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As part of an aggressive campaign to win public support for animal research, biomedical research laboratories increasingly are inviting local humane society representatives, the media, and elected officials to join prearranged tours of their animal facilities. Since a publicized tour likely will reveal few obvious animal problems, a laboratory could imply later that visiting humane representatives found little or nothing wrong with its facility when, in fact, the facility has serious problems. To avoid this situation, there are questions you should ask and observations you can make while on the tour, and you should use this article as a handy checklist.

If you want to initiate a tour of a local laboratory, you can identify all laboratories within your geographic area by obtaining...
When touring a research facility, your concerns should fall into two broad categories: (1) the basic care or maintenance of the animals and (2) the actual research projects or use of the animals.

**ANIMAL CARE**

1. Ideally, before you arrive at the facility, you should determine the total number and types of animals housed in the facility each year. At the time you are invited to take a tour, ask the director of the facility for this information. In addition, request copies of the facility's annual summary report to the USDA (form No. 18-23) for the last five years. This will list the species used and how many were subjected to painful procedures without use of anesthetics. This is a matter of public record, so the director is obligated to release it. If he or she refuses to do so, contact The Humane Society of the United States' Laboratory Animal Welfare Section. We will send you directions on how to obtain this information through the federal Freedom of Information Act, including a sample letter of request.

2. Animals' pain and suffering are major concerns since their avoidance and alleviation are not rigidly controlled under federal or state laws. For each research project, ask whether or not physical or psychological pain is involved. Then ask:
   a) How is this determined, and what specific actions are taken to prevent or reduce the pain?
   b) Who is responsible for supervising and providing training in proper anesthetic/analgesic procedures?
   c) Have there been any problems with researchers or students regarding these procedures?

3. The use of paralytic (curareform) drugs is very serious since they provide no pain relief and are used in combination with an anesthetic. Paralytic drugs inhibit muscular movement. An animal can awaken from the anesthetic yet still be paralyzed and fully conscious. In this case, the animal may feel pain but cannot show how it feels because it is paralyzed.

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**SUBSCRIPTIONS**

The first suggestions include two publications, *Kind News* and *Children & Animals*, from The Humane Society of the United States (HSUS). Samples of these are available free, upon request, from the National Association for the Advancement of Humane Education (NAANE), the educational division of The HSUS. Teacher use of either publication in a classroom can, by itself, begin or expand a humane education program. There is a means of providing teachers with free subscriptions to these publications without using any of your current funds: You can offer your members and the general public the opportunity to finance this program directly. To implement this plan, first you must obtain permission from the school districts in your area to make available to teachers the free subscriptions. Next, you should run the following advertisement in your newsletter or local paper, or mail it or post it as a flier:

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**TRACH A CHILD ABOUT KINDNESS**

For just $5 per year, you can help our society provide a classroom of children with *Kind News*, a newspaper for students published by The Humane Society of the United States. Each issue of *Kind News* contains stories on proper pet care, and features stories about topics such as endangered species, responsible pet care, animal intelligence, and farm animals. Thirty-five copies of *Kind News* will arrive in the classroom every other month during the school year. *Kind News* is written on two levels: level one for the first and second grades; level two for the third through sixth grades. Do you have a favorite classroom or school? Send your $5 today, and tell us which school or classroom you would like to sponsor! Please specify the grade level.

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Follow up sponsorships with a letter of thanks and a copy of the letter that you sent to the recipient teacher, recognizing the donor. A similar ad can be run for sponsorship of a teacher.
For just $6, you can turn a teacher into a humane educator. Humane educators devote classroom time to teaching children about kindness to animals and respect for all living creatures. For $6, our society can send an elementary teacher a one-year subscription to *Children & Animals: Better Teaching Through Humane Education*. This quarterly magazine, published by The Humane Society of the United States, is full of lesson plans, mini teaching posters, student worksheets, and more, focusing on kindness toward animals. Do you have a favorite elementary teacher or school? Send us $6 today and tell us which classroom or school you would like to sponsor!

If you have some budget funds available for humane education, consider sponsoring an entire elementary school! Meet with the principal, and offer a *Kind News* subscription for every classroom or for one classroom at each grade level. Offer several subscriptions to *Children & Animals* for the teachers’ lounge. Ask, in return, to speak at a faculty meeting about the need for humane education in your community. Supply teachers with evaluation forms so they can indicate their humane education activities throughout the school year, including the students’ response. Follow up with a midyear visit to answer questions, and give support and thanks.

Use a similar approach with an entire school district, offering two *Kind News* subscriptions (one at each level) for each elementary school library, and one subscription to *Children & Animals* for each elementary teachers’ lounge. Write a letter to be distributed to all elementary school librarians that introduces your society and *Kind News*.

**AN EMPLOYEE IN EVERY SCHOOL**

Perhaps your society cannot afford to hire a full-time humane educator (or second assistant educator). Nevertheless, you may be able to afford to hire teachers at various schools who will serve as humane education consultants.

Meet with the school district to find out their current rate of pay for club sponsors, coaches, etc. In some cases, teachers simply volunteer for such assignments without pay. Nevertheless, offering even a modest fee for your position can make teachers feel appreciated and recognized.

Obtain permission from the school district to distribute a flyer through the intra-school mail (no postage required!). Advertise the position, giving a complete job description. Duties would vary, depending upon the salary. Included could be such things as

- organizing a school-wide essay or poster contest for "Be Kind To Animals Week";

Use a similar approach with a school district, offering two *Kind News* subscriptions (one at each level) for each elementary school library, and one subscription to *Children & Animals* for each elementary teachers’ lounge. Write a letter to the principal that highlights the teacher’s accomplishments.

**WHAT ONE PERSON CAN DO**

Do you have a volunteer or one teacher who is interested in humane education? Here are some projects for consideration:

- Find out what films are available to schools in the area. Often all films are housed in one central location for teachers to order as they wish. Offer the district information on additional films to consider for purchase, or purchase some films yourself and make them available through the school film library. Contact NAAHE for suggestions on film purchases.

- Send a memo to all elementary school librarians through the school mail, early each spring. Include suggestions for books to purchase. Better yet, try to arrange a meeting with all the librarians so that you can show them sample books and discuss the importance of humane education. Contact NAAHE for book suggestions.

- Sponsor contests in the schools. Students can design bookmarks, create a poster, write an essay, read animal books, and more.
Patty A. Finch is director of the National Association for the Advancement of Humane Education (NAAHE), Box 362, East Haddam, CT 06423.

Last, here are two tips for working with school districts:

1. Give schools a copy of the following 1933 statement from the National P.T.A. Congress:

"Children trained to extend justice, kindness, and mercy to animals become more just, kind, and considerate in their relations with each other. Character training along these lines will result in men and women of broader sympathies, more humane, more law-abiding ... in every respect more valuable citizens.

"Humane education is teaching in the schools and colleges of the nations the principles of justice, goodwill, and humanity toward all life. The cultivation of the spirit of kindness to animals is but a starting point towards that larger humanity which includes one's fellow of every race and clime. A generation of people trained in these principles will solve their difficulties as neighbors and not as enemies."

2. Contact NAAHE for information on the latest research in humane education. Evaluation studies that have demonstrated the effectiveness of various humane teaching programs and techniques can be valuable tools for helping to promote humane education within the school district.

Special note on subscription prices: The prices given in the sample ads, $5 for Kind News and $6 for Children & Animals, are special rates offered to your society when it becomes an organizational member of NAAHE for $25. Normal subscription rates are $10 for Children & Animals and $10 for Kind News.

Patty A. Finch is director of the National Association for the Advancement of Humane Education (NAAHE), Box 362, East Haddam, CT 06423.

TIPS

Here are a few things an organization should consider before committing itself to using donated equipment to computerize its operation:

1. How does it intend to use the equipment? Will workers try to maintain all shelter records, or use the computer only for a mailing list? Carefully evaluate which activities lend themselves to computerization.

2. Can the donated system handle the organization's needs? The March and April 1985 "Computer Talk" columns offered suggestions for estimating the computing power needed for different applications.

3. Will the donor be giving your organization everything needed to do the things most wanted? For example, if you intend to use the computer for word processing, are you being given suitable software and a printer that meets that need?

4. Is local service available for the system? People seem to be particularly eager to donate equipment made by companies that have gone out of business! Some of these companies still may support their products, but most do not.

If you are not satisfied with the answers to these questions, don't assume that your organization must refuse the offer of a computer donation. It does suggest, however, that you should look elsewhere for your main computing needs. There still are quite a few ways to make effective use of older and limited computer equipment:

- Dedicate the equipment to a special application with more modest needs. For example, even a home computer such as an Atari 800 or a Commodore 64 can be used with an inexpensive database program to keep lost-and-found records. Such machines also are fine for simple word processing tasks such as form letters. Another alternative is to use the machine to produce an attractive

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THE HIDDEN COSTS OF "FREE" COMPUTERS

by Randall Lockwood, Ph.D.

A personal computers continue to improve in quality and to decline in price, many owners are eager to replace their old but functional machines with something more up-to-date. Used computers rarely sell for more than a fraction of their original cost, so many people are realizing that they can do better by donating their machines to non-profit organizations, such as animal shelters, thereby gaining the resultant tax benefits.

This arrangement would seem to be ideal for everyone concerned, but there are hidden dangers. Quite a few participants in my HSUS workshop sessions on computers have told sad tales of accepting "free" computers that ultimately cost them thousands of dollars by the time they actually were put to use. One group, for example, had to add memory and new disk drives, upgrade the printer, and buy improved software. Their efforts resulted in a barely adequate system, which cost them as much as a brand new system with greater capabilities.

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limit the number and types of experiments. Weimer pointed out that since federal grant money is used for most of the current research, we, the public, are involuntary supporters of this type of animal experimentation because our tax dollars are used for funding.

Dr. Sussanne Cunningham, chairwoman of the Animal Care Committee at the University of Washington, showed a slide presentation that described the major areas of research being conducted at the university. As chairwoman, it is her responsibility to review the types of experiments conducted and to ensure that the animals used in those experiments are adequately cared for as provided by NIH (National Institutes of Health) and the federal Animal Welfare Act (AWA).

Dr. Cunningham's arguments in favor of animal experimentation were that biomedical research is necessary for the advancement of medical science and for the ultimate saving of human lives. She stated that the actual number of animals used in biomedical research has been drastically reduced from previous years. However, she did not address the use of animals in industrial product testing. Cunningham rejected claims that stricter laws or controls are needed to protect the animals or to monitor the activities at animal-research centers.

Kitsap County Humane Society Director Roger K. Childress Jr. ended the lectures by summarizing each side's point of view, and he encouraged the students to follow through with their own research. How did the students react to these lectures? Their instructor, Linda Munson, reported that no other topic has generated as much interest, enthusiasm, and class participation. This type of open discussion with young people hopefully can improve attitudes toward animals.

Roger K. Childress Jr. is executive director of the Kitsap County Humane Society, 1731 Charleston Beach Road, Bremerton, Wash. 98312.

[According to Dr. John McArdle, HSUS director of Laboratory Animal Welfare, there has been no significant reduction in animals used in biomedical research.]

Hearing-impaired residents of Utah now can rely on Salt Lake County Animal Services without having to visit the facility, due to the organization's new telecommunications device for the deaf.

The Telecommunications Device for the Deaf (TDD) recently was donated to the facility by the local Humane Education and Awareness Board to allow hearing-impaired individuals to communicate with the proper authorities about animal-control problems, pet care, animal licensing, and animal bites, according to Mike McFarland, director of Salt Lake County Animal Services (511 W. 1900 South, Salt Lake City, UT 84123). As a public service, the department will accept calls from hearing-impaired

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citizens of Utah and will relay information to the appropriate animal-care and -control agencies throughout the state.

The TDD resembles a typewriter. A "caller" can type his or her message on the machine and it will be transmitted through a telephone line to the TDD at the animal facility, where it will appear as a typewritten message. A response can be relayed in the same manner. McFarland said theirs is the only TDD in use in a Utah animal-care facility. The service operates between 9:00 a.m. and 5:00 p.m. on weekdays. Callers use the access number 264-CATS.

As a separate service for hearing individuals, both Salt Lake County Animal Services and Salt Lake City Animal Control list impounded pets on a lost-pet "hotline." Owners with missing pets can call 268-00GS 24 hours a day to hear a recorded list of pets held at the city and county animal shelters.

According to Kathi Prevost of County Animal Services, there has been a slight increase in animal redemptions since the hotline was started last fall. Most encouraging is the increase to date in cat redemptions, from zero to approximately three percent. The hotline averages approximately 40 calls each day, and the recording is updated five days a week. There is no charge for the service, which can be used by residents of Salt Lake County, Midvale, Draper, West Jordan, and Salt Lake City, Utah.

Prevost cautioned other organizations that establish a similar hotline to obtain good quality recording equipment. Her organization previously used less expensive equipment, which constantly needed repair, she said. The department now uses a heavy duty recorder with a 60-minute tape and a telephone call recorder. She warned users to buy tapes that are sufficiently long and suggested that the recorder be set only to provide information, not take messages, to avoid confusion. Last, Prevost advised organizations to install the telephone line before advertising the hotline number, to avoid possible embarrassing foul-ups.

This month, Public Broadcasting Service (PBS) stations across the nation will begin a new television series, Living With Animals. The new 30-minute show will air weekly and feature reports and demonstrations on the health, care, and training of animals and on happenings in the animal world. Of special emphasis will be pet-owner responsibility, including preventive health care and spay/neuter surgeries for dogs and cats.

The Humane Society of the United States (HSUS) recommends Living With Animals, which can improve humane education and increase respect for animals through responsible ownership and treatment.

The popular Pet Action Line, co-produced by The HSUS, is now syndicated on commercial stations throughout the United States, having achieved tremendous success during its first run on PBS.

For further information write to Living With Animals, 1410 15th St. N.W., Washington, DC 20005.

Hotline Encourages Animal Redemptions

New PBS Series to Air
Researchers Campaign,” Continued from page 2

A free four-color poster explains the rapid increase in feline rabies within the United States and includes a three-year rabies protection, the self-adhesive, 9” by 12” poster says, “For every three cases of canine rabies there are over four cases of feline rabies.” Write Fort Dodge Laboratories, 800 5th St. N.W., Fort Dodge, IA 50501 to order a copy.

1. Are paralytic drugs used in any of the facility’s research projects? Which projects, and why?
2. Are the drugs used in combination with anesthetics?
3. How do researchers monitor the depth of anesthesia in such animals?

4. What are the nonexperimental causes of death in the facility’s animals? For example, do the animals die from dehydration, starvation, disease, or wounds received during fights with other animals?
   a) Which species are involved? How many, and how often?
   b) How does this compare with other laboratories?

5. What inspection procedures are implemented to ensure humane treatment of the animals at the facility?
   a) Would researchers allow state or local humane officers to make unannounced inspections?
   b) How often is the facility inspected by the Animal and Plant Health Inspection Service (APHIS) of the USDA?
   c) Ask to see the APHIS inspection reports for the last five years. Have all noted problems been corrected?
   d) Is the facility accredited by the American Association for Accreditation of Laboratory Animal Care (AAALAC)? If not, why not? If it is inspected by AAALAC, ask to see the most recent inspection report.
   e) Are there any non-accredited labs or holding facilities at the institution? If so, ask to see them.

6. Try to determine the specific methods of euthanasia used, and who performs it. How euthanasia technicians are trained, and what restrictions, if any, are placed on euthanasia.

7. What staff training do the researchers, students, and technicians receive before they begin handling and caring for the animals?
   a) Are ethical issues involved in the training sessions?
   b) How many of the staff have American Association of Laboratory Animal Science (AALAS) certification?
   c) Is emphasis placed on reducing physical and behavioral stress?

8. Animal Care Committees (ACC) are becoming more common, and you may be asked to serve on one. Does the institution have a functioning ACC?
   a) Who is on the ACC, and how often does it meet?
   b) Does the ACC have a member specifically responsible for the welfare of individual animals? (The presence of a veterinarian may not be sufficient.)
   c) Does the committee make unannounced inspections of laboratories and holding facilities?

9. How do the researchers provide for the species-specific environmental and behavioral needs of their animals? Are they aware that such differences exist? You should place major emphasis on the behavioral needs, which are nearly always ignored.

Continued on next page...
1. With regard to cats and dogs in the facility, how were they acquired, from which dealers, and how available are they?

2. Finally, ask if there are any holding or satellite facilities you have not seen. If so, ask to see them.

3. USE OF LAB ANIMALS

First, determine the purpose of each research project. Do not accept vague platitudes about human health and safety. Insist on explanations in simple English.

a) Does the research have direct applicability to human health problems? If not, what is the connection between this project and human health?

b) What other work has been done to answer these questions? Is similar work being done at other institutions?

c) What is particularly unique or innovative about this project?

2. Determine the source and amount of funding for all research projects involving laboratory animals at this facility (for example, government, foundation, charity, or private funds).

3. The concept of alternatives is poorly understood by many researchers and laboratory animal veterinarians. In each instance, ask if the results could be obtained without using laboratory animals or from human clinical observations.

a) What alternative approaches have they tried, attempted to develop, or rejected? Why do they continue to use animals? Challenge them if their defense is primarily based on convenience or tradition.

b) What makes this animal a particularly good research model?

4. What effect would behavioral or environmental stresses have on the results of their experiments? What have they done to eliminate these potential biasing factors?

If you become a member of an Animal Care Committee, please contact The Humane Society of the United States (HSUS). We will provide a more comprehensive guide to evaluating experimental proposals using laboratory animals.

Always remember that your tour of a research facility or participation on an ACC is an excellent forum to discuss the humane point of view. Nevertheless, carefully avoid becoming the token "animal" person or merely a public relations gimmick for research institutions. After your tour is completed, send a copy of your findings to the HSUS.

Dr. John McAdie is director of Laboratory Animal Welfare for The Humane Society of the United States. Address your concerns about this issue to him at The HSUS, 2100 L St. N.W., Washington, DC 20037.

To obtain a free copy of Animal Welfare: List of Registered Research Facilities, write Consumer Information Center, Pueblo, CO 81009, or Animal Care Staff, USDA, APHIS Veterinary Services, 81009, or Animal Care Staff, USDA, APHIS Veterinary Services, Federal Center Building, Hyattsville, MD 20762.

Help the HSUS
Document Use of T-61....

The Companion Animals Section is compiling data on the effects of T-61 for animal euthanasia. There are reported problems associated with use of T-61, so we are attempting to document their extent. Therefore, we need input from euthanasia technicians and veterinarians who routinely use T-61 for euthanasia in shelters.

We are interested in observations of any adverse effects on an animal after injection with T-61. If you have switched from T-61 to another euthanasia solution or method, we are interested in why the change was made and what product or method you currently are using. We also would like to hear from those who are satisfied with use of T-61.

We invite you to participate in this T-61 observation survey. Those responding must be euthanasia technicians or veterinarians who regularly perform euthanasia and can provide firsthand information. Results of our findings will be shared with those who respond.

To obtain your euthanasia-observation reporting forms, or if you have any questions about your euthanasia procedure, please call Barbara Cassidy-Labuda, HSUS director of Animal Sheltering and Control, at (202) 452-1100, or fill out and mail the handy coupon below.

---Please clip---

[ ] Yes

I would like to help The HSUS document more about the use of T-61. Please send the euthanasia-observation reporting forms to

Name _____________________ Shelter _____________________

Address _____________________

City _____________________ State _____________________ ZIP code _____________________

Mail to The HSUS, Companion Animals, 2100 L St. N.W., Washington, DC 20037.
The HSUS Animal Control Academy will hold its 25th session on basic training for animal-control and -welfare workers on November 4-15 in Alexandria, Va., co-sponsored by the Alexandria Animal Shelter, which is directed by Gail Snider. I encourage you to attend an Academy session in your area because the Academy successfully has helped workers in the animal profession to sharpen their skills in cruelty investigation, computer use, community relations, proper animal euthanasia, and much more. Over 1,000 students have graduated from the Academy since its first session in 1979.

The HSUS Animal Control Academy has led the effort to keep animal-welfare and -control professionals abreast of important issues and advances in the field. Sessions are taught by HSUS staff members, and local professionals with expertise in specific areas of interest. Among the November session's guest lecturers will be Roger Galvin, the attorney noted for his prosecution for animal cruelty of local researcher Edward Taub of the Institute for Behavioral Research; Robert Baker, HSUS investigator; and Dr. Randall Lockwood, HSUS director of Higher Education Programs and advisor to animal organizations on the use of computers.

For information about 1986 Academy sessions, telephone Bill Smith, director of The HSUS Animal Control Academy, (205) 752-0058.

I look forward to seeing you soon at an Academy session!