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# Latham Letter

VOLUME XXII, NUMBER 2

SPRING 2001

PROMOTING RESPECT FOR ALL LIFE THROUGH EDUCATION

Single Issue Price: \$5.00



## Latham Lauds ... Paws for Peace™

See Page 7



### ❖ Inside:

*A feature article on program evaluation.*

by Barbara Boat, Ph.D.

See Page 8



### Also Inside ...

*The Ontario SPCA's Violence Prevention Initiative (Page 15) and Details on their Province-wide Women's Shelter Survey (Page 16).*



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# The Latham Letter

Vol. XXII, No. 2, Spring 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.

#### TO CONTACT LATHAM:

Voice: 510-521-0920  
Fax: 510-521-9861  
E-mail: [info@Latham.org](mailto:info@Latham.org)  
Web: <http://www.Latham.org>

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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:

## Educational Expectations

View education as a tool through which society passes on its knowledge to the next generation. These lessons from the past help children learn to cooperate; in turn, this improves the likelihood that when they become adults they will be able to cooperate with others who may have different opinions. Latham has always encouraged teachers who work with community standards and pass on the core lessons in good times as well as bad. I remember several very good teachers who challenged me to learn. You probably also remember those teachers who took the time to help you.

I am presently aware of three different teachers in three different school districts who I consider to be very good teachers. They are all quitting teaching because of the deplorable conditions in which they are forced to work. What are these conditions? Are they aged facilities, limited supplies, not enough money? No. These teachers work with and accept these conditions. It's other factors that are forcing them out of the teaching profession.

Teacher One has taught elementary students for fifteen years, often using personal money to make sure that the lessons she teaches have the content they must have. She is recognized as a key asset in her school, as someone who can help the most difficult students succeed. She is leaving because of three main problems: **1) Parents who do not accept responsibility and threaten her if their children don't get the grade they want,** **2) Administrators who care less about their students and more about their own territory,** and **3) Teachers**

*Unions that, in order to make their point to the public, demand her money and then insist that she not work extra hours helping students.* This triad has forced her to leave the profession.

The second teacher is newer to the profession. At first he was thrilled to have a chance to pass on his love for science to elementary students, but his first couple of years have dimmed his enthusiasm. Instead of supporting him, the system put hurdles in his path. Rather than allowing him to "just teach," he was in a position that was constantly at the risk of political whims. Eventually this uncertainty weighed on him enough to make him change career paths in order to support his young family.

Teacher Three has more than 25 years in the profession. Her passion has always been to teach and help her students excel. Unfortunately, the school leaders and district administrators are constantly weaving back and forth – supporting first one, then another of the dozens of government-mandated programs and reporting requirements. Few of these programs last long enough to make a difference. They create more political paperwork than educational results. She too is leaving, at least for a while, to "take a breath of fresh air."

I am but one person and I know of these three people who want to teach, love to teach, love to help others, but under their current situations feel driven away from this profession. These teachers are not leaving because of low salaries. They did not go into teaching for the pay. They are leaving



Hugh H. Tebault, III, President

because their school systems do not support them. The question we must now face is how can we learn from the mistakes we have made as a society and make the system work again.

Your local school district is at the foundation of education. Each state may have somewhat different requirements, but the result should be that children learn the basic tools of reading, writing, and arithmetic. These tools will enable them to succeed in all other subjects. Schools should not be places for political indoctrination. They should provide a balanced presentation of those societal values that the local community and state find appropriate.

As a citizen, I encourage you to pay attention to the society around you. The schools are where we prepare our future. Are they developing the desire to learn? Are they giving the students tools they need to develop critical thinking? Are they giving the students proper preparation for tomorrow's world?

As a parent, I encourage you to work with your children, their teachers, and schools. Be knowledgeable, helpful, and considerate. We are a pluralistic society that gets its strength from our unique and varied backgrounds. If our children acquire a love of learning from their teachers, they will learn for themselves throughout their lifetimes.



# Letters and Comments

## From the Maryland Family Violence Council – Concerning “The Link”

Dear Mr. Tebault:

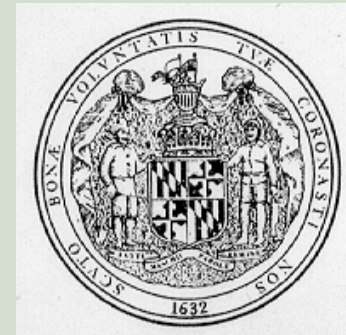
Thank you for writing to Attorney General J. Joseph Curran regarding the link between domestic violence and animal abuse.

Attorney General J. Joseph Curran and Lt. Governor Kathleen Kennedy Townsend formed the Family Violence Council in 1995 in order to reduce and prevent domestic violence in Maryland. The Council comprises leaders throughout the state who represent systems that have a direct impact on the way domestic violence cases are handled.

As part of the Council’s mission, each of Maryland’s counties has established a local family violence coordinating council. Similar to the Council on the state level, the local councils work to end

domestic violence through a coordinated community response.

Recently, many of the local councils have invited representatives from the Humane Society to work on domestic violence issues, and when necessary, particular cases. The following domestic violence service providers have focused on the link between domestic violence and animal abuse: Houses of Ruth in Baltimore City; Turnaround in Baltimore County; Cecil County Domestic Violence/Rape Crisis Center; Heartly House in Frederick County; Mid-Shore Council on the Upper Eastern Shore; and the Family Crisis Center in Prince George’s County. And, as indicated in The *Latham Letter*, Volume XX, Num-



ber 1, “Baltimore Police Department is taking a national leadership role in including animal welfare in its domestic violence prevention.”

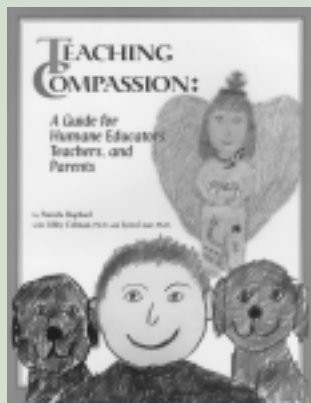
The Family Violence Council is pleased to be able to support the work of the local councils. Education the community about the link regarding animal and human abuse is essential to ending the cycle of violence.

Thank you again for your letter and your commitment to this issue.

Sincerely,  
Jodi Finkelstein, MSW  
Director

## More Praise for Teaching Compassion

Thank you for sending the materials and book, *Teaching Compassion*. As an animal lover and owner, I appreciate the work the author has done on behalf of children, animals, and the community. Wherever possible, I will share this information with others that I may come in contact with should the appropriate opportunity arise.



The Office of Commissions shares your mission of teaching compassion to others. Thank you for making us aware of this work, which will be joining our department resource library.

Sincerely,  
Sue Stoneman, Department Analyst  
Sonoma County (California) Office of Commissions  
Commission on Human Rights  
Human Services Commission  
Commission on the Status of Women

# Roger A. Caras, ASPCA President Emeritis, Dies at Age 73

By Ann Gearhart



*Roger Caras*  
1928 - 2001

## *In Remembrance*

*In 1991, Roger Caras became the 14th President of the American Society for the Prevention of Cruelty to Animals (ASPCA), after serving seventeen years as the Special Correspondent on Animals and the Environment for ABC News. Previously, he had been the House Naturalist for eight years at NBC News. He has authored more than 70 books about animals. After retiring in 1999, he was named President Emeritus of The ASPCA.*

In his book *A Perfect Harmony*, Roger Caras introduced us to this question: “What would today’s world be like if we had not domesticated animals?”

For those of us in the field of humane education, that is a question without beginning or end. The complexities of animals – domestic, wild, exotic, winged, hooved, finned and furred – interlaces our lives every day. In our journey to understand the extended family of animals, we often looked to Roger to give voice to the beauty of the animal kingdom, reason for our co-existence, and reason to rejoice in the human-animal bond. We continue to marvel at the pyramid of words he composed and collected as a guide for learning, compassion and celebration.

Midway through February, the retired President of the “A,” ABC’s special correspondent for animals and the environment, author, and annual voice of the Westminster Kennel Club, was lost to us as his cycle of years came to a close. As each of us heard that news, we must have hesitated for a moment in disbelief – remembering our favorite book, when we last heard Roger speak, or how long it had been since we learned from his commentaries. Lamenting our loss, we grieved over the reality of his departure from the world of animals and the environment.

Now, in Roger’s absence, our responsibility to follow in his footsteps has become even more critical, and even more challenging. Everyone who selected his books, followed his visionary video journeys through jungle, forest or stream, and celebrated his rise to international prominence in the

realm of animal welfare and protection, realizes that his footsteps stand alone. We rejoice in the years of language and knowledge he shared so generously. We hold his vision of the importance of our world and its inhabitants in our hearts and minds as we go about our professions.

Perhaps the greatest loss for us as members of the Association of Professional Humane Educators and of the animal welfare community is that Roger Caras actually knew humane educators! He knew who we were and what we did. He supported the concept of humane education. He could have called many of us by name and he congratulated us on our endeavors. Now the question for us may be, “What will our world be like without the vision and voice of Roger? More importantly, what will life be like for the riches of our world known as flora and fauna, without his wisdom and interpretation?”

Roger has passed the torch. We need to understand and protect the harmony he recognized and loved. We will always miss him, but he would want us to follow the road he blazed so passionately and eloquently so that in his absence, we can do our part to protect the animals and earth so significant to his days with us.

*Ann Gearhart is Humane Education Director, Snyder Foundation for Animals in Baltimore, MD and Board Member, Association of Professional Humane Educators (APHE). She may be reached at 410.366.0787.*



## Paws for Peace™

(from our cover)

**Paws for Peace™** is a partner program of Paul Owens' Raise with Praise® Reward-Based Dog Training. It is an after-school violence prevention program for elementary school children in Southern California.

Owens explains, "If kindness works for dogs, it will work for you. Because how we treat animals is directly related to how we treat each other." Through Paws for Peace, children learn the important connection of treating friends, family, and the environment with the same kindness and respect that we show to animals.

The Paws for Peace™ program begins with a light-hearted look at being nonviolent. Children learn the importance of viewing dogs as individuals with their own unique personality. Getting to know dogs as individuals is important for safety reasons as well as for developing the best possible environment for positive health and growth. Children learn simple breathing and relaxation methods that they can use

when they feel stressed or excited. These methods can help them calm a dog, or gain self-control in an argument, before a big game, or before a test.

Children learn how to safely approach a dog, how to pet a dog, and what to do if a dog charges. The program offers other important, real-life safety tips including avoiding guns.

When time permits, children have an opportunity to practice reward-based dog training with shelter dogs. In reward-based training, clicker and target training replace traditional methods such as jerking, hitting, kicking, shocking and shaking. This win-win program teaches kindness, respect, empathy, and responsibility. In turn, shelter dogs are placed in loving homes.

For further information, contact Paul Owens, P.O. Box 10335, Burbank, CA 91510, 800-269-3591, Fax 818-506-0109, [www.raisewithpraise.com](http://www.raisewithpraise.com).



(See Page 21 for a review of *The Dog Whisperer* by Paul Owens.)

# Assessing the Effectiveness of our Humane Education Interventions with High-Risk Children



by Barbara W. Boat, Ph.D.

**“I** know my humane education program makes a difference in the lives of high-risk children. Now, how do I **prove** it?”

Sound familiar? Even if we don't say so aloud, we really are convinced that our programs make a difference in some important way and, hopefully, make a difference forever. Otherwise, why would we bother? Here are some of the goals I have heard proposed to describe outcomes of humane education with high-risk children:

- ❖ *Enhance self-esteem*
- ❖ *Increase child's ability to delay gratification*
- ❖ *Create a more compassionate child*
- ❖ *Create respect for needs of animals and humans*
- ❖ *Enhance empathy for all living things*
- ❖ *Make child a better student, person and citizen.*

## Goals vs. Objectives.

I am not arguing against lofty goals – they should represent your dreams and wishes for your program in the best of all possible worlds. Goals are to be strived for. But goals are not the basis for program evaluation. Objectives are. Objectives can be measured. Objectives specifically describe what you intend to achieve and guidelines for determining success. If your goal is to “create a more compassionate child,” one relevant behavioral objective for an eight-year-old child who has been exposed to aggressive dogs in her neighborhood and is very fearful of dogs might be “to brush the therapy dog three strokes at each

session.” If your goal is to “enhance self-esteem” and having parents and children participate together is essential to your intervention, one objective might be that parents and children together attend 90% of the sessions. (Please note that any program that gets 90% participation must be fabulous! The show rate for high-risk families in therapy is less than 50%.)

Objectives are your working words. These words are not grand, attention-getting or necessarily inspiring. The job of objectives is to communicate to you and to others what you think is important to accomplish in order to “make a difference” in the lives of high-risk children and what you are actually doing to get the changes you want.

## Realistic Expectations.

We tend to be optimistic and a bit grandiose about the power of our interventions to effect change in people's lives. Problems arise when we ask too much of our interventions and too much of our participants. The purpose of this article is to provide a set of realistic expectations when assessing your humane education program that involves high-risk children and their families.

### Realistic Expectation #1: Humility helps.

I am a child psychologist who works with high-risk (abused, neglected, traumatized) children and their families. My work provides daily lessons in humility. I like to think that my interventions result in better coping skills. However, when change does occur, I know that many factors having nothing to do with me may be central. Maybe

the sexually abused little six-year-old is sleeping better because I have talked about the Safe Touching Behavior Rules and given ideas to her mother for a better bedtime routine. But maybe during this time her grandmother has come to stay with the family and provided critical support. Perhaps the offender was just incarcerated, relieving her stress, or she has started a new medication to reduce physical symptoms of anxiety. Her behavior change is due to many things, some of which I will never know. Maybe the behavior change (sleeping through the night) will last and maybe it won't.

We cannot take sole credit for behavior change. We cannot say our intervention caused a behavior change. But we can: **1) describe the outcomes we would like; 2) figure out a way to measure them; 3) describe our interventions, and 4) determine if the behavior (or attitude or knowledge) we wanted actually happened.** If we are able to document change, we can humbly say that there appears to be a relationship between our interventions and the child's behaviors.

### Realistic Expectation #2: We can't prove that our interventions are effective.

Just take my word for it or take a course in the philosophy of science. Researchers who study nonmedical interventions with human beings never use the word “prove.” We should not either. This is another way of saying “Be humble” as human behavior is too complex and multi-determined to be otherwise. And don't say “prove” ever again.



### **Realistic Expectation #3:**

**It can be tough to figure out what questions are the most important to ask or what behaviors are the most important to assess. When in doubt, more is better.**

Irv Yalom, a well-known therapist, asked a new client to do an exercise with him. In a diary she would note the events during each session that were the most helpful to her. Yalom would keep separate notes on what he perceived to be most helpful to her.

When therapy ended, they shared their observations. Yalom noted that his insights and interpretations (the techniques) were the most powerful aspects of the sessions. The client wrote that what mattered most to her was that he was there when she came, he welcomed her, and he believed she could change (the relationship). If Yalom had assumed his techniques were paramount, given her a list of his techniques and asked only about these, he would have missed important feedback. What you will get out of your evaluation will depend on what you decide to put in. It is better to have too much information than too little.

### **Realistic Expectation #4:**

**Your program evaluation won't answer all your questions the first time through.**

Before planning your assessment, decide how you want to use the information you get. Who is your audience? Try to stick with this. Need to connect with your funding source? Information about numbers of children served and reliable documentation of behavior change or knowledge increase may be most useful. Want to make your program more responsive to your participants' needs? Feedback from participants and anecdotal observations may be your best approach. You can always fine-tune your evaluation the next time.

### **Realistic Expectation #5:**

**There is no single best instrument to help you measure the impact of your program.**

How I wish there were! But the nice thing is that you have choices. Thus,

depending on what you want to assess, you can use questionnaires, surveys, rating scales, observations, content evaluations that can include interviews, anecdotal feedback, cognitive tests (short answer, matching, multiple choice, essay and true-false), and attitude surveys. You can videotape and code behaviors. (See *Methods For Measurement: A Guide For Evaluating Humane Education Programs* by Vanessa Malcarne, available through the NAHEE website).

Remember, to demonstrate change, you need to assess before the intervention begins and after the intervention ends (pre and post measures). You can measure the gains made by each child pre and post. Or you can compare one group of children who participate in your program with a similar group of children who do not participate in your program (control group) if you have the support for this kind of research.

Don't forget that you also can collect important information based on number of participants who stayed with the program, kinds of questions and concerns they had, spontaneous or solicited comments from caregivers, number of requests for information, and follow-up activities of participants, such as continuing to be involved with a humane society.

### **Realistic Expectation #6:**

**Get assistance before you start.**

Take a colleague or friend with research skills to lunch. If you live in a community where there is a local college or technical school, ask departments that provide courses in education, psychology, counseling, or statistics if they will partner with you. Perhaps there is a student who will work on your project for credit. It's all about networking. A real win-win!

### **Realistic Expectation #7:**

**We are all biased. Garbage in, garbage out.**

We all want our pet project to look good and we will most likely do what confirms that expectation. If I ask "Tell me all the ways my intervention has

helped you," I leave you no way to tell me how it might have harmed you - unless you are very assertive! If I assume the boy sitting near the dog and rocking back and forth as he pets the dog is communing comfortably with the animal, I may miss the fact that the boy really has to go to the bathroom. Teaming up with other professionals provides a check and balance for our normal biased ways of being.

### **Realistic Expectation #8:**

**Not everyone will be as excited about doing a program evaluation as you are.**

Get input and suggestions early from staff and volunteers. They will have some great ideas, and this increases "buy in" potential. Their support is critical if they will be gathering information. You must obtain consent from the child and the child's guardian to do your evaluation. Not all of them will say O.K. Protect confidentiality always! The information you obtain about particular individuals should not be shared with *anyone* without permission.


### **Realistic Expectation #9:**

**We will never know unless we ask! And numbers count so go get some data!**

One of the greatest contributions you can make to the welfare of at-risk animals and at-risk children and their families is to fearlessly ask the questions you think are important and meticulously document what you do in your intervention program. This way your program will have the best chance of being replicated if it is successful.

Finally, although your most important information may not be contained in numbers, numbers do count and are a powerful asset when lobbying for programs. So go get some data!

*And good luck!*

**Barbara Boat, Ph.D.**, is Associate Professor, Department of Psychiatry, University of Cincinnati College of Medicine, and Director, Childhood Trust, Children's Hospital and Medical Center. She treats, trains, and conducts research in childhood trauma and maltreatment and is the Vice President and Secretary of the Pryor Foundation. 

# What is Humane Education?

## A Canadian Perspective

by Tim Battle



Humane Education, simply put, is a way of teaching that encourages kindness to animals, people and the environment. Through its approach and subject content, humane education promotes an understanding of the human responsibility to care for, and about, living things and the earth we share.

Humane Education in the classroom incorporates an exploration of human, animal and environmental needs and concerns, to teach children a personal sense of responsibility and compassion. At a time when children are forming their own moral code, humane education strives to encourage them to consider different issues: the needs, feelings and suffering of others (including animals); the effects of one's own actions; and one's own place in the world relative to other living beings.

Humane education is not simply instruction on animal care (though that is included); nor is it a separate subject to be taught. Humane education is an approach to instruction that permeates the curriculum with concern for all living creatures. It is "taught" through the provision of necessary knowledge and skills to demonstrate responsible care, through the choice of appropriate teaching methods and resources, and by the teacher's own example in modeling kindness and respect.

It has long been accepted that promoting kindness to animals leads to kinder people. As early as 1897 it was recognized that "children must not be permitted to cause pain because of the effect on the children themselves" (Sarah Eddy writing in *Friends and Helpers*). In 1933 the U.S. National Parent-Teacher Association stated that "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. They will be more humane, more law-abiding, and in every respect, more valuable citizens."

Modern research is proving these long-held beliefs; recent studies show that violent criminals such as serial killers often start their destructive patterns by abusing animals. Conversely, many children who abuse animals have themselves been abused. This link has been cited by the federal Justice Ministry as justification for the need to reform the criminal code sections dealing with animal cruelty. In Alberta, the Task Force on Children at Risk noted in its April 2000 report *Start Young, Start Now!* that cruelty to animals is a warning sign. It is an indication that a child may be at risk of enacting further violence.

The need for a humane approach to education becomes more apparent when viewed in this context. Teachers need to be aware of warning signs and know what actions to take if they suspect a child is abusing animals or has been abused. Likewise, the difference between a child's natural curiosity and intentional cruelty needs to be recognized. Occasionally discussions about pets or the presence of an animal in the classroom will prompt unsettling disclosures from children. All of these instances provide opportunities for teachers and child welfare professionals to reach out to the child and attempt to break the cycle of violence.

The Alberta SPCA helps to promote a circle of caring through its humane education program. We provide teachers with appropriate tools to help their students become more compassionate. Our AnimalWise newsletter is sent to over 600 teachers, social workers and youth group leaders throughout the

province. We provide speakers (staff or volunteers) to address a variety of grade levels and topics. We operate a library which lends videos, books and computer software to teachers throughout Alberta. We promote the use of computer simulations as an alternative to dissection. Through our involvement with the Alberta Teachers' Association's Safe and Caring Schools Initiative, we cooperate with other crime prevention agencies in promoting kindness. We attend teachers' conventions and speak to teachers, student teachers and other groups about the importance of humane education and practical ways to include it in the classroom.

You can help to spread the word about humane education. Ask a teacher you know if they are aware of the Alberta SPCA's humane education program. If not, have them contact our office or visit our website at [www.albertasPCA.org](http://www.albertasPCA.org) to sign up. We also need volunteers who are willing and able to speak to elementary school classes. If you are interested, contact our head office. Training is provided.

By working together, we can make the world a kinder place for animals, and for the people who care for them.



*Tim Battle worked as an environmental engineer in Western Canada and overseas for several years before entering the teaching profession. His teaching career included five years teaching disturbed teens at a treatment center, where he observed the connection between child abuse and cruelty to animals. He became the Director of Education for the Alberta SPCA in August 1999. In connection with his current duties, he sits on the Safe and Caring Schools steering committee of the Alberta Teachers' Association and on the humane education committee of the Canadian Federation of Humane Societies. He can be reached at 780-447-3600 or [direduc@albertasPCA.org](mailto:direduc@albertasPCA.org).*

## May

**May 4-5** — National Fundraising Workshop, Englewood, Colorado. Sponsored by Grizzard Communications and the American Humane Association. Information: Resource Center, American Humane Association 800-227-4645.

**May 5-6** — Pet Adoptathon 2001, Sponsored by the North Shore Animal League America. Pet Adoptathon National Headquarters: Lewyt Street, Port Washington, NY 11050, [www.petadoptathon.com](http://www.petadoptathon.com), 1-877-236-9725.

**May 7-8** — Cat Behavior in the Animal Shelter, Pasadena Humane Society, Pasadena, CA. Information: Resource Center American Humane Association, 800-227-4645 or Liz Baronowski, Pasadena Humane Society and SPCA, 626-792-7151.

**May 10-11** — The Fourth International Companion Animal Welfare Conference, Sponsored by North Shore Animal League America and the National Canine Defense League. Istanbul, Turkey. For registration information: Europe [Helen.fulkes@ncdl.org.uk](mailto:Helen.fulkes@ncdl.org.uk); All others: Pet Savers Foundation, Phone 516-883-3738. Fax 516-944-5035, e-mail [petsavfnd@aol.com](mailto:petsavfnd@aol.com).

**May 14-16** — Asia for Animals Symposium, Manila, Philippines. Hosted by The Philippine Animal Welfare Society in cooperation with Humane Society International, SPCA Hong Kong, and the International Fund for Animal Welfare. For online information and registration visit: [http://news.china.com/zh\\_cn/animals](http://news.china.com/zh_cn/animals).

**May 17-19** — NACA (National Animal Control Association) Training Conference. Daytona Beach, FL. 800-828-6474. [naca@interserv.com](mailto:naca@interserv.com) or [www.nacanet.org](http://www.nacanet.org).

## June

**June 1-2** — Metaphors in Mental Health with Maureen Fredrickson, Molly DePrekel, and Tanya Welsch. A two-day workshop for mental health providers and animal professionals who provide Animal Assisted Therapy. Fredonia, NY (near Buffalo) Information: Tanya Welsch 651-699-9558 [mnlync@aol.com](mailto:mnlync@aol.com) or Maureen Fredrickson 716-672-6234 [Animalsystems@mindspring.com](mailto:Animalsystems@mindspring.com).

**June 1-3** — Kinship With All Life: A Conference Celebrating Our Relationship With Animals And Nature. San Francisco. 1-800-862-7538, [www.Kinshipconference.com](http://www.Kinshipconference.com).

**June 14-16** — Dances with Animals (A guided experiential workshop to discover our communication skills with animals), Best Friends Animal Sanctuary, Kanab, UT 84741, 435-644-2001, [www.bestfriends.org](http://www.bestfriends.org).

**June 15-16** — Euthanasia by Injection, Novato, CA. Information: Resource Center American Humane Association, 800-227-4645 or Stephanie Albrecht, Marin Humane Society 415-883-4621 Ext. 250.

**June 29-30** — Public Relations in the Animal Shelter, Pasadena Humane Society and SPCA, Pasadena, CA. Sponsored by the American Humane Association. Information: Resource Center, AHA, 800-227-4645 or Liz Baronowski, Pasadena Humane Society and SPCA, 626-792-7151.

## July

**July 12-14** — Teaching Respect, Best Friends Animal Sanctuary, Kanab, UT 84741, 435-644-2001, [www.bestfriends.org](http://www.bestfriends.org).

## August

**August 16-19** — Doing Things for Animals Seventh Annual No-Kill Conference, Hartford, CT. For sponsorship, exhibitor, and all other information, contact DTFA, 59 So. Bayles Ave., Part Washington, NY 11050-3728. Phone 516-883-7767, Fax 516-944-5035 or [www.dtfa.org](http://www.dtfa.org).

## September

**September 13-15** — The 9th International Conference on Human-Animal Interactions, "People and Animals: A global perspective for the 21st Century." Conference Secretary at [www.iahaio.org](http://www.iahaio.org) or [www.afirac.org](http://www.afirac.org).

## October

**October 10-13** — Tufts Animal Expo, Boston, MA, 800-642-9429, [www.tuftsanimalexpo.com](http://www.tuftsanimalexpo.com).





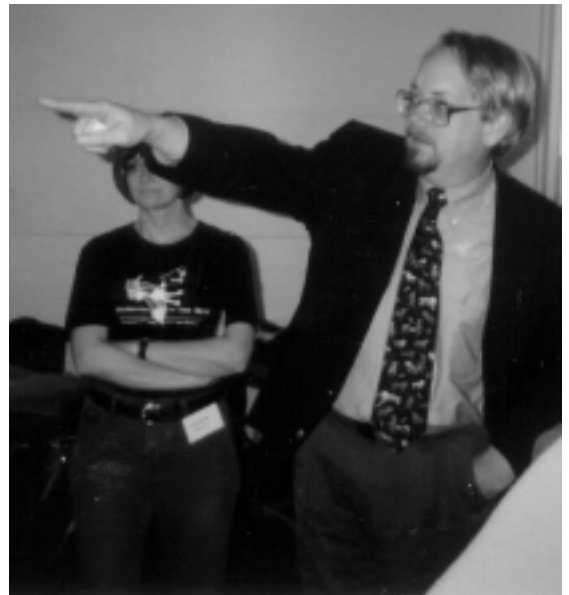
Latham co-sponsors  
successful conference:

## Teaching Gentleness to Troubled Children

Forty people joined Barbara Boat, Donna Duford, Lynn Loar, Randy Lockwood, Carol Rathmann and Morgan Spector in San Francisco, February 2-3, 2001, to examine humane techniques to teach gentleness to children from violent homes and communities.

The conference was supported and sponsored by local and national organizations: The Humane Society of Sonoma County, the Humane Society of the United States, the Latham Foundation, The Pryor Foundation, and the San Francisco Department of Animal Care and Control. Many participants had recently begun programs serving at-risk children. Others were eager to get started in the near future. People came from all parts of the country and Canada showing the great interest in reaching troubled children.

The conference stressed the need to see the children as members of troubled families and marginalized communities, and to design interventions respectful of these ties. Involving parents as well as the children clearly offers the most respect-



Randall Lockwood, Ph.D., VP for Research and Educational Outreach for the Humane Society of the United States, makes a point.

ful and effective way to reshape potentially violent energy into constructive behaviors. By teaching families to train animals using operant conditioning and a marker signal (clicker training), positive reinforcements and treats exclusively, humane educators can introduce needed skills without asking a child to choose between kindness and family ties. The conference also presented the rationale for assessing and evaluating programs, and gave practical suggestions for getting started with easy and useful pre and post tests. Barbara Boat's article on page eight in this issue of the *Latham Letter* is an outgrowth of that workshop. The Pryor Foundation intends to make available on its web page various instruments in use and serve as a clearinghouse for research and program development. Take a look at [www.Pryorfoundation.com](http://www.Pryorfoundation.com). Clearly, there is great interest in expanding humane education to reach at-risk children and their families.



The sponsoring organizations and presenters are planning to expand the conference offerings for next year. **Hold the dates: Feb. 7-9, 2002, in San Francisco and a pre-conference visit on Feb. 6 to the award-winning Forget-Me-Not Farm program at the Humane Society of Sonoma County.**



Participants play the clicker game beside beautiful San Francisco Bay.

# Calling all Humane Educators!

## Association of Professional Humane Educators (APHE) Members Gather in Pasadena



by Jean L. McGroarty

**S**tart with 30 humane educators from around the country. Add creative excursions to Southern California museums, lots of networking and stimulating speakers. What do you get? Excitement, fun and a roomful of ideas!

The Association of Professional Humane Educators (APHE) – formerly WHEEA – met February 1-4 in Pasadena for their annual conference. Hosted by the Pasadena Humane Society and SPCA and the American SPCA National Shelter Outreach, the program included field trips to the Eton Canyon Nature Center, the Southwest Museum, and a walking tour of Old Pasadena.



*Gilbert Lopez of the El Centro (California) Police Department confidently finishes his "make and take" project.*

"Combine the energy of the twenty-something crowd, the questioning and searching of brand new humane educators, and the wisdom and experience of seasoned humane educators and you have a whirlwind of a conference," observed Best Friends Animal Sanctuary Humane Educator and APHE President Nathania Gartman.

Participants got a behind-the-scenes tour of the Nature Center, and the Center itself served as the backdrop for discussions on program assessment, creative role-playing to devise new activities for target groups, and nature observation, all led by Julie Bank of Maricopa County (Arizona) Animal Care and Control Services.

At the Southwest Museum, staff and docents treated conference-goers to Native American animal stories and tours of the museum. Gartman facilitated Native American culture discoveries.

Animal communicator Lydia Hiby spoke on "The Art of Listening," and Dr. Elliot M. Katz of In Defense of Animals offered lesson plans to promote "Guardianship, NOT Ownership."

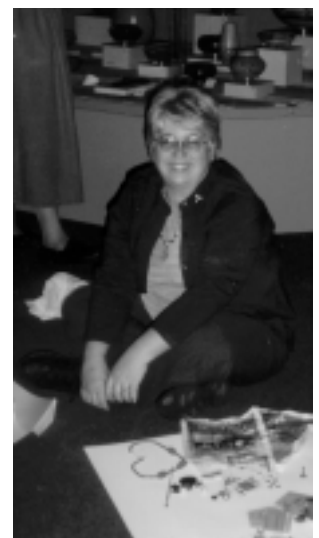
Ann Gearhart of the Snyder Foundation for Animals in Baltimore shared ideas to help humane educators work with teachers and presented curriculum-integrated classroom programs. Other speakers included Mickey Long of Eaton Canyon Nature Center, Liz Baronowski, Pasadena Humane Society and SPCA, and Mitch Sigal of the SPCA/LA.

According to Sam Marstellar of the ASPCA National Shelter Outreach Program, "I think this year's conference was a good step in helping to give APHE a more national focus."



*Pasadena's beautiful Southwest Museum.*

*Liz Baronowski of the Pasadena Humane Society and SPCA, proudly displays the artifacts of her Native American Culture.*



**Next year's APHE conference will take place in Baltimore, Maryland, in early March. Those interested in learning more about APHE and membership in the organization should contact: Ann Gearhart, The Snyder Foundation for Animals 3600 Clipper Mill Road • Suite 224 • Baltimore, MD 21211, Phone 410-366-0787.**

# Latham Letter BACK ISSUES containing "Links" Articles

*The following back issues containing articles on the connections between child and animal abuse and other forms of domestic violence are available from the Foundation for \$2.50 each, plus \$3.00 Priority Mail Postage and Handling for up to 10 issues (U.S. and Canada). Foreign orders please add \$10.00. California residents please add 8% sales tax. MasterCard and VISA accepted.*

— Latham's Link Message Goes to South Africa	Spring 00	— Milwaukee Humane Society's "PAL" Program: At-Risk Kids Learn Respect through Dog Obedience Training	Winter 94
— Crossroads: An Intensive Treatment Program for Adolescent Girls	Fall 00	— Latham Confronts Child and Animal Abuse	Spring 94
— Latham sponsors "Creating a Legacy of Hope" at British Columbia Conference	Winter 00	— A Humane Garden of Children, Plants, and Animals Grows in Sonoma County	Spring 94
— New England Animal Control/Humane Task Force	Spring/Summer 99	— Education and Violence: Where Are We Going? A Guest Editorial	Spring 94
— Confronting Abuse (A veterinarian and a social worker confront abuse)	Summer 98	— Bedwetting, Fire Setting, and Animal Cruelty as Indicators of Violent Behavior	Spring 94
— The Human/Animal Abuse Connection	Spring 98	— Animal Abuse and Domestic Violence: Intake Statistics Tell a Sad Story	Spring 94
— The Relationship Between Animal Abuse And Other Forms Of Family Violence	Winter 97	— The Veterinarian's Role in the Prevention of Violence	Summer 94
— Domestic Violence Assistance Program Protects Women, Children, and Their Pets in Oregon	Summer 97	— Results of Latham's National Survey on Child and Animal Abuse	Summer 94
— University of Penn. Veterinary Hospital Initiates Abuse Reporting Policy	Fall 97	— Israel Conference Puts the Link Between Animal and Child Abuse on the Public Agenda	Summer 94
— Domestic Violence and Cruelty to Animals	Winter 96	— Wisconsin Coalition Organizes Anti-Abuse Conference	Summer 94
— Animal Cruelty IS Domestic Violence	Winter 96	— A Shared Cry: Animal and Child Abuse Connections	Fall 94
— Gentleness Programs (I Like the Policeman Who Arrested That Dog!)	Spring 96	— A Report on Latham's October 1992 Conference on Child and Animal Abuse	Winter 93
— Loudoun County Virginia Develops Cooperative Response to Domestic Violence	Spring 96	— Child Abuse Reporting Hotline Falls Short	Winter 93
— And Kindness for ALL (Guest Editorial)	Summer 96	— I Befriended a Child Molester	Spring 93
— Should Veterinarians Report Suspected Animal Abuse?	Fall 96	— A Test for Determining Why Children are Cruel to Animals	Summer 93
— Windwalker Humane Coalition's Web of Hope Grows Stronger	Fall 96	— Animal Advocates Looking Out for Children (A description of the Toledo Humane Society's child and animal abuse prevention program)	Fall 93
— Update on the Link Between Child and Animal Abuse	Fall 96	— Correlations Drawn Between Child and Animal Victims of Violence	Summer 92
— Report on Tacoma, Washington's Humane Coalition Against Violence	Winter 95	— Upsetting Comparisons (between child and animal cruelty investigations)	Summer 92
— Animal Cruelty & the Link to Other Violent Crimes	Winter 95	— Watching Ralph Smile (An animal welfare professional's reminiscence)	Summer 92
— Univ. of Southern California Conference Addresses Violence Against Children	Spring 95	— The Shape of Cruelty (A child protection professional's perspective)	Summer 92
— Working to Break the Cycle of Violence	Spring 95	— Link Between Animal Cruelty and Child Abuse Described	Summer 92
— The Tangled Web: Report on LaCrosse, Wisconsin's Coalition Against Violence	Spring 95	— Putting the Abuse of Animals and Children in Historical Perspective	Summer 92
— Hawaii's "Healthy Start" - a Successful Approach to the Prevention of Child Abuse & Neglect	Summer 95	— The United Nations Convention on the Rights of the Child	Winter 90
— San Diego, Calif. Child Protection Workers Required to Report Animal Abuse	Summer 95	— Dangerous Dogs: A Symptom of Dangerous People	Fall 89
— Animals Over Children? (An Editorial by Michael Mountain, Editor, Best Friends Magazine)	Summer 95		
— Summaries of Child and Animal Abuse Prevention Conferences	Summer 95		
— Abuse an Animal - Go To Jail! (Animal Legal Defense Fund's Zero Tolerance for Cruelty)	Summer 95		
— Report on Rhode Island Conference: Weaving a Silver Web of Hope from the Tangled Threads of Violence	Summer 95		
— Part 2: Hawaii's Healthy Start Child Abuse Program	Fall 95		

## The Latham Foundation

Latham Plaza Building

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 E-mail: [orders@Latham.org](mailto:orders@Latham.org)

# Putting the “Link” All Together: Ontario SPCA’s Violence Prevention Initiative

by Phil Arkow

**A**n increasing number of humane organizations are recognizing that their traditional work to prevent animal abuse has wider implications to prevent other forms of family violence. But perhaps no organization has undertaken such an organized campaign as the Ontario SPCA, whose Violence Prevention Initiative is having a tremendous impact throughout Canada’s most populous province.

“Our goal is to take action and work together to create a kinder, more compassionate Ontario for both animals and humans,” says Vicky Earle, CEO of the SPCA, whose 24 branches and 35 affiliates cover a province that is 1-1/2 times larger than Texas. The Initiative’s goals are to increase awareness of the connections between animal and human violence, to develop a clearer understanding of community violence, and to help social service, health, education, legal and law enforcement professionals develop effective prevention and intervention programs.

In 2000, the SPCA surveyed a group of women in Ontario women’s shelters. Some 44% had had pets abused or killed by their partners, 42% had pets threatened by their partners, and 43% reported that concerns over the safety of their pets prevented them from leaving sooner. These findings mirrored American research and an earlier SPCA study. The Ontario SPCA may be the only animal protection organization in North America to have a full-time violence prevention coordinator on staff. Today, the Initiative has several key components:

- ▲ ***The Family Violence Assistance Program*** provides safe-haven sheltering for pets of battered women. In 1999, 190 pets were sheltered. The network of branches and affiliates makes it easy to move sheltered pets between facilities to keep their whereabouts secret from batterers.
- ▲ ***The Youth and Animal Pilot Project (YAPP)*** is a groundbreaking 13-week rehabilitation program that matches hard-to-adopt shelter dogs with young offenders. The youths learn anger management, resolve conflicts peacefully, increase their empathy and tolerance for others, and recognize their inherent self-worth by training dogs and making them more adoptable.
- ▲ ***The Cross-Training Program*** is working with women’s shelters, Children’s Aid Society, parole, and elder abuse officials. The goal is to train those who work with animals how to recognize human abuses and those working with humans how to recognize animal abuses.
- ▲ ***On Sept. 18-23, 2000, the Ontario SPCA held its third annual Violence Prevention Week.*** Activities included a 5K Walk Against Violence and interactive seminars for the public to discuss humane education, YAPP, and the animal cruelty connection in family violence and elder abuse. Educational, research and outreach materials are being published, and violence prevention coalitions are taking a multidisciplinary approach to the links between animal abuse and human violence.

“Animal cruelty does not exist in a vacuum,” says Earle. “It is a powerful indicator that other forms of violence may be happening in a home.”



# Ontario SPCA's Women's Shelter Survey Shows Staggering Results

by Craig Daniell

**L**ike many other individuals, I did not make the connection between animal cruelty and human violence until I attended a violence prevention conference hosted by the Ontario Society for the Prevention of Cruelty to Animals (Ontario SPCA) almost two years ago. I always had nothing but contempt for individuals who abused animals and considered domestic violence as one of the most cowardly acts imaginable.

Once I became familiar with the Ontario SPCA's Violence Prevention Initiative, I became fully aware of how closely the two are related and that evidence of one is often a powerful indicator of the other. The women's shelter research on this 'link' undertaken by the Ontario SPCA in 1998 and again in 2000, only serve to underline this point.

The results of the original 1998 survey, the first of its kind in Canada, made an immediate impact and in part were responsible for the introduction of proposed legislation to amend the cruelty to animals provisions of the Criminal Code of Canada. Nevertheless, the drawback of the survey was that it involved four women's shelters and a limited number of women. Nevertheless, it produced a number of startling results, the most powerful of which was that almost half the women surveyed (48%) indicated that concerns over their pets well being had prevented them from leaving the abusive situation sooner.

This startling statistic, coupled with the fact that most of the women's shelters surveyed offered no assistance to house animals, prompted the Ontario SPCA to launch its Family Violence Assistance Program (FVAP) later that same year. The purpose of the Program is to provide temporary, emergency housing of the animals of women fleeing domestic abuse. The Program seeks to create a safe haven for the animal and an assurance to the woman that she need not delay leaving the abusive situation, but can enter a women's shelter safe in the knowledge that her pets are receiving appropriate care. Over the past two years, this Program has been very successful and the Ontario SPCA has been able to house over two hundred FVAP animals a year.

The Ontario SPCA recognized the limitations inherent in the original survey, particularly the fact that there had been a limited number of respondents and that it was not completely representative of the situation in the entire province of Ontario. This is what spurred us on to undertake a far more ambitious research project, encompassing almost every women's shelter in the province.

During the months of May and June of 2000, the Ontario SPCA made contact with more than one hundred women's shelters throughout the province of Ontario in an effort to determine the level of awareness on the link between animal cruelty and human violence. Shelter supervisors were initially asked to reply to three questions:

- *Were they aware of the initial research done by the Ontario SPCA in 1998 on the 'link' between animal cruelty and human violence;*
- *Were they aware of the Family Violence Assistance Program (FVAP) initiated by the Ontario SPCA; and*
- *Would they be willing to participate in the 2000 Province-Wide Women's Shelter Survey?*

Not surprisingly, many of the shelters that responded to our initial enquiry indicated that they were not aware of the 'link' or of the FVAP services offered by the branches and affiliates of the Society. Interestingly enough however, a number of replies indicated that, although they were unaware of the 'link', it did not surprise them in the least.

Unfortunately some shelters indicated that they were "too busy to participate in the survey". Others simply did not reply. Nevertheless, the Ontario SPCA was able to convince a total of twenty-one women's shelters to participate in the survey. Among those participating, were shelters from large cities, such as Toronto, as well as those situated in rural Ontario. Additionally, among the one hundred and thirty women who participated in the survey were a number of French-speaking women.

Shelter supervisors were requested to complete the survey during the month of July 2000. In addition, the survey was to be completed as soon as possible after the woman had entered the shelter, to ensure that information was as current as possible.

A total of five questions were asked of each respondent, with the questions being identical to those used during the 1998 survey. The questions were:

- *Do you currently have a pet or other animal?*
- *Has your partner ever hurt or killed one of your pets?*
- *Has your partner ever threatened to hurt or kill one of your pets?*
- *Has any other member of your family ever hurt or killed one of your pets?*
- *Did concern over your pet's welfare keep you from coming to this shelter sooner than now?*



## Contact Information:

Ontario SPCA, Provincial Office  
Newmarket, Ontario L3Y 4W1  
Tel: 905-898-7122 x313  
Fax: 905-898-2167  
email: [cdaniell@ospca.on.ca](mailto:cdaniell@ospca.on.ca)

Of the one hundred and thirty women surveyed, a total of eighty had owned animals at the time of entering the women's shelter. A further thirty-one women had owned an animal sometime in the twelve months prior to entering the particular shelter. As such, a total of one hundred and eleven women or 85% of those surveyed had pets during the recent past and the information they provided was used in gathering the results of the survey.

The results of the 2000 province-wide survey were as follows:

*Of the 111 women owning animals:*

- 49 women or 44% of respondents stated that their partner had previously abused or killed one or more of their pets;
- 47 women or 42% of respondents stated that their partner had threatened to hurt or kill a family pet;
- 18 women or 16% of respondents confirmed that other members of the family had either abused or killed one of their pets; and
- 48 women or 43% of respondents stated that concern over their pet's welfare had prevented them from leaving the abusive situation sooner.

These results certainly confirmed the earlier work done on the subject by the Ontario SPCA, especially that pertaining to women who delay leaving the abusive situation out of a fear for the future well being of their animals. At the same time, these results serve once again, as a sign that significantly more needs to be done by government and other agencies to provide assistance to women fleeing domestic abuse.

I believe the results of the survey also struck a cord with many of the shelter supervisors who were kind enough to ensure that the survey was completed. The Society received many letters of support from these facilities, congratulating us on our work and highlighting the importance of the close link between domestic violence and animal abuse. Perhaps unintentionally, the survey certainly also created awareness among these truly committed individuals.

The results of the survey are staggering, but for those of us working in the animal care field somewhat expected. However, we were certainly not prepared for the comments made by some of the women who responded to the questionnaire. It is their comments that drive the point unmistakably home:

- *"While he was not physically abusive with the dog, he was mentally cruel with her, but interestingly enough*

*that was how he treated myself. The dog was another 'tool' he used to hurt me with. In the end the dog did go to a safe home and a loving family, but my daughters and I were the 'losers' again. We lost our home, our friends and our little furry four legged friend."*

- *"My partner chopped it (dog) up with an axe. He threatened to do the same thing to my family that he did to the dog if I left."*
- *"Boyfriend ripped the head off my kitten. Ripping head off my kitten stopped me from doing anything."*
- *"The cat did not come home. I overheard partner say he had obtained poison from a pharmacist and had killed the cat and had enough left for me."*
- *"Partner shot the dog in front of me. An extremely violent relationship – beyond the scope of power and control – very violent. Fear for the dog was one of many concerns that kept me from the shelter."*

These haunting comments provide unmistakable proof of how animals are used as a tool to manipulate the abused spouse into remaining in an intolerable situation. They provide evidence of the need for legislators to consider animal abuse in a more serious light, not only for the benefit of the animal, but also to possibly prevent domestic and child abuse in the future.

More work needs to be done by the SPCA and humane societies across North America. Animal shelters must recognize that they need to open their doors to the animals of women fleeing domestic violence. Turning a blind eye solves nothing; many times the animal protection officer is inevitably called to investigate and take action in the particular case. Additionally, other agencies including government, veterinarians and women's shelters need to understand the link and open their doors to provide additional options to assist both women and animals fleeing abuse.

*Craig Daniell is Director of Investigations at the Ontario SPCA. In that position, he oversees the work of approximately 350 animal cruelty investigators across the province of Ontario. Craig also has responsibility for the Society's Violence Prevention Initiative, an initiative that includes coalition building, animal assisted therapy (YAPP), cross training, outreach, research and the Family Violence Assistance Program.*





# Search for Excellence Video Awards



## C A L L   F O R   E N T R I E S

### *Win cash prizes, awards, and recognition.*

The Latham Foundation invites entries in its Search for Excellence Video Awards. The purpose of this program, which is held every two years, is to locate, honor, publicize, and encourage videos promoting respect for all life.

**Entry Deadline:**    *December 31, 2001. Videos must have been completed in the two years prior to the deadline.*

**Entry Fee:**            *\$25.00*

### CATEGORIES INCLUDE BUT ARE NOT LIMITED TO:

- *Child & animal abuse/domestic violence prevention*
- *Humane education and responsible animal care*
- *The human companion animal bond*
- *Advocacy/public policy*
- *Animal behavior/natural history*
- *Innovative humane education programs and projects worthy of replication*
- *Public Service Announcements*

For submission guidelines and an entry form, visit Latham's web site at [www.latham.org](http://www.latham.org) or contact The Latham Foundation:

Latham Plaza Building  
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Alameda, CA 94501

Phone 510-521-0920  
Fax 510-521-9861



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# The Long History of Pet Licensing Says Much About Our Interactions with Dogs

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by Phil Arkow

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**It has always amazed me  
how many community  
pet problems could be solved  
if people merely  
licensed their pets.**

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Thousands of cities and counties require dogs, and in many cases cats, to have a license. This tag gives the municipality's name, a registration number, and the year(s) of validity.

It may be overstating the obvious, but I can't tell you how many people I've talked with over the years who can't understand this excruciatingly simple concept. If your pet is lost, someone calls the town clerk, animal control authority or humane society and gives them the license number. A simple check is run, you get a phone call, and your pet is back home in a few hours. I've had people tell me they keep the license in a desk. This does wonders if your desk runs away from home, but I've never seen a desk rolling down the street.

I've had people tell me the tag is too heavy for their dog. I've had people say a fire hydrant-shaped tag is discriminatory. I've had them say a collar will hurt the dog's hair.

People will buy an expensive engraved stainless steel name tag, but won't buy a cheap license that does the same thing. Go figure.

I mention this because a fascinating new report traces the early history of dog tags. Dr. John Blaisdell of the University of Maine, writing in

Anthrozoos, describes the Dog Tax enacted in England in 1796. The tax laid the groundwork for much of today's animal control and licensing system. The dog tax was a response to repeated outbreaks of disease. As early as 1563, a severe outbreak of plague prompted several London parishes to order all dogs to be killed. A similar dog slaughter was ordered in 1738 in Edinburgh to control rabies. There were rabies outbreaks in the 1760s and 1790s. By 1795 it had become a major source of concern in the press. Overzealous civil servants and a generous bounty resulted in wholesale dog slaughter. Among the victims of the 1738 purge were dogs "that lead the blind about the streets" – an early reference to guide dogs. But in 1763 the Earl of Uxbridge was charged with the wrongful death of a neighbor's spaniel, dampening the enthusiasm for indiscriminate dog killing.

Meanwhile, an increasing number of dogs were becoming companion animals rather than working ones, and as a result, serious problems emerged as pet owners took their animals with them to church. Dogs, like their owners, were banned from working on the Sabbath, but collies and sheepdogs who accompanied their masters to church were well-behaved. Companion dogs, however, appear to have been less pious, and sextons regularly appointed "dog-whippers" to keep canine congregants in line.

In 1750 an article suggested that a dog tax should be directed at the numerous useless animals seen in every town. Such a tax would also

eliminate dogs from the poor who, when rabies struck, were less able to deal with the crisis.

After several false starts, the dog tax was enacted on May 19, 1796. The law divided dogs into three categories: sporting dogs (including hounds, pointers, setters, spaniels, terriers, and something called a "lurcher"); non-sporting dogs and packs of hounds. Fees were five shillings, three shillings, and 20 pounds, respectively. Early dog taxes were used to pay off indemnity claims from dogs that attacked livestock.

The law did not require a tag, and even today the U.K. issues only a paper license. It was expected instead that owners would write their names on the dogs' collars. This provision carried over to the U.S. and was enacted into Massachusetts law in 1798.

Why metal tags never emerged in the U.K. remains a mystery. The International Society of Animal License Collectors believes Rostock, Germany may have issued tags in 1775 although the oldest confirmed tag comes from Amsterdam, Holland in 1797. New Milford, CT issued paper certificates in the 1840s. Massachusetts may have issued a statewide license tag in 1861. The oldest confirmed American dog tag dates from 1865 in Middletown, Ohio. The earliest cat license was issued in Grand Rapids, MI, in 1917.

If you're a collector of pet tags, contact ISALC at 928 State Road 1106, Clinton, KY 42031. And if you're traveling in England, there's a museum of dog collars in Leeds.

---

*Phil Arkow is a Contributing  
Editor to the Latham Letter.*



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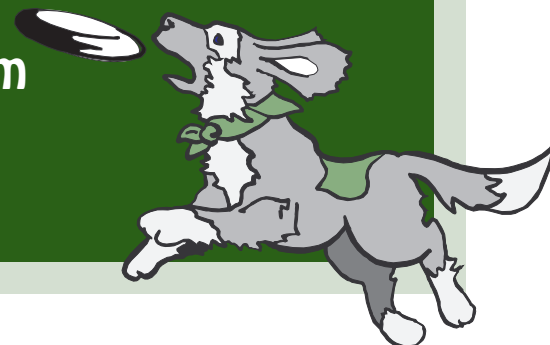
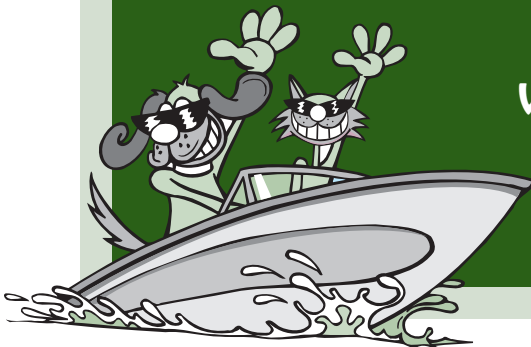
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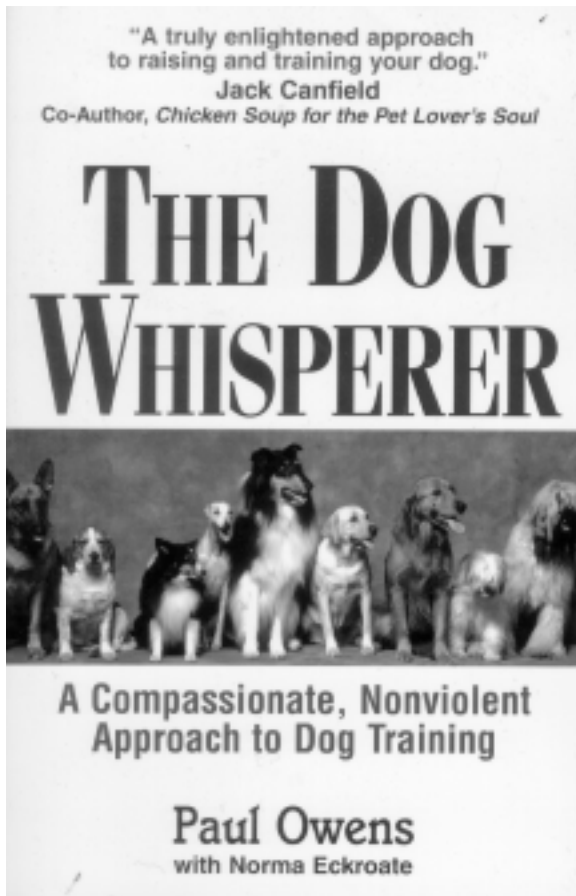
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## Summer is almost here ... Going surfing?

Here are three excellent online resources  
for pet-friendly travel planning:

[www.petsonthego.com](http://www.petsonthego.com)  
[www.travelpet.com](http://www.travelpet.com)  
[www.travelpets.com](http://www.travelpets.com)





**The Dog  
Whisperer:  
A Compassionate,  
Nonviolent Approach  
to Dog Training**

by Paul Owens with  
Norma Eckroate

*The Dog Whisperer*  
by Paul Owens with  
Norma Eckroate

Adams Media Corp.  
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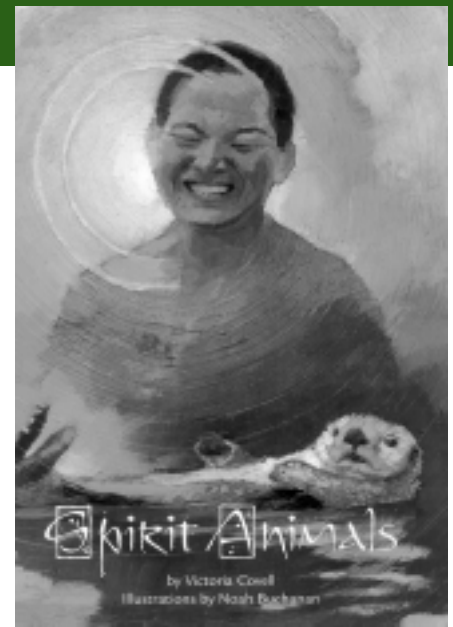
In *The Dog Whisperer*, trainer Paul Owens offers a compassionate, non-violent approach to dog training. Because Owens is a yoga practitioner and teacher as well as a dog trainer, he incorporates intuitive and effective insights into his training, resulting in positive dog care and management. He skillfully weaves his non-violent teachings into the principles of learning, helping create a deeper bond between human and canine partners.

As Owens explains in Chapter One: "The methods we choose to raise and train our dogs determine not only their behavioral responses, they also shape our own emotional, physical, and intellectual growth. They help to define and shape who we are as individuals and as a species. The goal is to learn and grow together and experience joy."

Topics include clicker training, turning affection, play, and social activity into powerful rewards and humanely solving behavioral problems such as jumping, barking, digging, chewing, and mouthing.

Since beginning his dog training career in 1972, Paul Owens has helped thousands of families and individuals improve their dog-human relationships. He has earned awards in competitive obedience and is a certified evaluator for the Delta Society's Animal Assisted therapy Program. Professional affiliations include the Association of Pet Dog Trainers (APDT) and the National Association of Dog Obedience Instructors (NADOI). He lives in Los Angeles with his two dogs Molly and Gadget.

Norma Eckroate is the co-author of *The New Natural Cat*, *The Natural Dog*, *It's a Cat's Life*, and *Switched-On Living*. She lives in Los Angeles with two cats and is working on a book on the natural care of horses.



**Spirit Animals**

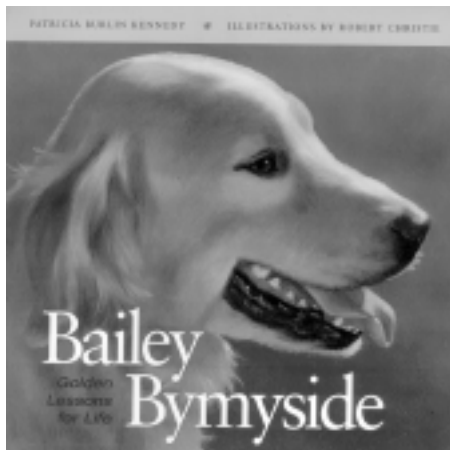
by Victoria Covell

*Spirit Animals* can change your relationship with animals. It is a provocatively revealing book for those who wish to understand the meaning behind encounters with animals. Indigenous peoples all over the world honor the spiritual messages of encouragement, warming, recognition, and self-awareness inherent in the moment of encounter. Now the author, and her son the illustrator, have created this guide to developing a deeper spiritual relationship and communication with animals.

*Spirit Animals* offers the primal messages embodied by 24 wild animals, suggests how those meanings may apply to your life and includes 24 moving stories of personal encounters with animals in the wild.

*Spirit Animals*  
by Victoria Covell

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## Bailey Bymyside: Golden Lessons for Life

by Patricia Burlin Kennedy

Winsome, humorous, and inspiring, *Bailey Bymyside* is an uplifting story about the innate intelligence of dogs and the limitless joy they bring into our lives. In a perfect marriage of text and images, Patricia Burlin Kennedy's brief, poetic observations and Robert Christie's gorgeous color paintings celebrate the wisdom and charm of America's second most popular breed, the Golden Retriever.

Bailey is a very special Golden. She is a dog who constantly watches over her household, quietly monitoring comings and goings while keeping a vigil at the bottom of the stairs each night until each of her charges is safely at home and tucked into bed.

Bailey also teaches her people the virtues of patience and dedication. She instinctively turns her attention to whomever will benefit most from her compassionate brown eyes and wagging tail. In her own unassuming way, Bailey gives of her time and energy to lift the burdens of those around her. Bailey's most important lesson of all however, is that simple mercies are reward enough - both to the giver and recipient.

Through the use of metaphors gleaned from life with Bailey, Kennedy

shares timeless truths that speak to us all, whether we've had the privilege of living with a Golden or not. "Bailey taught me that insights come when we connect with our hearts," she explains. Gems include the Zen-like "Search for the undiscovered with enthusiasm and find joy in the ordinary," and the inspiring "When we see the world through joyful eyes, the world becomes more joyful."

The idea for *Bailey Bymyside* came to Kennedy as Bailey struggled against a life-threatening bout of anemia. Realizing that Bailey's journey was nearing its end, she reflected, "When we join our lives with our dogs, the joy and life-affirming vitality which sustains this relationship transcends the sadness of the final farewell. I was blessed with an unforgettable guide who showed me the mystery of life."

Kennedy hopes Bailey's lessons will open hearts and doors to other Golden Retrievers in search of loving homes. She pays tribute to those who rescue, foster, and place homeless Golden Retrievers.

Robert Christie's evocative illustrations perfectly capture Bailey's spirit and charming personality. His love for and understanding of dogs shine through each beautiful portrait. This affordably priced gift book is sure to strike a chord with dog lovers everywhere.

***Bailey Bymyside***  
by Patricia Burlin Kennedy  
Illustrations by Robert Christie

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**Pamela Raphael:** Humane Educator, Humane Society of Sonoma County (1991-97) where she implemented classes on responsible and compassionate treatment of animals in elementary, secondary, and special education schools. Pamela is presently expanding this program to additional schools in Northern California. Published poet and Poet Teacher for California Poets in the Schools (1978-93).

**Libby Colman, Ph.D.:** Program Director of San Francisco Court Appointed Special Advocates and co-author of seven books on the psychology of parenting.

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