

T H E

Latham Letter

VOLUME XXIII, NUMBER 1

WINTER 2002

PROMOTING RESPECT FOR ALL LIFE THROUGH EDUCATION

Single Issue Price: \$5.00

A Perfect Humane Educa Combination:

KIDS and CAMP -

How to Plan for Success



See page six

The Latham Foundation The Latham Foundation



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The Latham Letter

Vol. XXIII, No. 1, Winter 2002

Balanced perspectives on humane issues and activities



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ABOUT THE LATHAM FOUNDATION:

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 humane-ness, kindness and benevolence to all living creatures."

Editorial



Politics and Education

by Hugh H. Tebault, III, President

Latham receives requests daily. Some people ask about the cycle of violence; some about animal related therapy programs or how they can work in the many areas of society using their animal companion. We are encouraged by these many people who want to help improve our society. Other requests are for speakers or expert references. In our role as a clearinghouse, we respond to each and every appeal with the personal attention for which we are known.

Recently I received one such speaking request. A teachers' union in a large western state was holding a training event and asked Latham to speak on the cycle of violence. A senior politician was also scheduled to participate and we looked forward to sharing our information and expertise with him.

Knowledge is power. We saw this conference as an opportunity to increase teachers' understanding of how the cycle of violence works and to give them tools to help break this cycle. Early interventions in the cycle of violence could benefit both the teachers and the children.

I worked with the event coordinator and started planning a presentation that would address the subject with enough history and current evidence to empower the teachers and encourage them to incorporate this into their daily work.

The work on the history was illuminating in and of itself. This is not a newly observed condition. A recent report prepared by the State of New Jersey regarding their SPCA organizations put the cycle of violence into historic perspective with the following quotes:

"One thing I have frequently observed in children is that when they have got possession of any poor creature, they are apt to use it ill ... the custom of tormenting and killing of beasts will by degrees, harden their minds even towards men; and they delight in the suffering and destruction of inferior creatures, will not be apt to be very compassionate or benign to those of their own kind."

JOHN LOCKE [1632-1704]

"He who is cruel to animals becomes hard also in his dealings with men. We can judge the heart of a man by his treatment of animals."

IMMANUEL KANT ~1790

"Cruelty to [animals] manifests a vicious and degraded nature, and it tends inevitably to cruelty to men."

JAMES M ARNOLD MISSISSIPPI SUPREME COURT 1888

"Children trained to extend justice, kindness, and mercy to animals become more just, kind, and considerate in their relations with each other... The cultivation of the spirit of kindness to animals is but the starting point toward that larger humanity which include one's fellow of every race and clime."

NATIONAL PTA 1933

I was looking forward to the opportunity to present this research. We then received a message canceling the event because a political arm of the union claimed that animal rights groups were taking over. With a senior politician and Latham as the main speakers, this was not true, but it effectively stopped this educational outreach. Interestingly enough, Latham provided a speaker for this same union's **first** annual convention in 1919!

How can we teach compassion, kindness and respect in this type of overly political environment? How can a society function when fear, uncertainty, and doubt are constantly used as weapons? The answer is "Not very well."

How can you help? You can begin by providing the *Latham Letter* to your local PTA or to any teachers you might know. You can tell them about the Latham website www.latham.org or, you could give a gift of *Teaching Compassion* to your favorite teacher.

For free samples of the *Latham Letter*, please send the name and address to info@latham.org, noting that the request is for a teacher or PTA.



Tales of the legislation process ...

Dear Latham:

Hopefully your readers will be interested in knowing that an individual can actually make a difference. As most *Latham Letter* readers know, there are statistics that link animal cruelty to child abuse, domestic violence, serial killers and serial rapists. I have always been an animal welfare advocate as well as an advocate for children so it seemed natural for me to incorporate my experiences regarding the links between animal and child abuse into action.

The tale began in Sonoma County, California approximately a year and a half ago when I mentioned the possibility of mandated animal abuse reporting to my Child Protective Services (CPS) supervisor. The current law mandates suspected child abuse reporting by animal control officers, but CPS professionals are not required to report suspected animal abuse or neglect. My supervisor suggested that we start with a Memorandum of Understanding (MOU) modeled on a successful memo from another county. The MOU required cross training between Child Protective Services and Animal Control. CPS workers would be trained to see the warning signs of animal abuse or neglect and report it for investigation by animal control. Finally, after a year and a half of revisions, the Director of Human Services signed the MOU. The next step, the actual training, is in process.

Around the time the MOU was signed, State Assemblywoman Virginia Strom Martin got involved. She knew that Florida had similar legislation so she met with us and took up the banner. The Bill, AB 670, passed by the Assembly but as of February 4th has not yet been assigned to a Senate committee.

Due to the cost involved of training and cross training workers, the Bill is likely to make training optional rather than mandatory, but we still consider this a large step toward promoting awareness about the connections between child and animal abuse.

I encourage anyone interested in making a positive difference in his or her county/community to adopt a similar MOU and I would be happy to talk to anyone about my experience with the legislative process. Good luck!

Kari Mastrocola, M.A.

Kari Mastrocola has extensive experience in both animal and child welfare. Prior to working as a Social Worker, most of her experience has been as a family therapist using her Greyhound Zowie as a therapy dog. Kari's inspiration came from Zowie who was a rescue in a famous case where 100 dogs were left in a field to starve ten years ago. Kari also works as an animal behavior consultant, was one of the top Junior dog handlers in the nation and has trained dogs in the U.S., England and Australia. Kari can be reached at kmzowie@hotmail.com.



LEGISLATIVE

A·C·T·I·O·N A·L·E·R·T·S

For details about California animal legislation including AB 670 or SB 811, which requires that "the promotion of compassion and respect for both humans and animals shall be considered" the next time teaching materials for science and history/social studies are adopted, contact **The Fund for Animals Inc. in San Francisco at 415-474-4020 or e-mail vhandley@fund.org.**

Action Alerts for additional states are available at the Fund's national office,
200 W. 57th St., New York, NY 10019 or www.fund.org/action

Kids + Camp = Humane Education SUCCESS

by Wendy Perkins and Kelley Filson



Puppy Love

Looking for ways to generate a little revenue and lots of good will for your facility? Consider running a day camp. Parents like the educational and emotional enrichment their children get and donors are often eager to support programs that give kids a chance to develop and/or strengthen their sense of compassion and stewardship through contact with animals.

Whether you call it “summer school” or “camp,” the secret to summer program success is keeping kids active and involved. Cleaning small animal cages, perhaps even grooming some small animals are obvious activities, but don’t forget to engage all of the student’s facilities for learning.

Arts & Crafts: Making “beady buddy” snakes gives kids a chance to express themselves as they create different patterned snakes. Our Instructors encourage students to identify the pattern as either camouflage

for a specific habitat (you wouldn’t believe how many snakes live coiled around rainbows...), or communication (none of us wanted to mess with the “Deadly Yellow-purple Python”).

Our very youngest campers, at four years of age, wrap up “cat day” by finger painting a poster board cat to look like one they’ve visited in our Cattery. The twist is that they use chocolate, vanilla and butterscotch pudding as “paint,” then clean themselves the way cats do, by licking!

Language: Journaling, poetry, creative stories, etc.

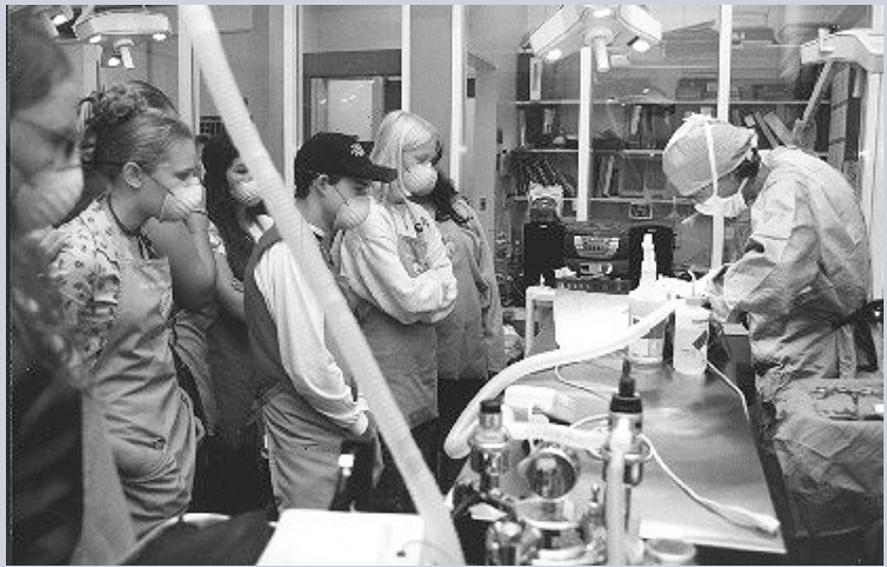
Dramatic Arts: During their week at camp, our sixth and seventh grade campers develop “commercials” to encourage spay/neuter, adherence to leash laws, and deciding what pet would be best for a family. They have a blast, and we get some great tapes! Younger campers create plays (and in one case, a musical) about some of the same issues. We gather the rest of the campers and as many staff members as can attend for the final performance.

Arithmetic & Logic: Campers love using fractions to mix batches of dog and cat treats, especially if they

can feed them to the shelter animals. We have also written up brief personality histories of dogs, and let kids put together “fantasy” play groups. This gives them a sense of the challenges involved in caring for a large number of animals, and they feel very grown-up and involved.

Science: This is perhaps the easiest content area, because science is EVERYWHERE! Adaptations, zoonosis, nutrition, hygiene, the lesson possibilities are endless!

What most kids want (and what their parents want for them) is interaction with animals. Often, their expectations are unrealistic; eight-year-olds shouldn’t be walking shelter dogs without more training and supervision than may be possible in a camp setting. However, we teach children that there are other ways to help make life better for animals. Our third through fifth graders become “kennel buddies” for a week. They visit with their specially selected orphan dog for thirty minutes each day. They talk to the dogs, even sing to them, and are touched by the way



Vet campers observe a cat being spayed.

the dogs respond to their attention. At the end of the week, we team up with kennel staff to allow each child some play time with “their” dog, and take a picture of the duo. While they’re visiting their dog during the week, they must obey kennel rules, which

includes no petting through the bars. However, the bond that develops between child and canine is amazing – we get calls, letters, and e-mails during the school year from kids wondering how “their” dog is doing and if it has a home yet.

Young camper makes friends with a cat waiting for adoption.



Tips for Successful Camp:

1. Have campers bring their own snack and/or lunch (you don’t want to have to coordinate all the food allergies and issues in a group of kids)
2. Keep them busy: Plan on mostly 20-minute activities, and move the location of the group throughout the day to keep kids from getting bored. Include movement games and activities as often as possible.
3. Include hand-washing time in your schedules, and include it often! Have anti-bacterial spray, gel, or wipes available for students to clean hands immediately after petting animals, especially reptiles and amphibians. Insist they wash with soap and water afterwards, as well.
4. Ask campers to bring their own water bottle (labeled with their name), but be sure to have a place for them to refill the bottles.
5. Have parents sign their child in and out every day, so you have a record of who’s attending, and most importantly, who picked each child up.

Working With Teens

Teen volunteers pose interesting challenges. Many shelters have policies that restrict minors from volunteering. So how do you reach out to teens? What can you offer when they reach out to you? Do you have a responsibility to offer programs to teens? Or, if you offer empathy and character education



Nutmeg shares his bath with the campers.

to younger students is that enough to ensure compassionate attitudes and action throughout adulthood? Not likely.

Teens are entering a stage in their life when they are searching for purpose. Imagine you are a teen and that some of your passion for animals has been fostered and given direction through humane education programs. You begin discovering your own powers to bring about change and you become intoxicated with the prospect of making a difference, but when you reach out to help you hear, "Sorry, you're not old enough." What price will we pay in the future if we put our children's well-fostered animal awareness into a holding pattern until some arbitrary age when they are suddenly more fully capable of putting their emotional and cognitive development into action?

At the San Francisco SPCA we're working with dedicated teens and an eighteen-and-older volunteer policy, explains Kelley Filson.

By extending the summer camp program into a service-training program that runs during the school year, our Junior Volunteers can meet monthly for scheduled activities supervised by a staff member. Programs

include strict service activities and animal contact. As the year progresses the Junior Volunteers have the opportunity to become camp aids for the summer camp sessions.

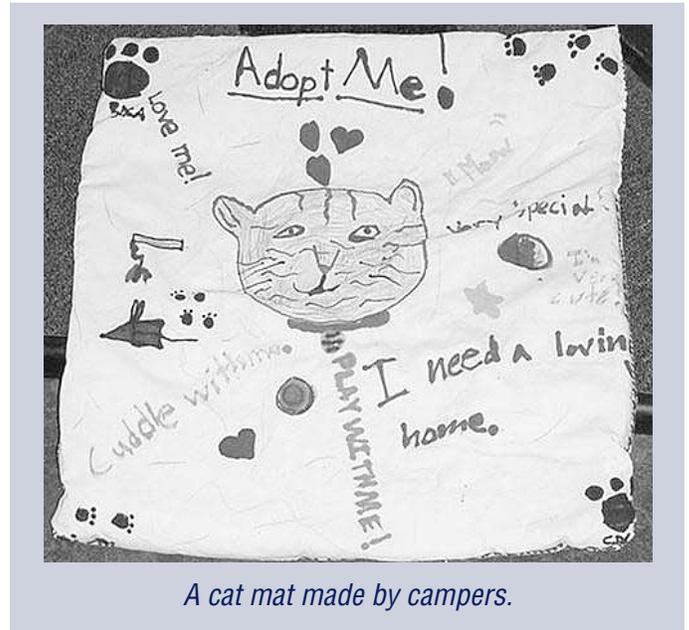
During the school year the Junior Volunteers meet to work on a variety of projects from scooping poop at a local dog park to making puppets for public libraries. Undeniably, they prefer spending time with the Hearing Dogs, but even this is of greater service than they realize.

The SF/SPCA Hearing Dog Program rescues dogs from shelters all over northern California and enrolls them in a training program that eventually results in their placement in the homes of people who have hearing losses. While much of the service dog training requires the skills of a trainer, the socialization of the dogs requires some things that even the most proficient trainer cannot offer alone.

Campers and Junior Volunteers provide a resource for trainers. How will Rover do with kids? Additionally, the trainers enjoy watching the reactions of the dogs with non-trainers. Will Rover pull with someone else at the end of the leash? The Hearing Dog Training Coordinator, Glenn Martyn, remarks that the "SF/SPCA Junior Volunteers and campers are valuable assets for the Hearing Dog Program, giving our dogs a great chance to interact positively

with children. Their socialization and training are enhanced through group field trips, grooming, and play sessions. The dogs really enjoy the experience!"

So remember that even though teens may be telling everyone under the sun that they are "all grown up," teens still need you to help them make that transition humanely. Restriction based purely on age may leave your purpose-seeking teen to incorrectly assume that if they can't find a purpose for their compassion then there may be no purpose at all.



A cat mat made by campers.

Contact Kelley Filson at the San Francisco SPCA 415-554-3000 for an information packet on the basics of starting a camp. You can reach Wendy Perkins at wperkin1@san.rr.com



This article is reprinted courtesy of *The Packrat*, issue 65, January 2002. The *Packrat* is the newsletter of the Association of Professional Humane Educators (APHE) formerly WHEEA. Contact Latham for additional information.



Upcoming Conferences, Workshops & Deadlines

APRIL 2002:

- April 3-6** **2002 Animal Care Expo.** Miami, Florida. Sponsored by the Humane Society of the United States (HSUS). 1-800-248-EXPO or www.AnimalSheltering.org
- April 7-8** **Campaign Against Factory Farming Forum and Rally.** Trenton, New Jersey. For information, call the Farm Sanctuary at 607-583-2225 or visit them online at www.farmsanctuary.org
- April 12-14** **Sanctuaries 2002: Building and Maintaining Stable and Effective Nonprofit Animal-Serving Organizations.** The Association of Sanctuaries (TAOS), 331 Old Blanco Rd., Kendalia, TX 78027. 830-336-3000, www.taos@gvtc.com
- April 21-23** **The Animal Care Conference.** Anaheim, California. www.AnimalCareConference.org

MAY 2002:

- May 4-5** **2002 Pet Adoptathon**-the largest worldwide adoption extravaganza. Contact the North Shore Animal League at 516-812-7263 or www.petadoptathon.com for free promotional materials including a "How-To Guide."
- May 16-17** **Scientists Center for Animal Welfare (SCAW) Annual Spring Meeting,** Baltimore, MD. Information at 301-345-3500, info@scaw.com or www.scaw.com
- May 18-20** **Delta Society's 21st Annual Conference: The Healing Effects of Companion, Service, and Therapy Animals on Human Health.** Seattle, WA. info@deltasociety.org or www.deltasociety.org
- May 19-21** **Empire State Animal Protection Forum.** Hudson Valley Resort, Kerhonkson, New York. 800-836-8567 x22 or alice@lollypop.org

JUNE 2002:

- June 14-15** **Society of Animal Welfare Administrators (SAWA) Director of Operations' Annual Conference.** Contact Ed Powers at the Animal Rescue League of Boston 617-426-9170 x124 for information.



Animals in Poetry



Sarasota Poetry Theatre Press

ANIMALS IN POETRY:

Sarasota Poetry Theatre Press seeks poetry on animals for our Animals in Poetry Anthology. All submissions considered for publication.

Published poets receive a copy of the anthology. First prize is \$50. Include name, address and phone on each entry. Reading fee is \$4 per poem or 3 for \$10. Postmark deadline April 30 for July notification (include SASE).

No poems returned. \$6 for sample copy. Entries to SPT/ANIMAL, P. O. Box 48955, Sarasota, Florida 34230-6955. Visit www.soulspeak.org.



Making the Connection between Animal Cruelty and Abuse and Neglect of Vulnerable Adults

by Randall Lockwood, Ph.D.

Background

The co-occurrence of child abuse, domestic violence and animal abuse has been well-documented in many reports, and has been a frequent topic in the *Latham Letter* (Ascione, 1996; Lockwood and Ascione, 1998; Ascione and Arkow, 1999). Only recently have animal protection and social service professionals begun to realize that this same connection can often be found in the dynamics of the abuse or neglect of the elderly and other vulnerable adults (Rosen, 1995; Goldman Institute, 1997).

As with other forms of family violence, recognition of the association between elder abuse and animal cruelty is often first seen in the form of dramatic case histories. A California humane investigator recalled responding to a call about several abandoned dogs left to starve in an empty apartment. After removing the animals, she heard whimpering from a closet. Expecting it to contain more dogs, she was horrified to find an emaciated old man who had also been left behind by his caretakers. Recently in Washington, cruelty investigators responded to an anonymous call that a woman had been seen throwing a dead dog in a dumpster. When they arrived at the address they found another dog alive, as well as a 90 year-old emaciated and disoriented woman whose daughter had been coming by only to cash her mother's Social Security checks. Adult protect service investigators were called from the scene and the woman was hospitalized.

The elderly are often strongly attached to their animal companions (Cusack and Smith, 1984). Pets fill many needs for the aged. They can be a connection to the past and an incentive for future orientation, a source of engagement in reality, a facilitator of social interaction, providers of contact comfort and stress relief, a stimulus for physical exercise and much more. This special relationship makes them vulnerable to those who would exploit this bond to exert power and control over an older victim.

Animals may become involved in the abuse or neglect of the elderly in a variety of ways. They may be a tool for power and control, as in spouse abuse. They may also be used as tools in financial exploitation, as in cases where adult children refuse to care for a parent's pet. Declining animal welfare may also be an early warning sign of self-neglect or an indicator of hoarding or other behavior problems.

Elder abuse is perhaps the most under-reported form of family violence. Some experts estimate that less than 7% of elder abuse incidents come to the attention of authorities (Pillemer and Finkelhor, 1988). According to the National Center on Elder Abuse (1997), reports of such abuse rose from 177,000 to 293,000 in the period from 1986 to 1996, an increase of 150%. Advocates for vulnerable adults are beginning to see the need to enlist many other professionals, including animal care and control professionals and veterinarians, in the effort to identify and respond to people in need.

Perception of the Problem

Although many professionals within animal protection had provided case histories where there had been clear overlap between elder abuse and animal cruelty, we were uncertain how widely recognized this connection was by social service professionals. During late-Spring and Summer of 2001, The Humane Society of the United States (HSUS) and the National Center on Elder Abuse (NCEA), with funding from the Dr. Scholl Foundation, distributed a questionnaire to Adult Protective Service supervisors and front line case workers surveying the level of awareness of and response to these issues within their agencies.

Responses were received from nearly 200 professionals in 40 states. The survey indicated that many of these professionals recognized the connection and often encountered situations requiring sensitivity to the attachment that older clients had to their pets. However, few agencies currently provide special training or have special



policies in place to address these issues and there has been little attempt to coordinate activities of humane societies, animal control agencies and social services involved in protecting vulnerable adults.

Specifically:

- More than 35% of respondents reported that clients seen by Adult Protective Services (APS) talk about pets having been threatened, injured, killed or denied care by caregiver.
- More than 45% reported that they have encountered evidence of intentional abuse or neglect of animals when visiting clients.
- More than 92% said that APS workers encountered animal neglect coexisting with a client's inability to care for himself/herself, indicating that reports of animal neglect may be an important warning sign for the presence of self-neglect by vulnerable adults.
- More than 75% of respondents noted that clients' concern for their pet's welfare affected decisions about interventions or additional services. Many people indicated that their clients often refused services or housing if the needs of their pets were not taken into consideration. However, few agencies had established working relationships with the appropriate animal care and control agencies in their area.
- Despite these concerns, only about 35% indicated that their agency includes questions about a client's animals on intake/assessment, fewer than 25% have policies in place for reporting suspected animal cruelty and only 19% have formal or informal cross-reporting and/or cross-training with animal agencies.

Solutions

In December of 2001 the first National Summit on Elder Abuse was held in Washington, D.C., sponsored by the National Center on Elder Abuse with support from the Administration on Aging and the Department of Justice. This meeting brought together 80 national leaders on elder abuse and family violence. The HSUS was asked to participate in recognition of its experience in establishing strategies to educate professionals and the public on issues of abuse. Among the many recommendations made by the Summit was a call to fund the development and implementation of a national elder abuse education and training curriculum that can be used as a toolkit by a wide variety of professionals, including those in humane work, animal care and control and veterinary medicine. The new brochure from The HSUS and NCEA (see page 10) is an important first step in developing that toolkit.

The HSUS has already participated in cross-training

events in six states bringing together professionals from Adult Protective Services, animal care and control, law enforcement and veterinary medicine to learn about these connections. More workshops are planned for the future. In addition to cross-training, some states are pursuing mandated reporting of suspected elder abuse by animal professionals. Illinois currently considers veterinarians mandated reporters for elder abuse and similar mandates for humane officers has been proposed in other states.

Neglect or abuse of a pet may be the first, and often the most visible, indication that an older adult is at risk. Once again, by being alert to animal cruelty, we can prevent the suffering of human and animal victims.

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About the Author:

Randall Lockwood, Ph.D. is Vice President for Research and Educational Outreach for The Humane Society of the United States. He has conducted dozens of workshops bringing together professionals from a wide variety of disciplines to find new approaches to responding to family and societal violence. He can be reached at (202) 452-1100 or by e-mail at rlockwood@hsus.org

Resources:

The Humane Society of The US and The National Center on Elder Abuse have prepared a new brochure entitled "Making the Connection: Helping Vulnerable Adults and Their Pets". Single copies are free. Packets of 100 are \$15.00. Contact First Strike, The Humane Society of the United States, 2100 L Street, NW, Washington, DC 20037. Website: www.hsus.org/firststrike

For more information on elder abuse, contact: The National Center on Elder Abuse, 1225 I Street, NW, Washington, DC 20005. Website: www.elderabusecenter.org



A Year in the Life of the Latham Foundation for the Promotion



Today more than ever, the guiding principles set forth by Edith Latham in 1918 remain relevant:

- ◆ To inculcate the higher principles of humaneness upon which the unity and happiness of the world depend,
- ◆ To emphasize the spiritual fundamentals that lead to world friendship,
- ◆ To foster a deeper understanding of and sympathy with animals, who cannot speak for themselves,
- ◆ To promote character-building through an understanding of universal kinship.

Latham is proud to continue in its role as respected publisher, producer, facilitator, sponsor, colleague, and catalyst for responsible action.

LATHAM AS PUBLISHER

The *Latham Letter*, which presents balanced perspectives on national humane issues and activities, is in its twenty-second year. Its diverse readership include persons interested in humane education, the human companion animal bond, and animal assisted therapy; child welfare, domestic violence prevention and human service professionals; law enforcement and the judiciary; educators at all levels; veterinarians, and members of the media. Humane societies, SPCAs, and rescue groups as well as other national and international animal welfare organizations are among its subscribers.

Sales continue strong for *Breaking the Cycles of Violence*, a video and training manual package that describe the “why” and “how” of cross reporting.

Child Abuse, Domestic Violence, and Animal Abuse: Linking the Circles

of Humane Education



of Compassion for Prevention and Intervention emphasizes multidisciplinary intervention for reducing community violence and achieving systemic change.

Teaching Compassion: A Guide for Humane Educators, Teachers, and Parents contains lesson plans and a teacher's narrative to encourage respect, responsibility, and compassion in elementary-age children. It uses artwork and poetry to examine the meaning of animals in children's hearts.

Latham's newest book, *Great Dog Adoptions: A Guide for Shelters* by Sue Sternberg, has a March 2002 publication date.



LATHAM AS COLLEAGUE AND FACILITATOR:

In keeping with the Foundation's goals of *Creating Strategic Alliances* and *Focusing on Education and Non-Partisanship*, Latham co-sponsored a conference at Ft. Mason, February 2-3, 2001 "Teaching Gentleness to Troubled Children" featuring Drs. Randall Lockwood, Lynn Loar, Barbara Boat, and Carol Rathmann.

Also this fiscal year the Foundation exhibited at:

- *Doing Things for Animals National "No-Kill" Conference* - September 14-17, 2000, Tucson, AZ
- *American Humane Association Annual Conference* - October 16-18, 2000, Atlanta, GA

- *Humane Society of the United States (HSUS) Expo* - March 7-9, 2001, Dallas, TX
- *Clackamas County Child Abuse Summit* - April 17-20, 2001, Portland, OR
- *Doing Things for Animals 2001 Conference* - August 16-19, 2001, Hartford, CT

Phil Arkow, Chair of Latham's Child and Animal Abuse Prevention (CAAP) Committee, Dr. Frank Ascione, also on Latham's CAAP Committee and Editor with Phil Arkow of "Linking the Circles of Compassion," Dr. Lynn Loar, one of Latham's Board Members, Ann Gearhart of the Snyder Foundation for Animals, and Mona Sams (subject of Latham's video *Mona's Ark*) represented the Foundation at a variety of national and international conferences.



LATHAM AS A CLEARING-HOUSE FOR INFORMATION:

Latham responded to hundreds of requests from university-level students, researchers, the media, like-minded organizations, and individuals interested in the benefits of the human animal bond, humane education, and violence reduction and prevention in 2000-2001. The majority of these requests were received through the Foundation's web site: www.Latham.org.

Latham is respected as a neutral or non-partisan organization and a respected, non-threatening leader.

Eighty-Nine Years Ago ... Latham Memorial Fountain Unveiled

April 12, 1913, Oakland, California – Despite inclement weather, a large crowd gathered at the corner of Broadway and Telegraph at 2 o'clock to witness the formal unveiling of the Latham Square Memorial Fountain.

The fountain, intended both for man and for animals, was designed by Monsieur Peyre of Paris and built by the Gorham Company of New York. It is 15 feet high and 12 feet in diameter and consists of four basins for horses, sanitary drinking fountains for individuals, and basins at the bottom for birds and smaller four-footed animals.

Miss Edith Latham and Milton Latham presented the fountain in memory of their parents James H. and Henrietta Marshall Latham as a tribute to their humanity under the auspices of the Oakland Society for the Prevention of Cruelty to Animals.

In addition to being a warm champion of the cause of animals, Henrietta Latham's greatest interest seemed to be the humane education of children as the initial step of fundamental reform."

No one reading *The Latham Letter* would question the value of personal contact with animals in our daily lives. We enjoy learning about the shared experiences of people and their companion animals in numerous magazine, book and newspaper articles (Coudert, 1998; Hiby, 1998; Sanders, 1999; Smith, 1999; Thomas, 2000). Tales of the heroic behavior of an animal can bring us to tears. Stories that describe endearing behaviors we observe in our own pets bring smiles to our faces. These narratives ring true and serve to confirm our beliefs about the mutual benefits that both animals and people derive from close personal contact with one another. Although there are many compelling anecdotal accounts of how animals contribute to the health and well being of humans, there are few research studies that actually validate this phenomenon within a therapeutic milieu. Studies that do exist in the professional literature tend to

address the efficacy of animals in a medical context where physiological outcomes, such as heart rate, are more easily defined and measured (Friedman, Katcher, Lynch & Thomas, 1980; Lynch & McCarthy, 1969). Research in medical settings is essential and should be encouraged. However, little attention has been focused on the increasing number of programs that have been established in community-based settings such as schools, farms, homeless shelters, counselor offices, and humane societies. They are designed to enhance functioning in less defined domains, such as social, emotional, and psychological functioning (Katcher, 2000; Lynch, 1998; Melson, 2001; Raphael, Colman & Loar, 1999). Functioning along the psychosocial continuum is more difficult to measure and these settings rarely offer opportunities to establish controls that meet the assumptions of traditional experimental designs. In spite of the challenges, research across settings and across areas of human functioning, can and

should be done. Establishing credibility through research is essential if one is to gain access to funding that will enable us to sustain and expand programs.

This article will describe some of the challenges and possibilities of research using a hypothetical example of a humane education program offered to individuals who temporarily reside in a center for the homeless. We will assume that (1) the center offers children the opportunity to pet animals that visit from a local humane society, and (2) the center offers a humane education program to families in hopes that the parents will expand their parenting skills. If the goal is to promote the use of animals in this therapeutic milieu, the first impulse is to document positive events that occur during the intervention. For example, we might want to document the amount of sustained contact time a child has with the animal, or the number of times the

Measuring the Efficacy of Humane Education: Methodological Challenges and Possibilities



by Gretchen Van Mater Stone

Research in medical settings is essential and should be encouraged. However, little attention has been focused on the increasing number of programs that have been established in community-based settings such as schools, farms, homeless shelters, counselor offices, and humane societies.

child strokes the animal, initiates conversation with the animal, or talks about the animal between sessions. Perhaps we decide to carefully describe an incident when the child plays out aggression by attempting negative physical contact with the animal, or we might want to focus on parents' attendance at humane education classes.

On the surface these all seem like good things to record because they document dynamics between humans and animals. Capturing what is happening at the moment can be a very valuable process; however, it falls short of establishing that the benefits of these interactions carry over to other parts of the child's life. That is, measuring how the child interacts with the animal is measuring the intervention, not the outcome

The good news is that studies of this type are not difficult to do and they are defensible in scientific circles.

of the intervention. This distinction is significant. Of interest is what happens after the intervention. Presumably the underlying assumption is that by stroking the animal the child gains a sense of psychological well being that will carry on even when animals are not present. If overall enhanced sense of well being is the desired outcome, then "sense of well being" needs to be measured directly. Thus we are challenged to describe how a person acts or feels when they experience a sense of well being. Once we have described these phenomena, we can measure it.

To develop a viable research design researchers commonly use a line of questioning such as the following:

1. What is the problem? (Research question)
2. Why is this a problem? (Statement of the problem)
3. What underlying factors contribute to this problem?
4. What is the desired outcome?
5. What observable behaviors typify the desired outcome? (Dependent variable)
6. How can this behavior be measured? (Unit of measurement)
7. What is the nature of the intervention? (Independent variable)
8. How can I assure the stability of the intervention? (What controls are offered?)
9. To what extent can I generalize these findings to the population at large? (Reliability and validity)

For purposes of illustration, let's assume that an eight-year-old girl is living in a homeless shelter and it is decided that she should be included in a humane education project. Let's call her Mary. The director of the program wants to see if the program is making a difference. She addresses the questions identified above.

What is the problem?

Mary is inattentive and unfocused during play with other children.

Why is this a problem?

Mary is becoming increasingly more socially isolated due to the lack of interpersonal skills.

What are underlying factors that contribute to this problem?

Mary does not have access to a stable environment and therefore has not had the opportunity for sustained relationships with other children.

What is the desired outcome?

Mary will take turns while playing a game with another child.

What observable behavior typifies the desired outcome?

While engaged in a game involving physical activity (such as four-square in which each person takes a turn bouncing a ball into a particular quadrant of a square) Mary demonstrates the following behaviors:

- Remains at the site of the game while her partner is taking a turn
- Anticipates when it is her turn by reaching for appropriate objects
- Hands appropriate objects to her partner when her turn is finished
- Acknowledges when the rules of the game require her to miss a turn
- Points out when the rules of the game require her partner to miss a turn

- Initiates conversation with her partner
- Establishes eye contact with partner

If Mary is inattentive and poorly focused when playing with other children, a person who works at the Center could join in the play session to try to elicit the behaviors identified above. However, the presence of an adult may be perceived as intrusive by Mary and her friend. The playmate could decide to leave the game. Her playmate may also decide that it is not fun to play with Mary. Children can be intolerant of one another. Without the full and patient participation of her partner, Mary might not have the opportunity to develop her skills. In contrast, under the auspices of playing with a dog, or teaching a dog to do a trick, the adult could teach Mary the same skills she needs to be a successful playmate with her human friends. For example, Mary could play a retrieval game with the dog. The animal would provide consistent and positive feedback needed to develop each of the targeted behaviors. When Mary experiences success with the animal, it is likely that she would engage in a similar, related play activity with another

Establishing credibility through research is essential if one is to gain access to funding that will enable us to sustain and expand programs.

child. Her behavior as she plays with other children is the variable of interest, not her behavior with the animal. If she plays well with other children we will know that the intervention is a success.

Playing with an animal also gives personnel at the shelter the opportunity to include adult family members in play. For example, Mary's mother can observe her behaviors as she plays with a dog, can play with the dog herself, and can teach Mary to play with a dog. In doing so, Mary's mother may become more aware of the value of establishing eye contact (to cue the dog that she is about to throw the ball), of giving praise (when the dog retrieves the ball, Good job!), and of giving clear instructions and being patient (when the dog makes a mistake). Perhaps Mary's mother could develop increased awareness of the importance of taking turns with Mary during conversations and during shared daily activities.

The good news is that studies of this type are not difficult to do and they are defensible in scientific circles. A non-parametric, repeated measures design could be used to measure relative change (Portney and Watkins, 1993). That is, even though we cannot assume that Mary is like all other children her age, we can hypothesize that her behavior before she interacts with an animal will be different than after she plays with an animal. Asking useful research questions and collecting evidence that either supports or fails to support these questions helps to establish the value of including animals in settings where humans may not be enough.



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Crossing Cultural Bridges

Introduction:

Animal lovers can be very passionate about the animal welfare movement. When confronted with educating another group of people that “just don’t get it!” we can become confused on how to relate effectively. This article looks beyond the quick fix and describes respectful ways of interacting with people around us.

by *Nathania Gartman*

Culture is complex.

Frequently I receive calls or e-mails asking for help in relating to ethnic groups in a community. The calls usually start like this. “Nathania, help! I am a new humane educator with my humane society and there is this group of kids in the neighborhood that don’t treat the animals well. I’m not sure the dogs are being fed. I don’t know what to do. The kids won’t listen to me. I’ve gone to the school and talked about spay/neuter. If only” And the conversation goes on and on, usually in a very condescending mode. Then the caller asks me for “all of the humane education information that you can send me so I can *convince* those people” Regretfully, these calls are common.

Before we continue, let me share with you one of my most embarrassing moments. I had been asked by an Anglo teacher to talk to the Navajo students in her class in Tuba City, Arizona. So, I naively said, sure I will come. She told me her perceptions of some of the conditions of the animals so I set out to spend a few days at

the school talking to the kids. Because I was an experienced humane educator and taught classes in humane education, I thought surely I could handle this. I brought my regular videos, puppets and presentations. I talked about proper pet care, taking care of your own pet, food, water, keeping the animal inside, walking the dog on a leash, vaccinations, spay/neuter surgeries: all of the things I would talk about in the schools in suburban Salt Lake City, Utah.

At the end of the first day, a wonderful Navajo lady came up to me and said, “The only thing that you did today was give these children a sense of guilt!” Whoa! What happened! I felt very small and ashamed. Certainly, I had not intended to create that affect. I only wanted to share my love of animals.

“Many of these children cannot afford vaccinations. The local veterinarian only works with large animals. The other veterinarians charge \$100 for surgeries.” Fortunately for me, she remained my friend. Over the years,

she taught me a lot about the daily realities of the children and families in the community.

Was there evidence of cruelty to animals? Yes. However, sometimes, perceptions did not always match reality. I learned, for example, that a dog that is thin could be fed everyday and just need a good dose of worming medicine. Children throwing rocks at dogs could be considered cruel. However, if the small child lives out in the desert with packs of dog in the area, throwing rocks might be the only defense the child has. Humane education in this situation could involve teaching children where they can find worming medicine and a good Dog Bite Prevention program. These are just two of the examples that I missed because I was so intent on “teaching those kids” that I completely overlooked *where* I was teaching.

Animal lovers cannot even agree amongst themselves about a definition of “humane treatment” in some controversial issues. For example, the

trap/neuter/release programs for feral cats are still controversial. Some cities have an ordinance requiring that feral cats be euthanized. Until a few years ago, many national organizations condemned grassroots feral cat colonies as being unsafe and cruel. Some conservation groups claim that feral cats are the cause of the song bird decline. These attitudes can create a volatile atmosphere that is far from “humane” even though all of the groups involved sincerely believe that their way is the most humane.

The ongoing debate of “No-kill vs. kill” is another example of subcultures within the animal welfare movement. Each group has its own leaders, its own language (euthanasia means this ... no it means that) and its own sense of identity as “the most caring animal lovers.” *They* just don’t understand. Communities that are trying to lower the euthanasia rates and increase adoption can simply bog down because of subtle cultural differences.

Educate yourself.

What is culture? How do I understand different ethnic groups?

Take a moment to write down a list of all of the cultural dimensions that define you. What did you include? If you were like most participants in multicultural workshops you would include food, language, celebrations, music, family structure, values, religion: a very complex list. You might not include race, gender or sexual orientation.

Now divide the items into three categories: concrete (food, music ... the visible levels of culture.), social (language, family structure, government.) and symbolic (values and

beliefs). This last category might be the most abstract to someone on the outside and the most important to you as a definition of who you are. What if everyone around you related to you only regarding what kind of food you ate or the social roles that you play?

Now, write down one thing in your relationship to animals that you regret doing. Did you know when you did it that it might create harm? Or did you learn that later? I grew up in a very Southern family. Animals were never allowed in the house. My mother cannot understand how I can have dogs and cats living with me. She feeds the cats and dogs in the neighborhood, puts out food for the hummingbirds and cries when she sees a hurt animal. My first dog I tied to a chain because he had a potential of biting people. He had brain damage and was unpredictable. Fortunately he forgave me and lived with me for eighteen years. I am one of the founders of a very large sanctuary for animals. Today, I find that I have to remind myself that I, too, once kept a dog on a chain.

Treat others the way you want to be treated.

On the most basic level of relating to people of other cultures, acceptance is very important. There are no counselors or professionals that can write a recipe of behaviors that will create instant rapport. There is no Native American way of relating to animals any more than there in the veterinarian’s way of relating to early spay neuter.

“Treat each other with respect” is easy to write down on paper. Practically speaking, what does it mean? Speak as the animals would speak ... not for the animals. Animals are very good at communicating their own feelings and actions. Unless an animal has been traumatized, its normal response will be one of acceptance or respectful distance.

Ask questions. Try to understand the whole situation. Judging the situation through a small lens may not give you the information you need for effective communication.

Participate in the community.

Ask leaders of your community to participate in your activities. Spiritual and community leaders want students to grow up with core values of honesty, respect, kindness, compassion and responsibility. Most spiritual traditions have an understanding of the connection between humans, animals and nature. These leaders are well respected in the community and can help you understand the daily lives of the people.

Many local school districts have an emphasis on character education. Schools may have a theme a month: respect, friendliness, responsibility. Presentations on humane relationships with animals are a natural addition to these topics.

Teach the facts.

Many of the religious beliefs in your community may be very different from your own. You may even

think that your “animal lover” beliefs and your religious beliefs are the same.

A few years ago a new humane educator called me about working with a Haitian community in her area. I asked her if she had read any of the stories from the Haitian community. Her response was that those stories were only “from the occult” because they were not from the Bible. Well right then I knew there was a problem. Communication with the community had stopped. Being familiar with the stories in a community does not mean that you have to believe them. However, the people in the community do live their lives from that cultural perspective. It is unproductive and ineffective to start out from the beginning thinking that the people you’re talking to are evil.

Teaching the facts of animal behavior and care, animal biology and behavior can diffuse any hot button issue. In the RUFF program in Chinle, Arizona, Susan Fadler taught the children how to use flea and tick shampoo, how to check the dog to see if it was okay, how to build a dog house, and other practical skills. The children wanted to know. There were more complex cultural issues in the community, but the children simply did not want the animals to be hurt. Sometimes when relating to other cultures, humane education cannot be about “changing them.” It can simply be about “how to.”

Be patient.

Remember that change happens. Within the short history of the United

States, there have been great cultural shifts. Women were not always permitted to vote. African American people could not eat at the same restaurant as white people. Slavery was accepted as normal. Children were just property. Testing cosmetics on animals was accepted. None of these are accepted as civil society today.

Above all, be kind.

Participants in any relationship bring their own personal cultural history to the exchange. Not one of us has been perfect in our relationships with animals. We have not always represented animals well. We have spoken **about** animals but not as they would speak. We have allowed ourselves to be judgmental and conditional in our love. So, perhaps all of us need to learn to be kind to ourselves and to the people around us.

Conclusion.

The animals need us to truly represent them, to be their voice of compassion and unconditional love. When we use our preconceived ideas of right and wrong and our own cultural heritage to demean others, we lose our effectiveness as advocates for the animals. People see our self orientation and miss the wonder of the creatures around us.

Patience and kindness will let people see the unconditional love of the creatures.

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Web Sites Related to Humane Education for Pre-Schoolers

Activities for Kids –

<http://www.activitiesforkids.com>

Art Lesson Plans –

<http://www.teachersfirst.com>

Preschool Teacher –

<http://www.bv.net/~stormie>

Internet Sites for Early Childhood Development, A Selected Bibliography –

<http://www-wsl.state.wy.us/sis/ecdc.html>

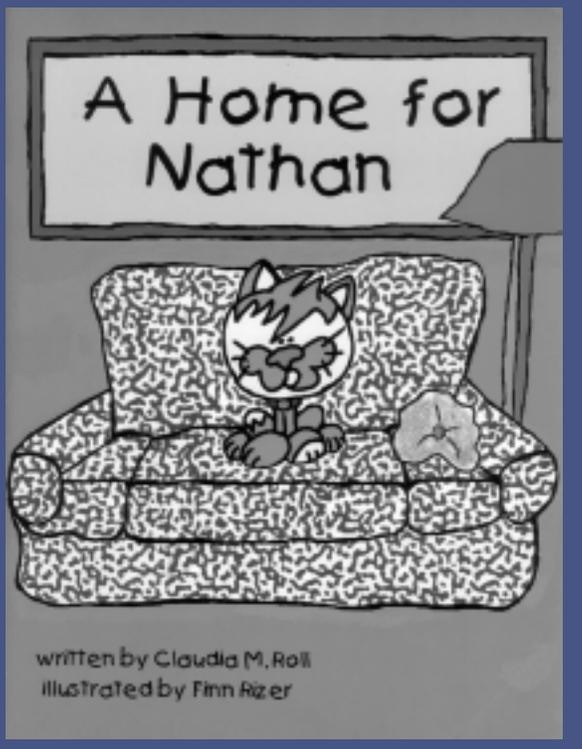
Early Childhood –

<http://earlychildhood.com>

Reprinted courtesy of *The Packrat*, magazine of the Association of Professional Humane Educators (APHE, formerly WHEEA) APHE is a professional organization for people interested in and supportive of humane and environmental education.

Membership is \$25/calendar year, \$40 for two years and is open to individuals only.

To join, send a check payable to APHE and your name, organization, work address, work phone number, fax, e-mail, and home address and home phone number to: APHE c/o The Latham Foundation, 1826 Clement Ave., Alameda, CA 94501.



A HOME FOR NATHAN
by Claudia M. Roll
Illustrated by Finn Rizer

*“All living things have a story to tell.
This is Nathan’s story.”*

So begins the true story of Nathan, a cat who arrived at The Humane Society of Baltimore County on November 6, 1994. It soon became clear that he would need a special home because his eyes were crossed and his behavior indicated a visual impairment.

The author Claudia Roll who was then a volunteer at the shelter, couldn’t resist his sweet and affectionate manner. When she adopted Nathan, he was only three months old.

Since 1997, Nathan has held the title of Education Assistance Therapy Cat. Working with Claudia, his main job

responsibility is to help demonstrate the special needs of companion animals and to help provide an example for a compassionate human animal bond.

The tragedy of pet overpopulation continues to be one of the most critical issues affecting companion animals today. The Snyder Foundation for Animals, a Maryland-based charitable organization, has been helping unwanted animals like Nathan for more than 100 years. Through its grants program, the Foundation promotes shelter adoptions and invests a substantial part of its budget in helping fund

spay and neuter programs.

Through its education program the Foundation takes the humane message – that a promise to an animal is a promise for life – to schools and community organizations.

Author Claudia Roll lives in Baltimore, Maryland and works as a Humane Educator for the Snyder Foundation for Animals. Illustrator Finn Rizer is an artist and writer originally from Laguna Beach, California.

A HOME FOR NATHAN

by Claudia Roll

Illustrated by Finn Rizer

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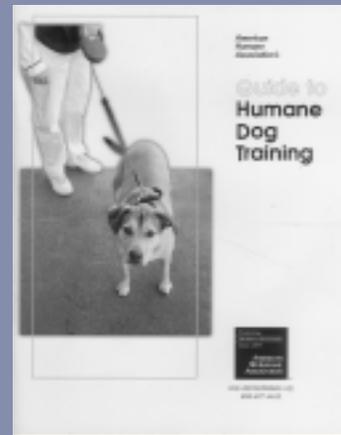
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Correction:



The American Humane Association's GUIDE TO HUMANE DOG TRAINING, which describes what every dog owner should know about the different kinds of dog training methods and equipment, is available at:

www.americanhumane.org or 800-227-4645.

We inadvertently printed the wrong phone number in the Fall 2001 *Latham Letter*.

BEFORE You Get Your Puppy addresses the puppy's first three developmental deadlines covering 1) the importance of learning about dog behavior, 2) the search and selection for a suitable puppy and how to assess its developmental status, and 3) teaching household manners during the puppy's first week at home.

The second book, **AFTER you Get Your Puppy**, focuses on the puppy's next three developmental deadlines: Socializing the puppy, teaching bite inhibition, and continuing socialization, all of which will enrich the dog-human relationship for many years to come.

Veterinarian, animal behaviorist and author Dr. Ian Dunbar is Director of the Center for Applied Animal Behavior, Founder of the Association of Pet Dog Trainers, and host of the British TV series *Dogs with Dunbar*. He is the author of numerous books and videos and lives in Berkeley, California.

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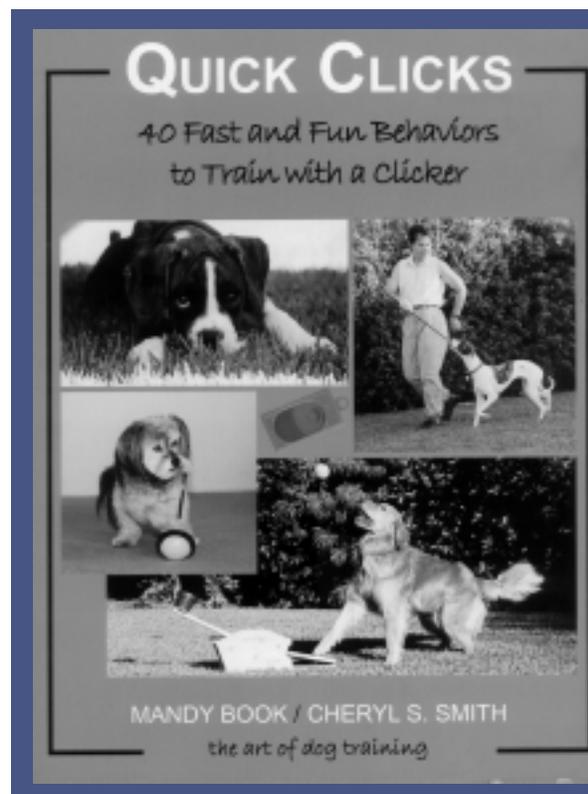
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The Proceedings from The Healing Power of the Human-Animal Bond — Lessons Learned from the AIDS Epidemic Conference

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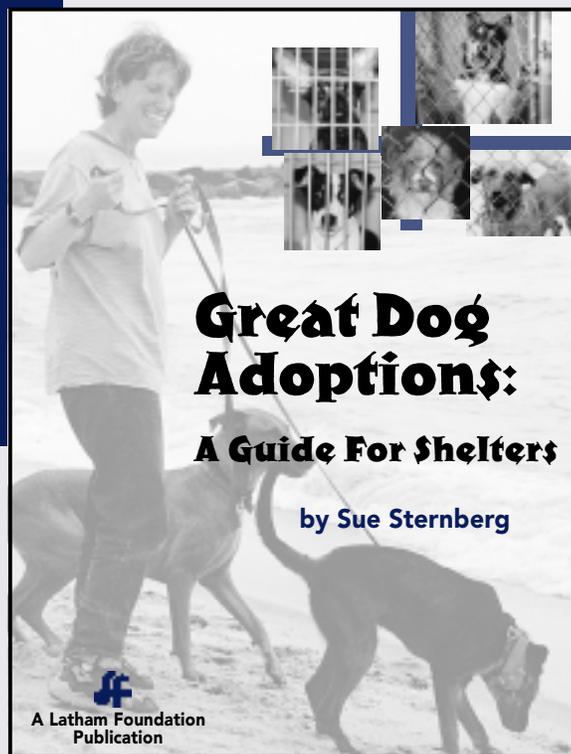
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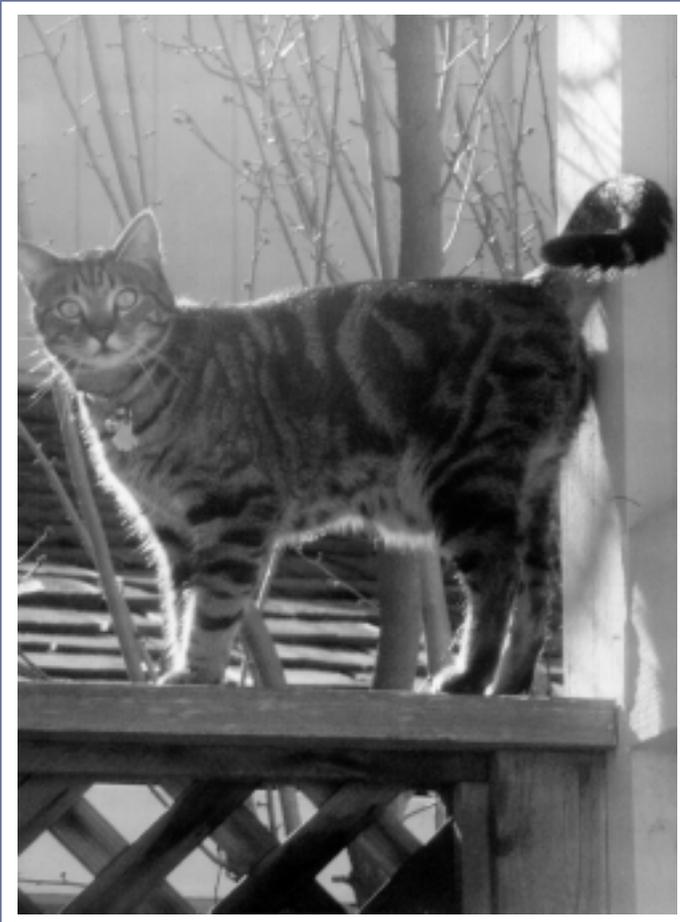
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