

developed a keen sense of their rank and status within the pack. Over the following months their permanent teeth come in, and they are introduced gradually to adult life, beginning to hunt with the pack around ten months of age, after their bodies have grown strong enough.

These same behavioral changes occur in the life of your puppy, though they can make for trying times in a domestic context. Many owners are quite unprepared for the challenge of these months, when puppy behavior fluctuates over a broad range of possibilities. Beginning at thirteen weeks, you will notice more pronounced expressions of independence; the pup that only last week was your shadow, who seemed well on his way to being trained, now begins to ignore you when you call, and during training and play sessions you have to work extra hard to keep his attention. His rapid growth produces a corresponding increase in activity that makes him highly excitable and difficult to manage; while he does need plenty of exercise, for most owners this translates into walks with lots of pulling and lunging. Bad habits develop quickly. When guests come to the house, the juvenile pup turns into a juvenile delinquent, jumping up and making himself a pest, continually demanding attention. It is also common for pups at this age to become very mouthy, so that by the teething period (4-6 months), they are chewing on everything, people included. To top things off, your puppy will probably go through a *second* fear period, when his behavior swings from being independent and bratty (12-14 weeks), to being periodically cautious and fearful (16-24 weeks), even of things he had formerly been comfortable with.

Patience alone is not sufficient to get through these months. Now, more than ever, your pup needs the guiding, stabilizing presence of a competent and understanding pack leader (see chapter fourteen). Take an active role in this process. Preliminary training, appropriate discipline, and a reassuring attitude from you are all key elements in helping your pup through this challenging period of his life. Perhaps the biggest mistake you can make with your pup is to put off this early training under the mistaken assumption that training is what happens to a dog *after* six months. That common misunderstanding is responsible for all sorts of unnecessary behavior problems. When owners fail to begin puppy training as soon as they adopt their pup, the pup begins to train himself. After several months of the pup doing as he pleases, "untraining" will most likely involve sterner training tech-

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niques that, while effective, could be puppy training begun immediately. In the case of Rory.

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A six-month-old German shepherd came to our giftshop door with its owner, a woman following in tow and desperately begging the pup to "heel." As she pulled the leash, in an attempt to restrain him, the pup frantically excitedly sniffing the carpet and furniture. I managed to get the puppy under control. The student looked up at the attendant and said, "Hello . . . uh, . . . I have an idea for a pup, Rory, for training . . ."

When she had first contacted us, she had described the bind she was in. She had received an important grant to study abroad for six months, which left her no choice but to leave that time. Since Rory had not yet been trained, the woman was looking for a kennel that would do two things: board Rory, and train him in "heeling," as well. She confessed that she was her very wary, but she also admitted that she had real problems controlling Rory and that he was becoming highly destructive.

In response, we outlined the serious consequences if we were frank with her about what would happen if we trained him. From her description, despite his basically friendly nature, he was used to getting his own way; he was not a relationship, and if a real change in his behavior, he would have to learn that the likelihood, this would mean firm, consistent training, usually early on.

This response made her nervous about the idea of training Rory by force. We explained that she who had inadvertently made that mistake till now. By allowing Rory to grow up without training and leadership, she had made

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niques that, while effective, could have been avoided had puppy training begun immediately. An illustration of this is the case of Rory.

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0251-2 *Rory*

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A six-month-old German shepherd puppy lunged through our giftshop door with its owner, a young graduate student, following in tow and desperately begging the rambunctious pup to “heel.” As she pulled the leash back and forth in an attempt to restrain him, the pup forged around the room, excitedly sniffing the carpet and furniture. When she finally managed to get the puppy under control and collect herself, the student looked up at the attending monk nervously and said, “Hello . . . uh, . . . I have an appointment to bring my pup, Rory, for training . . .”

When she had first contacted us by phone, the woman had described the bind she was in: she had unexpectedly received an important grant to study in Europe for two months, which left her no choice but to board Rory during that time. Since Rory had not yet received any training, the woman was looking for a kenneling program that could do two things: board Rory, and train him in a “kindly, gentle way,” as well. She confessed that the idea of training made her very wary, but she also admitted that she was having real problems controlling Rory and that, among other things, he was becoming highly destructive.

In response, we outlined the services we could offer, and we were frank with her about what would be involved in training him. From her description, it appeared to us that despite his basically friendly nature, Rory was spoiled and used to getting his own way; he was the boss in their relationship, and if a real change was to take place in Rory’s behavior, he would have to learn to become a follower. In all likelihood, this would mean firm, yet fair, discipline, particularly early on.

This response made her nervous — she did not like the idea of training Rory by force. We explained that it was she who had inadvertently made that choice by delaying training till now. By allowing Rory to grow up without proper direction and leadership, she had made the task of training a more

difficult proposition. She said that this had never occurred to her and that she was under the impression that training should not begin before six months of age, anyway. We then explained to her the reasons why this was not true. Finally, almost reluctantly, she agreed to bring Rory.

As the brother greeted the two of them, Rory playfully tried to jump up several times, and the student had to use all of her strength to restrain him. Soft-spoken and polite, she kept pleading, "Stop it, stop it!" but Rory seemed completely oblivious to her corrections, merrily tugging away at the leash and producing hoarse, straining sounds as a result of being pulled. Unable to reach the brother, he wrapped himself around the student's legs several times, and when she finally managed to free herself, he began to mouth and nip at her hands. Her pleading only encouraged him further, until at last he began to bark continuously for attention.

The brother finally suggested that it might be best to get Rory settled in his kennel area before proceeding with the interview. The woman agreed, but before handing over the leash, she said, "Wait just a few seconds . . ." Crouching down to gather Rory to herself, she anxiously began hugging and kissing him good-bye. The emotional farewell proved too much for the young puppy. Overwhelmed by the intensity of her affections, Rory squatted helplessly and let go with a minor flood, making the student groan in frustration, "Oh, Rory . . .!" The scene could not have been more predictable.

When the monk returned from placing the pup in the kennel, the student was in tears. She looked up and remarked awkwardly, "I know that all of this must seem rather silly, but I feel absolutely distressed about leaving him. . . . We're very attached and the thought of leaving him for training . . . Well . . . Please, tell me, is the training going to break his spirit?"

In response, the brother walked her over to the window and pointed to the front yard where one of his confreres happened to be working with a seven-month-old Labrador retriever, who was just completing a three-week training course. As the two walked harmoniously around the yard, their pace and rhythm were so measured that their movements seemed choreographed, like a ballet. The unhesitating attentiveness, wagging tail, fixed eye contact, and perfect pace of the dog were utterly captivating. Its responses to the obedience commands were precise, yet not mechanical, and the brother's soft, encouraging praise brought out energy and enthusiasm in the dog's work.

The student watched silently for a moment. When the session ended, the brother said to her, "Rory was just like Rory. Now look at he

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Rory arrived at New Skete unruly and unresponsive to the leash, and unable to focus for more than several seconds. His owner had a mistaken notion that obedience training should begin until six months of age, if at all. The student tried to live with this lack of control and impossible to live with the dog would, during his initial training, frequently tried to dominate his trainer by bolting in different directions. Having witnessed these first training sessions, the student "rescued" Rory from the owner, convinced that the monks were a better environment for her. She would have been upset by the leash corrections Rory received in her previous home, also, she would have been disturbed by the hand corrections and firm shake corrections and periodic attempts at dominance. The dog, as imagined, however, was the result of a dog that occurred over the following two years. Rory was from a willful, spoiled, stubborn, and obedient dog. When she returned to the student in disbelief as he moved flawlessly and attentively. After the demonstration, the brother next to her and exclaimed, "That's not *my* dog . . ."

Happily, Rory responded to the student and the student was able to get a sense of a properly trained dog. Never before could have been so much simple obedience training have to be harsh. The unpleasantness of Rory's behavior had been avoided had his owner understood much more than a formal set of rules once it reaches a certain age. Six months to commence *formal* obedience sessions; however, formal obedience has value only when it flows naturally.

The student watched silently for ten minutes. When the session ended, the brother said to her, "Three weeks ago she was just like Rory. Now look at her. *That is spirit!*"

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0251-4 *What Is Training?*

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Rory arrived at New Skete unruly and dominant, unresponsive to the leash, and unable to focus on anything for more than several seconds. His owner had raised him with the mistaken notion that obedience training should not begin until six months of age, if at all. The result was a puppy out of control and impossible to live with. As we suspected he would, during his initial training sessions with us he consistently tried to dominate his trainer, fighting the leash and bolting in different directions. Had the graduate student witnessed these first training sessions, she might have frantically "rescued" Rory from the kennel and sped off, convinced that the monks were a bunch of sadists. No doubt she would have been upset by the firm, uncompromising leash corrections Rory received in his first lessons. No doubt, also, she would have been disturbed by the under-the-chin hand corrections and firm shakedown used to correct his periodic attempts at dominance. What she would not have imagined, however, was the rapid transformation that occurred over the following two months, as Rory changed from a willful, spoiled, stubborn puppy, into a calmer, obedient dog. When she returned to pick Rory up, she stared in disbelief as he moved flawlessly through his paces, happy and attentive. After the demonstration she turned to the brother next to her and exclaimed in an astonished voice, "That's not *my* dog . . ."

Happily, Rory responded to the training commendably and the student was able to get a new insight into the value of a properly trained dog. Nevertheless, the whole process could have been so much simpler. By no means does obedience training have to be harsh or disagreeable. Much of the unpleasantness of Rory's first sessions could have been avoided had his owner understood that "training" is much more than a formal set of exercises a dog learns once it reaches a certain age. Six months is a reasonable time to commence *formal* obedience training with regular daily sessions; however, formal obedience will have its greatest value only when it flows naturally from a basic foundation of

socialization, puppy conditioning, preliminary obedience exercises, and play that begins early in puppyhood. This broader training naturally disposes a puppy to accept the human leadership so necessary for more advanced training.

Make no mistake about it: *training is never an option*. If you have a new puppy, one way or another your puppy will be trained — either into an unruly, dominant, spoiled dog with real possibilities for serious problem behavior, or into a companion that is friendly, well managed, and obedient. It all depends on you. Had Rory been raised with this type of understanding, his formal training would have begun with much less compulsion and discipline, since it would have flowed naturally from a healthy leader/follower relationship. As we explained in *How to Be Your Dog's Best Friend*, we understand training as a dynamic process that begins at the puppy's birth and continues throughout its life. It enables a dog to reach its full potential as a dog and companion, in a manner completely in harmony with its canine nature.

Training is educating. Significantly, the word "education" comes from the Latin *educare*, which means "to draw out, to call forth what is already present as a possibility." Applied to your dog, this is not limited to the mastering of five basic commands; it is an ongoing process. We have seen this understanding of puppy development prove itself as we have watched litter after litter grow and learn, conscious of our own role in that process. From the perspective of theory and experience, training is a way of relating to your dog that involves your whole life with it, not simply ten-minute sessions in the morning or evening, as essential as these may be. Many new owners fail to perceive that their puppy begins its training with them the day it arrives home, and not three to four months later, when it reaches that magical age of six months. It is not in a state of suspended animation till then. Rather, it is reacting, responding, learning, and forming habits, if only by default.

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### *Me? A Trainer?*

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Since your dog is always learning, for better or for worse, it is to your advantage as an owner to give direction to the training process in a manner that enhances your life together. Only by taking a deliberate, active role in training your pup

will you have the opportunity enjoyable relationship.

However, let us emphasize t sensitivity, intelligence, and the intentions in the world are of litt your pup is unsuited to its immo: A young puppy's emotional sys have not matured enough to han less-than-thoughtful compulsor example, some dog owners, kno in their puppy's eyes, go to the owner. They make the mistake c ing dominance in a heavy-hanc puppy makes a mistake, they dea that punishment is the best way taken approach can create a pup and fearful, lacking any self-c guiding, and correcting approac encouragement and praise, is m ing a puppy for a future of cc Remember, a pup *must* develop

Puppy training, therefore, is tional formal obedience training weeks of age) have no innate i slates are basically "clean." With adult levels, they lack only expe for them to acquire positive at training, since there are no ba training we are less concerne responses to obedience commar character traits in your pup: resj ness, curiosity, playfulness, a toward your relationship. The e pies learn best in the context o and young humans do. By kee sions positive and pleasant, wi solid behavioral foundation tha advanced training later on and is amazing how formal obedi change in character and expres program of puppy training in v on making training interesting .

*You* can do this, but first you do and do not learn, how they tudes in yourself draw out the

We remember one client who came to us for advice on his four-month-old Rottweiler puppy, who was starting to growl at strangers. When we went out to meet the client and his dog, they were sitting on a bench in our front yard. As we approached, the pup started to growl in a low, threatening voice, at which the owner quickly tried to reassure him with a soothing voice, saying, "It's okay, boy, it's oooh-kay. . . . Gooood boy, gooood boy, eeeeasy, . . ." gently rubbing him on his side as he did so. Naturally, the growling only grew worse, and the man looked up helplessly, wondering what to do. Fortunately, we were able to settle the puppy down by taking a short walk with him, and after several minutes he became very accepting and friendly. The owner then complained, "I don't understand it, he's such a good pup, and yet he has this thing about growling . . ." We explained to the baffled owner that the pup was merely doing what he was told. Reviewing with him his reactions during the incident, we showed him that he was unintentionally rewarding the puppy's growling by his soft praise and petting. The only message the puppy was receiving was "this is the way to act."

There is no way we can say that this pup was "disobedient." Instead, we can see that the owner showed a misunderstanding of what he was communicating and an ignorance of how to communicate his true intent in a clear, authoritative way.

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## To Obey Is to Hear

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In dog training, most people conceive of obedience simply as something the dog does in response to his handler: the dog is the one who is obedient or not. This is only half of what real obedience is. "Obedience" comes from the Latin word "*oboedire*," which in turn is cognate to "*ob-audire*," meaning "to listen, to hear"; by extension, this always implies *acting* on what is heard. Contrary to popular thought, obedience is as much your responsibility as it is your dog's — even more so, since you are responsible for shaping your dog's behavior to fit your living circumstances. The problem with many dog owners is that they fail to listen and respond to the real needs of their dogs; unknowingly, they are disobedient.

To be a good companion to your dog, *you* must be obedient, that is, fully alert and focused on your dog, flexible

enough to adapt your approach odd as it may sound, your dog for him; you do, but only by being

Brother Thomas, who was the ing the training program here at a tragic automobile accident in obedience:

Learning the value of silence is of screaming at, reality: opening what the end of someone else's tening to a dog until you discover imposing yourself in the name of

This kind of obedience comes study, by learning different techniques and using them in different possible, with different types of individuals, not all respond in the same way as Sunny, we would her submissive, shy personality cover from working with different flexible, adapting a variety of techniques students. A rigorous, highly structured with one child may be disastrous is true in dog training. Part of training a student of your dog and employing bring out the best in him.

In discussing training, we will absolute method of training you to point out to you some general tant cornerstones for all good training how these can be applied to different you perceive and deal with the your own puppy. Working with temperaments and personalities, serious mistake to limit yourself training. Trainers who insist that works (their own) betray their obligations close themselves off from a real

One last observation, especially owned a dog before. Novices in feelings of awkwardness and uncertainty training their pup. This can change beginning. Intimidated by a lack

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odd as it may sound, your dog does not know what is best  
for him; you do, but only by being truly obedient to him.

Brother Thomas, who was the driving force behind found-  
ing the training program here at New Skete until he died in  
a tragic automobile accident in 1973, had this insight into  
obedience:

Learning the value of silence is learning to listen to, instead  
of screaming at, reality: opening your mind enough to find  
what the end of someone else's sentence sounds like, or lis-  
tening to a dog until you discover what is needed instead of  
imposing yourself in the name of training.

This kind of obedience comes only with time, practice, and  
study, by learning different techniques and methods of train-  
ing and using them in different circumstances and, if  
possible, with different types of dogs. Because dogs are indi-  
viduals, not all respond in the same way to particular types  
of training. Remember Anka's litter: were we to train Yola in  
the same way as Sunny, we would probably only compound  
her submissive, shy personality. In education, teachers dis-  
cover from working with different children that they must be  
flexible, adapting a variety of teaching methods to individual  
students. A rigorous, highly structured program that is effec-  
tive with one child may be disastrous with another. The same  
is true in dog training. Part of training means your becoming  
a student of your dog and employing an approach that will  
bring out the best in him.

In discussing training, we will not present you with one  
absolute method of training your pup. We will try, instead,  
to point out to you some general principles that are impor-  
tant cornerstones for all good training and then show you  
how these can be applied to different dogs. This will help  
you perceive and deal with the particular requirements of  
your own puppy. Working with dogs of all sizes, breeds,  
temperaments and personalities, we have learned that it is a  
serious mistake to limit yourself to one particular method of  
training. Trainers who insist that only one method of training  
works (their own) betray their own ignorance and pride and  
close themselves off from a real understanding of dogs.

One last observation, especially for those who have never  
owned a dog before. Novices in training often experience  
feelings of awkwardness and uncertainty at the prospect of  
training their pup. This can discourage them from even  
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APPENDIX

## *Evolution and Interpretation of the Puppy Test*

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Puppy evaluation was first begun in a systematic and objective way with the Fortunate Fields project in Switzerland in the 1920s and 1930s. This philanthropic organization developed an elaborate system for evaluating German shepherd dogs for various tasks, most notably guiding the blind, and then used these results to develop a successful breeding program.

Important advances occurred later with the research project of Drs. John Fuller and John Paul Scott in Bar Harbor, Maine. As we have already seen, their research into canine behavior, especially the formulation of "critical periods," has had a profound impact on the way puppies are raised and evaluated. The practical consequences of this work are most clearly set forth in Clarence Pfaffenberger's book *The New Knowledge of Dog Behavior*, in which, after drawing heavily on Scott and Fuller's research and personal advice, he presents the system used for breeding and evaluating puppies that boosted the success rate of the Guide Dog program dramatically. When Pfaffenberger began his work in the mid-1940s, only 9 percent of the dogs who started training graduated from the program as responsible guides. When he published his findings in the 1960s, 90 percent of the dogs were graduating from the program as guide dogs.

Pfaffenberger stresses genetics (breeding only of health) as well as implications and puppy evaluation responses to such things as with strangers, and body problem-solving ability. I through for better breeding element could be reliably ev reactions at eight to twelve potential. Although the g opment of consistently so been adapted by breeders

For the general public, pies was the Puppy Beha animal psychologist, publi tive work *Behavior Proble* initially designed for vete a source of practical ans quently asked by clients, chapter on puppies that tion, elementary training, test gave breeders and p and successful way of si serve as a basis for more

In our experience, the has been the Puppy Aptit Wendy Volhard. The P from each of its predece ger, and the whole of Ca into one system. The res bly measures individual versus submission, indep well as obedience and w nation of this test by M Puppy Aptitude Testing, of the *AKC Gazette*.)

The first five sections ( ament, are based entirel Campbell and reveal a p They indicate the degre readily a pup will accept



Pfaffenberger stresses the importance of understanding genetics (breeding only dogs of proven working ability and health) as well as implementing early socialization techniques and puppy evaluations. His testing evaluated puppy responses to such things as new experiences, encounters with strangers, and body sensitivity, as well as their overall problem-solving ability. His work was a significant breakthrough for better breeding because he showed that temperament could be reliably evaluated at a very early age; puppy reactions at eight to twelve weeks of age could predict adult potential. Although the goal of his program was the development of consistently sound guide dogs, his principles have been adapted by breeders for their own needs.

For the general public, the first standardized test for puppies was the Puppy Behavior Test of William Campbell, an animal psychologist, published in his important and innovative work *Behavior Problems in Dogs*. Though the book was initially designed for veterinarians and other professionals as a source of practical answers to behavioral questions frequently asked by clients, the book also included an excellent chapter on puppies that discussed puppy testing and selection, elementary training, and common problems. His puppy test gave breeders and potential puppy owners a consistent and successful way of sizing up puppies and continues to serve as a basis for more recent adaptations.

In our experience, the most successful of these recent tests has been the Puppy Aptitude Test developed by Joachim and Wendy Volhard. The Puppy Aptitude Test took elements from each of its predecessors (Fortunate Fields, Pfaffenberger, and the whole of Campbell's test), and integrated them into one system. The result is a puppy evaluation that reliably measures individual temperament (that is, dominance versus submission, independence versus social attraction), as well as obedience and working potential. (A detailed explanation of this test by Melissa Bartlett, "A Novice Looks at Puppy Aptitude Testing," appeared in the March 1979 issue of the *AKC Gazette*.)

The first five sections of the test, an evaluation of temperament, are based entirely upon the puppy test of William Campbell and reveal a pup's general orientation to people. They indicate the degree of social compatibility and how readily a pup will accept human leadership.

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# PUPPY APTITUDE TEST

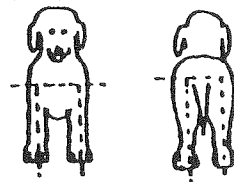
puppy (color, sex) \_\_\_\_\_ litter \_\_\_\_\_ date \_\_\_\_\_

The following is a concise chart explaining each test and the scoring, a sample score sheet and an interpretation of the scores:

TEST	PURPOSE	SCORE	1
<b>SOCIAL ATTRACTION:</b> Place puppy in test area. From a few feet away the tester coaxes the pup to her/him by clapping hands gently and kneeling down. Tester must coax in a direction away from the point where it entered the testing area.	Degree of social attraction, confidence or dependence.	Came readily, tail up, jumped, bit at hands.	1
		Came readily, tail up, pawed, licked at hands.	2
		Came readily, tail up.	3
		Came readily, tail down.	4
		Came hesitantly, tail down.	5
		Didn't come at all.	6
<b>FOLLOWING:</b> Stand up and walk away from the pup in a normal manner. Make sure the pup sees you walk away.	Degree of following attraction. Not following indicates independence.	Followed readily, tail up, got underfoot, bit at feet.	1
		Followed readily, tail up, got underfoot.	2
		Followed readily, tail up.	3
		Followed readily, tail down.	4
		Followed hesitantly, tail down.	5
		No follow or went away.	6
<b>RESTRAINT:</b> Crouch down and gently roll the pup on his back and hold it with one hand for a full 30 seconds.	Degree of dominant or submissive tendency. How it accepts stress when socially/physically dominated.	Struggled fiercely, flailed, bit.	1
		Struggled fiercely, flailed.	2
		Settled, struggled, settled with some eye contact.	3
		Struggled then settled.	4
		No struggle.	5
		No struggle, straining to avoid eye contact.	6
<b>SOCIAL DOMINANCE:</b> Let pup stand up and gently stroke him from the head to back while you crouch beside him. Continue stroking until a recognizable behavior is established.	Degree of acceptance of social dominance. Pup may try to dominate by jumping and nipping or is independent and walks away.	Jumped, pawed, bit, growled.	1
		Jumped, pawed.	2
		Cuddles up to testor and tries to lick face.	3
		Squirmed, licked at hands.	4
		Rolled over, licked at hands.	5
		Went away and stayed away.	6
<b>ELEVATION DOMINANCE:</b> Bend over and cradle the pup under its belly, fingers interlaced, palms up and elevate it just off the ground. Hold it there for 30 seconds.	Degree of accepting dominance while in position of no control.	Struggled fiercely, bit, growled.	1
		Struggled fiercely.	2
		No struggle, relaxed.	3
		Struggled, settled, licked.	4
		No struggle, licked at hands.	5
		No struggle, froze.	6

TEST	
<b>RETRIEVING:</b> Crouch beside pup and attract his attention with crumpled up paper ball. When the pup shows interest and is watching, toss the object 4-6 feet in front of pup.	D to H be re gt de
<b>TOUCH SENSITIVITY:</b> Take puppy's webbing of one front foot and press between finger and thumb lightly then more firmly till you get a response, while you count slowly to 10. Stop as soon as puppy pulls away, or shows discomfort.	D tc
<b>SOUND SENSITIVITY:</b> Place pup in the center of area, testor or assistant makes a sharp noise a few feet from the puppy. A large metal spoon struck sharply on a metal pan twice works well.	C s r d
<b>SIGHT SENSITIVITY:</b> Place pup in center of room. Tie a string around a large towel and jerk it across the floor a few feet away from puppy.	C r
<b>STRUCTURE:</b> The puppy is gently set in a natural stance and evaluated for structure in the following categories: Straight front    Front angulation Straight rear    Croup angulation Shoulder        Rear angulation layback (see diagram below)	F s s

(Compiled by and first published in th



Straight front    Straight rear    Sho

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TEST \_\_\_\_\_ date \_\_\_\_\_

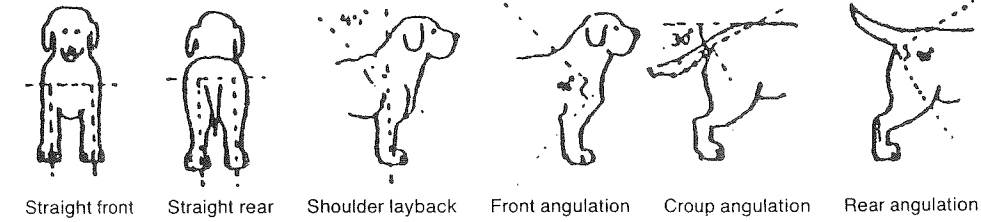
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ne readily, tail up, pawed, licked at hands.	2
ne readily, tail up.	3
ne readily, tail down.	4
ne hesitantly, tail down.	5
nt come at all.	6
owed readily, tail up, got underfoot, bit at feet.	1
owed readily, tail up, got underfoot.	2
owed readily, tail up.	3
owed readily, tail down.	4
owed hesitantly, tail down.	5
ollow or went away.	6
uggled fiercely, flailed, bit.	1
uggled fiercely, flailed.	2
ied, struggled, settled with some contact.	3
uggled then settled.	4
struggle.	5
struggle, straining to avoid eye contact.	6
pped, pawed, bit, growled.	1
pped, pawed.	2
ddles up to testor and tries to lick face.	3
irmed, licked at hands.	4
led over, licked at hands.	5
nt away and stayed away.	6
uggled fiercely, bit, growled.	1
uggled fiercely.	2
struggle, relaxed.	3
uggled, settled, licked.	4
struggle, licked at hands.	5
struggle, froze.	6

OBEDIENCE APTITUDE

TEST	PURPOSE	SCORE	1
<b>RETRIEVING:</b> Crouch beside pup and attract his attention with crumpled up paper ball. When the pup shows interest and is watching, toss the object 4-6 feet in front of pup.	Degree of willingness to work with a human. High correlation between ability to retrieve and successful guide dogs, obedience dogs, field trial dogs.	Chases object, picks up object and runs away. Chases object, stands over object, does not return. Chases object and returns with object to testor. Chases object and returns without object to testor. Starts to chase object, loses interest. Does not chase object.	1 2 3 4 5 6
<b>TOUCH SENSITIVITY:</b> Take puppy's webbing of one front foot and press between finger and thumb lightly then more firmly till you get a response, while you count slowly to 10. Stop as soon as puppy pulls away, or shows discomfort.	Degree of sensitivity to touch.	8-10 counts before response. 6-7 counts before response. 5-6 counts before response. 2-4 counts before response. 1-2 counts before response.	1 2 3 4 5
<b>SOUND SENSITIVITY:</b> Place pup in the center of area, testor or assistant makes a sharp noise a few feet from the puppy. A large metal spoon struck sharply on a metal pan twice works well.	Degree of sensitivity to sound. (Also can be a rudimentary test for deafness.)	Listens, locates sound, walks toward it barking. Listens, locates sound, barks. Listens, locates sound, shows curiosity and walks toward sound. Listens, locates the sound. Cringes, backs off, hides. Ignores sound, shows no curiosity.	1 2 3 4 5 6
<b>SIGHT SENSITIVITY:</b> Place pup in center of room. Tie a string around a large towel and jerk it across the floor a few feet away from puppy.	Degree of intelligent response to strange object.	Looks, attacks and bites. Looks, barks and tail-up. Looks curiously, attempts to investigate. Looks, barks, tail-tuck. Runs away, hides.	1 2 3 4 5
<b>STRUCTURE:</b> The puppy is gently set in a natural stance and evaluated for structure in the following categories: Straight front    Front angulation Straight rear    Croup angulation Shoulder        Rear angulation Layback (see diagram below)	Degree of structural soundness. Good structure is necessary.	The puppy is correct in structure. The puppy has a slight fault or deviation. The puppy has an extreme fault or deviation.	good fair poor

(Compiled by and first published in the AKC Gazette, March 1979.)



Straight front    Straight rear    Shoulder layback    Front angulation    Croup angulation    Rear angulation

- *Mostly 1's* A puppy that consistently scores a 1 in the temperament section of the test is an extremely dominant, aggressive puppy who can easily be provoked to bite. His dominant nature will attempt to resist human leadership, thus requiring only the most experienced of handlers. This puppy is a poor choice for most individuals and will do best in a working situation as a guard or police dog.
- *Mostly 2's* This pup is dominant and self-assured. He can be provoked to bite; however he readily accepts human leadership that is firm, consistent and knowledgeable. This is not a dog for a tentative, indecisive individual. In the right hands, he has the potential to become a fine working or show dog and could fit into an adult household, provided the owners know what they are doing.
- *Mostly 3's* This pup is outgoing and friendly and will adjust well in situations in which he receives regular training and exercise. He has a flexible temperament that adapts well to different types of environment, provided he is handled correctly. May be too much dog for a family with small children or an elderly couple who are sedentary.
- *Mostly 4's* A pup that scores a majority of 4's is an easily controlled, adaptable puppy whose submissive nature will make him continually look to his master for leadership. This pup is easy to train, reliable with kids, and, though he lacks self-confidence, makes a high-quality family pet. He is usually less outgoing than a pup scoring in the 3's, but his demeanor is gentle and affectionate.
- *Mostly 5's* This is a pup who is extremely submissive and lacking in self-confidence. He bonds very closely with his owner and requires regular companionship and encouragement to bring him out of himself. If handled incorrectly, this pup will grow up very shy and fearful. For this reason, he will do best in a predictable, structured lifestyle with owners who are patient and not overly demanding, such as an elderly couple.
- *Mostly 6's* A puppy that scores 6 consistently is independent and uninterested in people. He will mature into a dog who is not demonstrably affectionate and

who has a low need for human attention. In general, it is rare to see proper socialization; however there are several breeds bred for specific tasks (such as some northern breeds) which require independence. To perform these tasks require a singularity of purpose, which is often compromised by strong attachment to the handler.

The remainder of the puppy's intelligence and working aptitude and working ability is a picture of a pup's intelligence, socialization with a human being. For most dogs will score in the 3 to 4 range. Puppies scoring a combination of 3's and 4's are excellent handlers who will be able to bring out their potential from them.

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who has a low need for human companionship. In general, it is rare to see properly socialized pups test this way; however there are several breeds that have been bred for specific tasks (such as basenjis, hounds, and some northern breeds) which can exhibit this level of independence. To perform as intended, these dogs require a singularity of purpose that is not compromised by strong attachments to their owner.

The remainder of the puppy test is an evaluation of obedience aptitude and working ability and provides a general picture of a pup's intelligence, spirit, and willingness to work with a human being. For most owners, a good companion dog will score in the 3 to 4 range in this section of the test. Puppies scoring a combination of 1's and 2's require experienced handlers who will be able to draw the best aspects of their potential from them.

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