

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.

Non-manipulative procedures may involve vertebrate animals, i.e., mammals, birds, reptiles or fish.

#### Acceptable Types of Study

No experiments or procedures may be performed on any vertebrate animal that might cause physiological or psychological reactions indicating pain, suffering, anxiety, stress or any interference with its normal health. Vertebrate experiments may only involve:

- Observations of normal living patterns of wild animals in the free living state or in zoological parks, gardens or aquaria.
- 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 nineteenth day of incubation. No eggs capable of hatching may be exhibited in science fairs.

Cells such as red blood cells, other tissue cells, plasma or serum purchased or acquired from biological supply houses or research facilities may be used in science fair projects.

No living vertebrate animal shall be displayed in exhibits in science fairs.

#### Supervision

All experiments must be directly supervised by a qualified science teacher or scientist who shall approve the student's protocol before the study is initiated. Students must have the necessary comprehension and abilities for the work contemplated. The supervisor shall oversee all experimental procedures, shall be responsible for their non-hazardous nature and shall personally inspect experimental animals during the course of the study to ensure that their health and comfort are fully sustained.

#### Care

If vertebrate animals are to be used, the housing, feeding and maintenance of all subjects should at the minimum accord with the standards of animal care as outlined in The HSUS Guidelines for the Study of Live Animals in Elementary and Secondary Schools. Clean drinking water shall be available at all times and a palatable and balanced diet shall be provided in sufficient quantity for normal growth and maintenance.

**Note:** Educators and students may obtain a free listing of recommended study projects and/or project book for pre-university levels by writing to one of the following sources:

Animal Welfare Institute P.O. Box 3650 Washington, DC 20007	The Humane Society of the United States 2100 L Street, NW Washington, DC 20037	Canadian Council on Animal Care 1105-151 Slater Ottawa, Ontario CANADA K1P 5H3
---	---	---

**The Humane Society of the United States, 2100 L Street, N.W., Washington, D.C. 20037**

## Model Bill on the Study of Animals in Elementary and Secondary Schools and in Science Fairs

#### Introduction

Elementary and secondary school study of live animals should foster a humane regard for living creatures. The Humane Society of the United States finds animal experimentation that interferes with normal health or causes pain, suffering, anxiety or stress to be incompatible with this principle.

The HSUS has determined that a significant incidence of animal abuse is occurring in the schools today. Attempts to achieve voluntary reform have proven unsuccessful, and legal remedies are therefore necessary. Existing state anti-cruelty laws are generally considered inapplicable since the use of animals for all forms of research is expressly exempted from the cruelty statutes in several states, and in other states, the general statutes have not been interpreted by the courts to cover cruelty incidental to research.

The HSUS suggested model law is based on California and Massachusetts laws. It is designed to cover both classroom work and extracurricular activities such as science fairs.

It is recommended that this law be an amendment to the anti-cruelty statute, although placing it within the education statute remains another option.

### AN ACT TO PREVENT CRUELTY TO ANIMALS IN ELEMENTARY AND SECONDARY SCHOOL SCIENCE CLASSES AND SCIENCE FAIRS.

#### Section 1

- a) The term "animal" means any member of the kingdom Animalia.
- b) The term "vertebrate animal" means any animal belonging to the subphylum Vertebrata of the phylum Chordata, and specifically includes all mammals, fishes, birds, reptiles and amphibians.

#### Section 2

No school principal, administrator or teacher shall allow any live vertebrate animal to be used in any elementary or secondary school, or in any activity associated with such school, such as science fairs, as part of a scientific experiment or procedure in which the normal health of the animal is interfered with, or in which fear, pain, suffering, or distress is caused. Such experiments and procedures include but are not limited to surgery, anesthetization, and the inducement by any means of painful, lethal, stressful, or pathological conditions through techniques that include but are not limited to:

- a) administration of drugs;
- b) exposure to pathogens, ionizing radiation, carcinogens, or to toxic, hazardous, or polluting substances;
- c) deprivation, and