

T H E

# Latham Letter

VOLUME XXXIX, NUMBER 2

SPRING 2018

PROMOTING RESPECT FOR ALL LIFE THROUGH EDUCATION

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## Changing the Fate of Unwanted Thoroughbreds

*Susan Kayne, Founder,  
Unwanted Thoroughbred  
Foundation*

➔ See page 6



➔ ALSO INSIDE SPRING 2018

**Research:** In-Classroom Humane Education pg 13

**The Link:** Perspectives on the Marjory Stoneman Douglas High School Shooting pg 18

**Media:** Lessons from the new animated film *Sgt. Stubby: An American Hero* pg 20



# THE MANDATE: Edith Latham's MANDATE:

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



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Promotion of Humane Education*

## ***The Latham Letter***

Balanced perspectives on humane issues and activities

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# The Latham Letter

Volume XXXIX, Number 2, Spring 2018

**BALANCED PERSPECTIVES ON  
HUMANE ISSUES AND ACTIVITIES**



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

#### TO CONTACT LATHAM:

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

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## CONTENTS:



#### EDITORIAL:

Why can't *all* education be humane? ..... 4  
*By Hugh H. Tebault, III*



Of Note ..... 5

#### COVER STORY:

How One Woman is Changing the Fate of Unwanted Thoroughbreds ..... 6

The Future Looks Bright for these Lucky Students . . . . 9

*By Lynn Loar Ph.D., LCSW, with Madeleine Choi and Andrew Rebollini*

#### RESEARCH RESULTS:

Humane Education within Elementary Schools . . . 13

*By Kaylee Keuthan  
University of Denver, Graduate School of Social Work*

Dogs and Their People by the Numbers ..... 17

The View of the Link from Law Enforcement ..... 18

*By Phil Arkow in the LINKLetter*

Notices ..... 19



Media Reviews and Resources ..... 20

Latham's HelpMeHelpYou DVDs ..... 22

Attention *Latham Letter* Subscribers ..... 23

Pg 6



## RESEARCH RESULTS

Pg 13



Pg 9



# Why can't all education be humane?

*Hugh H. Tebault III, President*

their own society and choose how they would act. Latham therefore does not have a single set of rules for everyone, i.e. no dietary restrictions or practices to follow. The closest we do have is the visual statement of The Latham Steps where we show the importance of a strong foundation of showing respect toward animals. With that strong foundation, many other good steps can be taken, such as leading to a much more successful and accomplished society.

The Latham Foundation is now 100 years old. Though our mission remains the same, we want to take some time to reflect on some of the changes we have observed in the past ten decades.

Our mission is stated in our corporate name, The Latham Foundation for the Promotion of Humane Education. Even with such a clear mission statement, we have seen some confusion as society has changed. Classic humane education is teaching each person that it is their personal responsibility to show respect toward all people and other living creatures. Without having to quote scripture, the Latham founders carried their own religious faith into helping others appreciate the beauty of all life.

The Latham founders recognized that there was not one simple answer or rule for everyone, but that each group had to adapt these messages to

In the early years, our outreach was warmly received and even encouraged. My grandmother was welcomed into schools, both public and private, working closely with teachers and administrators to develop the students' character and moral fiber. Latham helped elementary school students run their own Kind Deeds Clubs, deciding how to do their own local kindness outreaches, and developing cooperative work methods and attitudes that would serve them well later in life.

In 1926 the student members pledged:

***“In becoming a member of the Kind Deeds Club I will try to be kind to every living creature and to cultivate a spirit of protection toward all who are weaker than myself, and I will try to treat animals as I would wish to be treated if I were in their place.”***

How wonderful would our society be if today's students chose to make this Latham pledge their own.

Over the decades, more and more laws have been passed, many of which have made legal mandates on teachers' classroom time. Too often these laws have effectively taken over the role of a trained teacher, removing the ability of good teachers to dynamically adjust methods and styles to reach out to their current students. Students are told what to do and when to do it, and too often they do not learn respect for anyone. In some classrooms the students are hostile toward each other and the teacher.

This leads me to a personal story. I was invited to a New York City high school in 1997 to advise them on using a new technology in their classroom.

*EDITORIAL, con't. on page 8*





## Remembering Green Chimneys' Founder, Dr. Samuel B. Ross, Jr.

On the morning of February 28, 2018, Green Chimneys' Founder Dr. Samuel B. Ross, Jr. died peacefully at the age of 89, in the Las Vegas home of his son. Dr. Ross was surrounded by family including Myra, his devoted wife of 63 years and partner in Green Chimneys.

In 1947, a young man who would come to be known by many as "Rollo" set out to open a school on a farm in Brewster, New York. Seventy years later, Green Chimneys has helped thousands of children and animals. It is because of Rollo's commitment to helping children, and a deep understanding of the precious ways humans and animals may help one another, that Green Chimneys is world-renowned as a leader in therapeutic education and animal-assisted interventions for children with special needs.



### Is Cloning Dogs a Trend?

A letter to the Editor of the *New York Times* by one of our *Latham Letter* authors regarding "Why I cloned My Dog Sammie," by Barbara Streisand, [First Person, *SundayStyles*, March 4]

*"Why is anyone cloning a dog when millions are destroyed every year in shelters because they are unwanted? I've volunteered in shelters for almost 30 years, and I just don't get it.*

*"Nearly 25 percent of shelter dogs are purebreds. Many dogs are there because the owners moved or just didn't want them anymore. Most are perfectly adoptable.*

*"Is cloning the next trend, like shredded jeans and purple hair?"*

– Debra J. White, Gilbert, Ariz.

We apologize!

**Mary Sper** wrote *Teaching Compassion*, the article about Kasey Brown's Animal Care and Welfare class at Wood Middle School in Alameda, Calif. We reprinted the article in the Winter 2018 *Latham Letter* courtesy of the *Island Cat Resources and Adoptions (ICRA) Newsletter* but we incorrectly attributed it to Gail Churchill. For further information: [info@icraeastbay.org](mailto:info@icraeastbay.org).

In addition, Kasey Brown's email is [kasey@teachaboutpets.com](mailto:kasey@teachaboutpets.com), not [info@teachaboutpets.com](mailto:info@teachaboutpets.com).



Photo courtesy of Kasey Brown

# How One Woman is Changing the Fate of Unwanted Thoroughbreds

THE UNBRIDLED THOROUGHBRED FOUNDATION



**M**ore than 120,000 American horses every year are forced to die in slaughterhouses in Canada & Mexico. An estimated 20% of them are Thoroughbreds.

The non-profit Unbridled Thoroughbred Foundation (UTF) is working tirelessly to save the lives of these horses. It does this through advocacy, education, funding, media outreach, and equine rescue, adoption, and sanctuary.

As UTF's Founder Susan Kayne explains, "Despite the Thoroughbred racing industry's claim to be 'anti-slaughter,' no industry-funded source exists to reclaim a Thoroughbred once it is consigned to a livestock auction or standing in a kill pen." UTF encourages the industry to take a moral stand for the value of the lives they use to their benefit. This means retiring and placing racehorses before breakdown, tracking and redeeming them from slaughter, and enforcing an industry-wide zero tolerance 'anti-slaughter' policy.

But why Thoroughbreds? Because most racing fans and the general population have no idea that horses are regularly slaughtered if they are no longer needed or wanted.

## ***In the UTF Founder's Own Words***

My very first memory is of CANONERO II winning the Kentucky Derby. It was 1971. I was four. The little bay colt crossed the finish line and ran right into my heart. Since that moment, Thoroughbreds have colored my world.

As a young child, I lived on a farm, so I had familiarity with horses but not a distinction between breeds. When the Thoroughbred distinguished itself to me through CANONERO II, I became totally enamored. I don't even know how to explain it, other than it felt like they (Thoroughbreds) chose me!

From the age of five or six, I regularly rode Thoroughbreds. In pony club, as well as up through the equitation ranks, and into my junior years in the hunter and jumper divisions. At that time, which was prior to the warmblood invasion, Thoroughbreds were the 'horse of choice' in the show ring.

In 1977, my mother, who also rode, became active in the New York Thoroughbred Breeding and Development Program. As she began to acquire broodmares to breed and to purchase some horses of racing age, I became consumed with participation in horse racing. Nothing was more beautiful to me than a Thoroughbred.

Aside from riding, studying the history of the breed, tracing lineage and pedigree nicks, and developing my eye for conformation topped my list of favorite things to do. As a teenager, while active in the show ring, I began galloping race horses at the famous Saratoga Springs Race Track. The euphoria of sitting atop a horse traveling at 35-mph is ineffable.

While in college, I traveled overseas to explore the iconic Thoroughbred breeding farms and stable yards in England, Ireland, and France. In Europe, I met Thoroughbreds who were deemed 'stayers', meaning they ran much farther than their speedy US counterparts. To go a distance, stamina was prized above all else. And with the discovery of this diversity within the breed, my appreciation for their awesomeness and willingness deepened – as did my love.





As the decades unfolded, I found myself involved in all aspects of the horse racing industry – breeding, foaling, sales preparation, training, racing, retiring, retraining, rehoming, and euthanizing when no kinder option presented.

## Horse Racing's Dark Underbelly

On November 5, 2011, the rose-colored glasses through which I viewed the racing world shattered when my horse Bourbon Bandit fractured his knee while competing at Aqueduct Racetrack. As I investigated the circumstances surrounding his breakdown, I unearthed the vile underbelly of the Sport of Kings – rampant drug abuse and mass slaughter. The discovery blindsided me. That is when my resolve strengthened. I became determined to be an unwavering voice for Thoroughbreds – to live the change they needed by “unbridling” myths surrounding them. I wanted to show and share the enrichment they bring to the human experience whether racing, riding, jumping, or trail riding. And so began my real advocacy.

## Real Horse Rescues

I created Real Horse Rescues (RHR) for viewers of my UNBRIDLED TV Show (on ABC-WTEN in New York) to familiarize them with the injustices of slaughter, drugging, abuse, and neglect that horses face.

In addition to developing content to directly address the above issues, RHR celebrated the work of established, “boots-on-the-ground” rescue and adoption organizations known for their commitment to treating all horses with kindness, courage, compassion, and respect. We profiled therapy centers utilizing the magic of horses to help and heal humans.



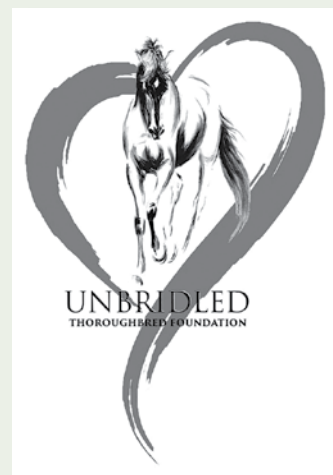
RHR provided a platform where individuals shared meaning of their own journeys of love, life, competition, and even loss with their rescued and adopted horses. It was also a springboard for young activists, upon whom the mantle of change will soon be dependent, to boldly voice their concern for horses.

The over-arching mission of RHR is to foster participation in and to contribute to the long-term growth of a healthier equine community. My ultimate goal is to shift the arc of the moral compass to that of appreciating horses for who they are as fellow sentient beings. To achieve this goal, I embarked on the study of humane education to learn how people learn, and to understand how best to empower equine advocates with additional tools for saving unwanted horses.

We should view every horse as deserving of kindness, respect, empathy, compassion, and protection from harm. We should value every horse for who he or she is as a unique individual life -- not just for what he or she can earn or do for us.

*Susan Kayne is a Certified Humane Education Specialist (CHES), and serves on the Board of Directors of the Association of Professional Humane Educators (APHE). She develops equine welfare curriculums and webinars to help strengthen the horse-human bond through respect, responsibility, empathy, and compassion. She created three original Equine Lifestyle TV Series: UNBRIDLED TV (2003-2013), IRELAND UNBRIDLED (2006-2013), and REAL HORSE RESCUES (ABC10-2015), a groundbreaking advocacy series to raise awareness of the issues facing unwanted horses, and to reveal their true worth as friends, partners, teachers, and therapists.*

*To learn more about Susan's curriculums, hands-on equine clinics, coloring books, workshops, or to schedule a speaking engagement or classroom presentation, contact her at [SusanUnbridled@gmail.com](mailto:SusanUnbridled@gmail.com) or 518-755-1813. [www.susankayne.com](http://www.susankayne.com)*



When I arrived at the school, I was alerted to be on guard and stay with my host because it was dangerous in the hallways. In the classroom, I was outlining the proper use of equipment – but was told it would not work in their school because the students would destroy anything that was not “hardened” against attack. They seriously expected things to be in locked steel boxes just as all their classroom computers were. I got out of that school safely, but it really saddened me to know this location, once one of education, had been turned into a jail and that was the attitude of the teachers.

I know what I experienced in New York 21 years ago is not the current state of all schools. I can however reflect on experiences I hear from a current public school teacher. She has over 30 years experience and has been blessed with her now-grown students requesting that she be their children’s teacher. She is a dynamic and forceful teacher who shows respect by holding each student responsible for his or her own actions. She has a compassionate insight into how to encourage even the most hardened student. She is consistent with clear rules, and her students comply because they know she believes in them as individuals.

The Latham Foundation continues to promote our founding values of individually showing respect for animals and others. It is not something that someone else can do for us – only we can control our actions. The better we are able to show respect, the more successful we each will be.

Latham is honored to continue its work of promoting humane education, partnering with each of you to expand your outreach of respect and kindness. Our society is best served by a diverse group of individuals who each have the strength of character to show respect to others.

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Printed below is a portion of an address delivered by my grandmother, Mrs. Gwyn Tebault, before the Elementary Science Department of the California Teachers’ Association.

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*“The Latham Foundation for the Promotion of Humane Education was established in 1918. It was not until 1925, with the cooperation of school authorities, that a traveling teacher was placed in the schools by the Foundation. A definite plan of work was prepared which was to be carried out in connection with regular school activities. This program, quite simple in its beginnings, has had a remarkable growth, both in scope and in territory.*

*“Reports received from teachers, supervisors and superintendents, where the program has been functioning, show that it has been a definite aid in character building and that it has also helped to produce a better type of citizenship. These favorable results have been obtained by the suggestion of interesting projects which help to give to boys and girls a greater knowledge and understanding as well as a wide appreciation of Nature in her many forms.*

*“The use of these practical projects in the classroom has demonstrated very clearly that this subject “Humane Education,” which is such an aid in character building, is not a new subject to be added to an already overcrowded curriculum. It is rather a motivation, if we may be allowed to use that largely overworked word, or a purposeful activity for almost every subject now included in the modern course of study.*

*“Constant direction of a child’s thoughts towards life about him, whether animal or human, and to the conditions necessary for the existence of these lives cannot fail to make a deep impression on his consciousness. This will help to direct right habits towards his contacts and in time will affect his character.”*





# The Future Looks Bright for these Lucky Students

By Lynn Loar, Ph.D., LCSW, with  
Madeleine Choi and Andrew Rebollini

This is the fifth year of the collaboration between the Peninsula Humane Society & SPCA (PHS) and the Pryor Foundation with students from Baden Continuation High School in South San Francisco, Calif. In addition to this year's students, we have a number of new participants to introduce: Stephen Redmond, school principal, Esperanza Flores-Aguayo, school counselor, and longstanding PHS volunteer and retired teacher Shirley Connors. Our stellar alumna, Sarah Aguiniga, has continued to volunteer and mentor students in the program, and will share her reflections on watching others follow in her confident footsteps.

The program includes twice weekly trips to PHS to clicker train animals in behaviors that will make them easier to handle in the shelter and increase their adoptability. These behaviors include good manners in doorways and around treats, standing still while a collar is put on or taken off, coming when called, overcoming shyness and fear of men, and walking on a leash without pulling. The students write feedback after each class and meet twice weekly at school to improve their writing.

The students also participate in four field trips so they can see the applicability of what they are learning to related fields and help them plan for their futures. These trips include: visiting the veterinary technician program at nearby Foothill College; a lesson in tagging (tag is an acronym for teaching with acoustic guidance, the application of clicker training to sports and other human behaviors) at the Winter Lodge Skating Rink; a trip to Palo Alto Animal



Madeleine and Cherry

Services to observe Dr. Bonnie Yoffe spay and neuter shelter animals; and an afternoon at the Humane Society of Sonoma County's Forget Me Not Farms to learn about farm animals and organic gardening.

At the end of the program the students will have had enough diverse experience and mastered basic clicker training skills to qualify for entry level jobs in animal shelters, veterinary practices, pet supply stores, dog walking, and day care businesses.

Here is the students' version of their journey this year.

## Introductions:

### Andrew

*My name is Andrew Rebollini. I decided to volunteer because I thought it would be a great opportunity to learn more about animals and their behavior. I plan to continue volunteering for PHS.*

### Madeleine

*My name is Madeleine Choi. I chose to join this program because I have always had an interest in working with animals. My experience here was amazing; I enjoyed learning clicker training with dogs, rabbits, and cats. I also wanted to be a part of the program to start a path to my future career.*

**Four years ago I was a student** in this program. Little did I know how much it would change my life for the better. I have received scholarships and two internships at the Peninsula Humane Society in its behavior department. I authored and co-authored multiple articles, and now I assist with clicker training classes for PHS volunteers. None of this would have been achievable without the Baden High School and Pryor Foundation program.

Everything really changed for me in the second month of the program. We started working with an Akita mix named Glinda. She was extremely anxious and scared of everything and everyone during our first few training sessions. Every time I would click and treat for a good behavior, she would take the treat but then take three steps back just to eat it. Seeing her this anxious and nervous reminded me of myself. I was dealing with a lot of anxiety during this period of my life and that made simple tasks like showing up to clicker train the dogs nearly impossible. We worked with Glinda throughout the entire program; each time we worked with her she became more comfortable and relaxed with us as our skills increased. Seeing Glinda go from being completely shut down to showing affection toward us gave me confidence not only as a trainer, but also as a person. Glinda showed me that even if things seem terrifying at first, you can overcome them with a little time and patience.

Now I help mentor the current students in the program. I love working with the students because I see them come in not knowing anything about clicker training and leave as knowledgeable and confident trainers.

I am excited to see what the future has in store for me. I plan on moving to Los Angeles to study at Moorpark College in their Animal Science department where I will be able to learn about different kinds of animals, and possibly transfer to UC San Diego to enroll in their Veterinary Science program. The past four years of my life have been filled with amazing experiences and opportunities, all thanks to this program.

Sarah Aguiniga

## **What I have gained from participating in this program:**

### **Andrew**

*In the first module, we were introduced to clicker training, which is when you click and give a treat only for the good behaviors. My experience so far has been amazing because I feel like I have learned so much already in a short amount of time.*

*Being a male in this program is a very important role because a lot of the dogs in the shelter are afraid of men. Some have been abused, which might have traumatized them. What I do to teach the dogs to overcome their fear of men is to communicate with my body language that I am safe; never yell at them, but instead reward*

*their good behavior with a click and a treat.*

*This will build the dogs' trust in men because I give them the experience of a kind and patient man who rewards good behavior. If I'm giving them treats, they will believe other men may be nice and considerate like me, so the dogs are more likely to show good behaviors around men which will most likely get them adopted.*

### **Madeleine**

*Seeing the animals at the shelter really overwhelmed me – their body language showed me how scared they were. Luckily, clicker training has changed the animals' lives. Also, clicker training changed me because I was shocked by how much work it takes for an animal to become comfortable around people, and how the animal's behavior changes throughout the whole process. I have taught them that not everyone is harmful to animals. The first demonstration I did in front of an audience was good. I taught the audience how to clicker train the right way. It takes putting in a lot of patience and effort with every*



animal. It has to be done right, and on time, and the trainer has to switch behaviors so the animal does not get bored or frustrated.

*We demonstrated clicker training for staff and volunteers at the shelter and I was thrilled by my success. I was nervous at first. I kept overthinking about messing up by accident, but I said to myself, "It's okay; it does not have to be perfect." While training all four dogs, I did not feel shy. I was presenting myself and each dog to the audience. After that, we each were asked questions about how we felt experiencing clicker training with the animals. Luckily, the questions were easy to answer. I felt so confident speaking aloud to the audience. I honestly did not expect it to be this fascinating. I am happy I did well. I believe the demonstration helped me get over my fear of presenting to a crowd.*

*Also, it has helped me gain confidence communicating with animals and humans. I hope this will get me hired with the skills I have learned in this program.*

## **What I am proud of doing in this program:**

### **Andrew**

*Working with three-legged dogs was a whole different experience. When training them I had to position myself correctly so I didn't make it difficult for the dogs. Also, it gave me more experience as a trainer. I always double checked to make sure my body language said I was safe and not harmful because some dogs are afraid of men.*

### **Madeleine**

*I worked with two dogs whose left hind legs had been amputated. I thought this might be a struggle, but working with them and training them went well. I streamlined my body language throughout the entire time. I helped them try to develop their strength and get used to having three legs.*

*I enjoyed working with the animals and bonding with them. I was amazed that training a three-legged dog isn't that hard, but you have to put the work into it. I have really streamlined my body language the entire time I've been at the shelter training animals.*

## **How this program has helped me set goals for my future:**

### **Andrew**

*I want to keep volunteering with PHS, and get a job as an adoption counselor. This program has taught me to be more*

**I am a longtime volunteer** at the Peninsula Humane Society & SPCA with many years of elementary school teaching experience before that. Upon hearing of the opportunity to learn and work with clicker training and high school continuation students, I jumped at the offer. It turned out to be a very positive experience.

The class included four three-week modules with two days of clicker training at the Peninsula Humane Society, and two short periods of writing at Baden High School. Students began to learn clicker training by shaping behaviors in each other. They learned to respond to the clicker to attain a goal. Eventually, they clicker trained dogs, cats, rabbits, and even guinea pigs. The students learned the importance of clicking at the proper time to teach the learner to perform the correct behavior and earn a reward – a treat. They learned that body language is different for everyone and every animal, and that it is very important. The students were able to train old, young, active, inattentive and shy animals. They began to realize that the method of eliciting the behavior and clicking for it, then giving a treat, is very successful.

On the other hand, the writing portion of the class started out very slowly. The students were not answering the whole question on the daily feedback sheets. They could answer orally, but writing an informative and correct answer was difficult for them. The teacher used clicker training to inspire proper answers and hard work. The students persisted and their writing improved in detail, accuracy, and punctuation. As a former teacher, I was very excited for them.

Field trips and guest speakers rounded out the class with practical experiences.

I am very happy that I accepted this volunteer position. I appreciate the knowledge I acquired including how successful and fast clicker training can be with all species. Watching the students grow was especially rewarding. It is easy to see that the program had a positive influence on both the students and the animals.

Shirley Connors



**Empathy, self-awareness, and patience** are some of the skills this program helps develop. These students inspired me because I have seen their surge of growth in the short time I have been able to participate in the program. The dedication, hard work, and heart Andrew and Madeleine give each time they are with the animals are amazing. Their ability to articulate what they see and their responses to an animal's body language show their developing knowledge. I have watched Andrew and Maddie transition from students into teachers. The program provides Baden's students with invaluable experiences that help them explore pathways in preparation for life after high school.

*Esperanza Flores-Aguayo*  
*High School Counselor*  
*Baden High School*

**Students arrive** at Baden Continuation High School for a variety of reasons, and many come with not only academic deficiencies, but also feelings of defeat. The most important thing we try to provide is a fresh start. This fresh start gives the students an opportunity to have new experiences, to start a new chapter. As the Principal of Baden Continuation High School, I want to provide our students with positive experiences that enable them to build momentum as they transition into adulthood. Our collaboration with the Peninsula Humane Society and SPCA and the Pryor Foundation has given our students this opportunity.

All the students come in with a love for animals, and this gives them a foundation on which the Peninsula Humane Society and SPCA can build. To see the expressions on the faces of the students when they first started compared to the confidence that they exhibit as we approach the end of the year, is remarkable. It speaks to the potential and growth that can happen for students who have struggled. This has been a tough year for the students who started the program, and the Baden family is especially proud of the two who have completed the program. This collaboration has created an experience that both Andrew and Madeleine will benefit from long after they have graduated from Baden.

*Stephen Redmond*  
*Principal, Baden High School*  
*South San Francisco Adult Education*

*confident when working with dogs. Now I feel that I have the qualities needed to volunteer at an agency involved with all types of animals. After high school, I plan on going to Skyline College, and then transfer to Foothill College to specialize as a veterinary technician.*

*The field trip to Foothill College influenced me to set this goal. The field trip to Palo Alto Animal Services to observe Dr. Yoffe performing spays and neuters with the assistance of veterinary technician Jo Dixon, a graduate of the Foothill College program, further encouraged me. Seeing their professionalism firmed up my decision to attend Foothill College's veterinary technician program.*

### **Madeleine**

*After high school, I want to continue to volunteer at PHS. This program has taught me a lot, and I hope to share my skills and knowledge with people of all ages. I have always had a passion for saving and taking care of animals. This program and the staff and volunteers at PHS have motivated me to go further in my career path. I want to go to Skyline College to finish school first, then get involved with Fund Development at PHS. Hopefully, this will get me to what I want to do in my future, and keep me involved with the animals.*

### **Lynn's favorite moments this year:**

Andrew did some excellent clicker training with a dog who was exceptionally edgy around men. Andrew taught him good manners around treats and in doorways. At the end of a training session, I asked Andrew what he had accomplished and he replied, "I made a difference in that dog's life."

Madeleine is naturally graceful, but she tended to fidget. When she realized that this irrelevant motion distracted and worried the dogs, she stopped fidgeting. She realized that removing distractions would make her a better trainer and improve the experience she was giving the animals. I complimented her on how she had streamlined her body language, and this became her slogan. I wished that her written work were as tight and clear, and mentioned that to Madeleine one day. The next day's written work dazzled: It was concise and focused, without a single unnecessary word.

I asked Madeleine how, in only two days, she had improved her writing so much. She replied, "I streamlined my body language to communicate better with the dogs. Then, I streamlined my writing to communicate better with people."



# RESEARCH RESULTS:

## Humane Education within Elementary Schools

By Kaylee Keuthan  
University of Denver,  
Graduate School of Social Work



Photo Courtesy of Sarah Kesty

### Abstract

**T**his research examines whether elementary school workers are likely to incorporate humane education into their classrooms. The goal is to understand its potential benefits and its challenges and concerns.

To that end, I collected information from past studies involving humane education, and created a new qualitative survey. Forty-six elementary school workers from various locations responded with their thoughts about the interest in and likelihood of humane education reaching more schools. The results allow for effective consideration toward how humane education can better address societal concerns and ways in which it could further be implemented in elementary classrooms.

### Introduction

The purpose of a humane education program is to increase empathy and compassion for humans, nonhuman animals, and the environment through lessons and activities that teachers can implement within classroom settings (Thompson, 2003). Currently, there are a limited number of studies investigating the effects of humane education, but results have shown ways in which these programs may act as preventatives towards school violence, bullying, and a child's potential to be violent towards animals and one another (Thompson, 2003).

The aim of humane education focuses on decreasing these concerns and to further promote prosocial behavior among humans (Thompson, 2003). With limited research and knowledge towards humane education in school settings, the Zoology Foundation of Crooked Willow, a farm sanctuary in Larkspur, Colo., intends to further understand whether schools are interested in humane education.

### Evaluation Design

Evaluation procedures were created that consisted of an anonymous, qualitative, open-ended, ten-question survey on the Survey Monkey database to analyze the interests, knowledge, and concerns that elementary school workers have about implementing humane education programs within classrooms. The survey was intended for a sample of 50 elementary school workers. It was closely successful to this size with a total of 46 participants representing 13 states, four countries, and one unknown location. The largest location was Colorado where there were 22 participants.

The survey began in January, 2018 and was distributed to voluntary participants through an Internet link that was shared in various online locations including an email database for the Association of Professional Humane Educators, the researcher's Facebook feed, and through the Facebook groups of: The Graduate School of Social Work, University of Denver Students and Alumni, Vegans of Colorado, and Camp Buckskin Alumni. Along with this, the agency attended a staff meeting

at Larkspur Elementary School where the survey link was shared for the workers to complete. Participants had a total of two weeks to complete the survey.

Since the survey was conducted as a pilot study that was shared among personal and professional contacts, it was critical to consider the selection bias when analyzing results. More particularly, since the survey had been distributed to the Association of Professional Humane Educators, responses could be altered by participants who already have a fair knowledge on the topic of humane education. Through a needs assessment, the results of the questionnaire were then analyzed by the agency to better understand the current knowledge, concerns and interests relating to implementing humane education programs within classrooms.

“ Of the 46 participants, 23 had never heard of humane education and five thought humane education related specifically to humans. Only 18 could correctly define humane education. ”

Once the answers were collected, their validity and reliability were evaluated based on the results from the questions. The ten questions used for data collection were:

1. Please state the grade level you teach, the name of your school, and the city and/or state in which the school is located.

2. What is “humane education” in your own words? If you are not familiar with this form of education, feel free to write “unsure.”
3. Humane education focuses on increasing compassionate behavior and prosocial skills by teaching empathy for humans, nonhuman animals, and the environment through lessons and activities (Thompson, 2003). If there is a similar form of education within your school (ex: anti-bullying, empathy building, moral education), would you mind stating what it is? In what ways is it implemented?
4. What would be possible challenges in implementing a humane education program?
5. If humane education met the state’s teaching standards, would you be willing to implement it? Why or why not?
6. If a humane education training counted as continuing education hours, would you be interested in the training? Why or why not?
7. Do you think your students would be interested in learning about humane education? Why or why not?
8. What do you believe could be potential positive and/or negative results from implementing a humane education program?
9. Are there current societal needs that the education system is not meeting? If so, what are those needs?
10. Is there any other feedback, information, or questions you’d like to share relating to humane education? If you would like to receive more information on humane education resources, please include your email below.

## Results\*

Of the 46 participants, 23 had never heard of humane education. Five thought humane education related specifically to humans, and 18 could correctly define humane education. This provided evidence of the lack of understanding about humane education, with 61% of participants either never having heard of the term or providing an incorrect definition.

When asked what potential challenges might occur with implementing a humane education program in a school setting the following responses were observed: 15 participants had concerns about a lack of time due to the priorities of teaching common core standards; nine had concerns due to a lack of resources and funding; eight expressed concerns about humane education being irrelevant or un-relatable to certain students and grade levels; four responded with concerns about students lacking respect and empathy for the subject; four responded with concerns that family, teacher, and community personal beliefs might be offended by humane education; four responders had concerns about inconsistent teaching techniques and lack of implementation at home: three responded with concerns towards lack of buy-in from teachers, students, and community; three responded with concerns towards lack of trainings for the teachers; one responded with concerns about students’ animal allergies; and one responded with concerns

\* For additional details about the results, contact the author: keuthanke@gmail.com



**“ When asked if they would be willing to implement humane education if it were addressed through their state’s teaching standards, all but two of the 46 participants responded “yes.” One participant requested more information on humane education before implementation, and another answered that they are already implementing humane education in a classroom setting. ”**

about cultural barriers. This provided strong acknowledgment of the concerns to be addressed when considering humane education for school settings.

One participant was concerned that if humane education were implemented, “We may lose focus of the importance of our relational importance with other humans.” Along with this, the participant stated, “Teaching kids to show empathy to other humans and matter that before we focus on non-humans, which seems to be easier and more natural for kids to show empathy to in the first place.” These results were highlighted as they indicated important sensitivities that need to be considered. According to the “One Health” concept, the health of people is connected to the health of animals and the environment (Center for Disease Control and Prevention, 2018). This concept “encourages the collaborative efforts of multiple disciplines working locally, nationally, and internationally – to achieve the best health for people, animals, and our environment” (Center for Disease Control and Prevention, 2018). It is critical to consider ways in which this concept can be addressed through humane education to further meet concerns such as that participant presented.

Participants addressed additional challenges such as how to address societal needs within school settings. The needs were categorized into various themes such as: over-focus on state standards; discrimination; independence and intrinsic motivation; knowledge of interconnectedness; sex education; social media influence; basic needs/life skills; social-emotional skills; inclusion and acceptance; “real world” engagement; mental health concerns; and home situations. Of these needs, social-emotional skills were brought up most often – a total of nine times. Themes that fell under this category consisted of: lack of respect for self or others, lack of compassion for self or others, and lack of empathy for self or others. Following this came lack of responsibility and acknowledgment of how actions impact self and others, which was mentioned five times. Then came the lack of addressing mental health concerns among students, which was mentioned four times. Along with this, concerns towards discrimination and/or bullying was also mentioned a total of four times. Concerns towards students lacking basic needs and life skills, along with the category of students lacking independence and intrinsic motivation were both mentioned three times. Lack of “real world” engagement, which consisted of students not being involved in community engagement or understanding issues going on in the world, was mentioned three times. The categories of concerns towards an over-focus of academics, concerns towards

the home situations in which students come from, and lack of inclusion and acceptance amongst students were each mentioned two times. Lastly, concerns of social media influence, lack of sex education, and lack of knowledge on interconnectedness were each mentioned once.

Coincidentally, when asked what potential positive results could occur from implementing humane education, responses showed common themes that matched the responses about what societal needs were lacking in the classroom. Addressing social-emotional skills was the most commonly mentioned need and twenty-six of the 46 participants replied that humane education had the potential for increasing social-emotional skills among students. Other categories with potential benefits from humane education included: basic life skills, independence, inclusivity and acceptance, responsibility, and safer classrooms.

These results give stronger insight towards the benefits and potential humane education could have in the classroom, along with the ways in which humane education can be considered in addressing societal concerns. As quoted by a participant regarding humane education, “this could very well unlock something within the minds and hearts of our students that will truly make our world a healthier and more peaceful place.”

**“ 100% of the 46 participants answered that their school currently has a character or moral education program. ”**

When asked if participants would be willing to implement humane education if it were addressed through their state's teaching standards, all but two of the 46 participants responded "yes." One participant requested more information on humane education before implementation, and another answered that they are already implementing humane education in a classroom setting.

The assumption had been made prior to the survey that state's teaching standards play an important role in what school workers teach, and the responses to this assumption showed it to be correct.

The question relating to whether school workers would be interested in implementing humane education if it counted towards continuing education hours, found similar results. Thirty-eight of the 46 participants answered "yes," five answered "maybe," and only one answered "no." That educator expressed the opinion that humane education should not be implemented until schools "master humane training to other humans." Reflecting on the "One Health" concept, considerations can be made on ways in which humane education can address this concern.

In response to the question relating to character education programs, 100% of the 46 participants answered that their school currently has a character or moral education program. There was wide variety in what they were called and how often and how they were implemented. Only four participants acknowledged that animals, varying from dogs, snakes to chickens, were included within the topics. These results give potential towards humane education being implemented in school settings, since all the participants already have character education programs in their schools, though most consist of programs that focus on

humans specifically, and do not also include animals or the environment.

More potentially positive results that came from the study included teachers' responses when asked if they thought their students would be interested in humane education. Of the 46 responses, 42 participants responded "yes."

“ Although all participants said that a character education program currently exists in their school, the majority still had concerns that their students' social and emotional needs are not being met. Since character education programs, including humane education, are intended to address these needs, it is important to do more research on ways in which these programs can be more effective. ”

## **Discussion and Conclusion Interpretations**

The results provided a variety of insight to form a stronger foundation towards the understanding of the likelihood that humane education can be implemented within elementary school settings. The common themes that were discovered through the survey consisted of: a lack of knowledge towards what humane education entails; concerns towards a lack of time for teaching humane education due to the need of prioritizing common core standards; concerns for the lack of social and emotional skills among students; the potential for humane education to build on these social and emotional skills; the interest in humane education if it were constituted in state standards; the interest in humane education if it were to be counted towards continuing education hours; and how all participants currently have a character education program within their schools.

## **Strengths and Weaknesses**

One of the survey's strengths was that it consisted of a variety of schools from different locations, giving stronger insight towards diverse perspectives of humane education. By implementing a qualitative survey, the school workers participated as contributors towards the ways in which humane education can be implemented. It is critical to continuously address school workers' perspectives, interests, and concerns towards humane education, as they are the ones who will be implementing the programs. The survey allowed for detailed and in depth responses from participants, which can be used in considerations for future planning of humane education programs. The overall responses could provide powerful and compelling data to be considered as the topic of humane education progresses.

Weaknesses and limitations that the evaluation plan encountered dealt with the study being a pilot study with a selection bias of participants, as they consisted of some previous humane educators. Along with this, the individual and detailed responses were beneficial, but were also time consuming in the analysis process. Other weaknesses that occurred through the research involved not having a scientifically measured result or empirical evidence to support the results, as the results provided qualitative data.

## Moving Forward

Overall, the research provided stronger insight into the limitations, needs, concerns, and interests in the possibility of implementing humane education within elementary settings. The results from the survey are critical to consider when moving forward, and have provided the need for continued research.

One key factor to consider when continuing research is that although all participants said that a character education program currently exists in their school, the majority of participants still had concerns that their students' social and emotional needs are not being met. Since character education programs, including humane education, are intended to address these needs, it is important to do more research on ways in which these programs can be more effective.

Due to the reported lack of knowledge about what humane education is, and its lack of implementation, humane educators should be encouraged to continue spreading information about it. This information should include background information about its effectiveness and ways it can be implemented.

The potentials for humane education to address the societal needs mentioned in the results is promising, but more research is still needed.

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*Author Kaylee Keuthan is a student at the Graduate School of Social Work, University of Denver, who is concentrating in mental health and certifying in Animal-Assisted Social Work through the Institute for Human-Animal Connection (IHAC). Keuthan has a Bachelor of Science in Special Education with an emphasis in Elementary Education. She has taught as a special education teacher, worked as a counselor and director at a summer camp, and served as a Peace Corps Volunteer in Guyana. Currently she is interning as a humane educator at the Zoology Foundation of Crooked Willow. Keuthan is expected to graduate with a Master of Social Work in June of 2018 and intends to combine mental health and humane education in a social work setting.*

Contact Information:  
[keuthanke@gmail.com](mailto:keuthanke@gmail.com)



# Dogs and Their People by the Numbers

According to *Parade Magazine*, approximately **48%** of Americans own a dog and there are 89.7 million dogs in the U.S.

**38%** of dog owners are millennials

**23%** of millennial dog owners throw birthday parties for their dogs

**11%** of all dog owners throw birthday parties for their dogs

**67%** of dog owners say their dog relieves stress

**50%** of dogs get Christmas or Hanukkah gifts

**44%** of dog owners say they have made provisions for their dog in their will

**31%** of dogs own clothes





## The View of the Link from Law Enforcement

From the March 2018 *LINK-Letter*

A monthly report of news from The National Resource Center on the Link Between Animal Abuse and Human Violence

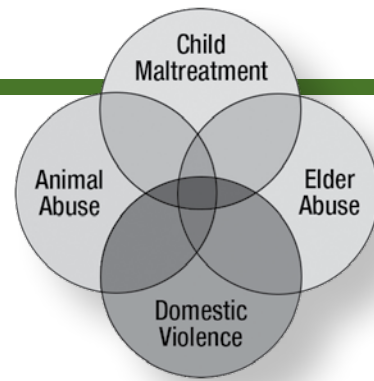
[www.NationalLinkCoalition.org](http://www.NationalLinkCoalition.org)

Phil Arkow, Coordinator and Editor

In the wake of the massacre at Marjory Stoneman Douglas High School in Parkland, Fla., the *Florida Sun-Sentinel* published an op-ed about why police agencies miss the Link between animal abuse and mass shootings. Two members of the National Link Coalition's steering committee were interviewed by Wendy Rhodes. *Excerpts follow:*

On the day of the murders, John Thompson wondered how soon reports of animal abuse would emerge. "It didn't even take us one day," said Thompson, deputy executive director of the National Sheriff's Association and the nation's highest-ranking law-enforcement official fighting animal abuse. Within hours, reports of animal abuse by Cruz began to pour in – chickens, frogs, pot-bellied pigs – even his own dog. Cruz delighted in torturing animals, bragging and posting gruesome pictures on social media. Thompson and others insist that law enforcement could have identified Cruz as a serious risk if they had paid attention to his history of animal abuse. One way to limit mass killings would be to identify those at greatest risk of committing these crimes.

"These are children that show early psychopathic tendencies," said psychologist Dr. Randall Lockwood, senior vice-president at the ASPCA and an expert in the Link. "It is the absence of empathy and the inability to be sensitive to the suffering of others, whether it's animals or people. And that's one of the reasons why these two forms of abuse are often connected."



Las Vegas gunman Stephen Paddock posted pictures on social media of bloody animals he had killed. Devin Patrick Kelly brutally beat a husky with his fists before killing 26 at the First Baptist Church in Sutherland Springs, Texas. Eric Harris and Dylan Klebold talked about abusing animals before killing 12 classmates at Columbine High School. One study shows that 43% of mass shooters have histories of animal abuse.



John Thompson

Thompson said that tracking animal abusers is vital, because animal abuse does not occur in a vacuum. "Anyone that can harm an animal is an evil person, and in my opinion, they have the potential to do anything." Thompson worries that people like Cruz will continue to slip through the cracks until police, prosecutors and judges seek out and prosecute animal abusers as violent offenders. He admits that he missed the Link for most of his career, ignoring animal advocates who would visit his police station and warn officers about the connection between animal abuse and other forms of violence. "We would just say, 'Hey, go out and hug a tree, eat your vegetables,'" he said. "Unfortunately, we were missing the boat the whole time. We didn't even realize what was going on underneath our noses."

In 2014, Thompson founded the National Law Enforcement Center on Animal Abuse (NLECAA) to educate law enforcement officials about the Link between animal abuse and other violent crimes and empower officials to help reduce senseless animal cruelty and possibly prevent further tragedies. "We never did consider animal crimes," Thompson said about his first 30 years in law enforcement. "We always thought it should be left up to animal control. We never made the connection."



# In Memory of Joan Turmaine

Latham is saddened to share news of Joan Turmaine's sudden and unexpected passing. Joan, a former member Latham's Board of Directors, co-founded K9forCare, an animal-assisted ministry. K9forCare brings people and animals together to provide comfort to those who are living alone, in a hospital or nursing home, or who are otherwise in difficult circumstances.



*"Joan felt strongly that animals can bridge the gap between people when other things cannot. She believed that the comfort and companionship offered by therapy dogs helped those in the hospital feel more at home when they were ill, missing their own pets, or otherwise out of their normal life. Joan had a particular passion for those in the hospital who were vulnerable and lonely."*

*"Joan was anxious to resume her animal-assisted therapy work because after being hospitalized she had an increased sensitivity to those who are dependent on others and who typically have no control over their circumstances. After her experience while hospitalized in Alameda, she was ready to get back to this important service but her life was cut short."*

– Denise Cahalan

*"Joan and Arlo would always spend time in the Intensive Care Unit (ICU) at Eden Medical Center in Castro Valley, Calif. Their many visits would lift our spirits and wash away our stress and worries. We are deeply saddened to lose such a friend and healer."*

– Bob Sypher, Director of the ICU.



ASSOCIATION of  
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*Empathy through Education*

More than 100 humane educators, volunteers, teachers, and leaders in humane education from around the country gathered for the APHE National Conference in Orlando, Fla., last March. Latham was proud to be among them as they learned from each other and celebrated the magic of humane education.

For years Latham has supported this fine organization by serving as its corporate office and mailing address. This year, to pay tribute to their mutual goals and in honor of its 100th Anniversary, the Latham Foundation presented them with a \$5,000 contribution.





## Sgt. Stubby

Reviewed by Bernard Unti, Ph.D.



The new animated film *Sgt. Stubby: An American Hero* promises to renew the nation’s awareness of a remarkable tale of friendship, loyalty, and devotion. There are few accounts in the history of the human-animal bond to match the stirring tale of a stray mutt and a caring soldier who met on a Connecticut training ground and went on to serve together for a year and a half in France during World War I. For all who appreciate the service of dogs in war and the ties of loyalty that unite them with soldiers and veterans, the film’s a treat.

When their paths crossed in June 1917, Stubby was a mixed-breed pit bull type dog living on the streets of New Haven, and Private Robert Conroy was a member of the American Expeditionary Force (AEF) awaiting deployment to the battlefields of France. They bonded, and Conroy smuggled the dog onto the freighter that carried him and other doughboys to the warfront. There, Stubby, who learned how to salute and march in step with the troops, quickly became the spirited mascot for the 26th Infantry “Yankee” Division of the 102nd Infantry Regiment during the course of eighteen months in combat.



Courtesy of Smithsonian Institution’s National Museum of American History

Stubby’s presence in their ranks helped Conroy and other soldiers to cope with the stress and anxiety of war. And since Stubby’s time, dogs have done still more in wartime service. Today, military working dogs serve as bomb or mine detection dogs, sentries, and even in special

ops, helping to clear buildings, sniff out booby traps, and search for hidden compartments where targeted individuals might be hiding.

The strong bond between soldiers and dogs has been evident in the frequent accounts of American service members who’ve sought to help or rescue animals in conflict zones. It’s also common for soldiers to communicate their concerns to The HSUS and other organizations about cruelty to animals that they’ve witnessed or tried to prevent while on deployment.

In late 2017, in a partnership to honor the natural bond between soldiers and dogs, The HSUS and the Veterans Health Administration

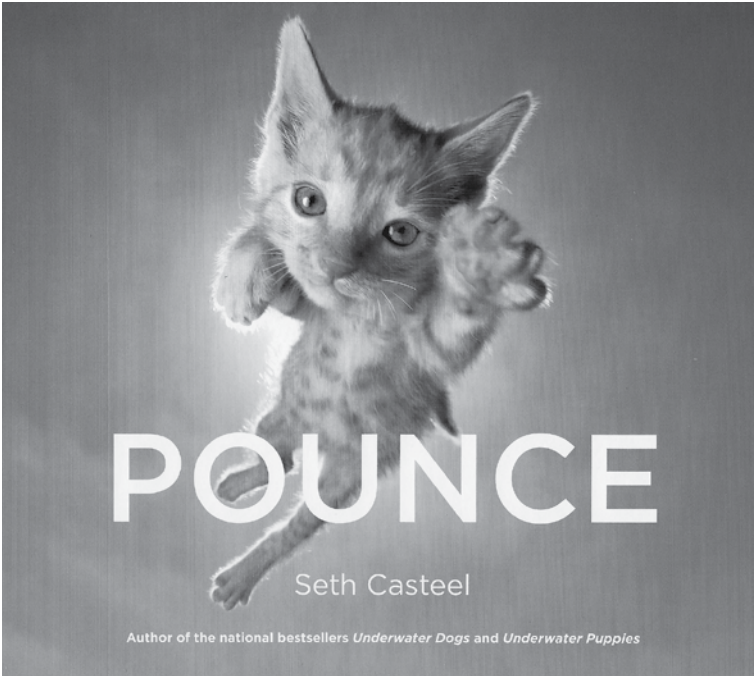
(VHA) launched a program that promotes and celebrates pet keeping and animal adoption by Veterans and encourages their volunteerism with animal shelters, animal rescue groups, and humane societies.

Richard Lanni, the producer-director of the film, was certainly mindful of its continuing relevance to the humane ethic and to animal rescue. “While *Sgt. Stubby* is entertainment for the entire family, it also shares an important, life-altering message about animal adoption,” says Lanni. “When you adopt a pet, you get back as much as you give.”

That’s certainly one of the lessons of Stubby’s life, before, during, and after his time at war. In the 1920s, after his return to the United States, he became something of an ambassador for animal adoption, marching in humane education parades, and appearing at other special events. He did stints as a football mascot for both Catholic and Georgetown Universities, received a medal from General John Pershing, commander of the AEF, and met three presidents, including the dog-loving Warren G. Harding.

There are not too many dogs adopted through the nation’s humane societies, animal shelters, and rescue groups who can match Stubby’s colorful legacy as a wartime mascot. But in the final analysis, Stubby’s story is that of an ordinary dog who led an extraordinary life that underscores, as Lanni suggests, “what animals can do when given a chance in life, regardless of their origins.” In that sense, every one of them is extraordinary.





## Pounce

Reviewed by Judy Johns

Photographer Seth Casteel, the *Underwater Dogs and Underwater Puppies* guy, has done it again. This collection of kitten-pouncing portraits is awww-inspiring (sic). It's also funny, and filled with genuine appreciation for kittens and cats.

Capturing these creatures mid-pounce can't have been easy. Seth describes a typical portrait session like this:

“9:00 a.m.: Arrive at a home where an ‘amazing pouncing cat’ lives.

11:00 a.m.: I have yet to see the cat.

11:45 a.m.: On a nearby wall, a shadow appears that resembles a cat, but it turns out it's just the dog again.

1:00 p.m.: At this point, I've heard the line “Cuuuuudles, where aaare you?” at least a thousand times.

2:00 p.m.: Cuddles is carried out to the room where I am sitting. Finally I can begin to take pictures.

2:00 p.m. and three seconds: Cuddles is nowhere to be seen.”

However, the results are surely worth the time and effort. Cat owners may recognize something of their own cats in these pages and even those hard-hearted, unfortunate few who don't yet appreciate cats will be charmed.

Seth, proving both his camera lens and his heart are in the right place, ends with a section on helping cats. He encourages readers to:

1. Spay and neuter their cats,
2. Become a foster-cat parent, and
3. Adopt a cat from their local animal shelter or rescue group.

*Pounce*

By Seth Casteel

ISBN 978-0-316-34922-2

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*Music to Calm Your Dog in the Car*

Many dogs love to go for a ride but for others traveling in the car can be extremely stressful. *Through a Dog's Ear: Driving Edition* offers a drug-free solution with ‘psychoacoustically’ designed music that strikes the ideal balance of keeping the driver alert while soothing the dog's nerves for a comfortable, pleasant journey.

This audio CD is part of the “Calm Your Canine” Series by Joshua Leeds and Lisa Spector. The series also includes a CD specifically designed to calm puppies and another for elderly canines.



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# HELP ME HELP YOU

## A series of DVDs exploring animal-assisted programs where kids and animals help each other

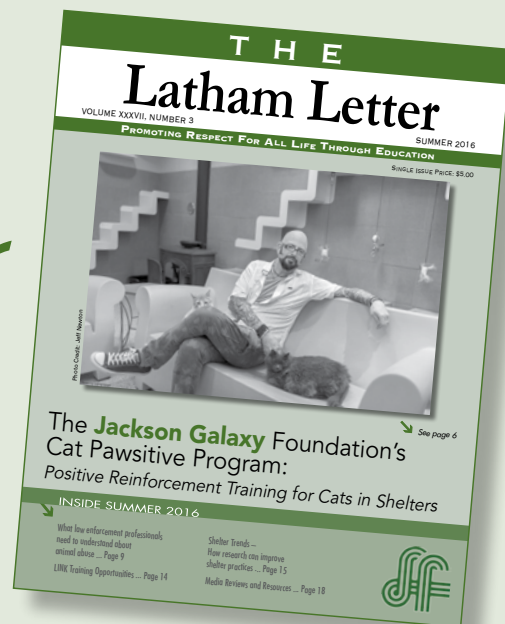
Each of the four inspiring films in this series describes an individual animal-assisted program and features children who have found help and hope. Every program is unique, but all are inspirational reminders of the healing power of the human-animal bond. Viewers will gain insight into starting, building, and maintaining effective programs.

Visit [www.Latham.org](http://www.Latham.org) for more information and special offers and search “Latham Foundation” on Vimeo to see film clips.



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