will prompt ongoing moral reflection as day-to-day situations arise.<sup>9</sup>

The objections raised by animal liberationists concerning the basis of the claim to exclusively human rights have not yet found their way into the deliberations of human rights educators or into the programs and materials they have devised to bring human rights education into the school. A recent compendium on human rights education, published under the auspices of the Council of Europe makes no reference to the challenge to human rights emanating from the animal rights school. Similarly, a recent seminal work on citizenship education,<sup>10</sup> a field that overlaps considerably with human rights educa-

tion, contains no reference to the reconceptualization of citizenship that could be held to follow from biocentric ethic or consideration of bioregionalism. There is a self-reflexive tendency here which is probably to the disbenefit of human rights (and citizenship) education. An open dialogue would at the very least challenge assumptions, sharpen understandings and open up a rich new seam of controversial issues for the classroom agenda. In an evaluation of the impact of humane education materials in U.K. schools, researchers from the National Foundation for Education Research report the comments of one secondary teacher whose human rights program was considerably enhanced by using "student friendly" animal rights issues as an entree to the area of human rights: I came to the conclusion that animal rights/animal issues were something that young people were immediately attracted by. It was something that was of great interest to them, whereas when I tried out or colleagues tried out courses or activities linked to human rights, we sometimes felt that wasn't very successful ... human rights was difficult for youngsters because ... they just didn't have the background, they

don't necessarily read newspapers, they don't necessarily look at the news and they have a very sketchy background knowledge of world issues and world affairs or even things that are going on in their own locality but, at the same time, they do have an interest in things like animal welfare—that is something which is immediately accessible to them and that was worth a try, as a way into something which we had designated as important - the whole area of human rights and citizenship and community issues and rights and responsibilities. We wanted another way into that.<sup>11</sup>

## Humane Education and Environmental Education

Within the United Kingdom, Stephen Sterling notes, "one of the key traditions that fed into what became environmental education was rural studies" which, until early 1970's, "did much good work in introducing children to basic concepts of animal welfare, growing plants, food production and ecology." With increasing pressure on the curriculum and within a context of rising environmental concern, rural studies proponents and practitioners sought to coalesce their interests with those of environmental education as "something of a survival strategy." The net result was that rural studies was submerged within the larger field. "With the demise of rural studies - and the move away from direct contact with animals and plants - animal welfare has pretty much dropped out of the concerns of environmental education".<sup>12</sup>

In the 1980's Green Thinking inspired many humane educators in its call for a new ethical system embracing our relationships not only with other human beings and with human society, but also with the natural environment in all its organic and inorganic manifestations. Biocentric egalitarianism, a central principle of green thinking,

seemed to accord well with the sentiments of humane education in its emphasis on the intrinsic and equal value of the nonhuman world. It accorded less well with individualistic focus of the animal liberationist in that woven into the principle is the idea that "the good of biotic community" is the yardstick for measuring "the value of individual organisms or species, and of the rightness or wrongness of human actions."<sup>13</sup> Thus another potential animal rights/welfarist thrust within environmental education was lost in the 1980's when environmental organizations steered away

which impose obligations on us. In fact, animals are no more bits of the environment than residents of a village are. Both, rather have an environment, in which they pursue their lives."<sup>15</sup> Or, as Patty Finch puts it: "We need to remind environmental educators, who are often predisposed to the humane ethic, that without humane education, environmental education reaches the mountains, but not the trapped coyote; the oceans, but not the aquarium-bound whale; the Arctic, but not the clubbed seal; the cities, but not the stray dog; the open ranges but not the cinched rodeo horse; the farmlands, but not the crated veal calf; the endangered species, but not the abused animals."<sup>16</sup>

It is unmistakably the case that many topics addressed by the humane educator have environmental impact. Trapping and the international trade in animals threatens ecosystems; slurry from intensive farming is held to be the major pollutant of rivers and underground water; hundreds of miles of European hedgerows

have been ripped out to grow feed for factory-farmed animals; escapees from fur farms have had a significant, often adverse, effect on local environments; methane from cattle herds is a significant contributor to global warming.

Extending the same point, there is the risk that the contribution an animal rights/welfare perspective can make to achieving the environmentally sustainable society, principally through proposing vegetarianism and veganism as alternatives to current patterns of food consumption,<sup>17</sup> will be overlooked within environmental education programs and materials.

Lack of dialogue may mean that potential areas of tension between humane and environmental interests will be left unaddressed. For

instance, growing environmental awareness in the late 1980's led to demands for eco-friendly products and more stringent food safety standards. This, in turn, led to a tenfold increase in the number of animals being used in toxicity testing between 1987 and 1990. As Michael Balls, Director of the Fund for the Replacement of Animals in Medical Experiments, declared: "It is not particularly easy to be 'green' and anti-vivisectionist."<sup>18</sup>

There is mounting evidence that school students feel very strongly about animal cruelty and abuse. On the basis of "starting where the shoe hurts," an exploration of animal welfare and rights issues may be the entry point to a wider environmental consciousness for many young people.

While recognizing that environmental educators might eschew animal rights and welfare issues for pragmatic reasons (fear of the "crank" or extremist image, or fear of handling issues that come very close to, indeed enter, the home), any educational expression of a biocentric ethic will necessarily involve a welding of humane and environmental education. "We need to articulate an ethical principle able to embrace and integrate concerns both for animal welfare and health of the environment," concludes David Cooper." This is not easy. A utilitarian principle of minimizing the suffering of sentient creatures has nothing to say directly about the treatment of non-sentient Nature. A 'stewardship of the earth' principle, on the other hand, cannot *per se* furnish arguments against vivisection or the Draize test. The plea is that this particular revolution embrace the cause of all animals before the momentum is lost."

*David Selby teaches in the Faculty of Education, University of Toronto, and is CoDirector of the university's international institute for Global Education. His book, Earthkind.*

*HUMANE EDUCATION, continued on next page*



PHOTO CREDIT: RAY CROMIE

from the "endangered species" approach they had earlier promoted in favor of a more thoroughgoing "ecological" approach.<sup>14</sup> The renaming of the World Wildlife Fund as the World Wide Fund or Nature is indicative of this trend. Two fields which have a "family likeness" of the nuclear rather than extended kind have, thus drifted apart.

There are a number of worries here. There is the danger that in altogether commendable pursuit of holistic, ecological goals, environmental educators lose sight of the needs and rights of a particular species and of particular members of each species. "To regard animals primarily as parts of the environment," writes David Cooper, "is to reduce them, and not see them in terms of their possessing rights

A Teacher's Handbook on Humane Education (Trentham Books) was published in 1994.

*Reprinted courtesy of Green Teacher: Education for Planet Earth. Green Teacher is published five times during the school year. Subscriptions: Canada Cdn \$27 per year; US\$27 per year. US: P.O. Box 1431, Lewiston, NY 14092. Inquiries to 95 Robert Street, Toronto, ON, Canada M5S 2K5. Telephone 416-960-1244. The second article in this two-part series by David Selby is available directly from Green Teacher.*

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SHADOW, *continued from page 11*

mourning Shadow's death, I was moved to eulogize him in the presence of my large and stalwart congregation. Present at services that day was a longtime congregant, himself a Veterinary School Professor and Dean, who coaxed me into committing my message to paper.

Shadow's attributes recommend themselves for emulation, I suggested to my prayer-community. Our worth as individuals, our sense of ourselves, the quality of our relationships and the value of our contributions to *Tikkun Olam*, the repair of the world, would all improve, said I, if we were to put increasingly into action the kinds of qualities that Shadow, the Dog, manifested throughout his life. Honing in on specifics, I emphasized the following:

- loyalty, trustworthiness, reliability, steadfastness
- good-natured friendliness
- patience, long-suffering tolerance
- expressiveness, demonstrativeness, responsiveness to affection, unconditional love
- protectiveness, devotion to others
- sensitivity, gentleness (combined with an appropriate measure of toughness)
- a trusting spirit (combined appropriately with cautiousness, vigilance, watchfulness)
- good and instinctively caring companionship
- smartness and "seichel" (Hebrew and Yiddish for "common sense")
- having a bark worse than a bite
- strength and stamina
- courage (combined with an appropriate recognition of discretion sometimes being "the better part of valor")
- impishness (coupled with a touch of conscience)
- contentedness with one's lot (though one friend maintains that, given another life after this earthly one, she might elect to return as Shadow, considering that he was well cared and provided for, much loved and had free reign in our home, including sleeping

on our bed, whether in our absence or presence).

Doubtless, many dogs, and some humans, too, are endowed with Shadow's considerable gifts; not for a moment do I imply that they were uniquely his. Rather, in memorializing dear Shadow let me conclude with the hope that these canine qualities will come more and more to typify the outlook and behavior patterns of us, God's human children.

How sorrowful and bereaved we were to see Shadow go. Terribly weak and in visibly severe pain, he suffered badly from the maladies that are the concomitants of old age. At home that final morning, and at the Veterinarian's office, we bade him our last gentle and loving farewell. Rob, the significant-other of our eldest daughter, Marcy, brought along a bagful of grapes for Shadow to munch. Shadow had always had a special penchant for grapes, but they never agreed with his digestive system, compelling us to eliminate them from his diet.

As the doctor compassionately administered the painless, lethal injection, we stayed with Shadow and held him, to the very end. We felt sad. Very sad. Yet we were relieved, too, that he was no longer suffering, that he was free of pain.

We still remember him, with joyful and loving reminiscence. His ashes, stored temporarily in a small urn, await burial. Rob ordered a simple yet beautiful gravestone/marker, inscribed with Shadow's name and years. At Yahrzeit time this August, 1995, our family will come together to inter his ashes in the tranquil, lakefront countryside of New Hampshire.

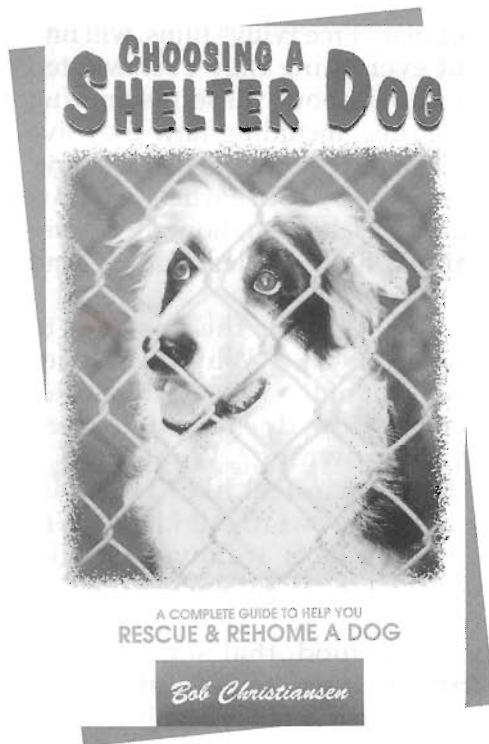
Shadow's gifts and strengths, we hope, will somehow be recycled—in us, in others, in the world around.

*Rabbi Albert S. Axelrad is Chaplain and Hillel Director at Brandeis University in Waltham, Massachusetts. Latham thanks Franklin M. Loew, D.V.M., Ph.D., Dean of Tufts University School of Veterinary Medicine, for bringing this eulogy to our attention.*



## MEDIA REVIEWS

### *Choosing a Shelter Dog: A Complete Guide to Help You Rescue & Rehome a Dog*



Local shelters are temporary homes to millions of lovable, adoptable, misunderstood dogs. *CHOOSING A SHELTER DOG: A COMPLETE GUIDE TO HELP YOU RESCUE & REHOME A DOG*, by Bob Christiansen, takes potential dog owners through the process of selecting, training and caring for an adopted dog. This comprehensive book will provide answers to the questions of caring for the special needs of these much maligned creatures and dispel the myths that surrounds them. *Choosing a Shelter Dog* will help people determine if a shelter dog is right for them and inform them about their true nature. Anyone considering adding a dog to the family can discover the joy of owning a shelter dog with the aid of this book.

*Choosing a Shelter Dog* explains that dogs are often victims of circumstances beyond their control —

perhaps they went roaming and became lost or their owners were unable to live up to their responsibilities — and as a result they end up in a cage longing to be in a good home. *Choosing a Shelter Dog* provides information to help adopters make an informed choice and special handling techniques to deal successfully with any emotional trauma that may have occurred.

According to Christiansen: "To successfully adopt a shelter dog you must know ahead of time what to expect. You must carefully plan and be prepared for the responsibility and commitment of ownership and be willing to work out any problem that may arise. The effort can be very gratifying."

The book helps people:

- Understand the true nature of shelter dogs
- Decide if a shelter dog is right for them, and feel comfortable with their choice
- Introduce techniques to prevent and solve problems associated with shelter dogs
- Care for their dog's health and well-being
- Train their dog using positive, gentle methods
- Create a strong, loving environment to strengthen the human/animal bond
- Succeed in bringing a shelter dog into its new "human pack."

Author Bob Christiansen has devoted his career to improving the relationship between dogs and their families through educational classes, writings, and advanced training.

#### *Choosing a Shelter Dog*

Bob Christiansen

140 pages - \$12.00

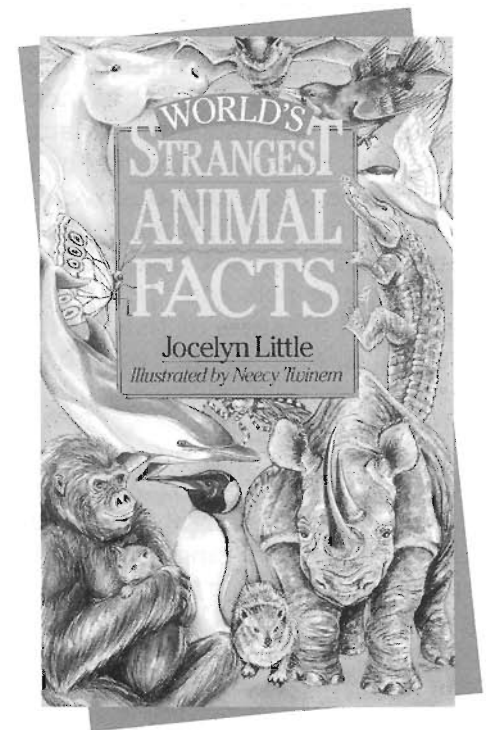
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### *World's Strangest Animal Facts*



From monkeys that work in banks to lizards that walk on water, and from ostriches that herd sheep to a psychic horse that made headlines by directing police to the site of a body of a boy who had been missing for two years, *WORLD'S STRANGEST ANIMAL FACTS* contains hundreds of amazing anecdotes and curious characteristics of the animal kingdom.

Find out when and where four-legged whales roamed the earth, and why cats don't like to get wet, and why the common housefly is the most dangerous insect in the world. Meet birds that bark like dogs and meow like cats, bees that create air-conditioning for their hives, geese that fly backwards, and ants that bake their own bread. Delight in thrilling stories of people saved from certain death by dolphins, porpoises, a giant sea turtle, a horse, birds, and even jellyfish, and shudder at terrifying tales of

*MEDIA REVIEWS, continued on next page*

murderous giant squids, fish that weigh six hundred pounds, and worms that measure four feet in length and three quarters of an inch in diameter. From unusual mating rituals and defense mechanisms to bizarre human-like traits and seemingly "miraculous" behavior, the assortment of remarkable facts found here will intrigue and surprise you. Realistic drawings help bring these fascinating discoveries to life. Long-extinct dinosaurs and rarely seen deep sea creatures, familiar house pets and "pesky" insects, and all sorts of fish, birds, mammals, reptiles, and even bacteria are included in this fun filled wondrous menagerie.

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Jocelyn Little

Illustrated by Neecy Twinem

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**KO-KO THE CHOW CHOW**

Good, basic information about Chow-chows and dogs in general told from Ko-Ko's point of view. This book, the first in a series, is appropriate for children in elementary school. Written by an Army Captain and beautifully illustrated by Leigh Capps, it includes history and geography lessons. Upcoming Ko-Ko the Chow Chow series titles include:

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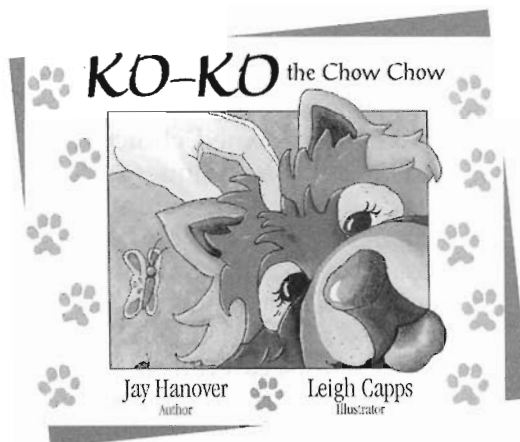
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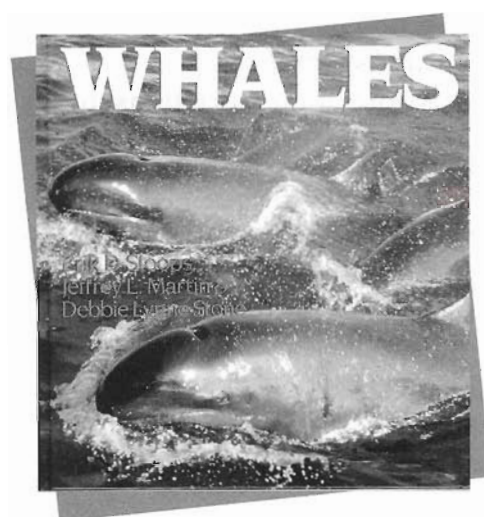
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**WHALES**

This is the closest kids will ever get to a whale without getting wet.



With its amazing, full-color, close-up photos and a fun-filled but understandable question-and-answer format, **WHALES** introduces kids to the Blue, Beluga, and Humpback whales, and all their relatives. Kids whose interest and concern has already been stimulated by the very popular "Free Willy" films, will find out everything they ever wanted to know about these fascinating creatures, including how they live in water even though, like humans, they need to breathe air, how and what they eat, how they sense things, have babies, and defend themselves.

They'll learn the answers to questions like: Why do whales jump out of the water? Are whales smart? How does a whale keep from drowning? What does a whale's skin feel like? How fast can whales swim? All kinds of interesting facts are revealed, like that whales can see in the dark, that they can go for several months without food, that some whales have no teeth, that dolphins and porpoises are really small whales, and why scientists think the whale's ancestors lived on land.

Very importantly, kids will discover the terrible truth that people are the whale's most dangerous enemy, and they'll find out what can be done to help these beautiful, intelligent — and endangered — mammals.

If you buy no other facts-of-nature book for present giving, get this one. It's outstanding.

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Debbie Lynne Stone

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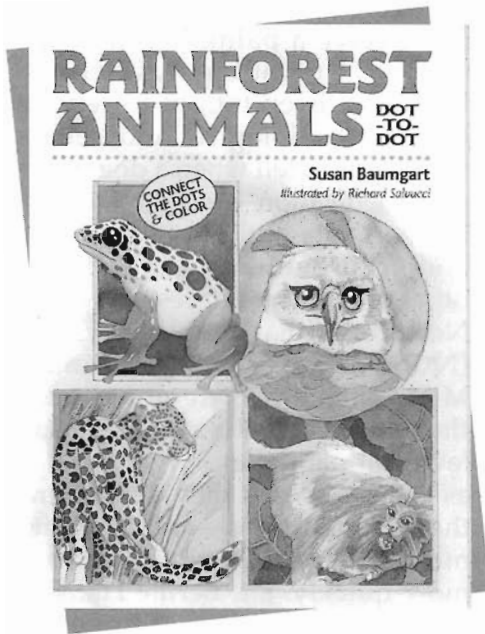
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## Rainforest Animals Dot-to-Dot

A fun and educational way for kids to learn about the plight of the rainforest.



Tropical rainforests are home to some of the most fascinating animals in the world. Now kids have the opportunity to meet some of these intriguing creatures — if they connect the dots in the right order. With Rainforest Animals Dot-to-Dot and a pencil, pen, marker, or crayon, kids can bring to life an anaconda, chimpanzee, flying squirrel, jaguar, red piranha, tarantula, and other birds, mammals, insects, and reptiles.

Each two-page spread in this 8-1/2 by 11" book features the dot-to-dot picture, the animal's name (and if necessary, how to pronounce it), its size, where it lives (both the part of the world and the part of the forest), what it eats, notes on its coloring, and other interesting information. Included for many of the animals is a small dot-to-dot and a fill-in-the-blank of the food it eats. All kinds of incredible facts are revealed such as that War Spider Monkeys hold tails the way humans hold hands, that a person can die from just touching an Arrow Poison

Frog, that almost one-third of all known types of animals in the world are beetles, and that an Okapi's tongue is so long that it uses it to clean its eyes and eyelashes!

A brief introduction about rainforests explains what they are like, where they are located around the world, and how humans are interfering with their natural cycles. Sadly, humans have been destroying the rainforests at a frightening pace. Along with the trees and plants that are cut down, the animals that depend on them for food and shelter are dying too. Hopefully, by completing these dot-to-dots and learning about these many varied animals, kids will grow up with a respect and appreciation for the wonders of nature that will make them want to help preserve the rainforest — and the world.

### Rainforest Dot-to-Dot

Susan Baumgart  
Illustrations by Richard Salvucci  
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### Cat Behavior 101 — A Series of Three Videos

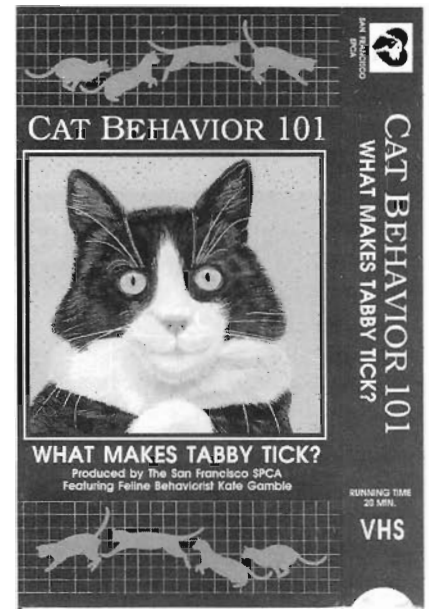
These three videos, produced by the San Francisco SPCA, make it easy to understand and relate to that mysterious, maddening, marvelous cat in one's life. As I watched the 20-30 minute tapes, I immediately thought of several persons who share their lives and homes with cats who need to see them — both humans and cats would benefit.

All three tapes in the Cat Behavior 101 series are full of useful, down-to-earth, easy-to-use information. And for those whose felines have specific behavior problems — spraying, litterbox avoidance, aggressive behavior, or problem

scratching — these tapes are a must.

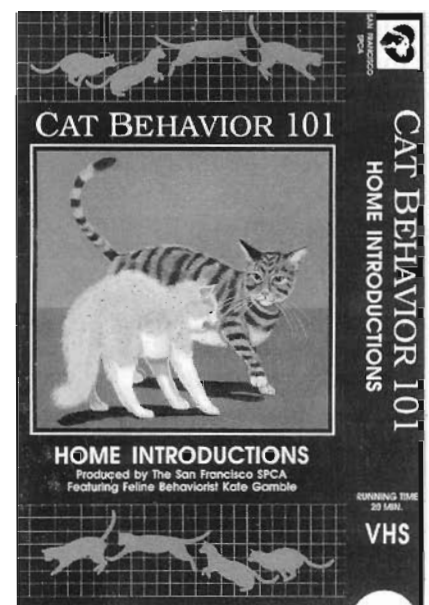
These insightful tapes include:

#### Tape One: What Makes Tabby Tick?



Explore the reasons why territory is of utmost importance to cats and why changes and threats to territory are the biggest source of cat behavior problems. Running time 20 minutes

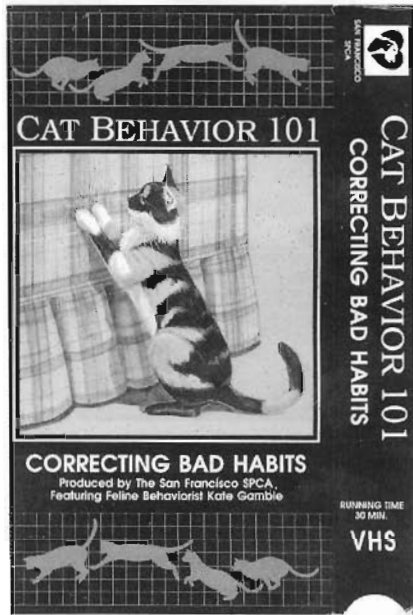
#### Tape Two: Home Introductions



MEDIA REVIEWS, continued on next page

Learn how to establish a new cat in the home, how to introduce a new cat to resident cats or other pets, and solutions for dealing with a cat's aggressive behavior toward its owner or other cats. Running time 20 minutes.

**Tape Three:  
Correcting Bad Habits**



Discover why cats scratch, spray, and stop using the litterbox — and learn how to correct these misbehaviors via easy-to-follow, step-by-step instructions. Running time 30 minutes.

The tapes feature feline behaviorist Kate Gamble and the proceeds from Cat Behavior 101 are used for the medical treatment and rehabilitation of sick, injured, and infant cats at the San Francisco SPCA.

*Suggested retail price:*

\$14.95 per tape or

\$34.95 for the set

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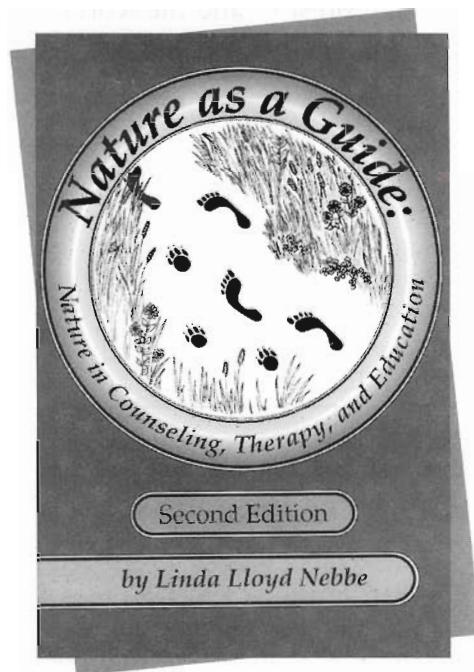
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**Nature as a Guide:  
Nature in Counseling,  
Therapy, and Education**

(Second Edition)

A well-read, dog-eared copy of this book belongs in the hands of every elementary school counselor, teacher, or naturalist. Even the most experienced will be interested in the practical material in this book, which is referred to as "nature therapy," but is more than therapy. NATURE AS A GUIDE includes rationale, practical application techniques, and forty-two activities that focus on interaction with animals, horticulture, and the environment. Featuring clear guidelines for implementation, this is an extremely valuable tool.



Humans have an innate emotional affiliation to the natural environment. Human identity and personal fulfillment depend on our relationship to nature. Author Linda Lloyd Nebbe, a practicing elementary school counselor and member of the Latham Foundation's Humane Education Advisory Committee, shares knowledge about this natural connection in a unique and useful form.

**NCSU Researchers  
Find that Dogs Need  
Pain Medications, Too**

If you had your dog spayed recently, chances are she didn't receive a painkiller after the surgery. Up until now, veterinarians have been taught to rely on certain physiological and behavioral signs to tell when a dog needs pain medication — e.g. an increase in heart rate and blood pressure, and crying out, signs that dogs don't often give. But researchers at North Carolina State University's (NCSU) College of Veterinary Medicine have demonstrated that dogs often have distressing levels of pain after surgeries such as spays—even if they don't show the expected signs—and that pain medication helps them recover more quickly. Dr. Bernie Hansen, NCSU visiting assistant professor of medicine, and Dr. Elizabeth Hardie, NCSU associate professor of surgery, have conducted a series of studies beginning in 1989 to document the use of pain medications after surgery as well as to show the effectiveness of different narcotics. Their findings already have resulted in the veterinary college dramatically changing its approach to pain control during the past five years. In addition, veterinary students are now taught to make pain management part of every animal's care plan.

Contact: Dr. Elizabeth Hardie,  
919-829-4352,  
or Dr. Bernie Hansen,  
919-829-4200 X 780.



**Nature as a Guide:  
Nature in Counseling, Therapy,  
and Education**  
(Second Edition)

Linda Lloyd Nebbe

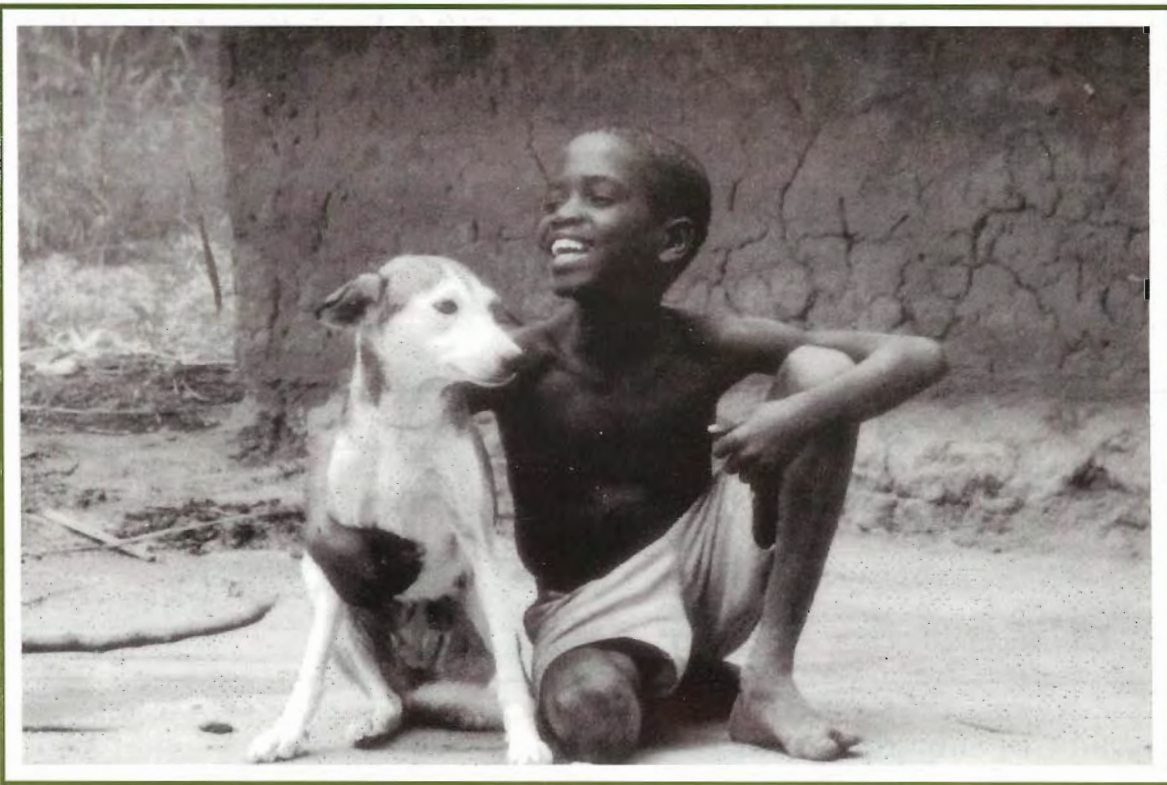
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