

## APPENDICES

The following material is provided by The Humane Society of the United States and is included for educational reference.

## Guidelines for Study of Animals in Elementary and Secondary Schools

The Humane Society of the United States believes that the study of animals in elementary and secondary school curriculum should foster in students a humane concern for life, as well as provide a learning experience. In these days of frequent actions of man against man, and man against animals, lessons which teach moral values should be of prime importance in the education of young people. Promotion of such concepts can be achieved by the study of biology, conservation and natural history.

Animal experimentation performed by primary and secondary school students, that interfere with the normal health of an animal, causing pain, suffering, anxiety or stress, are clearly incompatible with the principles of the humane ethic. The HSUS finds that a significant incidence of live animal experimentation occurring in schools today does not conform to the principle of not inflicting pain. Key to this policy is the restriction that no living vertebrate may be used in a manipulative or interventive experiment. Moreover, many animals kept in schools lack adequate care. The following guidelines are established to amplify this policy in practical terms for use in elementary and secondary schools.

### I. Selection of Live Species

- A. Less complex organisms (bacteria, fungi, protozoa, worms, snails or insects) are preferred because of wide variety, availability in large numbers and relative simplicity of maintenance.
- B. Pathogenic organisms (those causing disease in man) are unsuitable under any condition.
- C. Vertebrate experiments are restricted to observational, non-interventive studies.

### II. Prohibited Procedures and Experiments

No live vertebrate experiment should be performed by any student or in the presence of any student, if the experiment interferes with the normal health of the animal, or causes pain, suffering, anxiety or distress. This includes but is not limited to:

- A. Surgery (with or without anesthesia).
- B. Nutritionally deficient diets or withholding food and/or water.
- C. Administration of drugs or medications for experimental purposes.
- D. Use of ionizing radiation.
- E. Intentional exposure to carcinogens, other hazardous substances, pollutants, extremes of temperature, excessive noise or noxious fumes.
- F. Negative reinforcement techniques or other distressing stimuli.

### III. Acceptable Studies

Acceptable live vertebrate studies include:

- A. Observations of normal living patterns of wild animals in the free living state or in zoological parks, gardens, or aquaria.

B. Observations of normal living patterns of pets, fish or domestic animals.

Chicken embryos (eggs collected in the wild are not acceptable) may be used in observational studies only. If normal egg embryos are to be hatched, satisfactory arrangements must be made for the humane disposal of chicks. If such arrangements cannot be made, then the chicken embryos must be destroyed on the 19th day of incubation.

#### IV. Dissection

Any student who objects to dissection should not be forced to perform or witness such a procedure, but should be given alternative projects. No living vertebrate to be dissected should be killed in the presence of a student. Students should not be instructed to obtain and kill vertebrates for dissection. Teachers or course supervisors should take reasonable steps to ensure that specimens are, or have been, killed humanely, and that the use of specimens do not jeopardize the stability of a species' population.

#### V. Animal Care

Any live animal study, except the observation of animal(s) in the natural habitat or usual surroundings, should be conducted in locations where proper supervision and adequate animal care are provided. The long-term housing of vertebrates in classrooms is *not* recommended. When animals are maintained in classrooms, housing and care should meet professional standards for animal care. The following should be considered in a program for animal maintenance:

- A. Cages and enclosures should have sufficient space for normal postural, social and behavioral adjustments and should be regularly cleaned.
- B. Incompatible species or animals should not be housed together.
- C. Food and water available to the animals should be consistent with dietary and metabolic needs, and the containers regularly cleaned.
- D. Bedding material should be provided, as well as shelves, scratching posts, etc., when appropriate.
- E. Temperature, lighting (including sunlight) and other environmental factors should be regulated within the range for the species.
- F. Precautions should be taken to prevent harassment of animals, and injury to both students and animals should be taken.
- G. Live animals should not remain in schools over periods when the school is not in session unless the level of care can be maintained.
- H. Sick animals should receive veterinary treatment.
- I. Prior arrangements should be made for placement of classroom animals when study or school term is completed.
- J. In rare instances when euthanasia is necessary, it shall be performed in a (rapid and painless) manner by an adult experienced in these techniques. Warm blooded vertebrates should be taken to a veterinarian or animal shelter for this purpose.

It is essential that all involved comply with applicable federal, state and local laws governing animal procurement and usage.

#### VI. Supervision

- A. Qualified teachers should directly supervise students, give prior approval to any plan to use live animals, oversee all student work, and inspect the

animal at least once daily.

- B. Students should have the necessary knowledge, expertise and maturity to conduct and understand the work contemplated.
- C. Teachers should have the benefit of course work in animal care either through pre-service or in-service training.

Students preparing projects for science fairs should refer to *Code of Practice for Animal Related Projects in Science Fairs* prepared and distributed by The Humane Society of the United States, 2100 L Street, N.W., Washington, D.C. 20037.

#### Bibliography

- Animal Welfare Institute, *Humane Biology Projects*, Washington, D.C.  
 Institute for the Study of Animal Problems, *Animals in Education, The Use of Animals in High School Biology Classes and Science Fairs*, Washington, D.C., Summer, 1980.  
 Orlans, Barbara, *Animal Care from Protozoa to Small Mammals*, Addison and Wesley, Menlo Park, California, 1977.

Additional information can be obtained from The Humane Society of the United States, 2100 L Street, N.W., Washington, D.C. 20037 and Canadian Council on Animal Care, 1105-151 Slater, Ottawa, Canada K1P 5H3.

The Humane Society of the United States, 2100 L Street, N.W., Washington, D.C. 29937

## Code of Practice for Animal Related Studies in Science Fairs

It is the policy of The Humane Society of the United States that elementary and secondary school studies of animals should foster a humane regard for the animal kingdom and a respect for life. The Society believes all live vertebrate animal experiments (other than those for the purpose of behavioral observations and ecological studies that involve no direct manipulations) should be prohibited in elementary and secondary schools and related activities. Learning experiences that entail animal suffering are not justified and are unlikely to add positively to a student's character development.

#### Choice of Subject

The use of phyletically less complex organisms such as plants, bacteria, fungi, protozoa, worms, snails or insects should be encouraged as much biological information can be revealed through such studies. Such organisms are readily available in large number and wide variety, they are usually simple to keep, and disposal is relatively easy.