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Latham Letter

VOLUME XXIII, NUMBER 2

SPRING 2002

PROMOTING RESPECT FOR ALL LIFE THROUGH EDUCATION

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Photo: H. Woodward Animal Center

People Helping Animals, Animals Helping People:

**How Animal Welfare
Organizations are
Discovering NARHA**

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The Latham Letter

Vol. XXIII, No. 2, Spring 2002

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."



by Hugh H. Tebault, III, President

Editorial:

Some Discrimination is Good

Recently I was copied on an email that had been sent to a National Public Radio program in response to a story on farm animal welfare. The letter was very well written and in a kind way explained why the program gave false information to the listener. In addition, it provided three avenues to learn more about the subject presented. The writer presented facts to counter the obvious emotional feelings that had been broadcast. She was able to draw a clear distinction – to discriminate – between facts and feelings, and she made a deliberate decision to give feedback in order to educate the program director and his listeners.

The email and subsequent correspondence led me to these musings about the process of discrimination, or differentiating between facts and emotions or opinions.

Discrimination - when we hear or see that word we are conditioned to place it in the “bad column.” For years we have been told about the bad discrimination that occurs in the world. The negative use of the word surrounds us daily, but there are other meanings for this word that are equally important.

“discriminate ... 1. To act toward someone or something with partiality or prejudice. 2. To draw a clear distinction. 3. To draw a clear distinction between; differentiate.

Source: Funk and Wagnalls Standard Dictionary”

We discriminate every day. It is part of our very nature to examine options and decide on a course of action. From early childhood we are taught to discriminate between safe and unsafe activities or situations and between moral rights

and wrongs. We are expected to choose a proper social behavior.

Depending on our family, neighbors, or religious affiliations, we get varied feedback on how we are doing. Positive feedback encourages us to make more similar decisions taking us along the same path. Negative feedback hopefully causes us to modify our behavior and steer away from a hazardous path. The stronger the ties we have to this network of people and organizations, the stronger their influence is on us.

Methods considered acceptable and taught in one age may become obsolete in another. Consider Latham’s programs on humane education teaching moral imperatives about respect for animals and each other. Some schools today are too busy to teach these basic rules of society. Although many states mandate humane education, teachers are hard pressed to fit it in along with the pop-curriculum of today.

Because opportunities to teach humane education in schools are so limited, it is ever more imperative that families, communities and organizations maintain a consistent message and draw a clear distinction between animal respect and animal neglect.

We each need to be effective discriminators by learning the facts and questioning what we hear or read, especially on topics relating to the treatment of animals which are often highly emotional.

* The farm animal welfare document referred to in this article may be accessed on the web at:
[www.mnplan.state.mn.us/eqb/geis/TWP's/alversonTWPAnHealth&WB\(3\).puff](http://www.mnplan.state.mn.us/eqb/geis/TWP's/alversonTWPAnHealth&WB(3).puff)



Dear Latham,

Many thanks indeed for your message and list of very useful and valuable references. I'm sure they will help us construct a programme which will begin to change the face of animal welfare in Nepal for the next generation and beyond.

*With best wishes,
Mandy Lamkin
Hon. Advisor, SPCA Nepal*

There were many stories of canine heroes following the September 11th tragedy.

One of them, in the *New York Times* on September 19th about "Daisy" inspired the following letter:

Dear Latham Foundation:

In San Francisco sixty years ago, I was the winner of a Latham Foundation Essay Contest with a story about "Chips" a K-9 Corps Guard who guarded President Franklin Roosevelt.

First, I pray that Daisy is well, fully healed of the wounds she received saving over 900 lives. Second, I pray that Daisy will open hearts all over the world.

The whole world needs to hear of the miracle of Daisy. What could be more effective in advancing appreciation of "Man's Best Friend."

Let's hear it for Daisy!

*Howard J. Hill
Everett Junior High School
Class of '44*

LATHAM REPLIED:

Mr. Hill,

We are honored you remembered us at the Latham Foundation. Latham's partnership with the schools and publication of *The Kind Deeds Messenger* was intended to help youth gain that critical link with animals, showing respect and kindness.

Where is Everett Junior High School and how did you get associated with the essay contest?

We would like to send you a subscription to the *Latham Letter*.

AND MR. HILL WROTE:

I was very pleased to receive your letter and will share the Latham Letter with many children.

Everett Jr. High School is in San Francisco on Church Street. I value highly my years there in the hands of caring and devoted teachers. Thomas Jefferson's words on the quality of evidence put before the mind ring in my ears.

My home room teacher, Mrs. Coles, encouraged her classes to write essays and to enter your competition. From my earliest days I've had canine friends through whom my life has been enriched abundantly.

Chips' story touched my heart, therefore I felt it a perfect choice.

May the work of the Foundation bear abundant fruit among our youth, the hope for the fullness of life.

*Sincerely yours,
Howard Hill*



What will they think of next?

Global Positioning Software (GPS) for pets!

Supposedly in the works: technology that will provide a location-based computer application that will be used to track the whereabouts of domestic pets and farm animals.

Moved???

Please notify Latham about your new address.

Thanks!

PEOPLE

HELPING

ANIMALS;

ANIMALS

HELPING

PEOPLE

By Lisa Orcutt

Adding an Equine Assisted Therapy or Activity (EAT/A) component to the programs of an animal shelter or humane society is a growing trend.



For centers of the North American Riding for the Handicapped Association, it's a familiar scenario. Miracles happen everyday. A child speaks her first word. Stiff hands release the saddle horn and stretch out to embrace a whole new world. The bond between people and horses grows stronger. But this time the familiar scene takes place at the Therapeutic Riding Program of the Helen Woodward Animal Center, a unique public, non-profit organization and Premier Accredited NARHA center in San Diego County, California. What makes this organization so unique? It is the philosophy and mission of the Helen Woodward Animal Center. It touches the lives of as many as 50,000 children and adults and 10,000 animals each year. Incorporated in 1972 as the San Diego Animal Care and Education Center, the facility's primary focus was animal adoptions and education. Now more than a quarter century later, the Center offers a wide

variety of animal and human services. These include pet adoptions, food for the pets of homebound elderly and the disabled, pet encounter therapy, education, pet boarding, a community equine hospital, numerous volunteer opportunities and *therapeutic riding*.

As more animal welfare organizations adopt programs that focus on fostering the human-animal bond, a growing number of people are beginning to value animals in their communities. The philosophy of treating animals as valuable companions versus mere property is becoming more accepted in the U.S. in large part because of the advocacy of animal sheltering facilities and their supporters. This philosophy really comes alive through human/animal bond programs where animals help people and people help animals, such as in therapeutic riding.

Helen Woodward Animal Center began its therapeutic riding program in 1987 and has seen numerous successes through the special connection that occurs between rider and horse. The program's horses have touched the lives of many. On one occasion in July of this year, a 9-year old girl spoke her first word during a riding lesson. The young girl, who had never spoken a word in her life, walked up to her horse Part-Time and said "Hi." This story is even more touching because the horse that inspired this young girl to speak was rescued from being sold for slaughter at an auction.

Today, there still is no direct relationship between most therapeutic riding programs and the thousands of animal sheltering organizations. However, this may change as more animal



Photo: H. Woodward Animal Center

organizations see a need for diverse programming and coalition building to bring people and animals together in mutually beneficial ways on the community level. The benefits of the human animal bond are well documented and more organizations will modify their mission to reflect and actively model this symbiotic relationship. While some of these groups form actual NARHA centers, others establish creative relationships between therapeutic riding programs and other animal groups. In an increasingly urban society removed from animals, a focus on fostering the human-animal bond in communities large and small is becoming an important element in the philosophy and curriculum of many humane organizations.

The Cleveland County Humane Society in North Carolina has designed a therapeutic riding program to meet the needs of children with disabilities, as well as animals. The humane society started in 1982 with a pet adoptions program and in 1999 expanded their programs to include therapeutic riding that serves children with disabilities. The program started because a parent of a child with a disability saw a need in the community, as did an employee at the humane society. Volunteers became involved because of their knowledge and love for horses. The therapeutic riding program fits into their mission, which is to serve the community through animal programs. This Humane Society also offers spaying and neutering, education programs, and a resource for the community relating to animal issues.

After experiencing a fire earlier this year, the Escondido Humane Society in San Diego County will rebuild and is planning an Equine Assisted Therapy program.

The Arizona Humane Society in Phoenix Arizona is currently building a “Campus of Compassion”. The facility will include a state of the art therapeutic riding center. The program has a special interest in Equine Facilitated Mental Health.

Dr. Stephanie LaFarge is the staff psychologist at the American Society for the Prevention of Cruelty to Animals in New York. Dr. LaFarge focuses her programs on counseling individuals who have been convicted of animal cruelty as well as on the development of other human/animal bond programs. Dr. La Farge also is a NARHA certified instructor and has served as a founding board member of NARHA’s Equine Facilitated Mental Health Association. She is the current chair of EFMHA’s research committee.

Young people from many schools and mental health based programs come to Best Friends Animal Sanctuary in Southern Utah to participate in the daily activities of running a large animal sanctuary. Best Friends, located in a scenic desert canyon, is home to thousands of dogs, cats, birds, wildlife and horses. The animals are cared for

Photo: M. Woolverton



Photo: H. Woodward Animal Center



by a dedicated staff and countless volunteers. The mission of the sanctuary is to help create better relationships between animals and people. This includes young people, especially those that already have been diagnosed with behavioral or social problems. For many of these children, just being treated like any other group that comes to the animal sanctuary is a lesson in acceptance, seeing beyond prejudice, and the emotional benefit of giving outside oneself. Until recently, these young people worked mostly with the smaller companion animals

and had little direct contact with the sanctuaries forty horses and donkeys. This is gradually changing as new ways of letting the children interact with these large animals in a safe and mutually beneficial way are being explored.

Many NARHA centers, such as the Greater New Orleans Therapeutic Riding Center in Louisiana, regularly are asked to facilitate placement for

horses that have been confiscated in animal cruelty cases by local animal care and control agencies. Sometimes these equines are actually placed in therapeutic riding programs; often the NARHA center merely helps place the animals in other suitable homes.

NARHA's current Director of Education and Communications, Michael Kaufmann, previously served as Director of Education for the American Humane Association (AHA). Kaufmann, a nationally known educator on the human animal bond and past NARHA board member, has been a long time advocate for building relationships between animal sheltering organizations and NARHA centers.

Lisa Orcutt worked at the Helen Woodward Animal Center for 13 years before leaving in May 2001. Lisa managed the Therapeutic Riding Program for three years. Before joining this wonderful program she worked in Adoptions, AniMeals and Community Relations at the Helen Woodward Animal Center. Lisa is a Registered Veterinary Technician and has a Bachelor's of Science in Business Administration. Lisa obtained her board certification as a RVT in 1992.



This article and the following one by Nathania Gartmann are reprinted with permission from NARHA STRIDES, the membership magazine of the North American Riding for the Handicapped Association(NARHA).

NARHA is a membership organization that fosters safe, professional, ethical and therapeutic equine activities through education, communication, standards and research for people with and without disabilities.

For more information contact www.narha.org or call 1-800-369-7433.

Teaching Compassion and Respect

By Nathania Gartman

Truthfully, I am not a horse person. I am a dog person. However, when I first meet therapeutic riding instructors or therapists in equine facilitated mental health programs, I realized that people in animal welfare and those involved with NARHA deeply “know” and feel the healing power of our relationship with animals. I would propose that there are some deep, shared philosophical values that make organizations that care for animals natural partners for therapeutic riding centers.

Healing Power of Animals

Perhaps more than anything, concern for the welfare of animals is a shared value. NARHA centers make the same commitment of care for their animals, than any sanctuary or animal shelter. Horses are not simply tools for therapy (even in Hippotherapy, it is the “gait” of the horse that is the “tool”, not the animal itself), the horse is an active participant in a relationship. Mutually beneficial avenues for physical and emotional healing for people as well as horses (or other animals) can happen anywhere where animals are valued. Whatever the differences may be, the health and well being of the animals in our diverse programs is directly linked to the well being of the human participants.

Humane Education

Several years ago the American Humane Association sponsored a Summit on Humane Education. The first difficult task was to define “humane education”. The definition proposed by the interdisciplinary group broadened the concept in ways that make it directly applicable to therapeutic riding centers as well as many other community groups (schools, churches, scouts etc.).

Humane Education Is:

- *Engendering the values of respect, compassion and reverence for life.*
- *Instilling the understanding of the dynamic relationship and interconnectedness between and among the living and non-living components of the world.*
- *Promoting a sense of the individual’s place, role and responsibility within this “web.”*

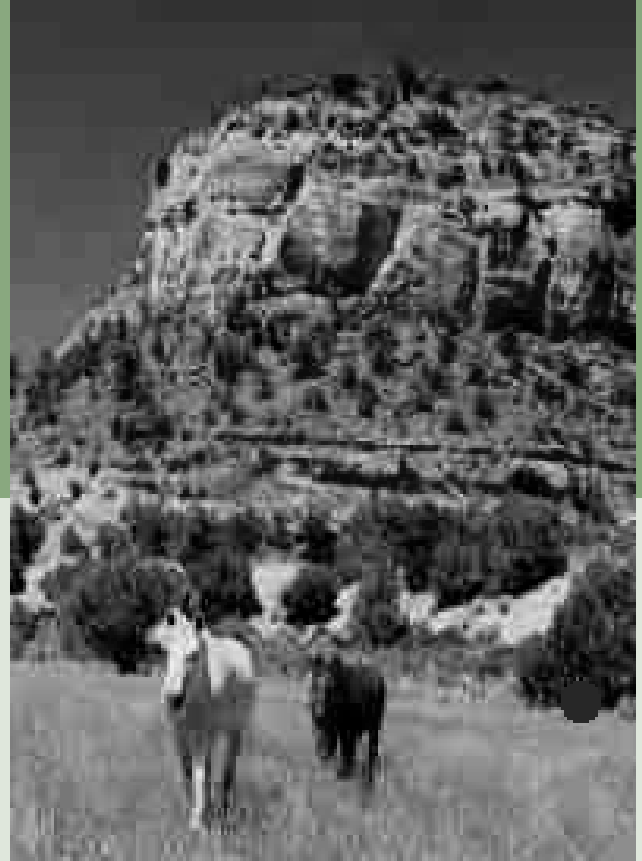


Photo: J. DePeyer/Best Friends

Link Between Animal Abuse and Domestic Violence:

Another area of common concern is the growing relationship between domestic violence, child abuse and cruelty to animals. This connection is relevant for all NARHA centers, not just those dealing specifically with populations that are “at risk”. Any rider or staff member, regardless of ability status, may have experienced past abuse or may be at risk for exhibiting abusive behavior. Many national studies have shown the link between abuse of animals and other forms of violence. Just like the human participants, horses at NARHA centers need to be protected from unintentional or intentional harm. Many communities have formed coalitions of animal welfare, mental health, police and domestic violence advocates to collectively break the community cycle of violence. NARHA center representatives should be part of such efforts.

Horse Rescue

Some NARHA centers work exclusively with rescued horses. Thousands of older horses, some with minor health problems, have found a wonderful second or third career this way. But many sound horses are still discarded simply because the owner can no longer care for them. Working with local horse rescue groups and serving either as a home or temporary home for all kinds of horses in need, can be a wonderful additional role for NARHA centers.

Non-riding NARHA centers that conduct Equine Facilitated Mental Health have a unique opportunity to provide a haven for horses that cannot be ridden. Many rescue programs receive animals that have good temperaments but poor health.

Horse rescue offers all NARHA programs the profound impact that students and clients (and staff) can experience by allowing them to participate in the healing of another being. The daily activities of feeding, grooming, mucking, and veterinary care can open a communication of caring. This rescue activity enriches the experience for all participants, and also offers many wonderful opportunities for community public relations. Adding such an animal welfare component to riding, driving, hippotherapy etc. can expand the community role of a therapeutic riding center.

Caring and Compassion

Working with other groups in your community, both those that focus on animal care as well as more human focused groups that seek to strengthen society, can expand and strengthen the educational and therapeutic reach of NARHA centers. It is a fact that communities of caring and compassion benefit humans and animals equally.

Nathania Gartman is Director of Education and one of the founders of Best Friends Animal Sanctuary in Kanab, Utah. She is also President of the Association of Professional Humane Educators. Currently Ms. Gartman serves on the EFMHA task force to create an instructor curriculum for NARHA instructors who wish to specialize in Equine Facilitated Mental Health.

Contact her at:

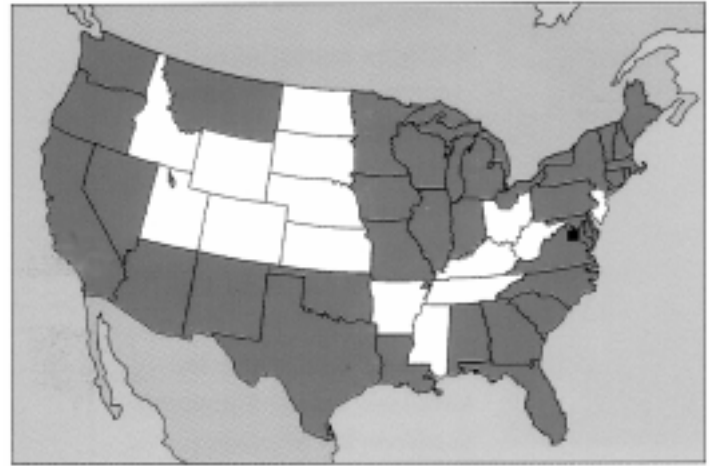
Best Friends Animal Sanctuary,
435-644-2001 ext. 317 or at
humane.ed@bestfriends.org



States With Felony Animal Cruelty Provisions

There are now 34 states plus the District of Columbia with felony animal cruelty laws.

Alabama
Arizona
California
Connecticut
Delaware
Florida
Georgia
Iowa
Illinois
Indiana
Louisiana
Maine
Maryland
Massachusetts
Michigan
Minnesota
Missouri
Montana
North Carolina
New Hampshire
New Mexico
Nevada



■ States who prosecute certain forms of animal cruelty at the felony level.

New York
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Carolina
Texas
Virginia
Vermont
Wisconsin
Washington
District of Columbia

Details about this legislation and help passing felony animal cruelty laws are available from the American Humane Association's Washington, D.C. office at dc@americanhumane.org

Therapeutic Horseback Riding Video Available From Latham

Ability, Not Disability

This moving documentary visits the Cheff Center for the Handicapped near Battle Creek, Michigan where the physically and mentally challenged ride horses in a highly effective form of pet-facilitated therapy that provides exercise, improves coordination, and builds self-esteem. The video also explains the Center's highly-respected certification program for therapeutic riding instructors. "Ability, Not Disability" received the California Governor's Committee for Employment of the Handicapped Outstanding Informational Film Award. (8th Grade through adult; physical therapy, psychology, physical education, special education.)

Visit www.latham.org for more information

Interactive Humane Education

An Interview with Julie Bank by Judy Johns

There's a lot of talk these days about interactive humane education. But what, exactly, does "interactive" mean and what is its potential for you and your organization? What are the advantages? Are there any disadvantages? How and where do you start? There's no one better than Julie Bank of Maricopa County (Arizona) Department of Animal Care and Control to enlighten us.

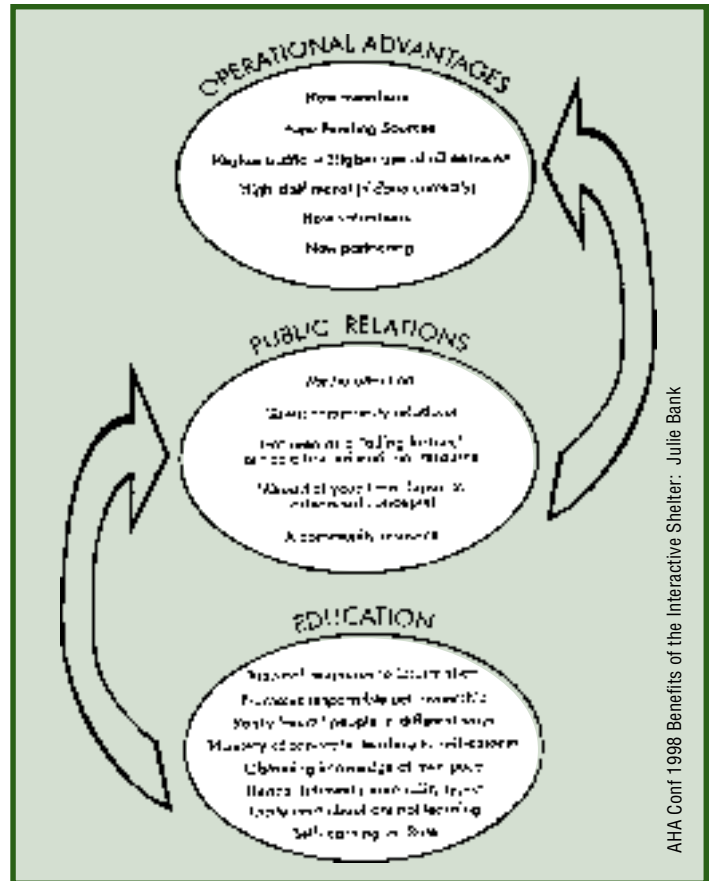
JJ: Give us some background, Julie. How does interactive humane education compare with a more traditional style?

JB: Historically, humane societies and animal welfare and animal care agencies focus on what we call *traditional* human education, that is, one-time classroom presentations to groups of school-aged children. But since our goal as humane educators is to change *behavior*, we owe it to ourselves to question how well what we do is working. Do these presentations work or are we spinning our wheels? Does "one-size fits all" humane education decrease the number of animals coming into shelters? Does it help make people in the community more responsible? Does it decrease abuse and neglect? These are questions that humane educators have been asking for a long time. I believe interactive humane education answers these questions with a big "yes."

It seems that today humane educators are looking at their programs in many new and exciting ways. We started looking at advances in learning theory and we incorporated this knowledge into humane education. We looked at what educators in museums and zoos were doing, for example. They helped us understand the importance and potential effectiveness of different learning environments – of enabling learning at one's own pace and in one's own style. Some people learn best visually; some when they listen; some when they use their sense of touch.

JJ: What are some of the other benefits of interactive humane education? Are there any disadvantages?

JB: There are many benefits for your shelter/organization and ultimately, for animals and for our society – for our world. If you make your program a community program (instead of taking a traditional, school-based approach), you can actually turn your shelter into a destination – an attraction – just like a zoo or a museum. Make it fun for both kids and their parents and you'll find a new audience. Along with this new audience comes potential new supporters. The only disadvantages are the expense, the challenges of changing traditional thinking, and the time involved in long-term planning and implemen-



tation. But I'm convinced that the advantages far outweigh the disadvantages.

JJ: But obviously this represents a lot of work. Where does one begin?

JB: You need partners! Whether you're building a new facility or modernizing your humane education program. And you need them both inside your organization and in the community. So one place to begin is by forming a TEAM.

The team can include the following players but keep in mind that one person might play several positions.

- Project Manager
- A content person (the educator)
- Exhibit Designer (someone to work with you on the concept)
- Artist(s)
- Fabricators — the builders and craftspeople

You'll also need development people. You'll need to get internal buy-in first. And that means involving many different things and people, both high and low-tech. I suggest developing a prototype of a proposal before approaching your board of directors. Really build a case for your idea. Sell it. And don't forget to build in outcomes and evaluation. Be prepared to answer lots of questions about money and staffing. Some

shelters are making the whole shelter as an interactive environment. Others are just creating rooms. And while an interactive room is an option, you want to avoid the trap of having that room tucked away somewhere as a world unto itself.

JJ: What are some good resources for this stage?

JB: There's the American Association of Museums, the American Association of Children's Museums, some university departments, and your own community, teachers, etc. Look at what others are already doing, at other educational spaces and environments. And think outside the box, outside your shelter. If you don't have the space for an interactive program, think of who might, like Jane Demming did in Providence. Think about spaces that people already come/go to such as malls, museums, zoos, and airports. These may also be your funding partners.

This first phase might take up to three months. It's a time for educating and persuading, and for gathering your resources and partners.

Some of the things you'll want to include in your proposal/plan are:

- *Partners*
- *Materials*
- *The budget*
- *Your audience (get them involved in the planning too)*
- *Needs assessment*
- *Short and long-term goals and how you'll measure results*
- *Methods and modes of achieving the goals*
- *Staffing*
- *Space*
- *Format*
- *Maintenance*
- *Time frame*
- *Traffic patterns*
- *Accessibility*
- *Marketing and public relations*
- *Evaluation and possible modification*

JJ: What are some key words to keep in mind when thinking "interactive?"

JB: Think of creating a meaningful experience! You'll want to give participants, whatever their age, the thrill of curiosity, discovery, exploration, emotion, and sensory appeal. Your goal should be to enhance curiosity, cognitive skills, to stimulate memories, to personalize the experience, to give choices and let visitors/participants proceed at their own pace, to make the experience challenging but successful, and finally, to make it fun. These behaviors and considerations have all been shown to help change behavior.

But this is not to say that you won't still have school tours and classroom presentations. Even a simple poster becomes interactive if you ask a question.

JJ: What are some additional specific methods?

JB: There are many. Here are just a few examples:

- *Scavenger hunts*
- *Problem-solving activities*
- *Role-playing*
- *Wishing trees*
- *Puzzles*
- *Try-ons*
- *Computer kiosks*
- *Finding their personal voice by telling their stories in a book, journal, or through art or poetry*
- *Discovering things in unexpected and fun places – surprises*
- *Stunning, compelling objects*
- *Teachable moments*
- *Interactive text or signage*
- *A quiet place to sit and read*
- *Make and take activities*
- *Inter-generational projects*

JJ: It seems as though many humane educators are already incorporating some of these kinds of activities into what they do.

JB: Yes, many are. Lots of us have discovered how much fun it can be and how rewarding! Just remember that any change is difficult. Interactive education is a real commitment to learning. It's especially hard to get perspective on things when we're in the middle of them. We're too busy! But it's important to stop and evaluate. Don't get stagnant. Remember that an evaluation isn't a critique, but rather an exciting exploration and an opportunity for growth. Take baby steps and it will spark something in you.

You may need to stop what you're currently doing for a month to work on this project, or you may need to bring in someone to help, but it's worth it. I can't emphasize enough how exciting and rewarding interactive humane education can be.

Julie Bank is Director of Public Programs and Development at Maricopa County Animal Care and Control in Phoenix, Arizona. Prior to moving to Arizona, Julie was Director of Education at the ASPCA in New York City. She has a M.A. in Museum Education. You can reach Julie, who would be glad to answer your questions about interactive humane education, at Jbank@mail.maricopa.gov

Judy Johns is Director of Development and Public Relations at the Latham Foundation for the Promotion of Humane Education. JJohns@latham.org

This interview was originally prepared for The Packrat, newsletter of the Association of Professional Humane Educators (APHE) and appears in Issue 66, April, 2002.

APHE is a professional organization for people interested in and supportive of humane and environmental education. For information contact <http://aphe.humanelink.org>



EXPANDING

Your Educational Reach Through Partnerships

By Jane Greco-Deming

As shelters and humane societies throughout the country witness the continued tragedy of pet overpopulation and animal neglect, many wonder if humane education is the answer. Over the last twenty years, the humane movement has worked hard with public education programs and continues to spend millions of dollars on school programs, publications, television, and radio advertisements. For those of us in the trenches, it seems like we are hardly making a difference. Some national organizations have even begun to question the worth of our efforts.

I guess you could call me a diehard. I firmly believe that we must educate. We have a moral responsibility to change a system that does not work and adversely affects millions of companion animals each year. Domestication is a condition forced on animals by humans, for humans. We don't question the value of companion animals; the consensus is that their benefits to us are boundless. However, as a society we have failed this group of helpless creatures miserably.

Changing attitudes and behaviors doesn't happen over night. I do think humane educators must continue their work, but I also believe we must move with the times and seek opportunities to educate in new and more exciting venues. There is a place for tradition, but there is also a growing need to expand our educational reach.

What is happening to Humane Education?

Maybe we should begin by taking a new look at how we educate. Sticking with the old traditional methods is not a bad thing. What we must do is expand our educational reach, and we should consider more creative options. Maybe

we need to get out of the shelter, the classroom, and the lecture hall, and start to look at places where families go to learn, shop, recreate. Those of us who write grants know that there is a real shift in the philosophy of philanthropic agencies. They are looking for creative projects that include partnerships, and collaborations. If that's where the funding is going, then we need to think in those terms.

Think: Partnerships!

What Agencies would be Appropriate?

Shelters in different regions of the country may share many common interests with other unrelated agencies. Whether they are veterinary offices, pet

product chains, libraries, museums, malls, or local parks and zoos, there may be a connection. We also realize that people have an intrinsic interest in animals and animal-related information. Certainly the growing popularity of the cable program "Animal Planet" is a prime example of the universal interest we, as a nation, have concerning animals. When we combine those factors with a child's curiosity about animals, we have a formula for success.

Our next step is to be wise enough to find the correct venue to make a humane education offering work. Selecting the correct partnership will take some real soul-searching. We must align ourselves only with those who feel they can support our philosophy and who share some of the same humane goals and ideals. Those decisions will be fundamental to the success of any partnership.

How to persuade a group to participate in a partnership

There are no hard and fast rules for securing a good partnership. Having all of your ducks in order before you approach an agency will show that you are serious. Showing some initial diplomacy through a telephone contact is a good place to start. It is important to do your homework so that you know who the players are in a particular agency, will help. Securing initial funding and ascertaining what the cost of such a project will be is a sure way of showing you're not just playing games or pipe-dreaming. Demonstrating board and/or constituent support and other models of successful partnerships can win further trust. You must have the time and skill to do much of the initial legwork. This is truly a sales job. There is a balancing act here that requires knowing how elaborate your

"Funders are looking for creative projects that include collaborations. Think partnerships!"

presentation should be, how big a force you should show, and how hard you should push for your product.

In the early stages of a partnership the professional appearance of your presentation, your carefully balanced enthusiasm and the ability to listen and understand where the potential partner is coming from will be very important. Remember to listen carefully and note their questions to be answered later. Understand you are one of the best at what you do, but you may not fully realize how the potential partner operates. Realizing that there can be huge differences, while trying to find the key similarities, will prove to be beneficial to reaching your goals.

Securing a partnership or collaboration

Nothing is completed until the paperwork is signed. This is no layman's job. You must try to think ahead about everything from staffing, to time commitment, to level of participation by both parties. The document both party's sign, will be a tool and can support you when you know you are right while giving you the ability to pull out of a commitment if you find it is wrong. In every partnership there must be a system of checks and balances, and this document will allow for that. A well-designed contract will help new people on the project understand the purpose of the project and the goals for which it was developed. It will give your agency a guide that covers how to handle future issues and decisions, if it is well thought out and properly executed. This is an important time for you to work with an attorney whom you trust and who knows your organization and its goals. This document will be your agreement, so it must include language about who is expected to provide what and at whose expense. Within your agreement, you should include a management hierarchy so that everyone knows who answers to whom and which agencies are responsible for what facets of the operation.

The completed project

When your project is complete, you might think you are finished, but that is not the case. A partnership is a continuum that may even evolve as time goes on. If you are partnered with an organization and maintaining a project, excellence must be the goal. Continuing to communicate, share information, provide leadership when necessary are important to the relationship. Partners will not want to extend a relationship if they feel the commitment has somehow been compromised. Be prepared to have additional

"I do think humane educators must continue their work, but I also believe we must move with the times and seek opportunities to educate in new and more exciting venues."

expenses of time and funds. Be prepared for everything! There may be times that certain facets of your project simply don't work. When that is the case, be creative and have the same level of enthusiasm as you did in the beginning and work to resolve what doesn't work.

In Closing

As the creative force behind one of the nation's first interactive humane education projects, Pets & People® at the Providence Children's Museum, I speak from experience with the above

information. The Providence Animal Rescue League renewed its three-year contract with the Museum in October of 2000. At a round table discussion, it was agreed that partnerships of agencies with so many differences, is hard at best. But the final results are what counts and we agreed unanimously that the success of what was accomplished far outweighed any difficulties. When the goal is altruistic, and the agencies agree on the ideals, the final product is worth the effort.

Our Pets & People® exhibit recently celebrated its 4th anniversary. Over 500,000 children and their grown-ups have role-played, explored and learned to be more humane and responsible. Perhaps the results of our efforts are not exactly tangible or measurable, but the notes from teacher, parents and grandparents who visit the space, tell us that what we have done is improve their knowledge and engage their children in humane play. The exhibit continues to enjoy great popularity and we continue to work to improve on what we have. We are now working to develop a "Water Pets" space for our exhibit. The education department is now responsible for all animal related programs offered to the public at the museum. Those are positive results of a partnership that works.


Today we are manufacturing and selling copies of the graphics we developed for the exhibit, to other shelters and museums. I am consulting with other museums and shelters to assist them with similar projects and spin offs of Pets & People®. If nothing else, we have discovered a new and non-threatening means of delivering our message to a broader audience and in the process, expanded our reach into the community by ten or fifteen times our old methods. We have increased foot traffic in our shelter and increased demand on our outreach school programs. We have gained the respect and admiration of many local agencies and garnered dozens of wonderful articles in national trade publications. All this is far more than I ever could have hoped.

I welcome any questions about the education project at PARL or our exhibit. Jane Greco-Deming, Director of Education, Exhibit Developer 401-421-1399 X13. Providence Animal Rescue League 34 Elbow Street, Providence, RI 02906, Education@parl.org

Jane Greco-Deming has been the director of education at the Providence Animal Rescue League for eight years. Before that she was a Zoo Consultant, Curator of Education at Roger Williams Park Zoo in Providence for eleven years and a zoo investigator for the Humane Society of the United States. She is a graduate of AZA Zoo Management School. She has been a certified wildlife rehabilitator for Rhode Island for twenty four years who specializes in birds of prey and is the state coordinator of the animal disaster plan for Rhode Island, known as RIDART.



Call For Submissions...


 **The ASPCA[®] Henry Bergh Children's Book Awards**

The American Society for the Prevention of Cruelty to Animals is calling for submissions of outstanding children's books that foster empathy, compassion, and respect for living beings.

The 2002 Awards will be presented at the American Library Association Conference in June, 2003.

Deadline: October 31, 2002

For submission requirements contact
The ASPCA Education Department
424 East 92nd Street,
New York, NY 10128
212-876-7700,
Ext.4402



ASPCA[®]

www.asPCA.org/bookaward

New Award Honors Effort and Achievement in Humane Education

EAST HADDAM, CT – Nominations are now being accepted for the first annual National Humane Education Achievement Award. Each year, this new award program will recognize an animal shelter or animal control agency that has demonstrated an exceptional commitment to communitywide youth education. The award is sponsored by the National Association for Humane and Environmental Education (NAHEE), youth education division of The Humane Society of the United States (The HSUS).

Candidates for the National Humane Education Achievement Award will be judged on their successful development of community partnerships or innovative projects that integrate animal-welfare education into school or other youth-oriented programs. Special consideration will be given to those organizations that, in spite of limited resources, exhibit creativity, ingenuity, and perseverance in their pursuit of humane education goals.

“Animal care and control organizations across the country have created some extraordinary youth education programs,” says NAHEE executive director, Bill DeRosa. “By recognizing and publicizing their work, we hope that others will be inspired to go further in their efforts to instill in children an ethic of kindness and respect.”

Award entries must be received by December 31, 2002. Prizes to the winning organization will include a free trip for two staff members to the 2003 HSUS Animal Care Expo in Reno, Nevada. Held annually, HSUS Animal Care Expo is a dynamic training conference and trade show for animal care and control professionals. For award details and an entry form, call NAHEE at (860) 434-0172 or e-mail nahee@nahee.org

The National Association for Humane and Environmental Education publishes *KIND News*, an award-winning classroom newspaper for children in grades K through 6.

Splish Splash Henry's Taking a Bath

By Julietta Appleton

My friends accuse me of not having “normal” animals. I think they have some nerve. Most of my friends have pretty quirky “animal companions,” as we are now supposed to call our pets. One friend’s dog always bites my heels when I leave her house because her dog happens to have uncontrollable herding instincts. Another friend’s cat is deaf and senile, so he meows constantly for food and can’t remember if he’s eaten. Another doggie I know swims laps and exits the pool using the stepladder. And then there are the Greenbergs’ two Quaker Parrot girls who run around on the living room floor, shrieking loud enough to melt earwax. Okay? So what’s normal, really?

I admit that as a child I had atypical animal experiences. When I was four, I held a baby lion cub at the San Diego Zoo (could you imagine the liability issues today?), and of course I wanted one as a pet. I was unduly influenced by naturalist Gerald Durrell’s books on the wild animals that befriended him. Because of Durrell I wanted to have a marmoset that would sleep in my night table drawer. Other kids had dogs, I had a rat and a parakeet that sat on the salad bowl during family dinners. I longed for a hyrax when I read *Born Free*. We lived so close to Africa that I figured one would be easy to come by. My father always nixed my ideas.

So as an adult I have indulged myself and lived with the animal companions I really wanted. These days it’s a PBGV, a wire-haired hound who can sing and steals whole pies when I am

not looking, and two Bengals. I know these Bengals sound like wild animals, but they’re just leopard-spotted kitties. Still, I had to claim that Henry, a brown tabby leopard who I adopted in Canada, was a domestic shorthair; otherwise U.S. Customs would have thought I was importing a tiger. Henry’s sister Pearl (who comes from Ila Manner in Katonah, New York), is a snow leopard Bengal, and she’s the boss in this house. She growls ferociously although her crossed eyes completely ruin her rep.

I will also admit that Bengals, which are a cross of Asian Leopards and regular housecats, are not normal compared to other cats. They’re unafraid of heights, so when most people would call the fire department, I just watch with amusement as my cats cavort in the tops of trees, sometimes hanging upside down from their back legs and wrestling like two drunk possums. They’re great mousers – and

birders, squirrelers, and snakers, too, if you need that sort of thing.

But the wackiest thing about Bengals is they love water. LOVE it. Pearl can usually be found sitting in a sink, waiting for me to fill it. I’ve caught Henry sitting in the toilet twice – *in* not on – with water up to his waist. Needless to say, I’ve bathed him after, and he purrs as I soap him up and run warm water over him. If I’m in the shower, there is invariably a Bengal in there too, watching me from just outside the spray’s reach. Neither cat will drink water unless they are immersed in it up to their shoulders.

It’s adorable, and sometimes annoying. I must have to change my socks four times a day because I am always stepping in puddles, from when the Bengals tip over the water bowl. My white kitchen counter is always spotted with leopard paw prints, and so is my couch. But I am not complaining. I

adore these guys and they keep me laughing. They’re about as close to wild creatures as I’ll ever get. But I wouldn’t say my animals aren’t “normal.” Now you’ll have to excuse me, because I hear some unidentified splashing and I think I may have left the lid up.



Upcoming Conferences, Workshops & Deadlines

June ...

Adopt-a-Shelter-Cat Month!

Sponsored by the ASPCA, Fresh Step®, and Petfinder.com

Visit www.asPCA.org and www.library.petfinder.org for an information packet and a wealth of feline sheltering resources

July

July 7-10

14th International Congress on Child Abuse & Neglect. Denver, CO. Sponsored by the International Society for the Prevention of Child Abuse and Neglect (ISPCAN), Kempe Children's Foundation, and Kempe Children's Center. The theme of the Congress is "Charting our Progress Toward Protection of Children Worldwide." For information: Phone 303-996-9997 or Fax 303-265-9092 E-Mail: 2002@kempe.org; or visit www.kempe.org

July 15-19

Humane Education Graduate Course "Paving the Way for a Sustainable, Compassionate Future," a week-long, summer course at the University of Maine. A chance to examine relationships with other people, ourselves, the Earth, and all species, and to make connections between personal choices and a sustainable world. iihe@compassionateliving.org or 207-667-1025.

July 25-26

Humane Techniques: Dog Behavior Modification. Pasadena, California. Sponsored by the American Humane Association and the Pasadena Humane Society and SPCA. For information contact Donor/Member Services, AHA, 866-AHA-1877 or Liz Baronowski at the Pasadena Humane Society and SPCA, 626-792-7151.

August

August 2-4

International Humane Education Symposium sponsored by the International Institute for Humane Education (IIHE), a non-profit organization dedicated to creating lasting social change through education about the earth, other countries, and all people. IIHE's Center for Compassionate Living in coastal Maine near Acadia National Park. Contact IIHE at P.O. Box 260, Surry, ME 04684. iihe@compassionateliving.org www.compassionateliving.org or 207-667-1025.

August 4-7

10th National Conference on Domestic Violence, sponsored by the National Coalition Against Domestic Violence (NCADV). Kissimmee, Florida. Information: 303-839-1852 X 109 or conference@ncadv.org

August 8-11

2nd Worldwide Road to Recovery Conference. Sponsored by Sharlene's Angels on Earth, Inc a non-profit ministry helping survivors of violence and abuse and winner of Florida Governor Bush's Peace at Home Award. Ramada Plaza Hotel, Hollywood, Florida. www.angelsonearthine.com, Phone 954-981-5616 or Fax 209-797-7859.

August 22-25

Conference on Homeless Animal Management and Policy (CHAMP). Reno, NV. www.champconference.org

September

Sept. 12-15

Tufts Animal Expo 2002, Boston, Massachusetts. A 4-day educational conference and 3-day trade exhibition for professionals in veterinary medicine, animal care, human health, and animal welfare. Visit www.tuftsanimalexpo.com or call 800-642-9429.

Sept. 19-22

American Humane Assoc. National Conference. Adam's Mark Hotel, Denver, CO. www.americanhuname.org



Curious About Animals in Movies and Television?

The American Humane Association's Film & Television Unit Monitors the Welfare of Animal Performers



In the 1939 film “Jesse James,” a horse and rider jumped off a cliff into a raging river. The rider lost his hat; the horse lost his life. Shortly after that needlessly tragic episode, American Humane Association responded to the public outcry by spearheading an effort to protect all animals in film. AHA opened its Los Angeles office in 1940 to coordinate ongoing advocacy to protect animal actors.

American Humane Association's Western Regional Office, is still the center of operations for AHA's Film and Television Unit. In 1980 the entertainment industry entrusted AHA with the sole authority to protect animals used in film and television through a contract with the Screen Actors Guild. AHA's Western Regional Office prevents

mistreatment of animal actors by reviewing scripts and working with trainers and producers prior to production and by being present on sets when significant animal activity takes place.

This past year, AHA representatives monitored more than 850 productions across the United States and in Mexico, Canada and the UK, Italy, South Africa and Germany. While on the set, AHA not only inspects facilities where the animals are housed and cared for during the production, but also examines the props and sets to ensure that the well-being of each animal remains the top priority. AHA field reps follow a set of comprehensive Guidelines covering the wide array of production concerns (including explosives, costumes, stunts and rigging) that could affect animals working on film and television sets.

The most critical work, however, is done before the cameras ever roll. AHA works closely with trainers and producers to analyze and plan all the animal action during pre-production. It ensures that stunts, safety measures, camera angles, special effects, and even lighting, make-up and costumes for animal actors receive the same planning and consideration as for human stars.

Once filming ends, AHA writes Reviews describing how the animal action was accomplished, and rates each production based exclusively on the treatment of the animals. Those productions rated “Acceptable” qualify for the official end-credit Disclaimer which only AHA is sanctioned to award. Ratings and Disclaimers are nationally published for public awareness.

Additional details including a copy of the Guidelines, Animal Information, Movie Reviews and Ratings are available at AHAFilm.org., Phone 818-501-0123, Fax 818-501-8725, e-mail



info@AHAFilm.org. AHA also operates a 24 hour, 7-day-a-week telephone hotline for reporting abuse or potential abuse of any animal on a film or television production. The hotline number is 800-677-3420.

From Spiderman to Spirit - How did they do that?

Here are just a few examples from AHAFilm.org.

In the recently released film *Spider-Man*, starring Tobey Maguire, students tour a lab and several spiders are seen crawling around in their terrariums. Trainers placed common Jumping Spiders in their terrariums and carefully positioned them in various locations on the set. To prompt the arachnids to crawl, a trainer placed the spider on its mark and blew gently at it through a tiny straw to make it move. In one shot, a spider jumps from one branch to another inside of the terrarium. A trainer placed the branch inside the terrarium and gently set the spider on top of it. Again, using a tiny straw, the trainer gently blew at it, prompting the spider to jump to the other branch.

For Peter's crucial spider-bite scene, trainers selected a brown-colored Steatoda, a nonlethal relative of the Black Widow spider family. After a trainer carefully colored the arachnid with red and blue non-toxic paint, the spider was positioned to drop down from its own spider web onto Maguire's hand. AHA field reps were on set to ensure that all spiders were collected and accounted for after every scene.

Spirit: Stallion of the Cimarron, DreamWorks's new animated feature, is the story of a wild mustang named Spirit who resists the "two-legged's" attempts to enlist the



freedom-loving animal into a beast of burden. A groundbreaking achievement, it is the first film of its kind to combine both traditional 2-D animation and 3-D computer animation, creating a new style of filmmaking that Producer Jeffrey Katzenberg calls "tradigital." It also has the distinction of being the first film to be told from the point of view of a horse, a notoriously difficult animal to animate.

In order to realistically capture the grace and fluidity of these magnificent animals, DreamWorks sent their team of over 300 animators and artists back to school to learn all about horses. Enter self-described "animator-whisperer" Dr. Stuart Sumida, a trained paleontologist and Professor of Comparative Anatomy at Cal State San Bernadino. Beginning early in the morning, Dr. Sumida taught the spirited group about horses from the inside out, often bringing in skeletons and skulls for the class to examine. After a half-day's lecture, the group would head out to the pasture – often at the Los Angeles Equestrian Center, which is close to the DreamWorks campus – to study live horses. There, the group would touch the animals to study how their muscles moved and interact with them to get a "feel" for their



dispositions and expressions. Along with Dr. Sumida was Dr. Deb Bennett, an animal consultant who led the team to her private ranch to work with her own horses as well.

In addition to their coursework, the animators and artists also had a muse – the living, breathing inspiration for hero horse, Spirit, a Kiger Mustang that DreamWorks found and purchased to match their initial designs of Spirit. According to Supervising Animator, James Baxter, the DreamWorks team observed the horse rather than interacted with him, making subtle adjustments to their drawings to more closely emulate the beautiful animal. Admitting to a few artistic liberties, however, Baxter acknowledges that the animated horses differ from the live horses mostly in their faces. Since real horses' eyes are actually on either side of their head, the artists drew the horses with their eyes closer together in order to convey more human-like emotions. Yet despite their slight physical disparities, the real Spirit and his animated counterpart were more alike than ever imagined.

Kiger Mustangs, A Link to the Past

In Spirit's journey from a free-roaming existence to one of servitude and back again, one element remains constant – the horse's indomitable will to be free. In fact, Kiger Mustangs, as a breed, have long resisted being beasts of burden, with many of them still living wild and free. Federally protected as wild horses by the Bureau of Land Management (BLM) since 1971, the Kiger heritage is a relatively new discovery; they were not recognized as a distinct breed until 1977 by BLM Wild Horse Specialist E. Ron



Harding. Originally, two Herd Management Areas (HMA), designated by the BLM, were selected to prevent losing this unique breed to natural disaster. Both areas were located in southeastern Oregon, where they were initially identified.

The Kiger lineage traces back to the early 16th century Spanish Conquistadors, and they are one of the few breeds of horses whose genetic make-up can prove that ancestral connection. The approximately 700 Kigers that exist today descend from the legendary Kiger, Mesteño, the lead stallion for the Spanish herd. In general, the breed is physically smaller than most horses, and many have primitive dun markings that include zebra stripes on their legs or a dorsal stripe, which the real Spirit has.

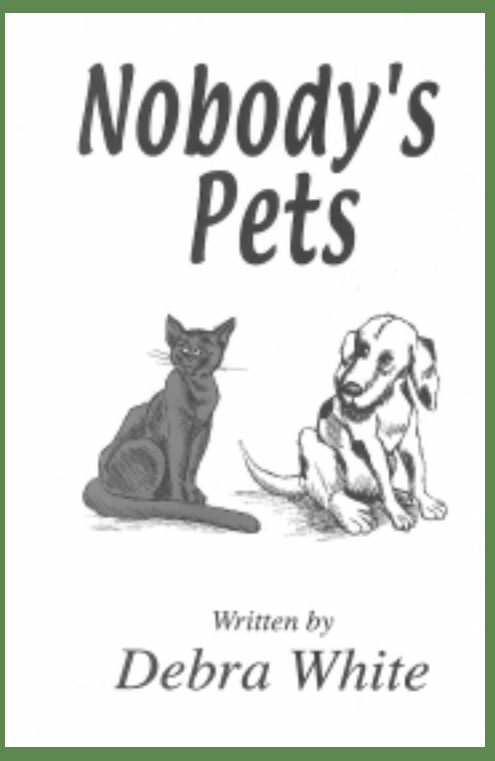
Kiger Mustangs embody the renegade spirit of the Old West, and keep that spirit alive by remaining in the wild. The BLM protects the horses by controlling their population so they do not starve in the wild, adopting out a certain number of horses to sanctuaries and private owners. The real Spirit

currently resides at the horse sanctuary Return to Freedom in California, where he is able to run free and yet still be provided and cared for. AHA recently visited Spirit at his new home and can attest that he is living a healthy and happy life. Return to Freedom Wild Horse Sanctuary is located in Lompoc, California. For information visit their website at www.returntofreedom.org or call 805-737-9246.

For information about adopting a wild horse, call 1-866-MUSTANG or visit www.blm.gov.whb



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1994 after being struck by a car while walking her dogs. She lives in Tempe, Arizona and offers the self-published *Nobody's Pets* for \$6.95 to the general public. \$2 of each sale will be contributed to the shelter of the buyer's choice. Public and private shelters can purchase the book for \$5.00, a special rate for bulk orders.

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Nobody's Pets ...

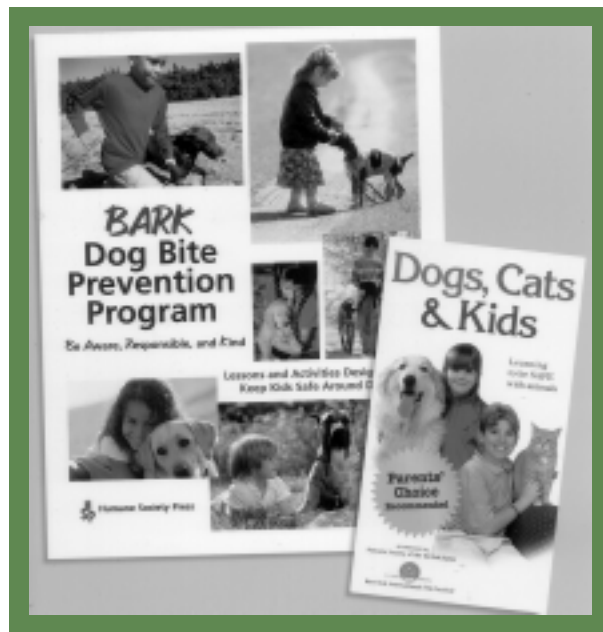
starts in the wee hours of the morning when two men break into the Denver SPCA and steal abandoned dogs and cats to take to Wyoming. The thieves plan to sell the animals to an underhanded research laboratory, but Rosie the roly-poly "mongrel" left behind when her adoring elderly owner dies, and Guffey the pampered cat lead six of their friends to freedom in the Wyoming wilderness. But danger awaits the pack as they struggle to return to their friends in Denver. *Nobody's Pets* tells a special story about friendship, hope, and determination through the eyes of all the animals in the shelter. It's a classic adventure with good and bad guys and an alternating sense of fear, elation, relief, and loss. It's a page-turner!

Author Debbie White is a former social worker who was disabled in

dog bites. Each year more than four million people in the U. S. are bitten by dogs. It is estimated that more than half of those victims are under the age of 13. Children are at least three times more likely than adults to sustain a serious injury.

To help solve the problem, the National Association for Humane & Environmental Education (NAHEE), youth education division of the Humane Society of the United States, has developed the **BARK** (Be Aware, Responsible, and Kind) Dog Bite Prevention Program. The program is designed to keep kids safe around dogs, reduce the incidence of dog-bite-related injuries, and positively enhance the bond between people and dogs.

BARK is the only program of its kind that's been proven to increase children's knowledge about how to react in threatening situations involving dogs (Spiegel, I.B. 2000. "A pilot study to evaluate an school-based dog bite prevention program." *Anthrozoos*, 13 (3): 164-173) Perfect for use by parents and pet professionals, the BARK program consists of an award-winning 25-minute video, **Dogs, Cats, & Kids**, and a fun, easy-to-use 31-page activity book of lessons, reproducible worksheets, and pages designed to teach kids how to avoid being bitten.



Bark ...

The mauling death of California lacrosse coach Diane Whipple has brought attention to the problem of

The complete **BARK** program costs \$23.95. Although the **Dogs, Cats & Kids** video and the **BARK**

activity book are most effective when used together, they may also be purchased separately for \$19.95 and \$5.00 respectively.

**BARK
DOG BITE PREVENTION
PROGRAM**

\$23.95

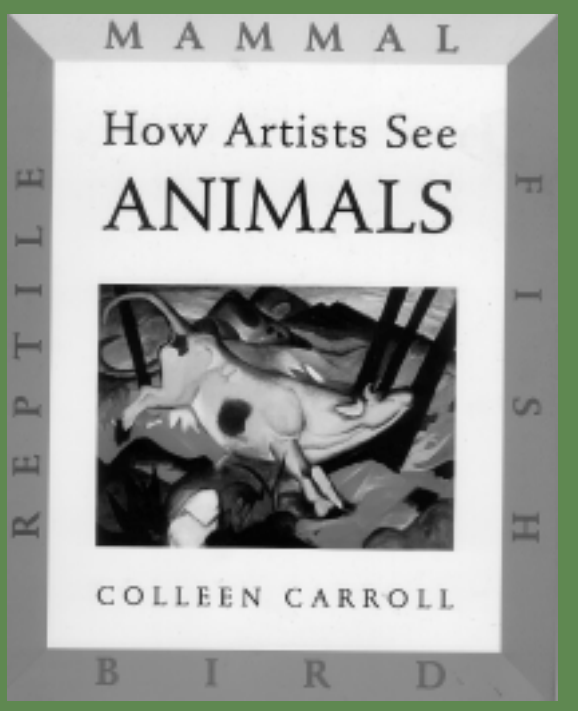
NAHEE

P.O. Box 362

East Haddam, CT 06423-0362

800-434-8666 or

nahee@nahee.org



How Artists See Animals is a breakthrough series of interactive, inquiry-based books designed to teach children about the world by looking at art and about art by looking at the world. Each volume presents sixteen diverse works of art, all devoted to a subject that every child already knows from personal experience.

This interactive approach to art and to the world promotes self-exploration, self-discovery, and self-expression. The books introduce basic artistic concepts, styles, and techniques, and are loads of fun.

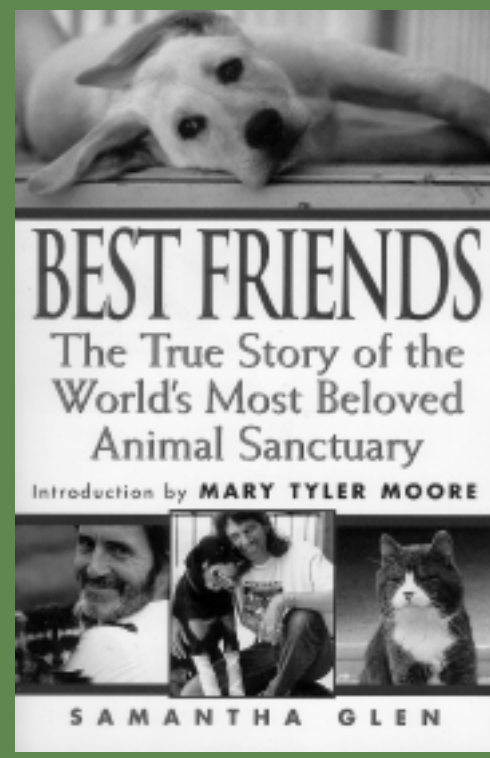
In *How Artists See Animals* children can see how Franz Marc transformed an ordinary cow into a magical one by using brilliant colors; how Roy Lichtenstein created goldfish out of metal; how John James Audobon depicted the elegance of a flamingo in its natural environment; and how Robert Jew made an iguana look so real that it seems about to crawl off its canvas.

As children begin to understand the multitude of ways that artists see, they will deepen their appreciation of art and artists, of the world around them, and of their own unique vision.

Author Colleen Carroll is an educational consultant whose clients include MTV, Bravo, the Smithsonian Institution's National Museum of American History, Black Entertainment Television, CNBC, and Edison schools. She is a former California sixth grade teacher and now lives in Sleepy Hollow, New York.

**HOW ARTISTS
SEE ANIMALS**

by Colleen Carroll
*Abbeville Kids, a Division of
Abbeville Publishing Group*
22 Cortlandt Street
New York, NY 10007
1-800-ARTBOOK
www.abbeville.com
\$10.95
ISBN 0-892-0475-4



**Best Friends: The True Story
of the World's Most Beloved
Animal Sanctuary**

*By Samantha Glenn with an
Introduction by Mary Tyler Moore*

In the summer of 1982, a group of young men and women pooled their resources and bought 3,000 acres of high desert in the wilds of southern Utah. Nineteen years later they had brought into being the "most beloved animal sanctuary in the world – Best Friends."

This book tells how these dedicated people made it happen. In it you'll meet both the residents and their rescuers in Angel Canyon, Utah.

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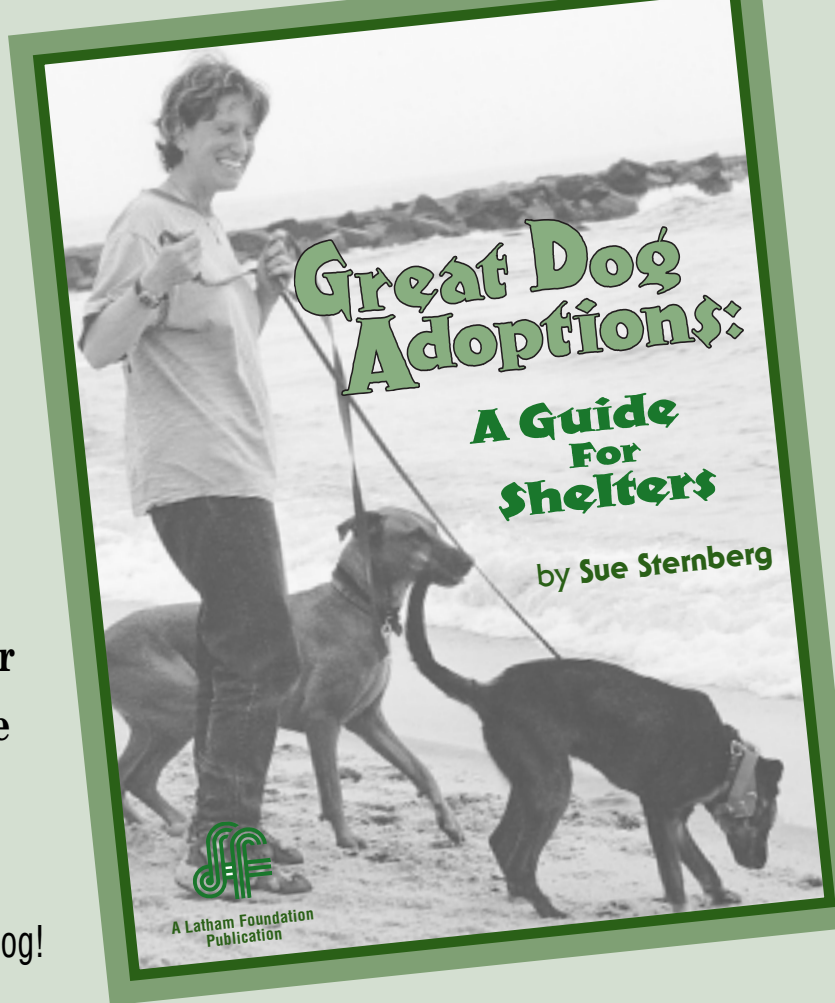


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— Karen Pryor, author of *Don't Shoot the Dog!*
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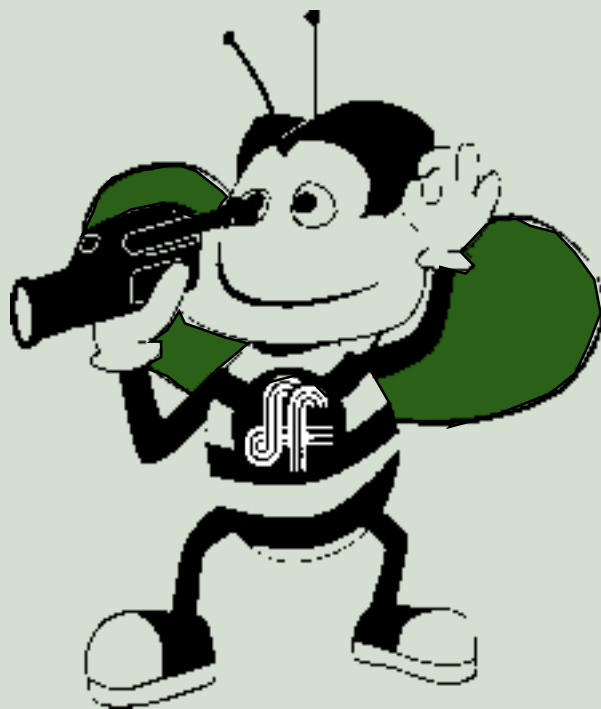
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