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# Latham Letter

VOLUME XXII, NUMBER 4

FALL 2001

PROMOTING RESPECT FOR ALL LIFE THROUGH EDUCATION

Single Issue Price: \$5.00



*On the left is the video transmission of students that Carol Buckley (shown in the screen on the right) was seeing in her office 1400 miles away.*

## Humane Education's Radical New Era

*Exciting new opportunities on the worldwide web*

See page six



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Research in Calgary Explores the Links Between Animal Abuse and Domestic Violence ..... page 14

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# The Latham Letter

Vol. XXII, No. 4, Fall 2001

Balanced perspectives on humane issues and activities



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

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### *Edith Latham's Mandate*

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



# Editorial

## Survey Results

by Hugh H. Tebault, III, President

This *Latham Letter* includes research on the links between animal abuse and domestic violence in Calgary, Alberta Canada. The study confirms and expands on past research and provides the basis for reducing both animal abuse and other forms of family violence through a coordinated approach to early intervention and prevention. We might tend to think that such cooperative programs would be successful by their very nature. However, these days, survey results seem to hold more power than common sense does.

Surveys are interesting tools of communication. Increasingly in our daily life we hear reports about a survey on health issues, crime, sex, and about every other subject we can think of. Daily news often relies on reporting surveys as news – but is it really news or simply a reflection of how the questions made someone feel?

What do the endless streams of data coming from so many surveys really mean?

### SURVEY FOR SURVEY'S SAKE

I attended a community school district meeting recently to hear reports of a school safety survey funded by tobacco settlement money. During the several hours of discussion, the school district described the survey, how it was done, what the questions were, and the percentages of responses. I then listened to many of my neighbors talk about their feelings related to the survey.

I was impressed first by how little real information was gathered. There were no facts presented by the school district on safety at all. Their presentation did describe handing out a questionnaire that asked how students and teachers felt about a subject and then presented the results as if it represented facts.

The common sense expressed by the speaker was that schools are to be a learning place with respect for all students and teachers. The schools have rules on acceptable behavior, and if there were violations, there should be consequences. If there are people breaking the rules, they should be dealt with. This presentation didn't provide information about whether or not anyone violated current school rules. In short, they had simply funded a survey that asked how some people felt.

### SURVEY TO DOCUMENT SUCCESS

This issue as well as previous *Latham Letters* present different types of surveys. In the Spring 2001 *Latham Letter*, Craig Daniell, Director of Investigations for the Ontario Canada SPCA, analyzed the 2000 Province-Wide Women's Shelter Survey. In this issue Sue C. McIntosh explores the links between animal abuse and domestic violence in Calgary. It is encouraging to see how many cooperative programs have been initiated thanks in part to surveys that document need and success.

I believe the failure to recognize the benefit of cooperation is an example of the human inclination to not see the bigger picture and focus only on what you choose to see. The terms "Not In My Back Yard," NIMBY or Not Invented Here, NIH are used to describe this phenomenon. Why is it so hard to get a simple idea of helping your neighbor out?

As you read about the success and potential of cooperative programs between animal and domestic violence shelters, think how your work with other agencies and groups in your community could help you increase your success. I would love to hear your ideas and stories of how you or your organization is increasing your success, please write me at [Htebault@Latham.org](mailto:Htebault@Latham.org) via email, or Hugh Tebault, The Latham Foundation, 1826 Clement Ave., Alameda, CA 94501.



## *Dear Latham:*

Thank you so much for the wonderful book *Teaching Compassion*. It is just great and full of valuable and creative information that I can use in my program "Pet Licks." (Licks = love, Information, Care, Kindness and Safety.) The program is a rural community awareness program promoting pet care and safety. We use research and educational material provided by the local humane societies, veterinarians, animal trainers, and the Humane Society of the United States.

My desire is to teach compassion early, before children become desensitized to animals and their needs. I begin with three to four-year-olds, focus primarily on five to six-year-olds, and am trying to expand the program to reach all children up to twelve years old.

Our humane society gives out a copy of my poem with each adoption.

*B. Wells*  
*Paducah, KY*

## *Come Back Little Boy*

Bursting with love and excitement that day  
As you brought home your puppy and took him to play,

The hours in the sun and the time by the lake  
As your brown ball of fluff grew into "Big Jake."

He slept in your bed and stayed by your side  
And always would find you each time you would hide.

But now you have friends and places to go  
And Jake sits alone and he doesn't know,

What he has done wrong and where you have gone  
Now he stays in the yard from dusk until dawn.

Alone and confused at the end of his chain,  
He watches the door as he waits in the rain.

He barks and he whimpers but no one will come,  
His spirit is broken as he sits in the sun.

Mom says, "He sheds," as she throws him a bone,  
Another day lost ... sad and alone.

As he sleeps in the dirt, he yips with delight,  
As he dreams of the boy he slept with at night.

Come back, Little Boy. Remember big Jake  
And the happier times spent down by the lake.

Think of him when you're gone for the day  
And his puppy dreams of friendship and play.

But it's not too late.

His eyes can still dance and his spirit can mend  
If you'll open your heart and remember your friend.

## *Dear Latham:*

It's a pleasure to enclose this copy of the winning poem in our **Animals In Poetry** anthology collection.

*Scylla Liscombe, Production Director and*  
*Justin Spring, Artistic Director*  
*SOULSPEAK/*  
*Sarasota Poetry Theatre*  
*www.soulspeak.org*

## *The Owl*

*by Barbara Drake*  
*Yamhill, Oregon*

The owl swiveled its head  
and looked at me  
from the shelf inside the cabin  
in the light of my flashlight.

A small owl from the woods  
had come in the window  
while I was gone.

I grabbed a downfilled jacket  
and cast it around the bird's body,  
picking it up and carrying it out  
to the porch.

It didn't struggle  
or try to bite me. I could feel  
how light it was,  
the down of its small bony body  
and its hot featheredness.

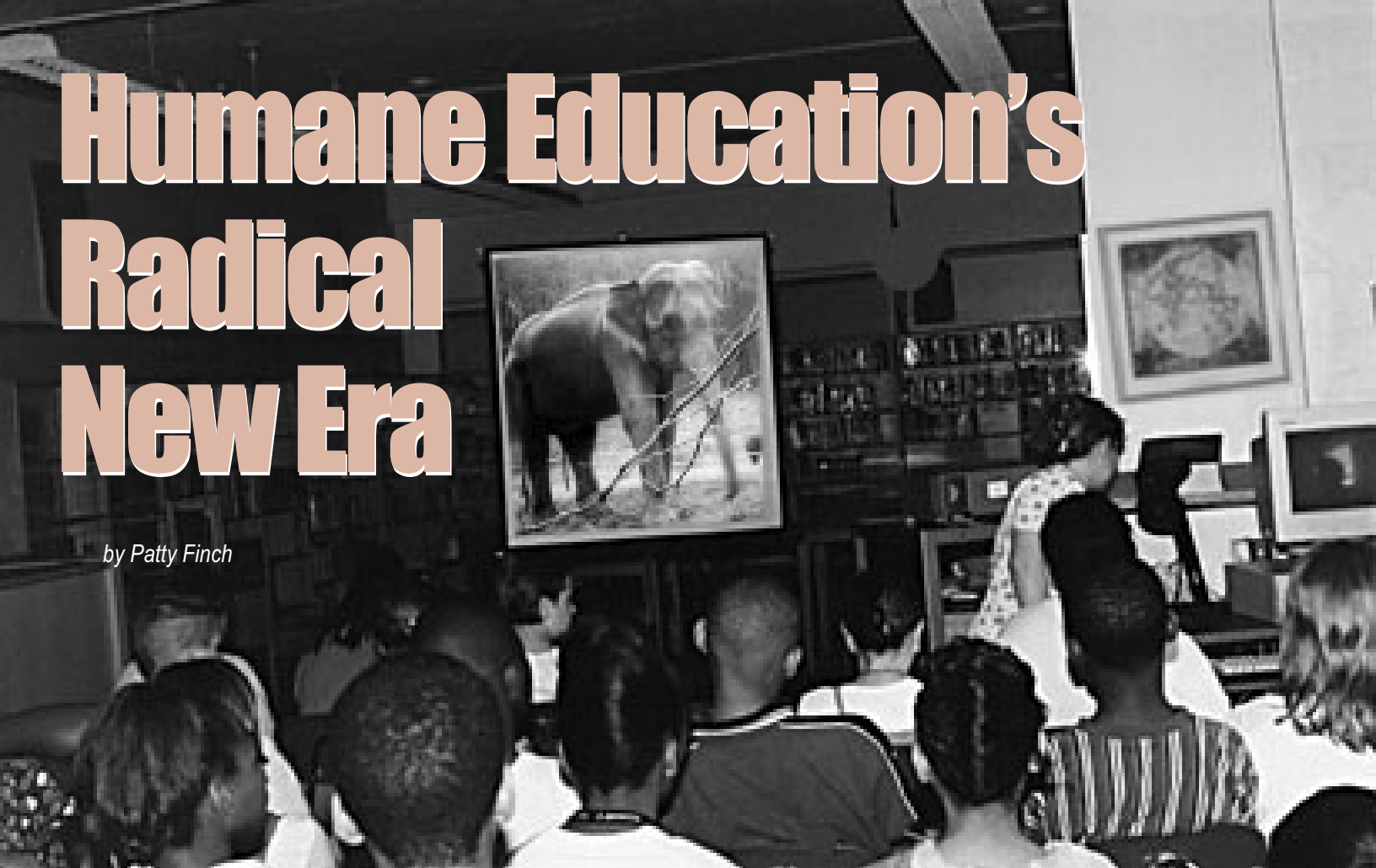
I could feel the swiveling of its head  
and the beating of its owl's heart.

Then I tossed it up in a motion  
that seemed to go right to my toes,  
I felt I could fly from the porch  
as the owl took off,  
its wings spreading  
into something large  
as an overcoat,  
pulling me out of myself  
so I could fly  
for a moment in the dark.



# Humane Education's Radical New Era

by Patty Finch



*This is humane education like you've never seen it before! Videoconferencing with elephants, live streaming video, humane author chats, worldwide collaborative projects, real time adventures, ask an expert, join-in journeys to the rainforest, webquests and more! The methodology available for conducting effective humane education lessons has changed dramatically in the last several years. These changes herald a new era in humane education.*

*Fasten your seat belt and enjoy this quick tour  
of the worldwide web of exciting new opportunities!*

## Join-In Journeys

Each year, Dr. Jackie Giacalone Willis conducts research in the rainforest of Panama, involving noninvasive observation of animals, measurements of photosynthesis and other plant studies. As she travels, students read daily journals online at <http://www.csam.montclair.edu/ceterms/rainforest/index.html>. They interact with her and the other scientists on a daily basis via e-mail as the scientists conduct their research.

For instance, during one trip, students sent in an e-mail question ask-

ing: "How many animals do you see in a single day?" Jackie wrote back: "Mammals – about 40 to 80 individual mammals in a day, depending on how far I walk, and where I look. This includes everything from the bats that live over doorways to clusters of agoutis under fruiting trees, etc." Another student asked: "Do you have any rainforest animals as pets?" Jackie responded, "No, I don't. I don't like to encourage the pet trade in rainforest animals. They should stay in their natural habitats."

## Chatrooms

Chatrooms are another means of linking students up with humane experts. For instance this year students chatted with Peg Kehret, author of *Shelter Dogs* (inspirational true stories of dogs adopted from animal shelters) and *Cages* (a shoplifting teen is sentenced to community service in her local humane shelter). One group of fifth and sixth graders in the chatroom at <http://www.authorchats.com> typed in the question: "What were you trying to teach us when you wrote

Cages?” Peg immediately typed back: “The consequences of shoplifting, and the importance of spaying and neutering pets so that there won’t be so many homeless animals.” The fast-paced environment of the chatrooms is fun for students and the compelling voice of the author comes through. There have even been chats with Koko, the gorilla who uses sign language. (He utilizes a typist, as many celebrities do.) In the chats, students learn about the planned Maui sanctuary, where it is hoped Koko can live safely in freedom and raise a family.

Humane educators can not only direct teachers to these opportunities, but can also help create them. Get your cruelty investigators online to chat with teens, or offer chats for educators with you (yes, you, the celebrity!) about hot topics, such as classroom animals or dissection. Places like <http://groups.yahoo.com> allow anyone to easily set up a chatroom, at no cost. (Specifically, chats are one feature you can offer when you setup a yahoo mail group ... a great way to stay in touch with a group of teachers.)

## Ask An Expert

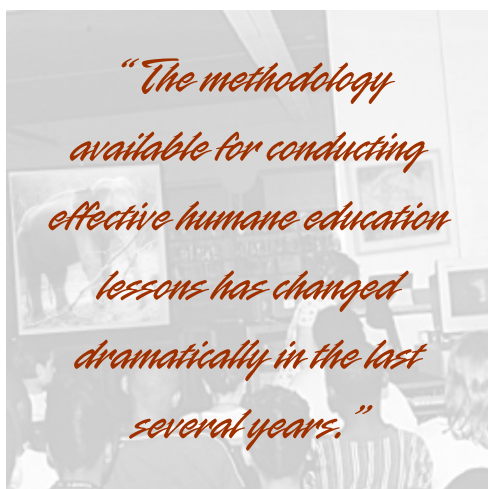
“Ask an Expert” sites are yet another way that students can interact with true voices for animals. For instance, at [askanexpert.com](http://askanexpert.com), students can ask questions of dog trainers, bugman (who is a bug advocate), and others. There are also telementoring projects, in which experts work with students via e-mail on a specific project for an extended period of time. Last year, through the Electronic Emissary Project at <http://emissary.ots.utexas.edu/emissary/index.html>, gifted students at a high school in Kansas worked with Carl Berman, who is an experienced oceanographer and marine biologist, to learn how to set up a fresh water aquarium.

Humane educators are desperately needed to volunteer as experts at sites such as the Electronic Emissary and the many other ask an expert sites. (One list of such sites is available at [\[www.k12science.org/askanexpert.html\]\(http://www.k12science.org/askanexpert.html\).\) Sign up to be an expert, or help one of your volunteers do so, with you serving as a consultant as needed.](http://</a></p></div><div data-bbox=)

## Real Time Adventures And Collaborative Projects

At <http://www.cccturtle.org/contents.html>, humane educators are handed a fantastic resource for free. Here you can enable students to track sea turtles, learn what is threatening the sea turtles, and what kids can do to help them.

Or maybe you would rather help students collaborate with kids from around the world, at SchoolWorld’s Endangered Species Project. Just visit <http://www.schoolworld.asn.au/species/species.html> to let students read reports on endangered animals from kids every where. Then help them follow the report guidelines to submit their own report. Start with a small group of students and then enlarge to a whole class as you become more comfortable with classroom management in a computer lab.



## Webquests

Wanted: More humane education webquests! These are easy for teachers to use in the computer lab and they love them! For a sample of one, look at <http://www.plainfield.k12.in.us/hschool/webq/webq125/>. In this webquest, a kindergartners and fourth graders work together to rewrite fairy tales in which

wolves are portrayed disparagingly, writing from the wolf’s point of view. They also create a poster about saving wolves. For a guide to creating webquests, check out the training materials at <http://edweb.sdsu.edu/webquest/>, which includes free templates.

## Videoconferencing

To really understand the power of these new technologies, let’s take an in-depth look at one of the most exciting: videoconferencing. Many large elementary and secondary school districts now have videoconferencing equipment. Those who do not often can use the videoconferencing equipment in their local community college. The cost per minute for the actual videoconference call is about the equivalent of six simultaneous long distance phone calls, plus whatever nominal fee is charged by the place “visited” ... a pretty inexpensive field trip for many school budgets.

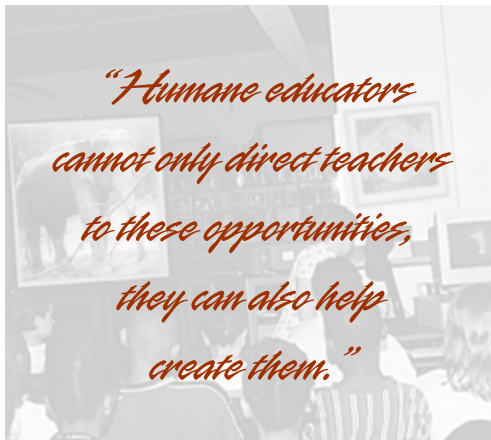
One of the best virtual field trips for humane educators to recommend to teachers is a trip to the Elephant Sanctuary in Hohenwald, Tennessee. There, Asian elephants live in a herd of females, as they would in the wild, with no human touch except as medically necessary. They are free to roam hundreds of acres, swim in ponds, forage for food, and play and interact with their own species. Visitors are not allowed except virtually. Carol Buckley, executive director, personally conducts the virtual tour for each classroom. First the camera is on her, then later she switches the view to the outdoor cameras and she zooms around the sanctuary, finding elephants for the students to observe. (Check out what students are seeing today by peeking in via live streaming video at <http://tappedintoelephants.com>.)

On the other end of the videoconferencing equipment, watching the elephants and talking to Carol, of course, is a classroom of students. In the most modern videoconferencing rooms, teachers can use a button to zoom their camera in on any one student as they speak

to Carol. Microphones may be suspended in plastic sheets above the students allowing the students to speak from their seats. It takes first-time users several minutes to realize that any comment, any laugh, any sneeze in the classroom is heard by Carol, just as clearly as if she were physically in the room; and any smile, smirk, tears or rolled eyes are seen by her too! Gradually they realize that she is virtually in the room with them.

## Speaking Up For Elephants

If a humane educator from a shelter were to go into a classroom and make passionate statements about elephant abuse in circuses, she/he might not be invited back. With understandably little background knowledge on the subject, some teachers might assume startling statements about abuse are only half-truths meant to manipulate the emotions of children in support of a specific cause.



The reception is quite different when humane educators bring unquestionably authentic voices, like Carol's, into the classroom. When Carol speaks passionately about how zoos and circuses house and treat elephants, her words are recognized as the informed statements of an industry "insider," not propaganda. Carol Buckley begins her presentations by explaining that she is the guardian of an elephant, Tarra, who was in circuses with her for 15 years. She goes on to say "Most circus elephants are beaten at some time during their training. Yes,

chained and beaten. That is the traditional practice for discipline. Not the right practice, but the traditional practice."

Carol explains that when Tarra made it clear she would no longer toler-

ate performing in the circus, Carol traveled across the country trying to find a zoo that would provide Tarra an acceptable home. But she soon discovered, "There is not a zoo in the United States that gives its elephants the amount of space they need."

That is why Carol started the Elephant Sanctuary. Carol shares with students the biography of each elephant at the Sanctuary. Bunny, who had pressure wounds all over her body when she arrived at the sanctuary, hadn't seen another elephant in 44 years. Sissy was beaten with baseball bats, as recorded on videotape. She also stayed alive under water for three days in a flood, with just the tip of her trunk above the surface of the water providing air. Winkie was in chains for 18 hours each day for 30 years. Each elephant has a long history, each involving capture in the wild, confinement, and physical discipline. The students come to know the personal history of each one.

## The Impact On Students

Barbara the elephant had just died the week before inner city students from Balsz School District in Phoenix had a videoconference with the sanctuary. The students were stunned at the news and listened intently to Carol's description of how the other elephants said good-bye to Barbara. In the days just before her death, the other elephants atypically repeatedly touched Barbara



*Jenny and Shirley are both favorite recipients of classrooms that are participating in the "Feed an Elephant for a Day" program.*

all over with their trunks. The students learned that Tarra, on her own, repeatedly visited the grave in the first few days after Barbara's death, mourning the loss of her close elephant friend. The impact of hearing that story, while watching the live video feed of the very elephants Carol was describing, was profound. It touched the students in a way that an article in a magazine or a chapter in a book simply could not.

These are students who will never again doubt the rich emotional life of elephants. A group of students from Nadaburg Elementary School District, a rural community in Arizona, were visibly moved while participating in a videoconference with Carol. They expressed their anger about current laws which seemingly allow the abuse of elephants. Their teacher, noting the passion of the students, responded "Well, now you know what to do with your life. There's your mission."

## The Response Of Educators

Carol Brown, Distance Learning Coordinator for Nassau BOCES on Long Island, New York, is so impressed with the videoconferencing experience with the Elephant Sanctuary that she often uses it as part of her teacher training. "Through this videoconference, we show teachers how to incorporate the learning experience into different disciplines such as language arts. After reading the elephants' bios, students can write about



what they actually observed at the sanctuary during their virtual visit. It is so significant for them to be able to have varied world experiences, have their questions answered in real time and then write – be it poetry, descriptive paragraphs or news updates! And they WANT to write. Carol is so passionate! Her love for her charges comes through via the face-to-face video interaction and it inspires the kids.”

In the last three years, Colleen Rossi, a computer instructor at Osage Elementary School in New Jersey, has virtually visited the Elephant Sanctuary 25 to 30 times with classes of teachers and students. “The kids are amazed that no one can go visit the elephants in person, that it is not a circus or zoo, and that the elephants don’t even know we are there. (It seems like we are really there to the kids.) The kids love it! It not only affects the children but also the teachers. So many teachers tell me how much they learned. They say they just didn’t realize what elephants go through in the circus and in zoos. We are just 15 miles outside Philadelphia and it seems like there are always circuses there.”

Teleconferencing information is at <http://www.elephants.com/etrips.html>.

## The Flip Side

All of these methods of connecting students to the real world present opportunities to those who exploit animals, as well as to those who work to protect them. At <http://varesearch.ucsd.edu/klemfuss/sdhamstr.html>, students can look over the shoulder of scientists as they perform drug experiments on hamsters, with an implied unquestioning endorsement of the necessity and validity of animal experimentation. In the past, at the Electronic Emissary at <http://emissary.ots.utexas.edu/emissary/index.html>, experts have helped students with a “Rat Behavior Project.” Depending on the “expert” involved, students may or may not be asked to think about the needs of the animals and how valid and justified their experiment is. Students can also track a mushing team and

*This is quite different from the life Bunny had for 44 years while she was kept isolated from other elephants in a small zoo. Now she has friends, room to roam, and her own elephant-size swimming pool.*

predict their finishing times as they race in the Iditarod, by going to <http://www.co-nect.net/Schools/Teleprojects/Dogsled/>.

## Implications For Humane Educators

More individuals in the humane community need to step up and embrace these new technologies and help capture the passion and energy of our youth, as Carol Buckley has done. Humane educators need to familiarize themselves with the humane education opportunities available on the web and bring them to the attention of teachers. A good one-stop source for such information is available at Teaching and Animals at <http://teachingandanimals.org>.

Humane educators can also serve as facilitators in the use of this technology. Carol Brown in New York suggests that humane educators can help facilitate multi-age participation in the video-conferencing, for example: “One of the things I recommend is that older and younger students work together, for instance fifth graders and first graders. Kids in multi-age groups can each focus in on one of the elephants and learn all about her by watching her online video and reading her biography. Then during the videoconference, when they see ‘their’ elephants, it is a real joy for them. It promotes community within the school



and enables both age groups to focus on observational skills which are an important component of meeting educational standards. They can then write together and sometimes even work together on a service project such as raising money for the sanctuary to purchase additional acreage for the elephants.”

As Linda Wilson, an eighth grade teacher in Arizona states, “Technology is such a fantastic addition to any classroom or curriculum. My students don’t always have the opportunity to see many of the wonderful things in this world like the Elephant Sanctuary. They are confined to their four-by-four-mile area. Teleconferencing and computers are making new experiences possible.” ... including humane education lessons that are unforgettable!

*Formerly a public school teacher for eight years, Patty Finch served for nine years as executive director of NAHEE and founded the Kids in Nature’s Defense Clubs. She also served as a vice president of HSUS. She then returned to her Arizona roots to be with family. She is now finishing out her five-year term as the Arizona project coordinator and core trainer for Alliance+, an Internet-in-Education Professional Development Project, for Think Tank at Maricopa Community Colleges, funded by the U.S. Dept. of Education. She has joined Tribe of Heart as their director of outreach and education. She is also creator of Vertebrate View, which offers [humanelink.org](http://humanelink.org), [kidsforanimals.org](http://kidsforanimals.org), [teensforanimals.org](http://teensforanimals.org), [activistsforanimals.org](http://activistsforanimals.org) and [teachingandanimals.org](http://teachingandanimals.org), all portal websites. She shares her home with two feral cats who insisted on moving in, four rescue dogs, two rescue quaker parrots and Paul Dewey, her husband. Patty can be reached at [pfinch@vview.org](mailto:pfinch@vview.org).*





## *Using Gardens and Animals to Teach Gentleness to Children from Violent Homes and Communities*

▶ **February 7-9, 2002**

Firehouse Building, Fort Mason, San Francisco, CA

▶ **February 6, 2002**

Pre-Conference site visit to Forget Me Not Farm,  
Humane Society of Sonoma County

### **FACULTY:**

**BARBARA BOAT, Ph.D.**, is Associate Professor, Dept. of Psychiatry, University of Cincinnati College of Medicine, and Director, Childhood Trust, Children's Hospital Medical Center. Barbara does treatment, training, and research in childhood trauma and maltreatment. She is the vice president and secretary of the Pryor Foundation.

**DONNA DUFORD** is an internationally known lecturer, dog trainer, behavior counselor, and instructor of positive reinforcement techniques. Donna specializes in child/dog conflicts and serves as a consultant to several canine rescue groups. She is a faculty member of the Pryor Foundation and the author of *Agility Tricks for Improved Attention, Flexibility and Confidence*.

**LYNN LOAR, Ph.D., LCSW**, is a social worker with expertise in child abuse and neglect. She is the president of the Pryor Foundation, a member of the Latham Foundation's Board of Directors, a research associate with MRI, the co-founder of the Humane Coalition Against

Violence and the former educational coordinator for the San Francisco Child Abuse Council.

**CAROL RATHMANN, M.A., R.V.T.**, is a Registered Veterinary Technician and shelter manager of the Humane Society of Sonoma County. She is the founder and coordinator of Forget Me Not Farm and President of the Sonoma County Child Abuse Prevention Council.

**KATHY SAVESKY, M.A.**, is a freelance writer and a consultant in nonprofit management. She is the Executive Director of the Leonard X. Bosack & Bette M. Kruger Charitable Foundation. She brings to her work more than 25 years of administrative and program development experience in higher education and animal protection.

**GRETCHEN STONE, Ph.D., OTR, FAOTA**, is Associate Professor and Director, Division of Occupational Therapy, Shenandoah University, Winchester, Virginia. She is currently involved in research on the cognitive and motivational factors that contribute to goal-directed movement within the context of human occupation. An occupational therapist for more than thirty years, Gretchen is interested in the client-animal in interaction in rehabilitation.

### **REGISTRATION:**

Registration fee \$150 if received on or before 12/31/01. After 01/01/02, \$175.  
Additional fee for Pre-Conference \$50.

For complete conference information, contact Carol Rathmann at 707-542-0882 X213.  
You may also register online at [www.SonomaHumane.org](http://www.SonomaHumane.org)

### **ADDITIONAL SPONSORS:**

*The Humane Society of Sonoma County, The Humane Society of the United States,  
The Pryor Foundation, The San Francisco Department of Animal Care and Control*



# Upcoming Conferences and Workshops

## January 2002

- January 12 Boulder, Colorado. **Non-Traditional Avenues for Humane Education**, An APHE (Association of Professional Humane Education) Regional Workshop. Fresh, creative ideas from and for progressive humane educators. Contact Claudia Mishell, Dumb Friends League, 303-696-4941 Ext. 366.
- January 21 - 25 **San Diego Conference on Child and Family Maltreatment**. Contact San Diego Children's Hospital.
- Jan. 30 - Feb. 1 Colorado Springs, Colorado. **Multidisciplinary Responses to Domestic Violence: SETTING SAIL & STAYING THE COURSE: A conference designed to help you navigate the world of multidisciplinary responses to domestic violence**. The Broadmoor Hotel, Colorado Springs, CO. Sponsored by The Domestic Violence Enhanced Response Team (DVERT; co-sponsored by the Pikes Peak Domestic Violence Coalition. For information contact Caroline Holmes at [holmesca@ci.colospgs.co.us](mailto:holmesca@ci.colospgs.co.us) or 719-444-7813.

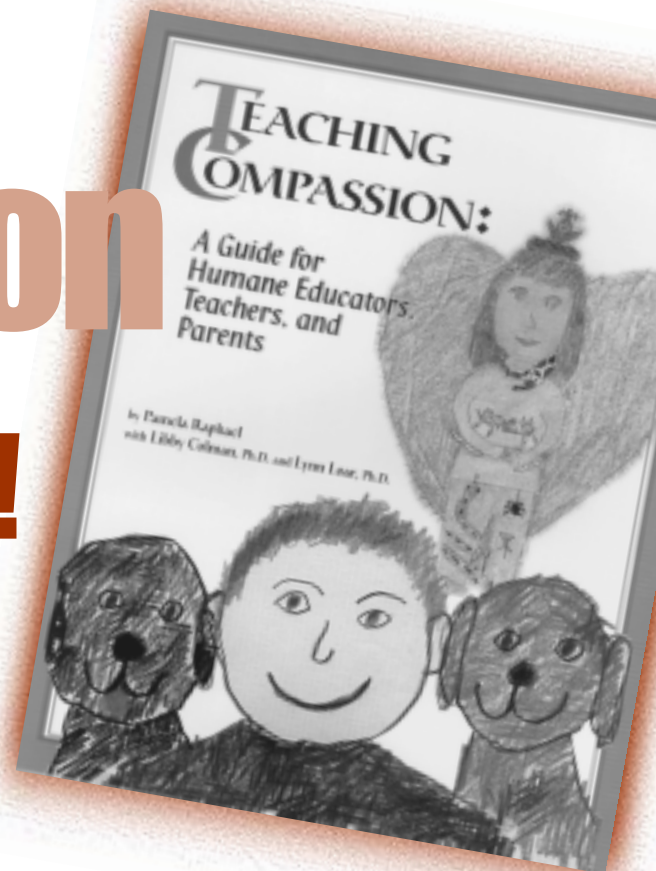
## February 2002

- February 7 - 9 San Francisco, California. **Teaching Gentleness To Troubled Children**. See details on page 10.

# Teaching Compassion Makes A Great Gift!

The meaning of animals in the hearts of children  
as revealed through artwork and poetry

*Teacher's narrative and lesson plans to  
encourage respect, responsibility, and compassion.*



Order from the Latham Foundation: [www.Latham.org](http://www.Latham.org) or [orders@latham.org](mailto:orders@latham.org) \$19.95 + \$5 S&H

# Search for Excellence Public Service Video Awards -

## RECOGNIZING AND ENCOURAGING VIDEOTAPED PRODUCTIONS

### 2001 GUIDELINES

*\$500 Top Award!  
Deadline: December 31st*

#### 1. Entry Procedures

Complete the enclosed Entry Form for each production or series. (If a series, please indicate.)

You may enter the same video in more than one category; however, each entry must be listed separately and submitted with an additional entry fee and separate cassette. (Please photocopy the enclosed entry form if you need additional copies.)

#### 2. Fees

Each entry, whether a single program, a series, or a public service announcement, must be accompanied by a \$25.00 non-refundable entry fee. Payment should be in US\$ drawn on a US bank. Make checks payable to The Latham Foundation.

#### 3. Deadline

All Entry Forms, videos, and fees must be received by December 31, 2001.

#### 4. Eligibility

Videos must have been completed within 24 months prior to the deadline.

Latham Foundation Directors, Members, and staff (and their families) are ineligible.

#### 5. Categories

Select the category that relates most closely to your video's intent, primary purpose, and target audience from the following list. Be sure to include the category on the entry form. Latham reserves the right to add, delete, combine, or expand categories. It also reserves the right to assign videos to a more appropriate category, if it is considered in the best interest of the work entered.

- **Child and Animal Abuse/Domestic Violence Prevention**

Videos pertaining to the connections between child abuse, animal abuse, and other forms of domestic violence, including those intended to raise public awareness or describe interventions, or both.

- **Humane Education and Responsible Animal Care**

Videos designed to teach responsible pet care, respect and interconnectedness of all life, traditional humane education values, etc.

- **Human Companion Animal Bond**

Videos illustrating the benefits of the human companion animal bond including animal assisted therapy, service animals, "hero" animals, etc.

- **Advocacy/Public Policy**

Videos related to public policy issues i.e. early spay neuter, domestic violence, pets in housing, etc.

- **Science and Nature/Animal Behavior/Natural History**

Videos documenting the behavior of four-footed animals.

- **Innovative Programs and Projects and Projects Worthy of Replication**

Videos describing innovative programs or projects in humane education — curriculum related, or instructional — and demonstration projects that are worthy of replication.

- **Public Service Announcements (PSA's)**

- **Miscellaneous**

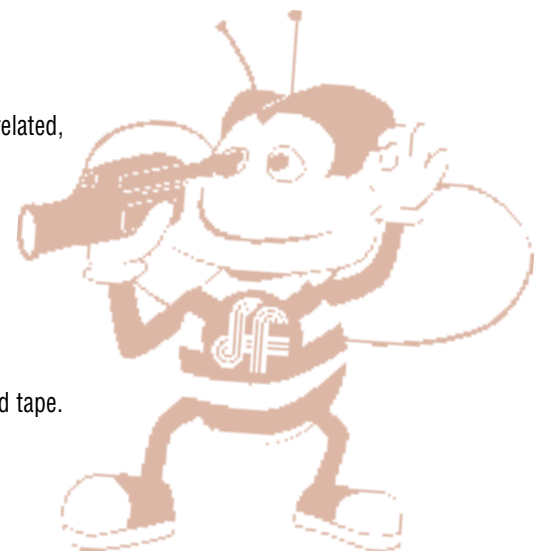
Videos in this category may include animal health and nutrition, zoonosis, career opportunities, humor, technical assistance, or young videographers.

#### 6. Technical Requirements

Videos, if not in English, must include English subtitles. They must be on 1/2" VHS formatted tape.

Each cassette must be permanently and clearly labeled with the following information:

- a) Name of submitting organization, individual, or company
- b) Title (same as on entry form)
- c) Length (Maximum length is 1 hour)





## 7. Judging

Entries will be evaluated for presentation of content, production values, creativity, and overall effectiveness by representatives from the film and video industry, experts in the category topics, and consumers. Judges will be appointed by (but not affiliated with) the Latham Foundation. Decisions by the judges and the Foundation's awards committee are final.

## 8. Awards and Notification

Winners will be notified in the summer of 2002 and announced in the summer *Latham Letter*. Distinctive awards will be given to winners in each category. The awards committee may designate additional awards outside the category options if so desired, including the prestigious "Edith Latham Award for Excellence in Video Productions Promoting Respect for All Life," which carries a \$500 cash prize.

**9. Shipping**     **Send entries pre-paid to:**     THE LATHAM FOUNDATION • Attn: Video Awards  
 Latham Plaza Building • 1826 Clement Avenue • Alameda, CA 94501

The Latham Foundation is not responsible for losses in transport or otherwise. If you want an acknowledgment of your entry, please enclose a self-addressed stamped envelope. The Foundation will take every precaution to ensure proper handling of materials submitted; however, the awards committee, its judges, or its agents cannot be held responsible for any loss or damage to any video entered. Videos may be shown, duplicated for judges, or disposed of as the Latham Foundation deems appropriate. By entering, entrants agree to hold the Latham Foundation harmless for any costs or expenses of any claim arising out of any such use by the Latham Foundation.

## 10. Return of Entries

No entry material will be returned unless specifically requested and pre-paid delivery charges are included with the entry. If you want your video returned, check the appropriate box on the Entry Form and enclose an additional shipping and handling fee in the amount of - U.S.: \$10.00 for the 1st videocassette and \$2.00 for each additional one. We will be unable to return videos to countries outside the U.S.

<p style="text-align: center; font-weight: bold; font-size: 1.2em;">ORDER FORM</p> <p style="font-weight: bold; margin-top: 20px;">The Latham Foundation Search for Excellence Video Awards</p> <p style="margin-top: 10px;"><i>Send entries pre-paid to:</i> <b>THE LATHAM FOUNDATION</b> Attn.: Video Awards Latham Plaza Building 1826 Clement Ave. Alameda, CA 94501</p> <p style="margin-top: 20px; text-align: center;"><b>ENTRIES MUST BE RECEIVED BY DECEMBER 31, 2001.</b></p> <p style="margin-top: 20px;"><i>For further information about the Latham Foundation's products and services, contact:</i> The Latham Foundation Latham Plaza Building 1826 Clement Ave. Alameda, CA 94501</p> <p style="margin-top: 10px;">Tel: 510-521-0920 Fax: 510-521-9861 E-mail: <a href="mailto:info@latham.org">info@latham.org</a> <a href="http://www.latham.org">http://www.latham.org</a></p>	PLEASE TYPE OR PRINT CAREFULLY.
	ORGANIZATION, COMPANY, OR INDIVIDUAL ENTERING: _____
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	CITY/STATE/ZIP: _____
	PHONE: _____ FAX: _____
	CONTACT PERSON: _____
	ADDRESS & PHONE & FAX FOR CONTACT PERSON IF DIFFERENT FROM ABOVE: _____
	TITLE OF ENTRY: _____
	CATEGORY : (See Guidelines) _____ LENGTH: _____
	<p>I certify that this video was produced between January 1, 2000 and Dec. 31, 2001.</p> <p>I understand and agree to abide by all contest rules, and further agree that the Latham Foundation and/or Special Award sponsors may use my name and likeness in conjunction with the video for publicity purposes.</p> <p>I agree to hold the Latham Foundation harmless for any cost or expenses of any claim arising out of any use of this video.</p>
Signature: _____ Date _____	
DESCRIPTION OF VIDEO: _____	
<input type="checkbox"/> Yes, please return my video(s) after judging. (U.S. entries only) I have enclosed a check to cover shipping and handling fees in the amount of \$10.00 for the 1st video and \$2.00 for each additional one in addition to my entry fee(s).	<p><b>Entry Checklist:</b></p> <ul style="list-style-type: none"> <li>✓ A check or money order for \$25 made out to the Latham Foundation is enclosed for each entry.</li> <li>✓ Each cassette is clearly labeled with the name of submitting organization, individual, or company; the video's title, and its length in minutes and seconds.</li> </ul>
<input type="checkbox"/> No, there's no need to return my video(s).	

# Exploring the Links

# Calgary Research Results

## Between Animal Abuse and Domestic Violence

by Sue C. McIntosh, MA, CCC

Recent research, much of which has been reported in the *Latham Letter*, has indicated that intimate partner abuse, child abuse and animal abuse often co-occur (Ascione, 1996; Baenninger, 1991; Boat, 1995; Daniell, 2001). Further, a child's violence towards animals is an indicator of potential future violence towards people (Felthous, 1987). Given these links, human and animal welfare organizations are beginning to collaborate to detect and prevent violence towards both animals and people. However, Calgary organizations lacked local data regarding the extent of these connections to support and guide their initiatives. Thus, with support and guidance from Leslie Tutty of RESOLVE, Gonzaga University, the Calgary Humane Society ('CHS'), the YWCA Family Violence Prevention Centre and Sheriff King Home ('Sheriff King'), and the Brenda Strafford Centre for the Prevention of Domestic Violence, the researcher initiated a study to collect the required data.

### Study Approach

One hundred women entering two shelters for abused women and children

in Calgary completed a survey document. Sixty-five of these participants told us that they currently, or in the last 12 months, owned one or more pets. The survey was administered by shelter counselors, completed by participants in writing, and forwarded to the researcher with no identifying data; thus protecting participant anonymity. Counselors were available for debriefing if the process triggered any issues or concerns. This study replicated the existing research of Ascione (1996; 2001) and the Ontario Society for Prevention of Cruelty to Animals (OSPCA) (Daniell, 2001) with consistently worded questions about pet ownership, the decision to enter a shelter, the prevalence and nature of animal abuse. This study expanded upon the existing research by exploring the prevalence of animal abuse in the childhood of the perpetrators of domestic violence, and the participants' perception of the impact of animal abuse upon their children. A key objective was to increase understanding of the implications of animal abuse within the cycle of violence.

### Study Findings

In the areas of investigation replicating prior studies, results are broadly consistent, as indicated in the following table:

Question Focus	McIntosh et al 2001	Ascione 2000	OSPCA 2000
Number of pet owning participants	65	101	111
Participants reporting that their abuser threatened and/or actually hurt or killed a family pet	56.1%	72%	Not Reported
Participants reporting that their abuser hurt or killed a family pet	47%	54%	44%
Participants reporting that their abuser threatened to hurt or kill a family pet	39.4%	Not Reported	42%
Participants who delayed their decision to enter a shelter due to concern for the safety of their pet	25.4%	25%	43%

© Sue C. McIntosh, MA, CCC, 2001

More than 25% of pet owning participants stated that they delayed their decision to seek shelter from violence for themselves and their children because they feared for the safety of the animals left behind. One participant told us that once she entered the shelter her cat disappeared, and that she has since been sent pictures in which the cat looks dead. Another participant told us that her partner killed a whole hobby farm full of animals when his last wife left him – and told his kids that their Mom did it.

More than half of the participants who owned pets stated that their abuser threatened to hurt or kill and/or actually hurt or killed their pet(s). One participant wrote: “He said cats have nine lives and he wondered if they will use all nine lives;” another noted: “He killed a cat, he told me it was like an electric charge going through his body and tingly.” One participant told us that her partner shot the family dog in plain view of his four-year-old son; we will discuss the impact of this upon that little boy below.

One of the new areas explored in the study was the impact of animal abuse upon the children in the home, as summarized in the following table.

Question Focus	Response
1. Participants who believed their children were aware of the threats/abuse of their pets.	64.5%
2. Participants who believed their children were impacted by the threats/abuse of their pets.	64.5%
3. Participants talked with their children about their pets being hurt or threatened.	59.3%
4. Participants who discussed this impact with someone else.	19.4%
<i>Note: These questions were applicable to those participants with children and pets, who reported their partner threatened or actually hurt or killed a pet.</i>	

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Participants noted a wide range of impacts upon their children. One stated: “My daughter feels if the pets have been hurt she has been hurt,” another: “they wonder where their cats are.” Two participants noted a link between their children witnessing animal abuse and then demonstrating abusive behavior themselves. One noted “(my son is) more hurtful to others, withdraw(n), emotional.” The participant who noted that her four-year-old son witnessed his father shoot his dog, told us that this little boy now is showing similar traits and has “total disregard towards life, even humans.”

All participants were asked whether they were aware that their abuser had abused animals as a child or teenager. Of the 97 participants who responded to this question, 50.5% answered “Don’t know”, one of whom wrote underneath “I don’t want to know.” Of those who did know, over 40% responded yes. Fourteen participants provided details, which included setting birds alight with lighter fluid, clubbing a rabbit to death, lighting a firecracker in a cat, and crazy gluing a cat to a board. One participant noted “(My partner as a child) teased the family dog, the dog attacked him, and his father shot the dog to death.”

Participants with both children and pets were asked questions about their children’s treatment of animals. Of these participants 23.3% reported concerns that their children may have been overly rough with an animal, and 16.4% were concerned that their child may have actually hurt or killed an animal. One participant stated that her son killed three guinea pigs. Two participants noted the link between their partner’s and their children’s treatment of animals: one stated that her children are rough with animals “because of what they see on a normal basis” and another stated that her children “hurt animals when they are angry, because they think this is normal, because they don’t realize it can be different.”

## **What’s Next? Taking Action Through The “No Excuse For Abuse” Campaign**

A key purpose for performing this study was to guide and focus initiatives to prevent and detect violence in Calgary communities. The study results are specifically guiding a collaborative effort through the “No Excuse for Abuse” campaign,



*“This study expanded upon the existing research by exploring the prevalence of animal abuse in the perpetrators’ childhoods.”*

*“The key purpose for performing this study was to guide and focus program initiatives to prevent and detect violence in Calgary communities.”*

*"... the study's results confirm that when an animal is hurt, the children in the home are very likely to be impacted and that violence towards animals perpetuates the cycle of violence."*

which aims to increase public awareness of the link between animal abuse and domestic violence, and to encourage everyone to take animal cruelty seriously. This campaign, which is being coordinated through the 'Linking Committee' comprising representative of the CHS, Sheriff King and the researcher, has a number of components, as follows:

1. The consistency of the Calgary study results with prior research indicates that the link between animal abuse and domestic violence is not just a US or 'back east' problem. Through various public awareness and education initiatives with human service providers, law enforcers, educators, veterinarians and the public, the linking committee aims to raise the awareness and profile of the link in Calgary communities.
2. The study indicates that many women and children remain in violent homes in Calgary, due to fears for the safety of their pets; and many of those who seek shelter, lose their pet as a result. The linking committee aims to provide these families with a safer choice, by refining and publicizing the Calgary Humane Society's Pet Safe Keeping program. This program

provides survivors of family violence a safe place for their animals when they enter a shelter. We are also exploring different ways to address the longer-term issue of the many landlords and housing associations that do not allow animals.

3. Many participants reported that animals had been hurt, and in some cases killed, in their homes. This abuse was not reported to the CHS, indicating that there is a lot of unreported animal abuse in Calgary. The linking committee is seeking to develop cross training and reporting between animal and human welfare organizations in Calgary communities to help identify all forms of violence and abuse. We are also supporting proposed changes to the law to increase penalties for animal cruelty.
4. In a number of areas the study's results confirm that when an animal is hurt the children in the home are very likely to be impacted, and that violence towards animals perpetuates the cycle of violence. In some cases, a child's violence towards animals leads to violence towards people; in many cases it indicates that someone else in the home is also being hurt. In all cases a child's reports of, or own, violence towards an animal should be taken seriously. Because without intervention, it seems likely that the cycle of violence will be perpetuated, resulting in more abuse of both animals and people into the future. The linking committee is pursuing a number of initiatives to raise awareness, educate and encourage early intervention when a child hurts an animal or indicates that an animal is being hurt at home.

Prior to performing this study we knew through other research that there was a strong link between animal abuse and family violence in other communities, and we believed that this was also the case in Calgary. Now we have local data, which confirms and expands upon the past research. With this data in hand and through the goals and initiatives of the 'No Excuse for Abuse' Campaign, we are better able to pursue our vision of reducing both animal abuse and other forms of family violence in Calgary communities through the development of a coordinated approach to early intervention and prevention.

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## About the Author

Sue McIntosh, MA, CCC is a counselor with a private practice in Animal Assisted Therapy and Equine Facilitated Counseling. Sue partners with a number of Albertan organizations on programs and research exploring various aspects of the human-animal bond. You can reach Sue at (403) 637-2053 or by e-mail at [suejmac@aol.com](mailto:suejmac@aol.com).





## CALL FOR PAPERS

In commemoration of its 10<sup>th</sup> anniversary

the *Society and Animals* announces a special issue: *The State of Animal Studies*

The editors of *Society and Animals* invite you to present your views on where Animal Studies has come from in the past decade and where it is going. The theme of this special issue is Animal Studies: What have we learned?

*Here are more particulars:*

“Animal Studies” refers to the remit of S&A and encompasses investigations of human-animal relationships in all settings – fiction and nonfiction, historical as well as contemporary. Although the term includes natural scientific studies of animals other than humans (as those published in the *Journal of Applied Animal Welfare Science*), the issue will emphasize the human side of human/nonhuman animal interactions.

*Guidelines: Acceptable manuscripts are essays of up to 1500 words and address the following questions:*

1. What has my field\* contributed to Animal Studies thus far? What are the most important findings and theories? Avoiding a standard literature review, evaluate the state of Animal Studies in your field, based on quantity/quality of studies, breakthrough studies, available publication venues and grant or institutional support. How are nonhuman animals presented – status, image? What impact or influence has Animal Studies had on your field?
2. ***What does my field need to do to advance animal studies?*** Consider theoretical, methodological, practical, and attitudinal openings onto – and, as importantly, constraints retarding – progress.

Submission: Send manuscript in Word by electronic mail to [kshapiro@igc.org](mailto:kshapiro@igc.org)  
Application Deadline: March 1, 2002. Notice of intent to submit is appreciated.

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*Society and Animals* announces a competition for the best paper in *Animal Studies*

*Guidelines:* Acceptable manuscripts may be up to 5000 words and fall within the scope of, and meet the guidelines for, papers submitted to *S&A*. See guidelines at [www.psyeta.org](http://www.psyeta.org)

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*Submission:* Send manuscript in Word by electronic attachment to [kshapiro@igc.org](mailto:kshapiro@igc.org)

*Application Deadline:* March 1, 2002

*Prizes:* First prize is publication as an article in *S&A* and \$500. We also will publish one-page summaries of three second prize papers. At least one of the four papers selected will be a paper submitted by a student.

*Evaluation:* The editor will administer review of the manuscripts through the regular journal review process (“blind” review). He then will forward these blind reviews to an independent committee of at least three scholars, representing the fields of both social science and humanities, who will decide on the winners. The criterion is greatest contribution to the field of human-animal studies. Contributions include substantive, methodological, theoretical, or practical (policy) advances in our understanding of human-animal relations. Absent a manuscript considered worthy of the award, the editor reserves the right to carry it over by offering two \$500 prizes in the following year’s competition (2003).



# Miracle on 47th Street



## Part Two

by Sue Kolinsky

Continued from the Summer 2001  
Latham Letter, page 18 ....

To recap, “In the fall of 1998 I got an offer to co-host a morning radio show in New York on the once prestigious WNEW. At the time I was an out of work television writer who had just completed a stint on the first season of the currently prestigious *Sex and the City*. I rescued a gorgeous dusty colored shepherd mix puppy only to lose her before I could even get her home. We pick up the search here...”

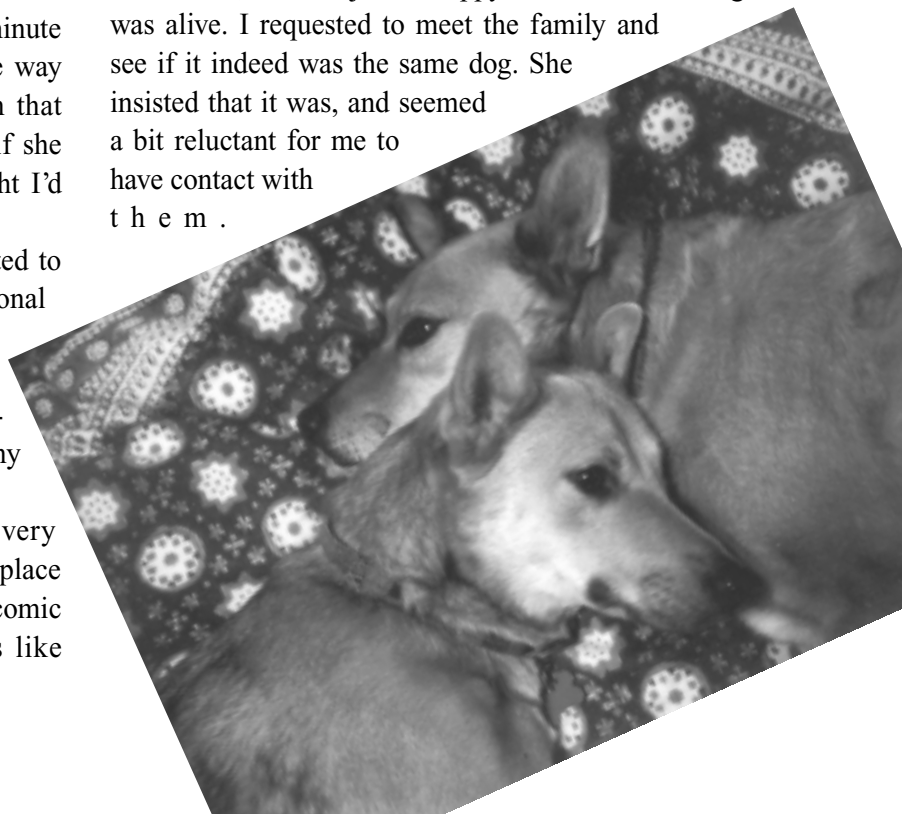
When I got home later that day, there was a message on my voice mail: A woman said she'd seen my dog. I couldn't believe it! She had gotten my number from the one of the fliers and told me that she saw her the night before from her office window, walking down 5th Avenue. After I explained to her how I came upon the dog initially, she seemed a little suspicious that I was so upset, since it wasn't even my dog yet. I asked her if she had a dog, which she didn't. I told her that I couldn't even begin to explain to her why I loved this animal so much. That I fell in love with her the minute I saw her. She didn't seem too affected by this, one way or another; but she did say that she had worked in that neighborhood for many years, knew everyone, and if she did hear anything, she would let me know. I thought I'd never hear from her again.

In the meantime, my time on the air was dedicated to finding my lost puppy. The station became my personal office. For better or worse, everyone around me got sucked into my world. I checked in with every animal rescue organization in the city. I even called the sanitation department to find out if they had picked up any dead dogs. (Which thank god, they hadn't.)

I went to the animal shelter on 103rd Street every other day after work. It's got to be the most depressing place I've ever been. (And believe me, I've been a stand-up comic for over twenty years, and have worked at places like

Knuckleheads.) The entire building consists of floors and floors of rows and rows of animals in cages. In a perverse sort of way it's like Dachau for Dogs. How did they get here? Were they strays? Abandoned? Abused? Looking for a better life? It's only a matter of time that most of them will be put down, and it breaks your heart. You know that you can be their Schindler, but how do you decide from amongst the hundreds of dogs which one to save? And as you look into their fearful eyes, you wonder if they, too, are aware of their fate.

On Tuesday of the following week, I got a call from the woman who said she saw my dog. Now she knew who had my dog. Really? Coincidentally, a friend of hers found the dog the night she was lost and brought her back to her home in New Jersey. But there was a catch. Her husband and young child had become attached to the dog and were hard pressed to give her back. I said that I totally understood, and was just so happy to know that the dog was alive. I requested to meet the family and see if it indeed was the same dog. She insisted that it was, and seemed a bit reluctant for me to have contact with  
t h e m .





When I promised that I wasn't going to pull a fast one and steal the dog away, she said that she'd coordinate with the husband and get back to me.

The next day she phoned me and told me that now the family doesn't want the dog and would I still like to have her? "Uh yes." Apparently, she's become quite a handful - barking, crying and relieving herself throughout the house. (A puppy? Behaving in such a manner? No!) Since they work long hours and weren't able to put in the necessary training time, they sadly could not keep the dog. She then gave me the husband's work number and said I could arrange things with him.

I called and spoke with him for about half an hour. He went on and on about how wonderful the dog was and how disappointed he was that they couldn't keep her. He confided in me that his wife was insane, constantly bringing home stray animals, and that they already had nine cats. Uh huh. Uh huh. So how do I get the dog?

The plan was for me to meet him and the dog at the woman's apartment in the city at 7:00 the following evening. I didn't feel comfortable going to some strange person's apartment by myself so I called up the other woman I had met the day I found the dog and asked her if she would accompany me.

When she and I arrived at the woman's apartment, she was a bit put off that I had brought someone without letting her know. I was more than a bit put off that she felt that way, but, not wanting to ruin my chances of getting the dog, I apologized for my evil ways and explained that my friend here was part of the crusade from the beginning.

Once we got inside, her whole attitude shifted. While we sat on the couch, sipping glasses of red wine, waiting for her friend's husband to arrive, she confided in me that she

was a very honest person and that she had to come clean. I was intrigued. She said, "Remember when I told you that a friend of mine found the dog and the husband well, I actually found the dog that night and the husband is mine." She went on to explain that the dog walked into her office building and sat by her desk. Upon leaving to go home, she saw my flier, but was a bit reluctant to return the dog to me, thinking that I was an irresponsible dog owner who let the dog get loose without a collar or tags. I joked with her that if only the cops in Michigan were as cautious as she was, they never would have returned the naked Laotian boy to Jeffrey Dahmer.

Finally, a few moments later her husband walked in with the dog. There was no mistaking. It was definitely her. From the pointy ears to the crest marking on her back, she was the sweetest sight for the sore eyes. In the time they had had her, she was named - Samantha, which I have since shortened to Sam - inoculated, and totally spoiled. They bought her tons of toys and treats, which they handed over to me with their blessings and told me that all the charges were on the house. We hugged and cried as we said goodbye, promising to keep in touch (and we did for a while).

My job ended one year later and Sam and I moved back to Los Angeles to the home I shared with my boyfriend and my first dog, Monty. The two dogs got along famously; my boyfriend and I didn't.

So now Sam and I are living quite comfortably in a little house in Santa Monica, which is less expensive than my studio apartment in New York. It doesn't have a view, but it has a yard, an eat-in kitchen and is ten blocks from the beach. Every day I look at Sam and marvel that she is in my life. She has proved to me that miracles do happen.



Sue Kolinsky started her comedy career as a waitress in New York City. After making a cynical remark to a customer (that got her fired), she decided to take her humor somewhere it would be better appreciated...The Original Improvisation. And it was.

For the past 20 years comedy audiences across the country have been appreciating Sue. Television appearances include *The Tonight Show*, *Comic Strip Live*, *Up-Close*, two specials for Lifetime and Bob Hope's *Young Comedian's Special* on NBC. Along with her numerous television appearances, Sue has traveled the world performing for the military with the USO.

Sue's comedy has been described as witty, inventive, and intelligent – cutting edge social commentary that isn't condescending.

Over the past few years she was a writer on the Warner Brothers Network show *Brotherly Love*, HBO's *Sex and the City*, *Robotica* for TLC, and the new *The Ellen Show*. Currently, she writes for MTV's *The Osbournes*.





## A THOUSAND HOUNDS

Edited by *Raymond Merritt and Miles Barth*

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### THE EDITORS:

**Raymond Merritt** has been active in the photography world for over thirty years. He has served as a trustee of the International Center of Photography, NY and is a member of the acquisitions committees of The Whitney Museum, NY and the Norton Museum, West Palm Beach. An avid collector, he has curated numerous photography exhibitions and edited several books on photography. A practicing attorney, Mr. Merritt also serves as a director of the American Fund for UNICEF, the SoHo Partnership, and the Loyola Foundation.

**Miles Barth** was the founding curator of the permanent collection at the International Center of Photography, NY. He has written a number of books on photography and has organized numerous photography exhibitions. Mr. Barth's most recent exhibition and book, *Weegee's World*, has won national and international awards.

### A THOUSAND HOUNDS

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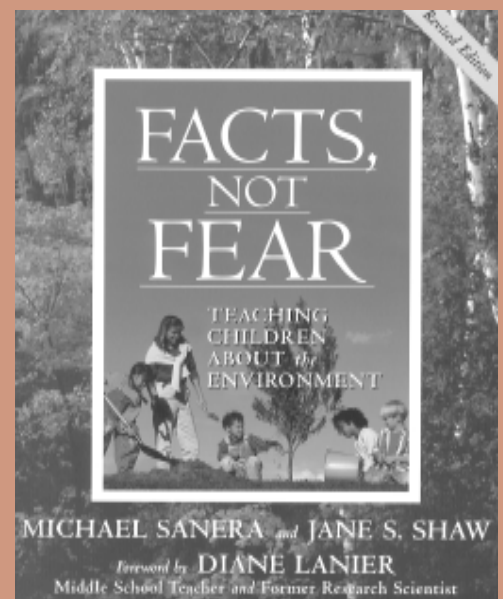
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## **HOSPICE HOUNDS – Animals and Healing at the Borders of Death**

by *Michelle A. Rivera*

**HOSPICE HOUNDS** contains the heartwarming and inspiring true stories of two dogs - Woody, a yellow Labrador, and Katie, an Australian shepherd - and their therapeutic influences on terminally ill patients and their families at a South Florida hospice facility.

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Michelle A. Rivera is a full-time humane educator and writer, and has been involved in pet therapy for many years. She is a state-certified humane officer, cruelty investigator, and a member of several humane societies and rescue alliances. She is also the founder of the Prayer Alliance for Animals.

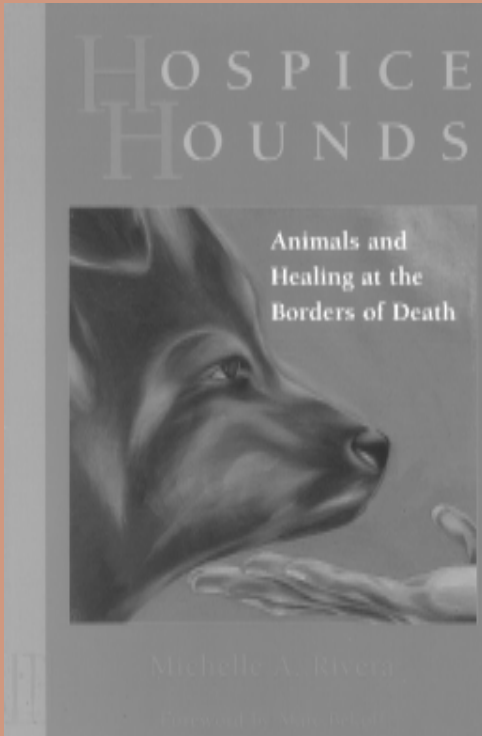
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## UTAH STATE PROFESSOR RECEIVES INTERNATIONAL AWARD

LOGAN — Frank Ascione of the Psychology Department at Utah State University received the 2001 Distinguished Scholar Award for his research documenting the connection between child abuse and animal maltreatment. The award was presented by the International Association of Human Animal Interaction Organizations and the International Society for Anthrozoology at a conference in Rio de Janeiro, Brazil.

Ascione's work has gained international prominence. "His sustained performance and unequalled leadership in this field has given him the stature of being its number one authority in the world," said Lynn Anderson of the American Humane Association.

Ascione is the author of three books on the subject including; "Child Abuse, Domestic Violence and Animal Abuse," "Cruelty to Animals Interpersonal Violence" and "Safe Havens for Pets."

His research and publications have been truly groundbreaking, not only in the fields of humane education but also in our appreciation of the relationships between animal abuse and other forms of family violence," said Phil Arkow of the Child and Animal Abuse Project. "Frank is a true interdisciplinarian, utilizing his academic credentials, scholarly creditability and personal passion to build bridges among seemingly disparate fields and organizations."

Ascione is internationally respected for his scholarly and scientific perspective on the issue, his professional expertise and, most of all, his



dedication to the cause, Arkow said. Because of his continuous efforts to improve the quality of life for victims of abuse, he has helped many people as well as animals and become a true pioneer in this emerging field.

Ascione conducted research at Utah State on the benefits of human-animal interaction for many years. He turned his focus to the effects of animal abuse in the context of family violence after discovering a void of knowledge and research on this subject. Ascione has also published a number of articles in prominent journals and provided testimony for the state legislatures of Utah, Ohio, Colorado and Washington about legislation to address cruelty to animals.

The award was presented at the 9th International Conference on Human Animal Interaction. The award is only given every three years. Award recipients are selected from nominations, and the award is based upon research productivity and the impact of the work.

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