

SPECIAL DOUBLE ISSUE

Snapshot of Betrayal:

from best friend
to lab tool



**A
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MAGAZINE**

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GRAPHIC DESIGN/ILLUSTRATION
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The AV Magazine (USPS 002-660) is published quarterly under the auspices of the American Anti-Vivisection Society.
Sue Leary, President. Annual membership dues: \$25.00. Third-class postage paid at Lancaster, PA.

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Organized and established in 1883.

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Top: Sasha was adopted from PAWS in Philadelphia, and is three years old. **Bottom:** Mona was adopted from the Bucks County SPCA in Lahaska, Pennsylvania. She is six years old.
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A message from outgoing Executive Director Tracie Letterman

It is with great sadness that I write my Last Word as Executive Director of AAVS. Due to family considerations, I am leaving the Philadelphia area. The past three and a half years have allowed me to work with a dedicated Board of Directors, hard-working staff, and compassionate and caring members and donors. We have had some victories and struggles along the way, but what has and continues to keep us going is AAVS's mission: working to end the use of animals in research, teaching, and testing.

This special double issue of the magazine focuses on the use of animals in education. AAVS's education department, Animalearn, spent the last two years investigating the use of dogs and cats at almost a hundred universities around the country. For months, the staff poured through mountains of university records, charted animal numbers and dealers, and then documented these findings in a more than 50 page report, entitled "Dying to Learn: Exposing the supply and use of dogs and cats in higher education," available at www.DyingToLearn.org.

I hope you'll have an opportunity to read through these articles and then explore the "Dying to Learn" report in more detail. To eliminate harmful animal use in education, Animalearn and AAVS are working with a number of students and higher education institutions to change their practices. One school where Animalearn successfully worked with students and professors is the University of Georgia College of Veterinary Medicine. Here, Animalearn has helped to eliminate harmful animal use by providing funding for a shelter medicine program and a digital DVD surgery tutorial.

In addition, Animalearn has helped a large number of students in primary schools pass student choice policies and use alternatives rather than harming animals. Last year, Animalearn helped over 1,500 students, parents, and teachers by providing valuable student choice information and providing alternatives for free.

As for the policy side of this campaign, AAVS is working to end the release of animals from pounds to research and teaching facilities. For instance, we assisted with efforts in Montcalm County, Michigan to end a long-time contract between the local pound and a dealer, who received animals from the pound and then sold them to research facilities, including educational institutions.

AAVS is also speaking up for animals before Congress and state legislatures by advocating against the use of pound animals in research and teaching. We are working to ensure that pounds and shelters are a safe haven for lost and abandoned animals rather than a source of animals for research and teaching use.

My children are about to enter elementary school, and I hope they do not encounter resistance to learning science without harming animals. Fortunately, AAVS is continuing to advocate for all students to learn humanely. Even though my family is relocating, the mission and goals of AAVS will always be close to my heart.

Tracie Letterman

FIRST WORD



ABOUT US

FOUNDED IN 1883, the American Anti-Vivisection Society (AAVS) is the first non-profit animal advocacy and educational organization in the United States dedicated to ending experimentation on animals in research, testing, and education. AAVS also opposes and works to end other forms of cruelty to animals. We work with students, grassroots groups, individuals, teachers, the media, other national organizations, government officials, members of the scientific community, and advocates in other countries to legally and effectively end the use of animals in science through education, advocacy, and the development of alternative methods to animal use.

AAVS has two main divisions, each involved in specific activities. Animalearn is the education program of AAVS, which focuses on ending vivisection and dissection in the classroom. From elementary through college levels, Animalearn helps countless individuals make their classrooms more humane. Animalearn operates the most aggressive dissection alternatives lending library in the country, The Science Bank; it provides alternatives to using animals, from basic dissection, through

psychology experiments. Animalearn also participates in national teacher conferences and hosts workshops to help teachers learn ways of educating without harming other living creatures. Animalearn's National Humane Educators Network links interested parties with speakers across the country, bringing the message of humane education to thousands.

The Outreach division of AAVS educates the general public about animal issues through one of the top-rated literature collections in the animal advocacy movement and the informative AAVS website. Our quarterly publication, *AV Magazine*, and bi-monthly newsletter, *Activate For Animals*, provide comprehensive up-to-date information on the scientific and ethical dimensions of animal experiments and alternatives. Both publications encourage AAVS members and supporters to become actively involved in our campaigns. Outreach staff also travel to speaking engagements and conferences and place advertisements in national publications to spread the AAVS message across the country.

The Alternatives Research & Development Foundation

(ARDF), an affiliate of AAVS, awards grants to scientists and educators working to develop non-animal methods of investigation. ARDF's unique program provides the necessary resources for the development of alternatives to the use of animals, and it advocates the use of alternatives through the internet and by participating in conferences and seminars. Through these endeavors, ARDF works to promote scientific solutions for today with humane visions for the future.

We ask you to become a member of AAVS and help us to end the use of animals in science through education, advocacy, and the development of alternative methods. It is only through the support of members and other individuals that we are able to continue our vital and successful programs.

Summary of **Betrayal**: the supply and use of dogs and cats in higher education



It is a re-occurring reaction: many do not realize, or perhaps simply cannot imagine, that animals, including companions such as dogs and cats, are used in research and testing. However, such responses are amplified when discussing the use of animals in education. People are often shocked to learn that dogs and cats, animals with whom they may share their homes, are not only used but also harmed and even killed for educational purposes. Adding to the anonymity of such practices are the questions surrounding the acquisition of animals as well as how and why they are utilized in education.

Not surprisingly, information to enlighten this issue has been severely lacking. Because of this, Animalearn, the education division of the American Anti-Vivisection Society, launched

a two-year investigation to answer questions regarding the acquisition and use of dogs and cats at public colleges and universities across the country. The culmination of this effort, a report entitled “Dying to Learn: Exposing the supply and use of dogs and cats in higher education,” reveals startling evidence of failures to ensure ethical and equitable approaches to education, prompted by policies that tolerate insufficient animal welfare and lack acknowledgement and acceptance of student rights.

THE REALITY

In order to gain concrete understanding of the extent of animal use in higher education in the U.S., Animalearn queried a sample of public colleges and universities across the country

regarding the number of dogs and cats used for teaching purposes, as well as their sources. Focus was on public schools for two reasons: open state record laws require state institutions to fulfill information requests from citizens, facilitating data gathering, and citizen opinions on the issue carry more weight because their taxes are funding objectionable practices.

Based on the information received, it is clear that animals are being harmed and killed in tertiary education. In fact, Animalearn estimates that over half of colleges and universities utilize live or dead dogs and cats, while an astonishing one quarter utilize live dogs and cats, for educational purposes. These uses include terminal surgery labs in which dogs are killed following the procedures; clinical skills

training labs for veterinary students that often require euthanizing dogs and cats; and dissection exercises that involve the use of dogs, cats, and other animal cadavers in life science courses.

Animalearn is also able to confirm that colleges and universities acquire animals from Class A dealers, breeders that sell animals to research and education facilities, and Class B dealers (including biological supply companies), which purchase and sell live and dead animals but may also breed. The majority of these dealers engage in questionable operation practices; and, based on requested records obtained from the U.S. Department of Agriculture (USDA), they have been repeatedly cited for violating the Animal Welfare Act, which regulates the use of animals by dealers, exhibitors, transporters, and research facilities, and outlines the minimum standards of care and treatment for animals. Violations committed by these dealers range from unsafe and unsanitary living conditions to illegal acquisition of animals to failure to provide adequate veterinary care.

Additionally, Animalearn surveyed biology departments at the queried schools, and concluded that three-fifths use cat dissection to teach anatomy and physiology. This is especially troubling when one considers the fact that viable non-animal dissection alternatives exist and are being utilized at *all* education levels in a countless number of schools around the country. Furthermore, in many instances, students are expected to embrace animal usage in their education, and only a handful of universities have some type of student choice policy that allows students to use alternatives without penalty.

Alternative superiority

Perhaps there is no greater argument for the use of alternatives in place of animals than in education, because unlike in some testing and research experiments, for most types of educational animal labs conducted, there is a CD-ROM, virtual dissection, manikin, and/or shelter medicine program that can be used and/or instituted in its place. Additionally, the breadth of alternatives available is perhaps matched only by the impressive nature of the technology applied.

For example, computer CD-ROMs can and have been successfully used in place of animal dissections for many years and the complexity of these programs is now such that they can be made virtual and even measure tactile pressure, further ensuring that dissection skills are honed. Models like those of the bullfrog and heart can be taken apart and reassembled, allowing students to clearly examine their internal workings, and life-like manikins are designed to simulate blood flow, injury, and common veterinary clinical procedures. In addition, some schools have

instituted programs to collect ethically-sourced cadavers, bodies of animals (most commonly cats) who have died due to disease or injury and are donated by their guardians and/or veterinarians, to be used in laboratory exercises. Shelter medicine programs in which veterinary students attend to animals in shelters, gaining valuable clinical and surgical experience and proving a valuable resource for shelters, are also starting to become quite popular.

Animalearn has been instrumental in helping several schools develop both ethically-sourced cadaver and shelter medicine programs, and its humane education resource library, The Science Bank (www.TheScienceBank.org), has over 400 non-animal dissection alternatives on loan for free.

Student choice

While it is true that the tradition of using animals in education is deeply rooted in history, there is currently an undeniable trend developing in which students are taking an ethical stand against dissection and other exercises involving the harmful use of animals and opting for alternatives instead. Interestingly, this trend is most notable at the primary and secondary levels, since these students have legal recourse not applicable to college students.

Student choice came into prominence after California passed such a law on the heels of a lawsuit filed by a high school student against her school after being told that she would be given a lower grade if she did not participate in dissection labs. Today, nearly one third of states (as well as the District of Columbia) have some sort of student choice law or resolution in place giving primary and secondary students the right to not participate in animal dissections or other similar labs, and half of these have been enacted since 2000.

Unfortunately, this trend is not as strong at the collegiate level. Although the first such formal student choice policy was enacted in 1994 at New York's Sarah Lawrence College, only a handful of schools have followed since; and while it is true that many more schools have informal policies, because they are informal, they may not be publicized on campus, and students remain unaware of their rights.

CONCLUSION

Animalearn's report "Dying to Learn: Exposing the supply and use of dogs and cats in higher education" demonstrates that colleges and universities are utilizing both live and dead dogs and cats in their curricula and obtaining animals from unscrupulous sources that have been cited for violating animal welfare laws. Because of the availability of so many viable alternatives that do not harm animals, dissection and other animal labs are wholly unnecessary, and Animalearn works with educators to train and familiarize



them with alternatives technology. In addition, ethically-sourced cadaver and shelter medicine programs make the acquisition of animals from shelters and animal dealers completely unwarranted, and with the growing acceptance of student choice, it is very likely that alternatives use will continue to grow and, eventually, become the default method of life science lab study.

You can read excerpts of "Dying to Learn" at the center of this magazine, or visit www.DyingToLearn.org to review the complete report.

Pound Seizure: A Breach of Trust

Looking at my cats Zack and Lucy, it is hard for me to imagine anyone wanting to harm them. They are quirky, playful, and loving animals whom I strive to keep happy and safe. But even the most careful guardian can lose a cat who slips out the door when she's bringing in groceries or getting the mail. In some states, animals who are lost and brought to shelters are sold to brokers called random source Class B dealers who provide animals to research and educational institutions. This process is known as pound seizure, and it is required in Minnesota, Oklahoma,¹ and Utah. Other states allow it, and several have no law either way, leaving the matter up to local jurisdictions. It's enough to make this cat lady crazy!

Pound seizure laws started to evolve in the 1940s under pressure from the biomedical research community. The National Society for Medical Research, which eventually evolved into the National Association

for Biomedical Research (NABR), lobbied for the majority of laws between 1945 and 1960.^{2,3} Minnesota (1949),⁴ Wisconsin (1949),^{6,7} and New York (1952),^{8,9} were among the first states that passed laws requiring the release of animals in shelters or pounds for use in research.¹⁰ By the early 1970s, 10 states had laws requiring publicly-funded shelters to release animals to research facilities.¹¹

The argument was made, and continues to be made today, that animals in shelters and pounds are unwanted and are going to be euthanized anyway. In reality, euthanasia is the result of irresponsible animal breeding and pet overpopulation; it is not performed because animals are unwanted or unloved. In addition, euthanasia does not entail long-term suffering, while living the life of a laboratory test subject usually involves pain, loneliness, and death.

The real impetus behind pound seizure is financial. Animals from shelters can be bought for a fraction of the cost of animals who are purpose-

bred for research, saving research facilities a great deal of money each year. In addition, in rare circumstances, such partnerships can even corrupt whole shelter systems by providing financial incentives and placing a dollar value on animals. This could potentially bypass the shelter's important role in providing animal adoptions.

But scientists have presented differing views on the cost-benefit analysis of seized animals. Some scientists argue that shelter animals are representative of the human population because they have different backgrounds and genetic constitutions. This is refuted not only by animal advocates but also by other scientists, who argue that because of their heterogeneous constitution, shelter animals make poor research subjects. In addition, animal stress brought on due to transport, new environmental conditions, and behavioral restrictions can also negatively affect experimental results.^{12,13}

Companion animals like Zack and Lucy are accustomed to a life with human contact. Suddenly being placed in confined, socially-isolated, and unfamiliar conditions can be psychologically traumatizing.¹⁴ Companion animals have also adapted to lives with certain freedoms, which are taken away in a laboratory setting.¹⁵ For instance, dogs who once lived in a human home are trained to relieve themselves outdoors but can no longer do so within the confines of a laboratory.

There is also a particularly disturbing aspect of the use of former companion animals: the betrayal. By definition, a shelter is a place of protection and sanctuary, and pound seizure erodes the very core of this purpose. It is a violation of public trust and, more importantly, the trust of the animals who are in our care, to allow them to be shipped across the country to research facilities. In addition, public surveys indicate that if a person knows pound seizure occurs, he or she is less likely to utilize the shelter or report a lost animal. This would result in increased suffering of animals who should be rescued or removed from their current situation, and exacerbate an increasing overpopulation crisis.

In 1990, the Animal Welfare Act (AWA) was amended to define a minimum holding period of five business days for animals in shelters or pounds before they are sold to research facilities.¹⁶ In addition, Class B dealers must hold animals they acquire from pounds for 10 full days before selling them to research.¹⁷ These stipulations are supposed to allow owners time to claim their animals or to give them an opportunity to be adopted. Unfortunately, the AWA does not prohibit pound seizure altogether.

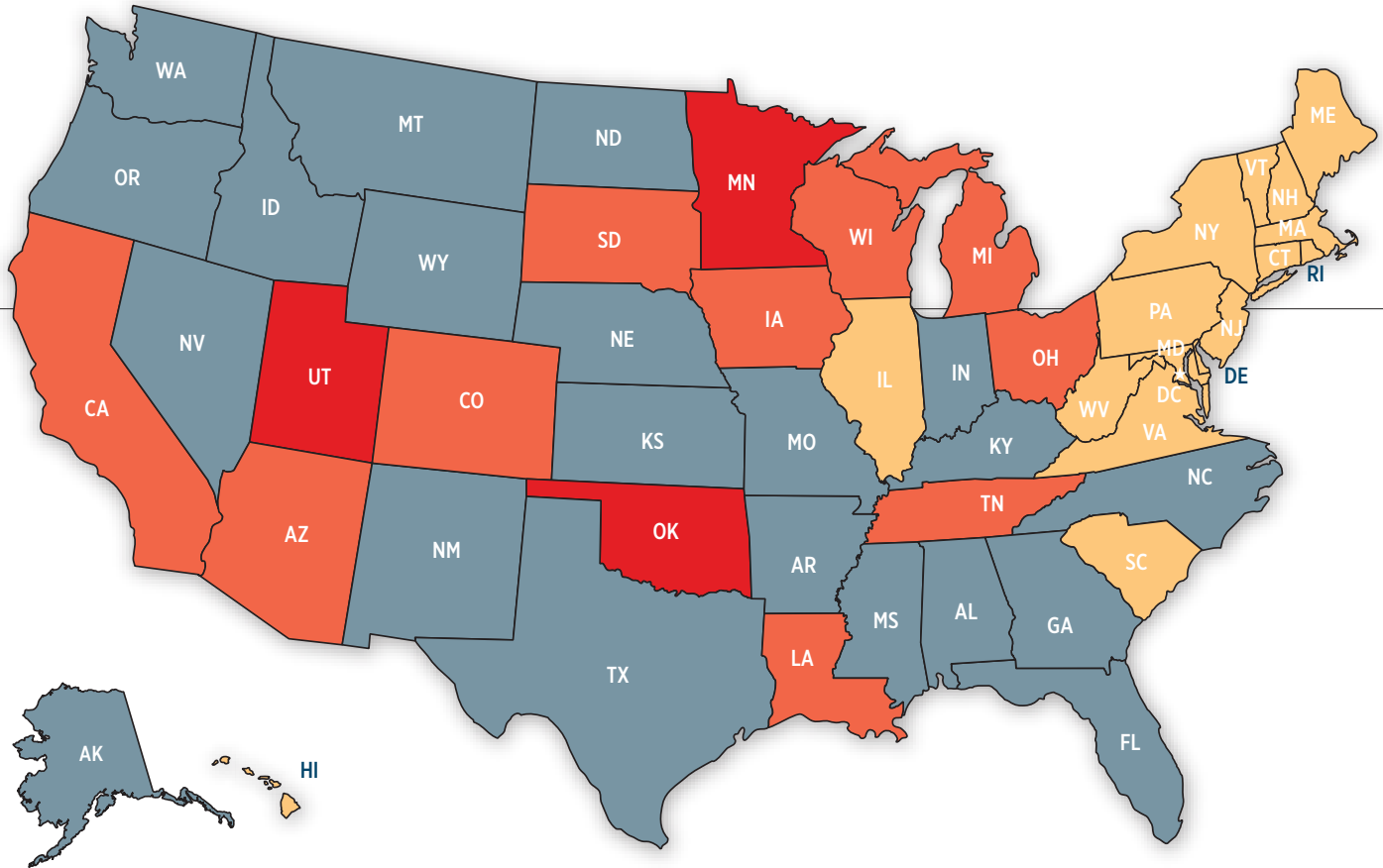
The practice of pound seizure could be banned nationwide, but it will take an act of Congress. Until then, I will watch my cats as closely as a mother watches her kittens.

WHAT YOU CAN DO!

Please contact your federal legislators and urge them to support legislation that would prohibit the sale of random source animals for use in research, testing, and education. Tell them that former pets do not belong in research facilities. Visit www.aavs.org/USDAlicense to take action.

Pound Seizure State Laws

REQUIRED	
ALLOWED	
BANNED	
NOT ADDRESSED	

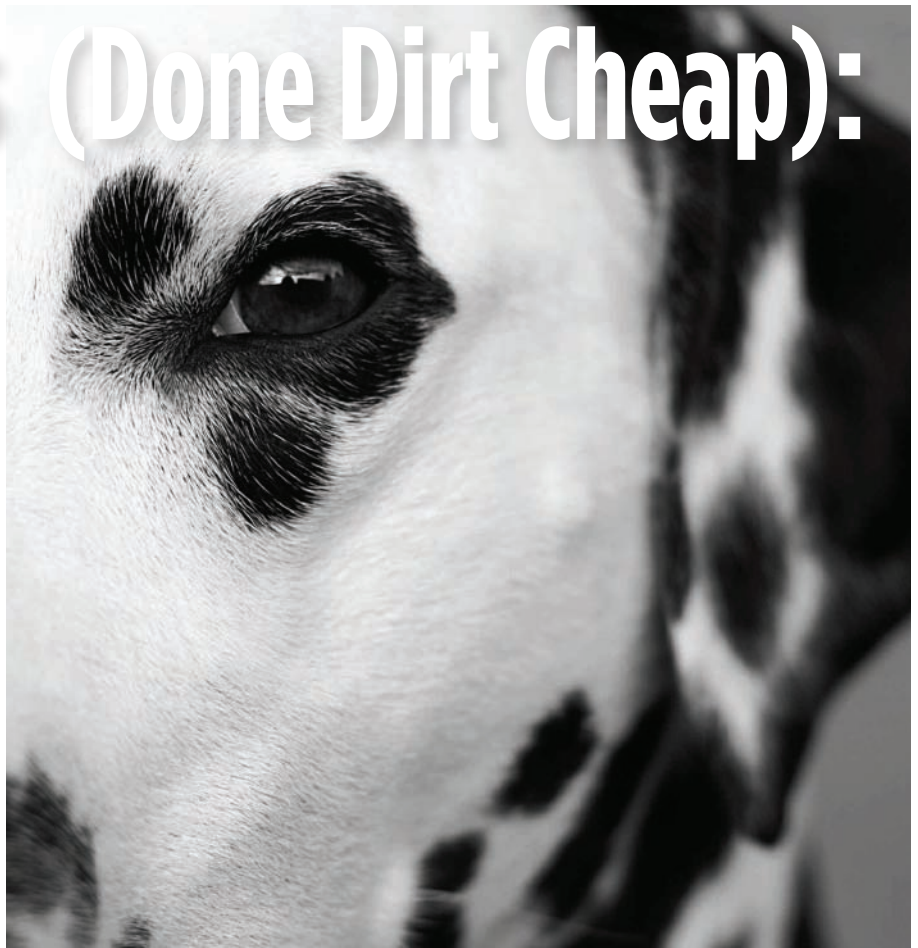


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Dirty Deeds (Done Dirt Cheap):

Random Source Dog and Cat Dealers Selling Former Pets



Random source animal dealers are characters we often read about and worry about. Their business exists because they obtain dogs and cats—many who are former pets—from sources such as pounds and shelters, auctions, and private citizens, and in turn, sell them to laboratories.

The federal Animal Welfare Act (AWA) requires animal dealers to be licensed by the United States Department of Agriculture (USDA) as either Class A or Class B dealers. Class A dealers breed animals for sale to research and teaching laboratories, while Class B dealers typically buy and resell animals, but they may also breed animals.

There are two types of Class B dealers that supply live and dead dogs and cats to education: those that obtain live animals from random sources, and biological supply companies that sell animal cadavers.

BRIEF HISTORY

The AWA was established primarily as a

result of public outrage over the cruel and unregulated activities of random source animal dealers. In 1965, New York Congressman Joseph Y. Resnick introduced a federal bill in response to the heartbreaking story of Pepper, a Dalmatian who was stolen, sold to a research facility, and killed,¹ coupled with a 1966 *Life Magazine* exposé entitled “Concentration Camps for Dogs,” which described and depicted dogs in horrible conditions on an unregulated animal dealer’s property.

Resnick’s bill influenced the creation of the 1966 Laboratory Animal Welfare Act, now known as the AWA.² This was the first piece of federal legislation in the U.S. that established standards for the care, transport, and acquisition of animals used in research facilities (including the use of animals for teaching purposes at colleges and universities), and it also required the regulation of dealers who sold animals to such facilities.³

STOLEN PETS AND SHADY DEALS

The biomedical community denies that cats and dogs are still being stolen for sale to research and teaching institutions.^{4,5} However,

Class B random source animal dealers continue to be fined by the USDA for violating the AWA by obtaining animals through deception.^{6,7} Recognizing that lost or stolen companion animals are possibly being sold to research labs, USDA even advises citizens who have lost a dog to contact local animal dealers and research facilities.⁸

A Class B random source dealer may not legally sell or donate a random source dog or cat without providing the recipient with the proper paperwork, which must be available for each animal to assure legal acquisition, including an assurance that the pound or person was notified that the animal could be used in research or education. Since 1993, USDA has been performing trace-backs (i.e., following identification/acquisition records back to the animals’ original sources) to assess whether or not dogs and cats are legally acquired.⁹ Trace-back investigations have led to dealers being cited for AWA violations, and USDA actually admits that it cannot guarantee against stolen pets being acquired by Class B random source dealers because it is often difficult to prove that they are stolen.¹⁰

In 2005, a dog named Echo was reportedly stolen from his backyard in Arkansas and sold to the University of Minnesota by a Missouri-based Class B random source animal dealer.¹¹ Though not a requirement, the University scanned incoming dogs for microchips, and Echo was found to have a microchip that traced him to his home in Arkansas. Fortunately, Echo made it home, but the number of other dogs and cats who are not as lucky remains unknown.

Through an investigation by AAVS and its education division, Animalearn, it was discovered that many animals who are transferred from shelters to dealers or universities are listed as spayed or neutered on sales transaction documents, and/or have animal control paperwork showing that they were taken in as strays.

Dogs and cats sold by Class B dealers are cheaper to buy than those bred and sold by Class A dealers.^{12,13} However, according to the University of Michigan Medical School, “non-conditioned dogs [such as those obtained from random sources and who are not vaccinated or tested for parasites] often have an unknown health status; thus, no guarantees are provided for such animals.”¹⁴ These animals are usually used in a teaching lab shortly after their delivery to the school and are subsequently killed, or they are killed upon arrival at the school for use in dissection labs.

Fortunately, the number of random source animal dealers in the U.S. has declined dramatically over the last few decades from approximately 200 in the 1970s and 1980s, and 100 in the 1990s, to just 10 today.

Animalearn’s investigation led to the following conclusions about Class B random source animal dealers who sell to the colleges and universities we surveyed. (Animals sold for research or teaching were not included in the investigation.):

Major universities purchase dogs and cats from random source animal dealers

Of the schools surveyed by Animalearn, Michigan State University; Ohio State University; Oklahoma State University; Purdue; University of Florida, Gainesville; University of Georgia, Athens; University of Illinois, Chicago; University of Michigan, Ann Arbor; University of Minnesota, St. Paul; and University of Oklahoma have purchased dogs and cats from Class B random source animal dealers.

The majority of random source animal dealers in the U.S. have recently violated the Animal Welfare Act

Seven of the 10 current Class B random source animal dealers have been cited for AWA violations. (Another dealer not included in this

count but which also has recent AWA violations is Triple C Farms. As of this year, it is no longer a licensed Class B dealer.) Class B dealer violations include failure to provide appropriate and necessary veterinary care, keeping animals in damaged and /or filthy cages, document falsification, acquiring animals from illegal sources, and inhumane transport, among others.

C&C Kennels had its dealer’s license suspended as a result of numerous AWA violations¹⁵ but is still counted as a current Class B dealer. Whale Branch Animal Services, Inc. was recently licensed to sell animals from random sources,¹⁶ but we do not have information about potential AWA violations. (See page 8 for a list of random source Class B dealers.)

Random source animal dealers reap significant profits from the sale of cats and dogs

As can be seen in the chart for Class B random source animal dealers, gross sales figures over a three-year period range from \$77,800 to \$742,148.

Dogs obtained by one random source animal dealer are often sold/transferred to other dealers and sold to universities

Hodgins Kennels obtains dogs from Class B random source dealer R&R Research. Cheri-Hill Kennel & Supply obtains live dogs from local animal control pounds and subsequently sells or otherwise transfers the dogs to R&R Research. In some cases, dogs obtained from animal control facilities spend an extraordinary amount of time at Cheri-Hill. One rather extreme example is an adult male pitbull-hound mix who was released from Mecosta County Animal Control to Cheri-Hill on January 11, 2007. Almost one year later, on December 31, 2007, the dog was sold/transferred to R&R Research and sold to the University of Florida, where he arrived on January 10, 2008 after being driven over 1,000 miles in a truck.

In another case, an adult male beagle was released from Midland County Animal Control in Michigan on May 20, 2005 to Cheri-Hill Kennel & Supply. Cheri-Hill then sold the beagle five months later to R&R Research, which then sold the dog to the University of Florida in November 2005.

In addition, LBL Kennels sells animals acquired from other random source animal dealers, including Mountain Top Kennels.

Live dogs and cats can be transported hundreds and thousands of miles away from the state they lived in and sold to universities

Published studies have documented that dogs become extremely stressed during transport, which can lead to physiological changes and medical conditions that are detrimental to the

animals’ welfare and which can confound their use in experiments.^{17,18} In order for Hodgins Kennels to deliver 92 dogs to the University of Florida for use in veterinary medical training from 2005 to January 2008, the dogs were driven by truck for over 1,000 miles from Michigan to Florida. Based upon USDA documents, these dogs were driven along with 44 dogs purchased from R&R Research.

Many random source animal dealers acquire live animals from local pounds or shelters, either for free or at low cost

Some dealers also provide services to local shelters as part of a deal to acquire live animals. For example, R&R Research removed dead animals from the Montcalm County Animal Shelter in Michigan and received salable live animals as payment for this service.¹⁹ Because of years of public outrage, however, the Montcalm County Board of Commissioners ended the 30-year relationship between R&R Research and the county animal shelter by voting to not renew its five-year contract with R&R in April 2009.²⁰

Cheri-Hill Kennel & Supply also has an agreement with the Osceola County shelter in Reed City, Michigan through which it disposes of animals euthanized at the shelter in exchange for live shelter animals, who can be sold to research and teaching facilities.²¹

CONCLUSION

As shown, there are a number of schools that purchase live dogs and cats from Class B random source dealers who have repeatedly violated humane care standards under the AWA and/or obtained animals from illegal sources. Additionally, in several cases, animals originally obtained cheaply or freely from animal shelters are held for a significant period of time at dealer facilities, transferred among dealers, and/or shipped out of state, sometimes over 1,000 miles away. Studies show that dogs obtained from random sources can harbor infections and suffer stress during transport, which are significant animal welfare concerns as well as confounding factors that can negatively affect experiments. Rather than supporting these few-remaining dubious dealers, AAVS and Animalearn encourage schools to reevaluate their curricula and invest in humane and effective alternatives to the harmful use of live cats and dogs.

Class B Random Source Dealers and Sales of Live Animals

Dealer	Location	License Number	Total Live Animals Sold ¹	Gross Sales Income ¹
C&C Kennels ²	Wewoka, OK	Under Suspension ³	2,395	\$280,000
Cheri-Hill Kennel & Supply	Stanwood, MI	34-B-0178	1,056	\$77,800
Chestnut Grove Kennels, Inc	Shippensburg, PA	23-B-0174	975	\$420,008
Hodgins Kennels, Inc	Howell, MI	34-B-0002	1,882	\$742,148
Kenneth Schroeder ²	Wells, MN	41-B-0017	1,484	\$190,625
LBL Kennels	Reelsville, IN	32-B-0045	3,055	\$738,000
Mountain Top Kennels	Wallingford, KY	61-B-0124	2,342	\$169,225
Robert Perry	Mt. Sterling, OH	31-B-0104	938	\$241,314
R&R Research	Howard City, MI	34-B-0001	1,885	\$558,486
Triple C Farms	St. Joseph, IL	No longer licensed ⁴	606	\$210,148
Whale Branch Animal Services, Inc	Seabrook, SC	56-B-0109	N/A ⁵	N/A ⁵
Total			16,588	\$3,627,754

Source for sales information: USDA APHIS Class B License Renewal Applications (for random source dealers featured in this report). Previous year's sales figures are included in each application.

¹Includes all animals sold for education, research, and testing from 2005-2007 (2004-2006 for C&C Kennels and Kenneth Schroeder).

²Animal sales are for 2004-2006.

³As of August 2008, under 5 year suspension.

⁴USDA Class B dealer license expired on November 3, 2008.

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photo: istockphoto.com

Victim of Pound Seizure: Cruella (E6993)

There is little doubt that Cruella, a shepherd chow mix, was once someone's companion. Found wearing a purple collar, and already spayed, Cruella was roaming the streets of Carson City, Michigan when she was picked up by Montcalm County Animal Control workers. She may have thought she was being rescued, but little did she know that the county had a contract with R&R Research, a random source Class B animal dealer that supplies animals to research facilities. In exchange for receiving free disposal of its euthanized animals, the shelter relinquished some of its dogs and cats to R&R Research. One of them was Cruella.

When Cruella was handed over to R&R Research, she became known simply as E6993.

There, she likely spent most of her time alone, confined in a cage with limited human companionship until she was sold to the University of Florida six months later.

She made the trip, traveling more than 1,000 miles, with 13 other dogs, a potentially frightening and high-stress experience. At the University, veterinary students named her Cruella, and she became the subject of their veterinary training exercises. Over a period of seven months, she was sedated or anesthetized seven times, often for hours at a time, and used in procedures to teach endoscopy, abdominal surgery, and ultrasound exercises. She also underwent surgery with the intention to spay her, but once her abdominal cavity was opened, it was discovered that she had already been spayed.

During her last month at the University, Cruella twice experienced a lack of appetite, and

passed up the food that was presented to her in her bowl. However, it was noted that she would eat handfuls of canned food, suggesting that the lack of human contact was taking its toll on her physical and psychological well-being.

On April 27, 2009, the Montcalm County Board of Commissioners voted to end the county's contract with R&R Research. But for Cruella, it was too late; she had been killed a year earlier at the University of Florida. Cruella's fate, however, serves as a prime example of why pound seizure should be banned nationwide. The primary purpose of shelters or pounds is to provide a safe haven for companion animals who have been given up or are lost. Surrendering companion animals to research institutions where they will undeniably experience fear, stress, and pain is not only cruel, but also unethical.



Dealing the Dead: Biological Supply Companies

Biological supply companies sell a variety of live animals such as amphibians, fish, and reptiles, and preserved animal cadavers such as cats, dogs, fetal pigs, frogs, minks, rabbits, and rats for use at all educational levels. According to the Animal Welfare Act (AWA), if a company buys and resells live animals to colleges and universities, it must be licensed as a USDA Class B dealer. (The AWA does not apply to educational institutions below the college level.) Also, according to USDA Policy 28, companies do not need to be licensed if they buy and sell only dead animals acquired from pounds or shelters or Class B dealers.

Biological supply companies, including the largest, Carolina Biological Supply Company, often cheaply acquire dog and cat cadavers from animal pounds and shelters and/or random source Class B dealers, preserve them, and then resell them to schools for up to 10 to 20 times the cost. Such companies also include unsavory buying options such as pregnant cats, skinned cats, and mink cadavers. At least one company, Ranaco, which also does business as Delta

Biological, buys cat bodies from Mexican pounds. This is concerning because the treatment and housing of animals in those pounds has been described by animal welfare organizations as inhumane and may include electrocution of dogs and older puppies. Another biological supply company, Sargent-Welch, buys animal cadavers from Ranaco and resells them.

Sargeants Wholesale Biologicals made the news in 2007 when its owner Michael Sargeant and two Tulare County Animal Control Shelter employees were charged with multiple felony counts related to embezzlement, bribery, and

animal cruelty. The animal cruelty charges were related to physical abuse and neglect of animals at the shelter and included mass euthanasia of dogs by putting a lethal solution in their food, beating of dogs, and failure to provide medical treatment or euthanasia to severely-ill or injured animals. Other allegations included providing insufficient food, denying water in hot weather, and euthanizing animals instead of making them available for adoption.

In September 2008, the former shelter manager was convicted of two bribery and embezzlement felonies, and in May 2009, he was sentenced to 290 days in jail. He was acquitted of animal cruelty charges in a separate trial. Also in May, a bribery charge against Michael Sargeant was dropped when he agreed to plead no contest to soliciting unlawful gifts, leading to two days in jail, a \$100 fine, and three years of probation.

Despite their unseemly, and sometimes unlawful, business practices, biological supply companies make significant profits from the sales of dead animals, including former companion animals. AAVS and Animalearn encourage the use of non-animal alternatives and ethically-sourced cadavers (those obtained after an animal has died naturally or for medical reasons and was donated to a school), in lieu of those who may have been procured from inhumane facilities or practices.



Biological Supply Companies and Sales of Dog and Cat Cadavers

Company ¹	Location	Price Range for Cat Cadaver	Price Range for Dog Cadaver
Carolina Biological Supply	Burlington, NC	\$32.00-\$81.75	\$78.25-\$95.00
Connecticut Valley Biological Supply Company	Southampton, MA	\$49.50-\$55.00	No dog cadavers
Delta Biologicals (Ranaco Corporation)	Tucson, AZ	\$34.00-\$52.00	No dog cadavers
Fisher Science Education (Fisher Scientific)	Hanover Park, IL	\$40.80-\$84.80	No dog cadavers
Nasco (The Aristotle Corporation)	Modesto, CA & Fort Atkinson, WI	\$41.00-\$72.25	No dog cadavers
Nebraska Scientific (Cyrgus Company, Inc.)	Omaha, NE	\$42.38-\$46.33	No dog cadavers
Sargeant's Wholesale Biological	Bakersfield, CA	Information unavailable	\$84.95-\$145.00 ²
Sargent-Welch (science education division of VWR)	Buffalo, NY	\$38.45-\$79.95	No dog cadavers
Science Kit & Boreal Laboratories	Tonawanda, NY	\$39.95-\$75.95	No dog cadavers
The Bio Corporation	Alexandria, MN	\$24.50-\$47.00	No dog cadavers
Ward's Natural Science	Rochester, NY	\$34.95-\$95.95	No dog cadavers

Source for price information: Company websites, personal communication, and university documents.

¹ List does not include all biological supply companies.

² May not be complete range. Information obtained from university records.

Government Perspective: Random Source Dogs and Cats in Research



For the past several years, both within the public and government and research communities, controversy has surrounded Class B random source animal dealers, people who sell primarily dogs and cats from random sources, including those obtained from shelters and pounds and private individuals. Because of this, Congress directed the National Institutes of Health (NIH) to commission the Committee on Scientific and Humane Issues in the Use of Random Source Dogs and Cats in Research to investigate this issue, and it was assigned three tasks: 1) “determine the important biomedical research questions and common research topics in...NIH-funded research where Class B dogs and cats are desirable,” as well as the number of grants awarded to such research; 2) outline the so-called “special characteristics...that make them particularly well suited” for use in the above experiments; and 3) provide recommendations to guide the use of random source animals if they are “deemed to be necessary for research.”

After a eight-month long investigation, the Committee reported its findings in May. It found that only four percent of dogs and slightly more than one percent of cats used in research from 2007-2008 were obtained from Class B random source dealers, and of those, “20 percent of Class B dogs and 61 percent of... Class B cats were random source animals from pounds and shelters.” Although small in number, the Committee claims that these animals “may have potentially high value” in NIH research, but that “alternate avenues” exist that can fill this “limited need.” Unfortunately, many of the Committee’s recommended methods are not acceptable.

For example, the Committee suggests that research and education facilities try to acquire dogs and cats directly from pounds and shelters. However, the ethical concerns surrounding the use of random source animals from Class B dealers can also be applied to the use of dogs and cats acquired directly from pounds, as they are former pets, accustomed to life in loving homes, not in confining laboratory cages, which, by the Committee’s own admission, is a cause of great stress and suffering. Additionally concerning is the Committee’s belief that the pounds most likely to make animals available to laboratories are those that are “poorly funded,” have “high euthanasia rate[s]...weak adoption program[s], and an apathetic animal welfare community.”

Similarly, the Committee also mentions the

possibility of obtaining animals from small breeders, hobby clubs, and individual owners, who sometimes donate/sell their animals to Class B random source dealers and/or research facilities. These animals are also very unlikely to be able to adapt to being caged for long periods of time in a laboratory, greatly impacting their psychological and physical well-being, thus altering experimental results.

Another source suggested to be used in order to obtain animals instead of Class B random source animal dealers are Class A dealers, commercial animal breeders who sell dogs and cats, amongst other animals, to research and education facilities. Additionally, though not widely known, a few research facilities (some funded by NIH, others may be private) maintain dog and cat colonies, in which purebred and mixed breed animals are purposely bred to be used in experimentation. Although these animals likely were not once someone’s pet, they still have the capacity to feel pain and distress, and based on ethical considerations surrounding their welfare in laboratories, their use is unwarranted.

It may also be possible for NIH researchers to submit proposals requesting the use of certain animals with specific desired traits to be used in research and testing. Under such circumstances, the animals would become the responsibility of NIH and the researchers subject to follow NIH regulations, which include the possibility of loss of funding if the care and treatment of animals is deemed to be inadequate. While this is an added layer of enforcement not included in the Animal Welfare Act, it is a reactionary response to poor

laboratory practices that can greatly affect animal well-being as well as research data quality.

Lastly, the Committee also suggests pre-clinical group research studies. Such programs are essentially clinical research trials that predominantly focus on a specific disease or condition, such as cancer, and typically involve real-life canine patients, with their guardians’ consent. Dogs, who may not have another recourse, are treated with new cancer drugs, for example, and data gleaned from such studies are then applied to further refine treatment. Information is also used to help design human studies. When conducted in a responsible and ethical manner, such studies can benefit both animals and humans.

In addition to suggesting alternate resources for obtaining animals, the Committee also expressed concern regarding the varied care and treatment and unknown health status of random source dogs and cats, as well as the fact that the transition to laboratory life may be extremely stressful to former pets, particularly due to their intensive confinement. Also concerning is the fact that Class B dealers who sell random source animals are inspected more frequently and with more scrutiny than other dealers, absorbing the limited resources and staff time of the U.S. Department of Agriculture, which oversees their operations. Furthermore, the Committee stated that “there are no unique or irreplaceable features that make it necessary to obtain random source animals from Class B dealers,” and, therefore, concluded that it is not “necessary to continue to obtain random source dogs and cats for NIH research from Class B dealers.”

However, the Committee fell short of recommending against the entire utilization of random source dogs and cats in NIH research, stating that “under some circumstances” use of these animals, such as those from shelters, in certain NIH experiments may be “necessary.” AAVS is disappointed by this statement and urges Congress to eliminate use of all random source animals, those obtained from Class B dealers as well as directly from shelters, in its entirety for all research, and advocates for the use of non-animal methods of research investigation instead.

Information based on “Scientific and Humane Issues in the Use of Random Source Dogs and Cats.” To read the report in its entirety, visit www.nap.edu/catalog.php?record_id=12641.

Class A Dealers: not a class above the rest

Typically, when animal advocates think about purpose-bred animals, they associate them with research and testing. Many times these animals, which include dogs, cats, ferrets, mice, rabbits, and nonhuman primates, are bred to exhibit certain desired traits or exhibit genetic variations that mimic human disease so that they can be used in any of a number of ways in testing and research experiments.

However, Class A dealers, who are licensed by the U.S. Department of Agriculture (USDA) to breed and raise animals for sale, also sell purpose-bred dogs and cats to university education facilities. Oftentimes, these animals are harmed and killed in veterinary and medical training exercises, an ironic fact given that students are learning lifesaving skills.

Such usage is not only unethical but also unnecessary, and while it is difficult to justify university utilization of purpose-bred animals in education and training exercises, it is clear that they are used in alarming numbers. For example, Michigan State University purchased over 200 dogs from Class A dealers in 2005, while Oklahoma State University bought 31 purpose-bred puppies from 2006-2007, and the University of Minnesota, St. Paul purchased over 50 purpose-bred female kittens from 2006-2007. Other schools purchasing dogs and cats from Class A dealers include Colorado State University, Fort Collins; Oklahoma State University's College of



Veterinary Medicine; Michigan State University; University of Michigan, Ann Arbor; University of Texas Southwest Medical Center, Dallas; University of Washington; and University of Wisconsin, Madison.

The University of Cincinnati purchased over 60 dogs from 2004-2006 and 39 cats in 2005 from Class A dealers. However, thankfully, the University recently announced a policy of no longer using purpose-bred animals in education. Instead, it will launch a shelter medicine program, setting a precedent for other universities to follow.

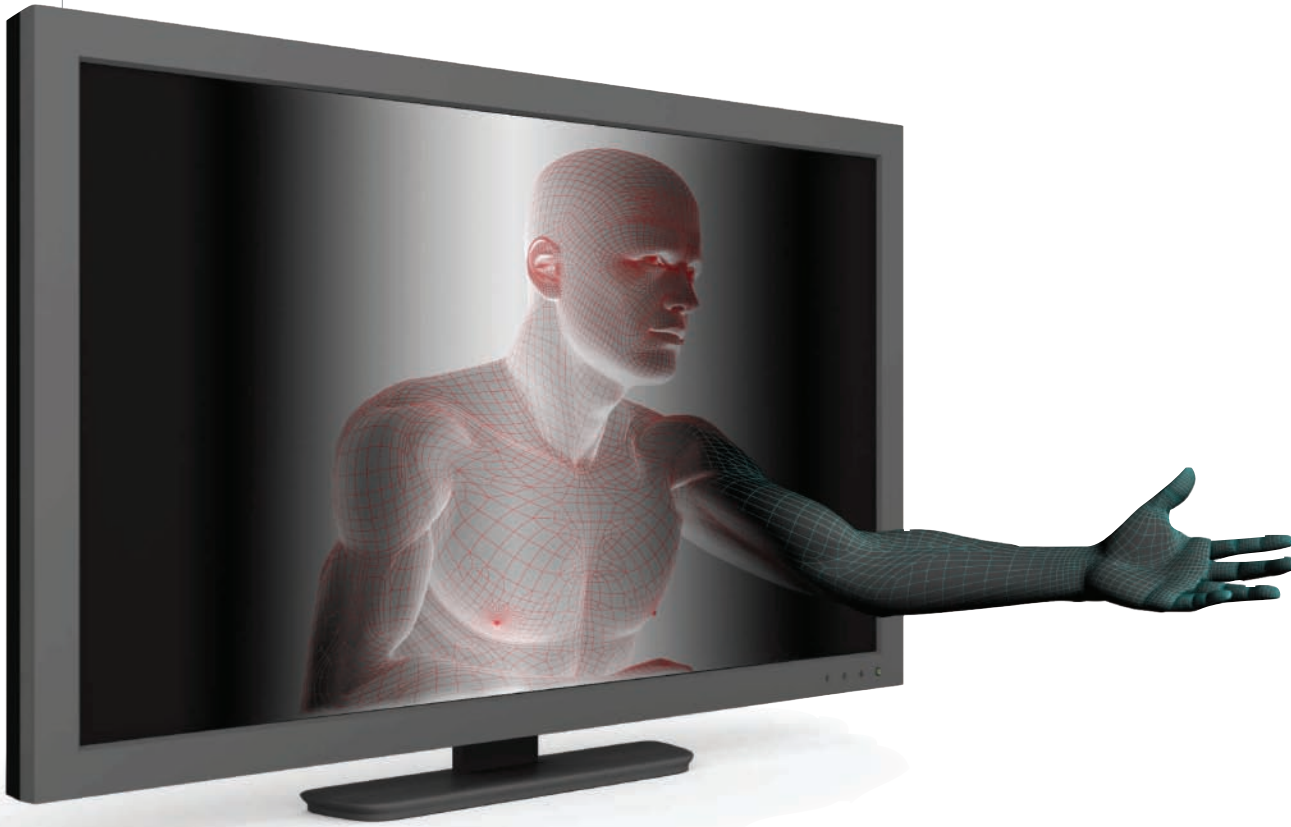
Additionally, Class A dealers profit tremendously from selling animals, with some raking in millions of dollars annually. And, just like their Class B counterparts, which typically buy and resell live and dead animals, several Class A dealers have been cited by the USDA for violating the Animal Welfare Act, which outlines regulations for the care and use of animals in research and education as well as other in-

dustries. These violations include, but are not limited to, unsanitary living conditions for animals, unsafe enclosures, and inadequate veterinary care, causing prolonged suffering due to injury and disease.

However, what may be especially disconcerting about Class A dealers is not only the number of animals in their care (some dealers sell hundreds of thousands of animals annually) nor their history for violating the animal welfare laws, but that the number of purpose-bred animal dealers has dramatically increased over the past few years.

In fact, according to the USDA's 2007 annual report, the number of Class A dealers has increased by 15 percent from 2005-2007, while the number of Class B dealers (both random source and biological supply companies) has decreased by 15 percent. Perhaps worse yet, a recent government report addressing the use of shelter animals in federally-funded research advocates using purpose-bred animals instead, a move which, if adopted, is likely to facilitate the establishment of even more Class A dealers.

Clearly, when one considers the use of purpose-bred animals in education, there is reason for concern. The industry has proven itself driven by the dollar and unable to uphold acceptable levels of animal care and treatment. Coupled with the many alternatives that are available to use in place of animals, it seems a prudent time for higher education to move towards a curriculum that is both humane and beneficial for students.



Alternatives that Can Transform University Science Labs

As our nation aims to improve the quality of life science education, it would be unwise to ignore the fact that the majority of studies in peer reviewed journals comparing students' quality of learning when using animals to the quality of using humane technological alternatives indicate that students learn as well or better from alternatives.¹ Aside from the obvious ethical issue of harming or killing animals to teach science, the use of animals in science labs in colleges and universities across the country is clearly a pedagogical issue as well.

In Animalearn's recently released "Dying to Learn" report, which outlines the results of a two-year investigation on the use of companion animals in 92 public colleges and universities, it was discovered that 52 percent of public colleges and universities continue to use dogs and cats in teaching labs across America, even though high quality alternatives are being successfully implemented elsewhere. Many of these animals are harmed and killed in surgery labs, while

others are killed and then dissected in anatomy labs.

The spectrum of alternatives available to successfully replace dissection and live animal experiments in undergraduate and graduate education is quite broad, and these alternatives can be used to teach anatomy, simulate biological functions, and refine surgical skills. Alternatives also allow students to perform tasks at their own pace, repeating them until they gain proficiency, and often cost less over the long-term than using animals. Evidence regarding the quality of humane alternatives is continually increasing, and in time, alternatives are likely to become the default method of educating students in life science.

ANIMALEARN'S THE SCIENCE BANK

Animalearn supports the efforts of colleges and universities that want to replace the harmful use of animals with humane alternatives through its free loan program, The Science Bank. Products are available in multiple quantities to outfit entire classrooms, and alternatives can be used

in combination, offering students a multi-dimensional experience. Consisting of over 450 of the latest alternatives to dissection available, The Science Bank is the largest free loan program in the U.S., and has alternatives for not only primary and secondary schools but also undergraduate, veterinary, and medical education.



Models

Realistic models can replace the use of dogs and cats to teach anatomy and physiology. Useful for undergraduate as well as veterinary medical education, these alternatives are often used in conjunction with computer simulation to offer students a multidimensional learning experience.

One example is The Pregnant Cat Model, which details the anatomy of the cat.

Software and virtual labs

Cats continue to be used for dissection in 63 percent of undergraduate biology classrooms, according to a recent survey by Animalearn. Cats

are being used for dissection in comparative anatomy and physiology courses, while other universities, such as City University of New York's New York City College of Technology, are making interactive virtual labs available to students.²

The Science Bank can provide software to college and university students and educators interested in replacing the use of companion animals in their classrooms. For example, Neotek's Cat Dissection Laboratory CD-ROM, and ITG Catlab, among others, provide a virtual lab experience for anatomy classrooms.

Manikins

Manikins are realistic training devices with interactive capabilities. Rescue Critters offers training skills manikins Critical Care Jerry and Critical Care Fluffy, among many others, which are available on loan through The Science Bank. Fluffy is a life-size feline manikin, with a realistic airway and representations of the trachea, esophagus, epiglottis, tongue, articulated jaw, and working lungs, as well as an artificial pulse. Jerry is a life-size canine manikin approximating a 60-70 pound dog, which can be used at veterinary and medical schools or veterinary technician schools.

EDUCATIONAL MEMORIAL PROGRAMS

Educational Memorial Programs (EMPs) facilitate colleges and universities in obtaining ethically-sourced animal cadavers or human cadavers to teach anatomy and physiology. "Ethically-sourced" refers to cadavers and tissues from animals who have died naturally or have been euthanized due to a natural terminal disease or injury. Cadavers purchased or obtained because of companion animal overpopulation are not considered ethically-sourced. EMPs can be started by building relationships with local hospitals, medical schools, and veterinary hospitals and clinics, and by purchasing a freezer.

Once available only at medical schools, EMPs are now being established for both veterinary and undergraduate anatomy classrooms.³

Veterinary medicine

There is a growing trend towards using animals that are ethically-sourced for veterinary education,⁴ and EMPs offer unique learning opportunities where students can receive a complete medical history from the animal guardian. Schools of veterinary medicine that have EMPs in place for companion animals include, Mississippi State University, Tufts University, University of California-Davis, University of Minnesota, University of Missouri, University of Wisconsin, Washington State University, and Western University of Health Sciences.

Tufts University's Cummings School of Veterinary Medicine has a successful EMP that has served approximately 900 students in 11 years.⁵ Dr. M.S.A. Kumar, Professor and head anatomist in the Department of Biomedical Sciences at Tufts University School of Veterinary Medicine, indicates that there is an increasing concern regarding the sale of shelter animal cadavers, and he believes that in 5-10 years, shelters will not be selling cadavers or giving them to veterinary schools.⁶ He encourages other universities to consider instituting EMPs as well.

Undergraduate

EMPs also provide undergraduate students with cadavers from which to learn. The University of California at Davis and California State University-San Bernardino offer human cadavers from EMPs as a learning tool to undergraduate students. Colleges and universities are also creating (EMPs) to obtain ethically-sourced animal cadavers. The University of Wisconsin-Stevens Point is one example.

SHELTER MEDICINE PROGRAMS

In veterinary medicine, beneficial or therapeutic uses of animals in teaching, such as shelter medicine programs, are available, and allow students to learn without having to harm or kill otherwise healthy animals. These programs can involve tasks ranging from spay/neuter surgeries to physicals and vaccine injection. Instituting a shelter medicine program allows a veterinary school to eliminate terminal surgical labs using dogs and cats, and students can obtain hands-on experience performing surgeries that benefit the animal patient. These programs also provide an important service for communities, helping to minimize the overpopulation of dogs and cats. Currently, 14 North American veterinary schools offer some form of shelter clinical experience.⁷

SURGICAL SIMULATORS

Simulations are useful tools for surgery, and while common in human medical education, are a newer concept in veterinary medical education. Virtual reality provides the opportunity to practice skills and procedures in an interactive manner with multi-sensory capabilities.

At Ohio State University's College of Veterinary Medicine, simulation is now a part of the curriculum for a third year core surgery skills course, where 140 students per year work with a simulator. The project has been funded in part by AAVS's affiliate, the Alternatives Research & Development Foundation (ARDF), and is directed by Dr. Mary McLoughlin, Associate Professor of Veterinary Medicine, and Mr. Don Stredney, Supercomputer Center Director. It

creates reconstructions of canine, feline, and equine surgeries, and offers haptic capability, where students can "feel" forces such as pressures applied to the drill during a simulated surgical procedure.⁸

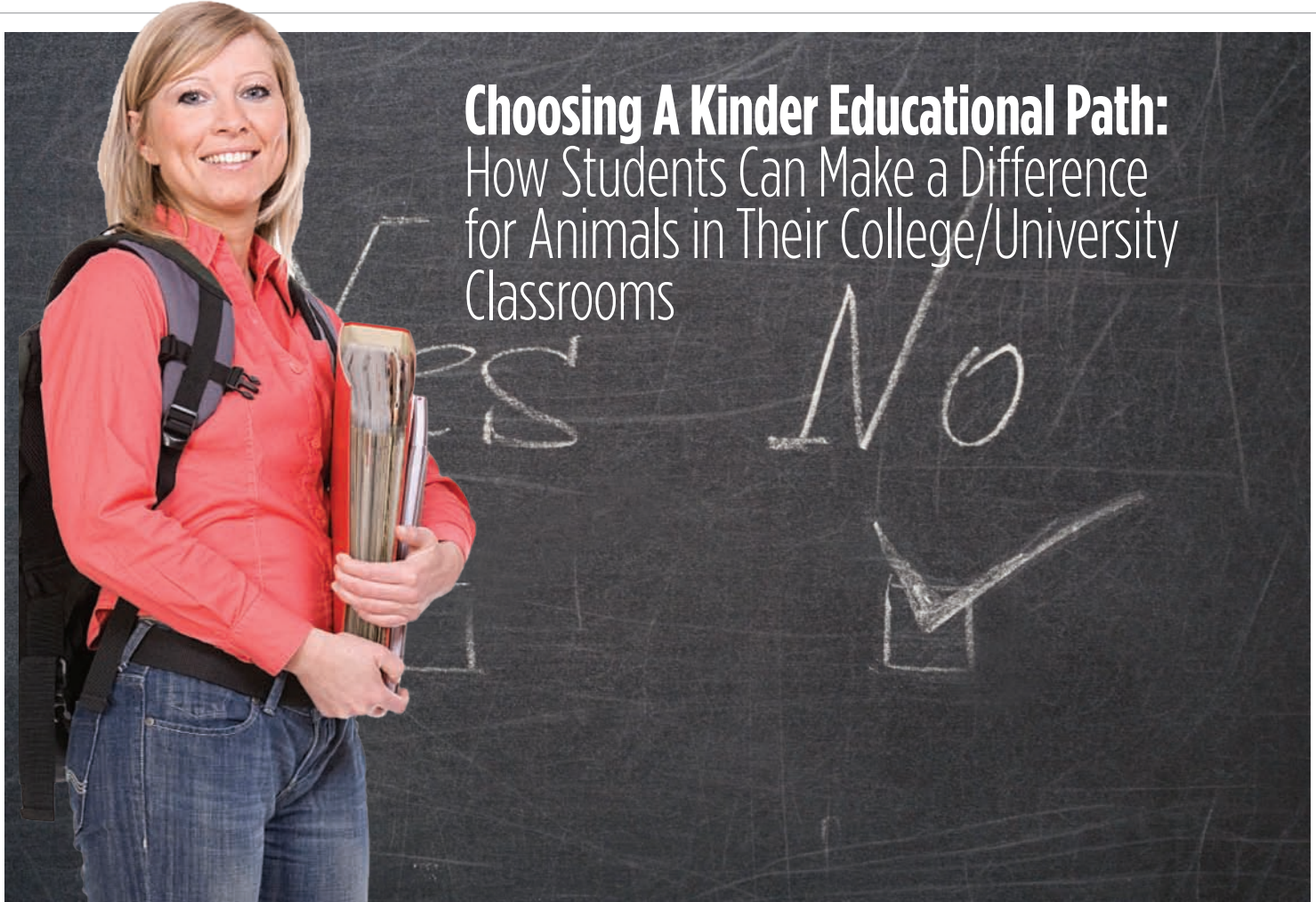
Additionally, Dr. Emad Aboud, a neurosurgeon at the University of Arkansas for Medical Sciences, has developed a live surgery simulator, also funded in part by ARDF, which is used in both medical and veterinary medical schools. Offering an alternative to terminal surgery on animals, it allows any surgical procedure to be practiced under the conditions of live surgery with the use of artificial blood, a machine providing pulsating pressure, and a human cadaver or an ethically-sourced animal cadaver. Dr. Aboud provides instructions on how universities can assemble the simulator.

CONCLUSION

Whether training undergraduate or graduate life science, medical, or veterinary students, a wide variety of educationally effective alternatives exist that replace the harmful use of dogs, cats, and other animals for educational purposes. Contact Animalearn for information regarding how to borrow free alternatives from The Science Bank loan program by calling 800-SAY-AAVS or visiting www.TheScienceBank.org.

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Choosing A Kinder Educational Path: How Students Can Make a Difference for Animals in Their College/University Classrooms

Recently, Animalearn was asked to speak at a local elementary school for its career day. Many of the children talked about one day becoming a doctor, nurse, or veterinarian. Unfortunately, many students might not be aware that harmful animal use may be encountered as they embark on their educational paths in high school and then on to college, if they hold these same aspirations. What these students need to know, however, is that they *all* can take a stand against harmful animal use in their high school classrooms and beyond and, instead, choose humane non-animal alternatives.

Animalearn works with students from K-college who face ethical dilemmas such as dissection or vivisection in the classroom. Fortunately, many students may not have to face a conflict with a teacher, as in the case of one Minnesota high school human biology class, which includes a number of students who are planning on pursuing medical careers. In this class, the teacher offers a virtual dissection lab for those students who opt to use it. According to the teacher, the computer has helped engage the students in the project, and for some it has also boosted their grades.¹ While we encounter a number of educators who are receptive to using

humane alternatives in their classrooms, there continue to be a number of students who need our help as they confront teachers and professors who do not accept these humane methodologies.

STUDENTS HAVE A CHOICE

For K-12 students, laws or policies have been passed in Washington, DC and 15 states, including California, Florida, Illinois, Louisiana, Maine, Maryland, Massachusetts, New Jersey, New Mexico, New York, Oregon, Pennsylvania, Rhode Island, Vermont, and Virginia, that guarantee a student the right to choose an alternative to an animal lab. However, unlike secondary and elementary schools, colleges and universities are not covered by state student choice laws. As a result, individual institutions prescribe their own guidelines on harmful animal use in the classroom. Fortunately, many college students have voiced their objections to the harmful use of animals, and have been successful in encouraging their institutions to create student choice policies at the collegiate level.

Several universities have established student choice policies, due largely to the perseverance of ethically-minded students. The first college to implement a policy was New York's Sarah Lawrence College in 1994. Since then, several Ivy League and state universities have followed in Sarah Lawrence's

ethical footsteps by establishing student choice policies. Animalearn has aided several students and student groups pursuing policies on their campuses, including the University of Illinois-Urbana Champaign, Virginia Commonwealth University, and Hofstra University.

WHAT'S HAPPENING AT UNIVERSITIES?

According to an Animalearn survey, of 150 biology departments at public colleges and universities polled, the University of Illinois Urbana-Champaign and the University of New Mexico-Albuquerque have formal student choice policies currently in place for undergraduate courses. Biology departments at six other universities responding to the survey indicated that they allow alternatives to dissection, but the policy is not formally written and/or made visible to current and prospective students on either university or departmental web pages or in general internet searches. These universities are California State University-Bakersfield, California State University-San Bernardino, Florida International University, University of Colorado-Colorado Springs, University of Wisconsin-La Crosse, and University of Wisconsin-Stevens Point.

In addition to those that responded to the survey, there are many other colleges and universities that give students the opportunity to choose alternatives to dissection. To date, at least 28 colleges and universities have adopted formal or informal student choice policies, and many more are currently taking the steps to create them on their campuses. To find a list of colleges and universities with student choice policies, please visit: http://www.animalearn.org/studentcenter_collegeuniversity04.php.

STUDENT CHOICE AT YOUR SCHOOL

In 2007, Animalearn released a research study, later published with Dr. Lynette Hart from the University of California-Davis, entitled "Guidelines for the development of student choice policies regarding dissection in colleges and universities: An ethnographic analysis of faculty and student concerns." This paper provides a template to assist college students who want to establish student choice initiatives.

The following steps are helpful to take to implement student choice at your college or university campus:

- Voice your objections early and contact Animalearn for tools to help you successfully present your case for humane alternatives.
- Speak to other students who may feel the same as you about harmful animal use. Your concerns will be more persuasive if they are voiced collectively.
- Start a student animal group. This is a great way to focus attention on animal issues, especially at campus events.

- Start a petition. This is a good way to generate additional support in advocating for a student's right to choose alternatives.
- Speak to the alumni association. Having alumni support the student choice policy could influence the campus administration, especially if some of the alumni are donors to the college/university.
- Student government can be very helpful in generating attention to this issue, so be sure to get student government involved.
- Talk to professors and administration for additional support.
- Speak to the press, especially your campus newspaper or local media outlets, to garner support on this issue.

How to draft a student choice policy:

- Address academic requirements and curricular issues.
- Review existing student choice policies at major universities for content and supporting documentation.
- Identify specific courses that will be affected by the policy.
- Assess whether it will be more effective to offer alternatives to affected courses or to

offer an alternatives-only course in specific semesters.

- Decide whether the policy will be university wide or relevant only to specific departments.
- Clarify students' options for choice, and clearly designate classes with animal use.
- Ensure that students are made aware prior to class registration, i.e., on the course syllabus, that animal dissection and/or experimentation is part of the course.
- Decide if students and/or faculty are responsible for acquiring acceptable alternatives.

CONCLUSION

No matter what education level—high school, undergraduate, graduate, veterinary, or medical—students can make a difference for animals used in education by encouraging their institutions to implement student choice policies and/or eliminate inhumane practices altogether.

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Dissection Alternatives for the K-12 Student

I remember the dissection experience vividly from my New Jersey high school science class. The dead bodies of an earthworm, frog, and crayfish were placed in a dissection tray in front of my lab partner and me while the overwhelming smell of formaldehyde permeated the classroom. I chose not to cut into the dead specimens, as my lab partner was more than happy to oblige. I watched as my partner made the cuts. However, instead of learning about each particular animal's anatomy, I was upset that these once sentient creatures had been killed for my classmates to cut up and carelessly discard. Unfortunately, at that time I was not aware that I could choose an alternative to dissection, which in the 1980s would most likely have been a video, chart, or animal model.

Today, students from grades K-12 can choose from a multitude of alternatives, ranging from virtual dissection websites, realistic models, and 3D computer programs. Animalearn's The Science Bank is a free loan program that provides over 450 humane alternatives to students, parents, and educators who are ethically opposed to dissection; and the state-of-the-art alternatives available cover all of the most commonly dissected animals, including cats, frogs, fetal pigs, rats, crayfish, earthworms, pigeons, and sharks.

Fortunately, K-12 students across the country, including my home state of New Jersey, have the legal right to say no to dissection and can instead use dissection alternatives with the help of student choice laws. Every day, more and more students and parents are speaking out against dissection and requesting dissection alternatives. If you or someone you know wants to cut the cruelty out of his or her classroom, Animalearn can lend a helping hand. Visit www.Animalearn.org or call 800-SAY-AAVS for more information.

Determined Vet Student Makes a Difference: A Report from Georgia



Last May, as a freshman at the University of Georgia, College of Veterinary Medicine (UGA-CVM), I overheard other students talking about the terminal surgery procedures performed in the sophomore and junior surgery labs. When I spoke with these students, I learned that terminal procedures are just what they are called—terminal.

An enterotomy and anastomosis procedure (bowel resection) is performed, and the animal is euthanized at the end of the procedure. The students I spoke with indicated they had approached the faculty/administration the previous year regarding the option of alternative surgical learning vehicles in lieu of terminal surgery labs. The response the students received from faculty at the time was that there was not enough evidence to support the efficacy of alternative teaching methods. Later that same year, these students had the unfortunate experience of participating in terminal surgery procedures. Their patients were dogs.

The faculty comment regarding the lack of evidence in support of alternatives surprised me. I had read many articles supporting the use of alternative surgery training vehicles, and was aware of the Tufts University and University of California, Davis surgery programs. I decided to review peer published research that examined alternative training vehicles for veterinary surgery in veterinary education. The first article I came across was “Systematic review of comparative studies examining alternatives to the harmful use of animals in biomedical research,” which was published in the January 2, 2007 edition of *Journal of Veterinary Medical Association (JAVMA)*. This study examined 17 controlled studies and concluded that “results associated with the alternative method of instruction were either not significantly different from or were superior to results associated with the conventional method of instruction.” I was

encouraged by this article, and subsequently found similar articles in other editions of *JAVMA*, as well as in editions of *Veterinary Surgery*, *Association of American Veterinary Colleges*, and *Journal of Veterinary Education*.

In reading about alternative surgery programs at other colleges, I discovered that many of these programs utilize cadaver bodies. I discussed this with another student, Shirin Modaresi, who was the President of our Animal Welfare Club at that time. She told me about Educational Memorial Programs (EMPs)¹ and recommended we pursue implementing one at UGA-CVM. The large animal department at our college has such a program, so we thought the establishment of a small animal EMP would make a nice fit.

Shirin indicated that the Humane Society Veterinary Medical Association (HSVMA) had wonderful resources for starting an EMP, so I contacted the organization, and using its information I was able to write a proposal, which was presented to our faculty. We held our first student/faculty EMP committee meeting in the summer of 2008 and made our first Educational Memorial Program presentation. Faculty identified several obstacles, the biggest being insufficient freezer space to accommodate the donated cadavers. Then, in late 2008, HSVMA generously provided a \$2,000 grant to help purchase new freezers. We have priced the freezers we’d like to acquire, determined a needs assessment between departments for willed-cadavers,² identified sources of willed-cadavers, written a standard operating procedure, written donor release forms and thank you letters, and an Educational Memorial Program brochure is in development. The pieces should all come together to establish the EMP this summer in time for the fall semester.

Discussions with faculty and administration regarding two other initiatives, the Shelter Medicine Program³ and alternative surgery program, began last summer, and we found the faculty very open and receptive. A few were uncomfortable with the alternative surgery idea, and I think they secretly wished we would give up and go away. But we didn’t. We continued to schedule meetings, and soon the college formed several student/faculty committees to explore these initiatives and discussed ways we hoped to see the surgery curriculum improve. Additionally, grants for the college surgery curriculum were written to fund a DVD/digital media library of non-terminal surgical procedures for sophomore and junior surgery. I am pleased to write that the surgical DVD/digital media grant was funded in late 2008 by Animalearn. Filming began in June, and the DVDs are expected to be completed in time for the fall 2009 semester.

Those overseeing the 2008-2009 junior and sophomore surgery lab curriculum elected

to discontinue the use of dogs for terminal procedures; however, pigs were used as substitutes in each course. Faculty offered students the option of performing the terminal procedure on a cadaver dog in lieu of the pig. In total, four students from both classes opted for the alternative cadaver procedure. The majority of students (approximately 180) elected to perform the terminal procedure with the pig. Thus, the challenge in reducing animal use in surgical labs lies heavily with students and convincing them that their educational experience will not be compromised if they do not participate in such procedures. The surgery faculty is reviewing ways to reduce or eliminate the terminal pig procedures for the forthcoming 2009-2010 curriculum. Nothing has been cast in stone; however, I remain encouraged.

The Shelter Medicine Program is moving forward. We have received more funding to support a fourth year senior spay/neuter rotation and have partnered with an adoption guarantee shelter for this rotation. Animalearn also provided funding in 2008 for the Shelter Medicine Program. Faculty will begin work this summer on writing several grants to start up the program until it becomes self-sustainable. The college sponsored its first Shelter Medicine Seminar for shelter personnel this past January, and it was attended by over 80 personnel from many shelters across Georgia. The seminar was a great success, and we plan to repeat it next year, as well as offer several wet labs for shelter personnel. Additionally, we offered our first Shelter Medicine related didactic course on forensics this semester, and another course on Shelter Medicine will be offered next year, which will cover small animal herd management, disease prevention, etc.

In the end, none of the animal welfare initiatives or progress could have come about without the support of UGA-CVM’s faculty members. They share a sincere passion and enthusiasm for the medicine they practice and teach, and are incredibly talented and generous with their time. Working with them on these issues has taught me so much, and I would encourage any students who are interested in animal welfare at their colleges to begin talking with their faculty and administration.

NOTES

¹ A formal program that accepts only ethically-sourced animal cadavers, which are donated by animal guardians and veterinary hospitals. These animals are humanely euthanized or died naturally due to illness or injury.

² Animals who have been humanely euthanized or died due to natural causes, and are donated for use in education. Also called ethically-sourced cadavers.

³ Organized effort in which veterinary students work with animals at local shelters, providing medical care for animals in need while obtaining important real-life experience. Such programs allow students to foster their veterinary skills without harming animals.

Dying to Learn

Exposing the supply and use of dogs and cats in higher education



ABRIDGED VERSION, INCLUDING FINDINGS,
RECOMMENDATIONS, AND STUDENT RESOURCES.

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SECTION I: INTRODUCTION

A. Background

Companion animals share our homes and are an important part of our lives and families. In fact, over 72 million dogs and 82 million cats reside in U.S. households,¹ and we spent over \$41 billion on the needs of our companion animals in 2007, including food and veterinary care.² Nevertheless, a significant number of dogs and cats continue to be harmed or killed for use in research, testing, and education, even when there are effective and more humane methods available. Other than their fate, there is little difference between the beagle or tabby who shares our home and is part of our family and the beagle or tabby who is vivisected in a teaching laboratory. As such, the harm to companion animals in education raises ethical questions about the use of animals as “tools” for teaching, particularly when high quality, educationally effective, and ethically sourced alternatives are available.

Dogs and cats, as well as other animals, are afforded legal protections under the Animal Welfare Act (AWA). The AWA regulates the use of animals³ by dealers, exhibitors, transporters, and research facilities, and includes minimum standards for the care and treatment of animals used in education at the university and graduate level.⁴ Since its inception, the AWA has been amended several times, and some of the intentions of the 1985 amendments aimed to decrease animal suffering by encouraging the use of alternatives.⁵ To further this purpose, Congress provided that investigators who wish to use animals for research or teaching purposes must first consider alternatives to any procedure likely to produce pain or distress in an animal and eliminate the unnecessary duplication of experiments on animals.⁶ If an investigator determines that adequate alternatives are not available, then a written narrative description of the “methods and sources” reviewed must be provided in the animal use protocol submitted to their institution’s Institutional Animal Care and Use Committee (IACUC).⁷

Despite the intent of the AWA, companion animals and other animals continue to suffer unnecessarily to provide educational experiences for undergraduate, graduate, veterinary, and medical students at some colleges and universities. Recently, however, many colleges and universities have been moving towards offering students alternatives, due in large part to student advocacy efforts and the opportunities presented by advances in technology.⁸

In this report, Animalearn presents the most current, detailed information about the extent to which dogs and cats are used in higher education and the purposes for which they are used. The report focuses in particular on how these animals are obtained (through dealers, including biological

supply companies, and pounds), and examines the reports of misconduct and animal mistreatment associated with these sources. Comprehensive resources for implementing the latest humane, educationally sound alternatives in higher education curricula are also provided. Animalearn also plans to release a case study to examine how well IACUCs are reviewing animal use protocols to minimize animal use and suffering.

B. Collection of Information

To estimate the use of dogs and cats in higher education in the U.S., we queried all the public colleges and universities⁹ located within a sample of 24 states (175 institutions total).^{10,11} Many of these schools also have veterinary and medical colleges, which were included in our analysis. We selected a sample of states that represent the nine geographical regions¹² of the United States. (See Figure 1) Although we did not review IACUC records for all relevant colleges, universities, and other institutions in the U.S., our sample of 175 locations is both broad and diverse. The procurement and use of dogs and cats for educational purposes in other colleges and universities not included in our sample would likely be similar.

Data on the use and source of dogs and cats for teaching purposes at the 175 public colleges and universities located within our sample were acquired via three methods:

1. Institutional Animal Care and Use Committee (IACUC) public records

Animalearn submitted requests under state open records laws to the IACUCs of the 175 institutions for information identifying the source from which dogs and cats were purchased or acquired, and information on the number and type of dogs and cats purchased or acquired for teaching purposes from 2005-2007.¹³ Of the requests sent, 92 responses were obtained upon the release of the report.

2. United States Department of Agriculture (USDA) inspection reports and license renewal applications

Animalearn submitted Freedom of Information Act (FOIA) requests to the USDA for licensed Class A dealers, random source Class B dealers, and biological supply companies to obtain information on sales of dogs and cats and records of regulatory violations.

3. Surveys of university and college biology departments

Animalearn surveyed 150 biology departments from the 175 institutions¹⁴ regarding their use of live and/or dead dogs and cats, how they are used, and whether or not students are permitted to use alternatives in lieu of traditional animal dissections and laboratory experiments. Response rate to this survey was 20%. Animalearn made several follow-up efforts with respondents to ensure accuracy of the information.

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- American Pet Products Manufacturers Association. “Pet Pampering and Pet Health Insurance Drive Pet Industry Sales to Another All Time High.” 11 Feb. 2008. APPMA Press Release. 22 Sep 2008<http://www.petroglyphsnm.org/covers/top_ainal_stories_of_2007.html>.
- The AWA defines “animal” as “any live or dead dog, cat.....but such term excludes (1) birds, rats of the genus *Rattus*, and mice of the genus *Mus*, bred for use in research. 7 U.S.C. § 32132 (g).
- Animal Welfare Act. 7 U.S.C. § 2131; Research facilities are defined as any school (except an elementary or secondary school), institution, organization, or person that uses or intends to use live animals in research, tests, or experiments and that (1) purchases or transports live animals in commerce, or (2) receives funds. *id.* § 2132 (e).
- Animal Welfare Act. 131 Cong. Rec. 29,155 (1985).
- Animal Welfare Act. 7 U.S.C. § 2143 (a)(3)(B) and *id.* § 2131 (c) (3); *Also see* 9 C.F.R. § 2.31 (d)(1)(ii) and (d)(1)(iii).
- The AWA establishes the Institutional Animal Care and Use Committee (IACUC) as a self-regulating entity that must be established by institutions that use animals for research or instructional purposes to oversee and evaluate all aspects of the institution’s animal care and use program. For more information see 9 C.F.R. § 2.31.
- Mangan, Katherine. “Medical Schools Stop Using Dogs and Pigs in Teaching.” *The Chronicle of Higher Education*. 12 Oct. 2007: A12.
- Public colleges and universities with IACUC committees were selected because these schools’ records are open to public review and records on the acquisition and use of dogs and cats in education must be maintained.
- Alabama, Arizona, California, Colorado, Connecticut, Florida, Illinois, Indiana, Iowa, Louisiana, Massachusetts, Michigan, Minnesota, Nebraska, New Mexico, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, Texas, Utah, Washington, and Wisconsin were selected.
- Animalearn later requested IACUC records from the University of Georgia in order to assist in the College of Veterinary Medicine’s interest in phasing out terminal dog surgeries.
- New England, Middle Atlantic, South Atlantic, East South Central, East North Central, West North Central, West South Central, Mountain, and Pacific.
- Although Animalearn is interested in replacing all types of animals used in education, the report focuses on dogs and cats used in teaching primarily because of the specific recordkeeping requirements for these animals that must be maintained by research facilities. See 9 C.F.R. § 2.35 (b).
- All biology departments from the 175 institutions for which we could assess that they instructed undergraduates on issues of mammalian biology were surveyed.

C. FINDINGS AND RECOMMENDATIONS

Based upon Animalearn's review of the acquisition and use of dogs and cats by publicly funded higher educational institutions, we present the following findings and recommendations:

1. Schools are engaging in harmful use of dogs and cats for teaching purposes.

Findings

Schools are harming and killing dogs and cats to fulfill educational objectives that can be met by alternatives. We discovered teaching exercises, such as terminal surgery labs at veterinary and medical schools in which dogs are killed following the procedure; clinical skills training labs for veterinary students, which involve euthanizing live dogs or cats in order to teach skills to students; and animal dissection, which involves using the cadavers of cats, dogs, and other animals to teach anatomy and physiology. Many animals are killed specifically for students to use, even though there are viable alternatives available that are being used effectively by other schools.

Of 92 university records reviewed from 2005-2007 regarding the use of dogs and cats for teaching and training purposes:

- 52% are using live or dead dogs and cats.
- 26% are using live dogs and cats.

Of 150 university biology departments in a separate survey conducted in 2008 (20% response rate):

- 63% are using dead cats to teach anatomy and physiology.

Recommendations

Animalearn recommends that these schools replace the harmful use of animals with alternatives. This can be achieved by:

- Developing student choice policies to allow alternative use.
- Creating curricula that identify alternatives as the default procedures and include therapeutic uses of animals (e.g. shelter medicine programs) and use of client-donated cadavers for dissection.
- Broadening development, funding, and distribution of alternatives.
- Providing educators with training opportunities in identifying and using appropriate and effective alternatives.

2. Schools are acquiring dogs and cats from inhumane sources.

Findings

Schools are obtaining animals from both Class A and Class B dealers. Many of these dealers have consistent AWA violations, including falsifying animal records and providing inadequate animal care resulting

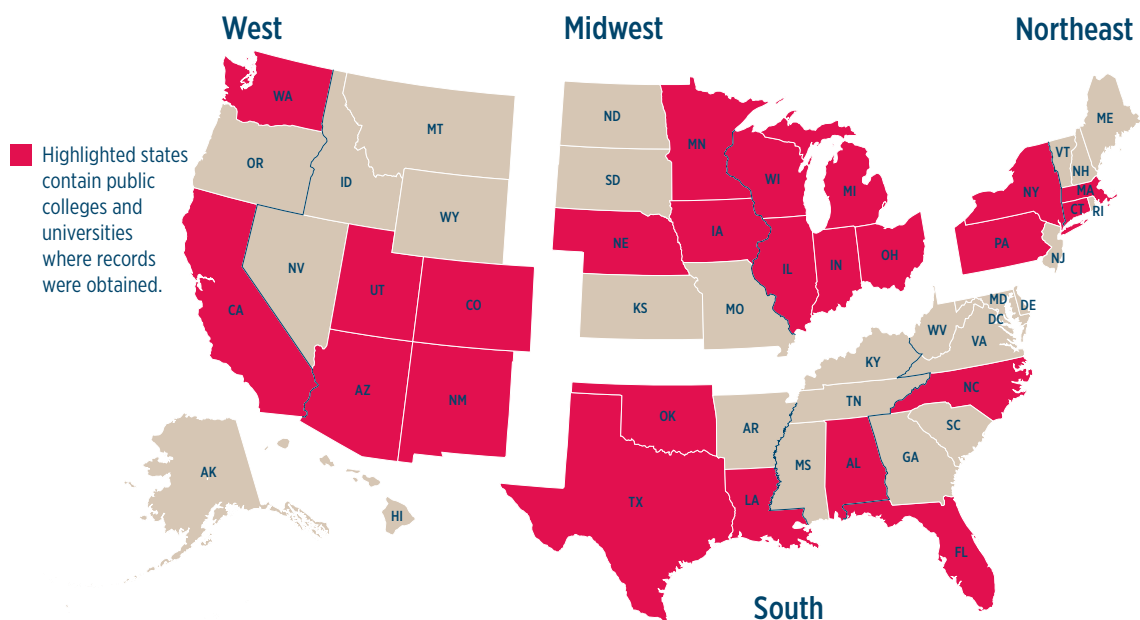
in routine animal suffering and distress. In addition, schools are going directly to animal pounds to acquire animals, a process commonly called "pound seizure." (Please see Table 1)

Recommendations

Animalearn recommends that random source animals, which means that they are obtained from animal pounds or shelters,¹⁵ not be used in education. This includes a prohibition on acquiring animals from Class B random source dealers, animal shelters/pounds, or international pounds. This random source animal prohibition should be part of federal law and state law, as well as included in institutional policies. USDA should exercise its authority by revoking and refusing to renew licenses for Class B random source dealers that have consistently violated the law.

Rather than acquiring animals from random sources, Animalearn recommends that any animals used for educational purposes be ethically-sourced and used in procedures beneficial or therapeutic to the animal. In addition, Animalearn recommends that animals should not be bred for educational use because it is wasteful and promotes a disregard for life instead of fostering compassion.

FIGURE 1: MAP OF STATES FROM WHICH ANIMAL USE RECORDS WERE OBTAINED



Not all sections of the report are included here. See the complete report at www.DyingToLearn.org or request a copy by calling 800-SAY-AAVS.

SPECIAL REPORT

TABLE 1: SOURCES OF LIVE DOGS AND CATS USED FOR HIGHER EDUCATION, 2005-2007

College/University	Class A Dealer	Class B Dealer	Pound Seizure ¹	Other Sources ²
Auburn University				•
Colorado State University, Fort Collins	•			
Iowa State University			• ³	•
Michigan State University, East Lansing	•	•	•	•
Oakland University, Rochester	•			
Ohio State University		•		
Oklahoma State University	•	•		
Purdue University		•		•
Texas A&M University, College Station	•		•	•
University Of California, Davis				•
University of California, Santa Barbara	•			
University of Cincinnati	•			
University of Connecticut, Storrs	•			
University of Florida, Gainesville	•	•		
University of Georgia, Athens		•	•	
University of Illinois, Chicago		•		
University of Michigan, Ann Arbor	•	•		
University of Minnesota, St. Paul	•	•	• ³	
University of North Carolina, Chapel Hill	•			
University of Oklahoma, Health Sciences Center		•		
University of Texas, Dallas ⁴	•			•
University of Texas, Southwest Medical Center	•			•
University of Washington, Seattle	•			•
University of Wisconsin, Madison	•			•

¹Pound seizure column includes live animals only.

²Other sources include other university departments, other colleges and universities, and donations.

³These animals may have been used for beneficial spay/neuter surgeries and then returned to shelter.

⁴Stopped using cats in 2008. No dogs used.

REFERENCES

¹⁵ USDA defines "Random Source" as "Dogs and cats obtained from animal pounds or shelters, auction sales, or from any person who did not breed and raise them on his or her premises." See 9 C.F.R. § 1.1.



STUDENT/EDUCATOR TOOL KIT

Animalearn's The Science Bank

Animalearn's The Science Bank¹⁶ is a free loan program that can help trim thousands of dollars from life science budgets while offering students the latest in innovative technology for learning life science.¹⁷ The Science Bank consists of over 450 alternatives to dissection, including virtual dissection programs with a considerable range in style, imagery, educational level, animation, and technique to suit a variety of needs. Many realistic models and manikins with anatomical and physiological capabilities are also available free on loan through The Science Bank. Many of the humane science products available on loan through The Science Bank are available in multiple quantities to outfit entire classrooms, and alternatives can be used in combination, giving students a multi-dimensional experience. The Science Bank always has the latest technologies available to replace the use of animals in K-12, undergraduate, veterinary, and medical education.

GUIDE TO ESTABLISHING AN EDUCATIONAL MEMORIAL PROGRAM (EMP)

An EMP presents both an ethical and cost-effective source of animals for teaching.

1. Decide which types of animals the EMP will include.

This can be small (dogs and cats) and/or large animals (cows, horses, etc.). In order for the program to be considered 'ethically sourced', the animals have to be euthanized for medical reasons, or have died from natural causes, and not euthanized due to the 'over-population' problem¹⁸ or an animal-related industry.

2. Estimate start-up costs and annual costs. Decide on a budget.

An EMP costs around \$4000 to initiate, which includes the purchase of embalming pumps, and about \$200 to maintain annually thereafter.¹⁹ Dr. Kumar, head anatomist at Tufts University School of Veterinary Medicine, states that there is a significant cost savings from having an EMP, i.e. approximately \$20 per cadaver, when compared to the cost of acquiring embalmed dogs from biological supply companies.²⁰ This cost savings even includes the factoring in of initial start-up costs.

3. Determine the departments or program for which the cadavers will be used.

In veterinary medicine, animals donated through an EMP offer case-based learning opportunities, where students receive the animal's

complete medical history.²¹ This expands the opportunities for learning, because it allows students to rotate between stations, learning about various animals' conditions, rather than solely focusing on their own dissections in gross anatomy labs. Also, the student learns about pathological conditions, and the condition of surrounding anatomy.

At the undergraduate level, donated animals can be used for the purpose of dissection, instead of purchasing animals from biological supply companies.²²

4. Establish relationships with hospitals and/or veterinary medical clinics.

Animals donated to an EMP can come from university affiliated hospitals, veterinary clinics, or private veterinary clinics. The source of animals that is most convenient for a college or university depends on the specific needs of an educational program, location, and related issues. Contact individual institutions to discuss the feasibility of setting up such a program with animals from their facility.

5. Decide on the number of cadavers required for curricular needs.

The number of cadavers needed to fulfill learning objectives is important to know when instituting an EMP. For example, at Tufts' University's School of Veterinary Medicine, there is an annual case load of 26,000 companion animals at the veterinary hospital, therefore even a small percentage of donors allow the program more animals than they require for teaching.²³ At an average class size of 80, and running the program for 11 years, there were approximately 900 veterinary students who learned anatomy and other procedures here based on EMP dogs and cats. There are enough client donated animal cadavers to sustain not only the 1st year DVM anatomy programs, but also the clinical skills labs, surgery labs, faculty research, and continuing education programs of the school.²⁴

6. Develop a brochure or other informational piece to inform animal guardians of the need for animals donated through an EMP.

Animal guardians at the veterinary hospital or veterinary clinic can read the brochure to learn about the importance of the EMP, and they can decide if donating their companion animal is right for them. The decision for euthanasia is made through agreement of the animal guardian and the veterinarian. The guardian receives the humane euthanasia brochure, learning the available options. To ensure the guardian is not motivated to donate the companion animal for financial reasons, there is no mention of any fee waiver of euthanasia until after the guardian decides to donate the animal's remains.²⁵

Not all sections of the report are included here. See the complete report at www.DyingToLearn.org or request a copy by calling 800-SAY-AAVS.

7. Set up a system of communication with the hospitals and/or clinics.

The veterinary school needs to have a system in place so the clinic or hospital can communicate with them when a body is donated for the EMP program. A staff member must be designated to route such communication to appropriate personnel and to take designated action once the animal donation is made. For example, at Western University of the Health Sciences College of Veterinary Medicine, the Willing Deceased Animals for Veterinary Education (WAVE) program accepts donations within 45 miles of the university and provides transportation of donated animals back to the university.²⁶

8. Set up a transportation plan and put a logistical process in place.

If the animal is euthanized at a veterinary clinic external to the campus, there is a need to transport the cadaver from the vet clinic to the college. The vehicle used for transport, and the designated staff member who is to transport the animal's remains must be in place.

Also, there must be a plan in place indicating where the animal's remains will be stored or which department will receive them. At Tufts', if a cadaver is to go to the anatomy lab, the anatomy secretary is contacted immediately and a copy of a signed donation form with a case number is faxed to the anatomy office.²⁷

9. Decide on staff that will be involved in the embalming process.

Aside from staff involved in the communication, transportation, and other logistical processes of the EMP, there must be staff involved in the embalming process. At Tufts', students are employed part-time to assist in the embalming process, and it takes approximately two hours to embalm a dog, and with several perfusion pumps multiple animals can be prepared quickly.²⁸ The remains are injected with heparin prior to embalming, or they can be latexed (if preferred).²⁹ Embalmed animals are tagged and the case file on the animal is identified with the ear tag.³⁰

10. Consider saving student-dissected animals for next years' classes.³¹

This would require setting up a plastination unit³² where specimens may be plastinated for long term use.

11. Develop an appropriate way to memorialize the animals in EMPs.

At Western, a memorial service is held at the beginning of each term to acknowledge the humans donating their companion animals and to celebrate the animals' lives. This is a

respectful way to display appreciation for those who help make the EMP a success.

12. Refer guardians to other EMPs when needed.

Interest in the Tufts EMP has grown considerably, and they are getting more animals donated than anticipated. They receive phone calls from individuals across the country who would like to donate their companion animal, and they direct them to colleagues at other universities that have EMPs, so that other students can benefit.

GUIDE TO PASSING A STUDENT CHOICE POLICY

1. Address current academic requirements and curricular issues.

A. SUPPORTING DOCUMENTATION

Those proposing and considering a student choice policy at their college or university should adequately prepare by reviewing existing student choice policies at other universities.³³ Particularly important to many faculty and administration is providing supporting documentation from top-tier universities. Addressing issues of pedagogy is critical to a policy's success.

B. COURSE STRUCTURE

Once the policy is adopted, many universities comprehensively allow students to utilize alternatives in all courses where there is animal use, but some universities develop a more limited policy. Due to logistical constraints, some universities offer "alternatives-only" courses in specific semesters, expecting students to structure their schedule by selecting the courses that only use alternatives, instead of expecting faculty to provide both options in every course.

C. REQUIREMENTS

Policies have the most chance of success when adequate preparation is taken to understand and uncover requirements from accreditation bodies that may affect the departments covered by the policy. Some scientific fields have specific course requirements for students or accreditation, which may need to be considered.

2. Define the administrative scope of the policy and which units will be affected by the policy.

A. AFFECTED UNITS

It is important to decide whether the entire university, specific departments, or certain courses, including some electives, courses for science majors, courses for science non-majors, etc., will be affected.

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- ³⁰ *Id.*
- ³¹ Kumar, A., et al. "Client Donation Program for Acquiring Dogs and Cats to Teach Veterinary Gross Anatomy." *Journal of Veterinary Medical Education* 28 (2001): 73-77.
- ³² Tufts' University of Veterinary Medicine has set up a plastination unit.
- ³³ For example, a written description of Hofstra University's student choice policy can be found at: http://www.hofstra.edu/Academics/Colleges/HCLAS/BIO/bio_animaldissection.html, accessed 4 February 2009; and University of Illinois Champaign-Urbana policy.

B. IMPLEMENTATION

If a university-wide governing body passes a policy, the responsibility for implementing the policy will differ considerably from one that is overseen by a specific department. In some universities, departments retain autonomy regarding the use of alternatives, while most place the locus of control at a campus level.

3. Clarify students' options for choice and clearly designate classes with animal use.

It is critical to denote whether students who plan to pursue a life science or similar degree will be able to use alternatives, or if the policy will only apply to non-majors. Students should be aware of their options for choosing an alternative, whether alternatives are provided, and whether specific alternatives are proscribed, or if students are expected to access their own alternatives. Also, once passed, the policy should be publicized so that students are made aware of their opportunities to select an alternative. Notations should be made which indicate the procedures involved for students who select an alternative, for example, whether it occurs at the beginning of a course as listed on the syllabus, so they have adequate time to select an alternative or choose another course. A procedure for students designating their choice should become part of the policy.

4. Assign responsibility to identify and acquire effective alternatives for courses where needed.

The process as well as the individuals responsible for selecting, identifying, and acquiring alternatives should be clarified. If the process is more centralized, these activities may be handled by the science department head. In other cases, it may be the responsibility of the student taking the course to acquire suitable alternatives.

5. Identify a supportive faculty member to spearhead policy efforts for initiation, implementation, and follow-up, also fostering a collegial environment.

The faculty member could be a respected member from any discipline, and should be involved in the entire process to lend support and credibility.

SAMPLE OF A MODEL STUDENT CHOICE POLICY

Rationale

- There is a segment of the student body whose religious, ethical, or personal belief systems prohibit them from dissecting, vivisection, or otherwise using a vertebrate or invertebrate animal in their educational pursuits.
- Initiatives to diversify the university student body are increasing the number of students whose religious, ethical, or personal beliefs compel them to request alternatives to dissection, vivisection, or

other vertebrate or invertebrate animal use.

- Students should be provided alternatives to dissection, vivisection, or other vertebrate or invertebrate animal use, which do not conflict with their belief systems.

Policy Recommendations

A. UNDERGRADUATE COURSES

- 1. Any and all undergraduate core curriculum, specialty, or elective classes requiring students to dissect, vivisection, or otherwise use an invertebrate or vertebrate animal must allow alternatives to students who request them, without penalizing the student.*
- 2. The university shall make this information readily available to these students at the time of priority registration:*

- If alternative assignments will be provided for students who request them or if students are responsible for securing their own alternatives;
- If there is a process for requesting or securing alternative assignments;
- What alternative assignments are acceptable substitutes for the vertebrate or invertebrate animal dissection, vivisection, or use.

B. GRADUATE COURSES

- 1. In all graduate courses involving vivisection of vertebrate and invertebrate animals, alternatives should be allowed for students who request them.*

a. If vivisection is a required part of the graduate course, and a suitable non-animal alternative cannot be found by the student, departments and faculty are required to locate and procure ethically-sourced vertebrate or invertebrate animals that are not harvested for the purpose of dissection or due to pet overpopulation.

b. Students requesting an alternative to vivisection in graduate courses where no suitable non-animal alternative can be found must also be afforded the accommodation of alternative activities that are beneficial and not harmful or terminal to the animal.

- 2. In all graduate courses involving the dissection of vertebrate and invertebrate animals, alternatives should be provided for students who request them. If dissection is a required part of the graduate course, and no suitable non-animal alternative can be found, departments and faculty are required to locate and procure ethically-sourced vertebrate or invertebrate animals that are not harvested for the purpose of dissection or due to pet overpopulation.*

C. REQUESTING AN ALTERNATIVE

Students requesting an alternative to dissection, vivisection, or other vertebrate or invertebrate animal use should ask their instructor to use an alternative.

- 1. Requests to instructors should be made in writing.*
- 2. Requests should be made by the end of the second week of class.*
- 3. Instructors should consider such correspondence from students confidential.*

D. TRANSPARENCY OF POLICY

The written Student Choice Policy informing students of the availability of alternatives for courses requiring dissection, vivisection, and other uses of vertebrates should be provided in writing on the student center web page.

- 1. If a school or department requires students to dissect, vivisection vertebrate or invertebrate animal in courses, information about the procedure and time requirement or requesting an alternative should be made transparent on the department's or school's webpage.*

- 2. If a course requires students to dissect, vivisection, or use a vertebrate or invertebrate animal, the procedure and time requirement of requesting an alternative should be made conspicuous on the course syllabus.*

SAMPLE OF A MODEL NO RANDOM SOURCE ANIMALS POLICY

In order to prevent the use of lost or stolen pets, X University may not purchase or use random source animals for research or teaching. Random source animals as defined by 9 C.F.R. §1.1 are "dogs and cats obtained from pounds or shelters, auction sales, or from any person who did not breed and raise them on his or her premises."



The Educational Division of



www.DyingToLearn.org

Fighting for Student Choice:

Mother and Daughter Overcome Obstacles to Champion a Cause

Every day, students and parents contact Animalearn to borrow dissection alternatives from our free lending library, The Science Bank. In many instances, these requests are made following an amiable discussion among a student, parent, and teacher regarding the replacement of traditional dissection exercises with high-tech alternatives. However, not everyone who requests Animalearn's assistance has this type of experience, and it is an unfortunate reality that many students face much opposition when they express their ethical concerns with animal dissection, even in states where students are afforded the legal right to choose an alternative.

Such was the case with Megan Sweeney, a senior at Archbishop Wood Catholic High School in Warminster, Pennsylvania. This past May, Megan was faced with a difficult dilemma in her anatomy class: her teacher refused to allow her to use an alternative in place of animal dissections and threatened to give her a lower grade, or even fail her, if she refused to participate in the exercises. However, Megan, a vegetarian, was well aware of her rights and knew that Pennsylvania had enacted a student rights bill, which afforded her the option to choose an alternative without penalty.

Although she informed her teacher of her rights under the Pennsylvania student choice law, and offered to supply him with a copy of the law, the teacher still refused to allow Megan to use alternatives instead of participating in the labs, which included dissections of a sheep heart and fetal pig. Fortunately, Megan's mother, Kathy, advocated on behalf of her daughter, but it was no easy fight.

Kathy first contacted Megan's anatomy teacher to further explain her daughter's values and ethical beliefs. Unstified in his response, the teacher remained adamant that Megan participate in the dissection labs, erroneously insisting that the law applies only to required life science courses and dissections that involve vertebrates. He also again reiterated that Megan would receive a lower grade if she failed to participate in the dissections.

Facing a difficult challenge, both Megan and Kathy refused to let the matter drop. "I knew how important this was to my daughter," said Kathy. "I had to fight this to the end."

So Kathy contacted Animalearn and spoke to Nicole Green, Associate Director of Education,



who explained that Megan was well within her rights in her refusal to dissect, and that her teacher was misinterpreting Pennsylvania's student choice law. Nicole also discussed the many free dissection alternatives available through Animalearn's The Science Bank, and Kathy was able to stop by the office to borrow a fetal pig model, among other alternatives.

Armed with more information, Kathy attempted to contact the Science Department Chair, but got the opportunity to speak to her only after talking with the principal's office. Unfortunately, the Chair backed Megan's teacher's decision, which led Kathy to consult with her neighbor, an attorney. After reviewing the Pennsylvania student choice law, the attorney agreed that Megan had the right to request to use alternatives in lieu of animal dissections, and wrote a letter on Megan's behalf to the school's principal. In response, the matter was turned over to the Archdiocese of Philadelphia Legal Department.

A short time later, Kathy and Megan received a

call from the Principal of Archbishop Wood, who informed them that Megan was permitted to use alternatives and would not be penalized for missing prior dissection labs. The Principal also admitted that the school was not interpreting the law correctly, but that it was working to change its policy to reflect the mandate of Pennsylvania's student choice law.

This was certainly welcome news, perhaps surpassed only by a phone call from Kathy saying that Megan received a 93 percent in her anatomy class, and successfully graduated in June. While it was a two-week long struggle, this situation clearly shows that students and parents can and do make a difference for animals used in education.

"I hope this has taught Megan a valuable lesson in life," Kathy said of her experience. "You have to stand up for what you truly believe in!"

Developing alternatives for educational uses

Featured in this issue of the *AV Magazine*, Animalearn's new report, "Dying to Learn," contains an excellent section on the many high-quality alternatives that are available to achieve truly humane education.

But who designs these alternatives, and how do they come about? Some are produced by companies that wish to tap into the growing demand for non-animal methods. Advanced technological skills are needed to work out the logistics of computer software and simulators. Production and distribution resources are needed for mass marketed products.

But clearly, the most important initial members of the development teams are the educators themselves. They know their students' needs and educational requirements. But they need support and materials to devote the time to creating truly worthwhile new educational tools.

The Alternatives Research & Development Foundation has been working with educators to develop education alternatives since we were established in 1993. Among the projects we have supported are:

An Alternative to Animal Models for Surgical Training: A Cadaveric-Based Lifelike Training Model

Emad Aboud, University of Arkansas Medical School

Computer Graphic Animations for Interactive Videodisc Alternatives to Live Animal Teaching Laboratories

Charles Branch, Auburn University

BioSafaries: A Software Prototype Introducing Four Human Body Systems

Lynette Hart, University of California, Davis

Artificial Nerve from Human Cortical Cells: An Alternative to Animal Sciatic Nerves

Catherine M. Klapperich, Boston University

The Use of Three-Dimensional Imaging and Interactive Videodisc as an Alternative Method of Teaching Surgery

Karl Kraus, Tufts University Veterinary School

Employing Simulation Technologies for Veterinary Surgical Training to Reduce Animal Use (year 1) and The Integration of Simulation Technologies in Veterinary Medicine for Anatomical Review and Procedural Training: Accelerating Adoption (year 2)

Mary A. McLoughlin, The Ohio State University

All of these projects have moved alternatives forward and created new approaches that are in use today. For example, Dr. Aboud's cadaver-based simulator addresses long-standing challenges of simulating blood flow during surgery, with a straight-forward mechanism. He has presented the model at many scientific conferences and has been encouraged by the enthusiasm to apply the system in advanced educational settings.

Like all scientific fields, science education is continuously evolving along with the technology, and non-animal alternatives are an exciting area of growth. ARDF is helping to ensure that there is a full array of alternatives that will satisfy the broad educational needs of our young people.

In association with Animalearn, ARDF is conducting a special request for proposals (RFP) to fund education alternatives. For guidelines and application materials, visit: www.ardf-online.org.
 Deadline is December 1, 2009.

Resources

Looking for more information on ways to make your classroom experience more humane?

Sometimes it takes more than just good intentions to change long held policies, and AAVS and Animalearn are here to help! Check out these great resources to help you get started.

BORROW DISSECTION ALTERNATIVES

The Science Bank



Over 400 non-animal alternatives are available for free through this humane science library program.

www.TheScienceBank.org

WEBSITES

Animalearn



Your one stop resource for humane education, Animalearn's website houses info on everything from student choice to alternatives and humane curriculum to a student resource center.

www.Animalearn.org

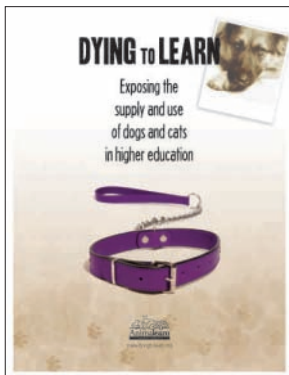
American Anti-Vivisection Society



A comprehensive overview of issues affecting animals used in research, testing, and education.

www.aavs.org

PUBLICATIONS



Dying to Learn: Exposing the Supply and Use of Dogs and Cats in Higher Education

Documents the hidden practices of colleges and universities in which unscrupulous Class B dealers, which obtain animals from shelters, sell former pets to education facilities, where these animals are used, and often killed, for dissection and live surgeries in teaching laboratories.

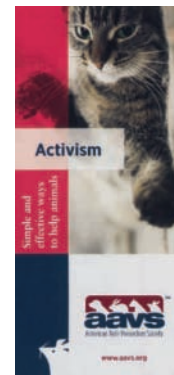
www.DyingToLearn.org



Student Advocate brochure

Contains facts and figures about non-animal alternatives and advice for students who wish to conscientiously object to harmful animal use in their courses.

www.aavs.org/StudentAdvocate.pdf



Activism brochure

Use as a tool to learn more about vivisection and how you can more effectively take action for animals.

www.aavs.org/Activism.pdf

Humane Education

Next of Kin (elementary and middle school)

Interdisciplinary humane education curriculum that meets national standards of reading, math, and science.



AV Magazine

Each issue focuses on a specific topic in order to present a thorough overview of an issue affecting animals, including the use of animals in education.

- Fall 2002 "Reaching for the Future: The Evolution of Humane Science Education"
- Fall 2003 "Compassion in Action: Legal and Effective Tools to Help Animals"
- Winter 2006 "Humane Science Education: Making the Grade"
- Summer 2007 "Making a Difference for the Future: Youth Empowerment"

RECOMMENDED READING

From Guinea Pig to Computer Mouse

By Mihnea Chiula & Nick Jukes

Comprehensive guide listing over 500 humane alternatives to animal experimentation and dissection for a wide range of subject areas and educational levels. Available free from Animalearn.

Why Dissection? Animal Use in Education

By Lynette A. Hart, Mary W. Wood, & Benjamin L. Hart

From the early history of dissection to legislation and regulations, this comprehensive book is a must-have for students, teachers, parents, and anyone involved with designing biology curriculum. Includes information on locating research literature, teaching resources, and alternatives.

Countries Coordinate Efforts to Reduce Animal Testing



Four international agencies have signed an agreement stating that they will band together to reduce the use of animals in consumer product safety testing. Signatories include the U.S. National Toxicology Program (NTP) Interagency Center for the Evaluation of Alternative Toxicology Methods (NICEATM), the European Centre for the Validation of Alternative Methods (ECVAM), the Japanese Centre for the Validation of Alternative Methods (JaCVAM), and the Environmental Health Science and Research Bureau within Health Canada.

Spawned by new legislation in the European Union that bans the use of animal tests for cosmetics, this formal agreement aims to speed up the adoption of alternative methods with

a three-pronged approach. The first objective is to share information and come to a consensus on the validation process. Second, the countries plan to work together to produce scientific papers. And third, the team agreed to design studies with the intent of avoiding duplicate tests.

“This international cooperation will benefit both people and animals,” said Director of NICEATM, William Stokes, DVM. He continued, “It will speed the adoption of new test methods...that will provide more accurate predictions of safety or hazard. Animal welfare will also be improved by the national and international acceptance of alternative test methods that reduce, refine, and replace the use of animals.”

AAVS Condemns Researchers who Cloned Transgenic Glowing Puppies

This spring, the birth of the world's first transgenic dog was announced. Researchers call her “Ruppy,” short for Ruby Puppy, because she produces a fluorescent protein that can be seen in her skin and fur, which glows red under ultraviolet light. Ruppy was one of only five puppies who came to term from over 300 embryos implanted into 20 dogs.

Given people's special attachment to dogs and cats, with whom we often share our homes, there should be little tolerance for the activities undertaken and endorsed by the South Korean researchers who cloned this transgenic puppy. It is, quite simply, wasteful and cruel.

The unintended and unexpected side effects of genetic engineering and cloning, and the corresponding concerns for animal welfare, have all been well documented in the scientific literature and by advocacy groups. Animals with deformities, abnormalities, pathologies, and a high likelihood of death (some 97-99 percent of experiments fail) are the norm.

Because of this, it typically takes hundreds to thousands of animals to create a “line” of transgenic animals who can be used in a research project, many of whom suffer pain and distress. Adding cloning, equally inefficient and harmful, only worsens the situation. The whole process would then need to be repeated for every research project. The sheer waste of animal life is staggering.

The story of puppies who glow in the dark might sound like a fun or weird story of the day, but the suffering involved is real. The general public entrusts scientists to do worthwhile research, but there is no justification for promoting research that would consume thousands upon thousands of dogs for no apparent benefit. Scientists should be ashamed of wasting time, money, and animal lives in this way when there are so many worthy research projects that deserve attention.



Rabbit Patent Officially Dead

Last year, the U.S. Patent and Trademark Office (PTO) rejected patent number 6,924,413, granted for rabbits and other animals whose eyes have been intentionally damaged to test dry eye conditions. This move came after AAVS took part in contesting the legality of the patent, including challenging its novelty and asserting that animals are not patentable subjects.

According to this patent, the rabbits' eyelids were glued open or held open using retractors so that they could not blink, and their corneas were treated with substances such as powdered sugar or salt for 20-60 minutes, absorbing moisture and purposely damaging the eye. These rabbits would then be used by drug researchers to test the effectiveness of ocular medications, such as those that treat dry eye.

Because the patent holder receives money each time a researcher uses the patented animal model, animals are being hurt for economic gain. Private companies, universities, and individual bioentrepreneurs have been granted over 660 patents on animals, which involve chimpanzees, monkeys, mice, rabbits, dogs, cats, and pigs who have been altered in some way, creating an incentive to profit from hurting animals. It is our position at AAVS, however, that it is an unethical and inappropriate use of the patent system to issue patents for sentient beings.

AAVS previously challenged a patent issued to Texas A&M University for beagles who were severely sickened and whose lungs were then purposefully infected with a mold in order to test new human drugs on them. That challenge resulted in a victory for the beagles when the patent holders dropped all claims to the patent.

As of March 29, 2009, all of the claims for the rabbit patent have been cancelled, and the patent is officially dead. Thank you to all who sent comments to the PTO to help make this happen!

Symposium Discusses Alternatives for Toxicity Testing

The U.S. Environmental Protection Agency (EPA) is actively moving forward with efforts it says will revolutionize toxicity testing. The agency recently released its "Strategic Plan for Evaluating the Toxicity of Chemicals," a 30-page document that describes how the EPA plans to implement a new model of toxicity testing, relying on advances in molecular and

Animal Facility Inspection Reports Now Available Online

In an effort to be more open and transparent, the U.S. Department of Agriculture's (USDA) Animal and Plant Health Inspection Service (APHIS) has now posted inspection reports for Class A, B, and C licensees (animal breeders, dealers, and exhibitors) and Class E, H, and T registrants (registered exhibitors, intermediate handlers, and carriers) on its website. Additionally, the agency will also post inspection reports for Class R registrants (research facilities) and those that are done on a courtesy basis for Class F and Class V facilities (Federal Agencies and Veteran's Administration facilities) at a later date. These reports are available in PDF format, and the list of licensees and registrants will be updated monthly.

APHIS is charged with ensuring that all licensed and registered animal facilities are in compliance with the Animal Welfare Act. To do this, APHIS periodically inspects these facilities, and takes note of issues such as recordkeeping, care of animals, proper housing, and cleanliness. After these inspections are complete, the agency generates reports that are available to the public and are useful for organizations like AAVS in monitoring the plight of animals in scientific research.

Currently, inspection reports are available through Freedom of Information Act (FOIA) requests. However, over the past few years, APHIS has noted that these reports have been the most frequently requested documents, with approximately 850 requests for inspection reports fulfilled each year. Now, the reports will be available with the click of a mouse to anyone who is interested in viewing them, without having to endure long waits for information.

computational biology to develop faster, cheaper, and more human-relevant methods to replace animal testing. The EPA's Strategic Plan stems from the seminal 2007 National Academies of Sciences (NAS) report, "Toxicity Testing in the 21st Century: A Vision and a Strategy," which outlined the ethical and practical problems with using animals to test chemicals, and envisioned an end to animal testing entirely.

In pursuit of the goals, the EPA sponsored a symposium on May 11-13 with the NAS on Toxicity Pathway-Based Risk Assessment: Preparing for Paradigm Change to bring researchers, industry representatives, and agency officials together to discuss how new technologies can be used in toxicity testing.

The EPA also held its first Data Analysis Summit for its ToxCast™ program on May 14-15. ToxCast, which launched in 2007 and is expected to be completed in 2012, is using high-throughput and high content *in vitro* assays to produce large quantities of data on the biological processes affected by hundreds of chemicals. The EPA made these data available to researchers to analyze and develop "toxicity signatures," which are computational models to predict chemical toxicity. The Data Analysis Summit was "designed to bring together experts in machine learning, computational chemistry, statistics, high-throughput screening, and computational toxicology, with toxicologists

and regulatory staff" to report on their analyses and discuss "issues related to toxicity prediction, both from a scientific and regulatory standpoint." In the near-term, ToxCast is intended to be used to screen and prioritize environmental chemicals for animal testing, greatly reducing the number of animals used. In the long-term, AAVS hopes that EPA will extend its efforts to completely eliminate animal testing.





— FOR IMMEDIATE RELEASE —

Former Pets End Up Dead in University Teaching Labs Investigation Reveals Supply Line of Dogs and Cats in Higher Education

Jenkintown, PA (April 27, 2009) – A new report, “Dying to Learn: Exposing the supply and use of dogs and cats in higher education,” documents the hidden practices of higher education, proving that science lab students are using former pets at major colleges and universities. It traces the route that brings dogs like Cruella, a shepherd-mix from Michigan, to an unhappy end, as victims of dissection, live surgeries and other procedures at college and university teaching labs.

“Dying to Learn: Exposing the supply and use of dogs and cats in higher education” is the result of a two-year investigation of animal acquisition and use from 92 public colleges and universities in the U.S. It presents evidence of unnecessary use of animals and unethical sources.

A comprehensive review of official documents reveals that 52 percent of the colleges and universities examined are using live and dead dogs and cats for teaching and training purposes in life science, veterinary, and medical education, in spite of viable alternatives available that are being used by other schools.

All categories of animal dealers supplying dogs and cats to public colleges and universities have track records of violations of the federal Animal Welfare Act (AWA), which regulates the care and use of animals supplied and used in laboratories and other industries. These violations include inhumane treatment.

Of particular concern are the cats and dogs purchased from random source Class B animal dealers, who collect animals from shelters and pounds, misleading ads, auctions, and other sources. The United States Department of Agriculture (USDA) admitted in its 2007 Animal Welfare Report that “some of these dealers may be trafficking in stolen animals.”

Tracie Letterman, Esq., Executive Director of the American Anti-Vivisection Society (AAVS), commented, “Congress should act to cut off the supply of pets to labs by banning random source Class B dealers and the use of random source animals in general. Immediate action could be taken by USDA, which has the discretion not to renew licenses for those random source Class B dealers who are consistently violating the AWA.”

Animalearn Director Laura Ducceschi also expressed concern about those colleges and universities that obtain cats and dogs directly from local pounds and shelters. “With the current economic and foreclosure crisis causing homeowners across the country to lose their homes, the numbers of pets being relinquished to shelters is drastically increasing. This puts an ever increasing number of former pets at risk of ending up in labs. That kind of fate is completely at odds with recent studies showing that 65 percent of Americans consider the welfare of pets ‘very important.’”

“Dying to Learn,” which was released today by Animalearn, the education division of AAVS, also documents problems with other sources of dogs and cats, such as biological supply companies, which sell preserved animals; and Class A dealers, who breed animals on their premises.

The report has some good news, however: Because Animalearn’s expertise is humane alternatives, the report offers its extensive resources, including studies showing that students learn as well or better with cost-effective humane alternatives and/or therapeutic uses of animals. These include beneficial shelter medicine programs for veterinary students, ethically sourced animal cadavers, virtual dissection, and technologically advanced surgical simulations.

“Dying to Learn” commends the many colleges and universities that have implemented alternatives and recognizes the pivotal role students have played in the adoption of Student Choice Policies, which allow students the right to choose humane alternatives to harmful animal use. The report includes how-tos and samples, including a sample No Random Source Animals Policy that would prohibit an institution from acquiring animals from Class B dealers.

UC Adoption of Humane Ed



The independent student newspaper at the University of Cincinnati (UC) reported in May that the school's veterinary technology program will no longer purchase animals from Class A dealers due to their demonstrated history of unscrupulous activities resulting in Animal Welfare Act (AWA) violations. The article also mentions AAVS's investigative report entitled "Dying to Learn," which also reported on the University's animal use.

Over the past few years, UC purchased dogs from Marshall Farms and Covance, both Class A dealers that have been cited for violations of the AWA, including failure to provide adequate health care and exposing animals to extreme heat. AAVS Associate Director of Education Nicole Green added, "These businesses are really making a profit. Prices for a cat cadaver range between \$50 and \$70."

Instead of purchasing dogs, a shelter medicine type of program will be established in which vet tech students will work with animals at a local shelter, providing medical care for animals in need while obtaining important real-life experience. Such programs allow students to foster their veterinary skills without harming animals and, instead, play a proactive role in helping make a better life for the dogs and cats in their care who hope to find a forever home.

Amanda Woodruff
THE NEWS RECORD
May 10, 2009



Cats from Mexico Raise Controversy

A Tuscan-based company, Delta Biological, was highlighted in a local newspaper because it purchases dead cats, reportedly from Mexico, who are then sold to medical schools in the U.S. for dissection purposes. As stated in Animalearn's report entitled "Dying to Learn," because these cats are purchased from pounds in Mexico, where

animal welfare laws are not as stringent, the company cannot be sure that the animals were treated humanely.

Citing inhumane euthanasia methods and short holding periods, the "Dying to Learn" report says that Delta's "practice of obtaining cats from Mexico for sale in the United States is questionable." AAVS Education Director Laura Ducceschi was interviewed and stated that Animalearn had "significant concerns" regarding Delta's operations. Ducceschi added, "The average student doesn't really know he or she is dissecting a cat that may have been treated inhumanely in Mexico."

The article also mentions that alternatives to using "live and dead dogs and cats for teaching" exist, and that half of U.S. medical schools utilize such instructional methods.

Mark Kimble
TUCSON CITIZEN
May 13, 2009

Animalearn Report Exposes MI University

An article in an Ann Arbor newspaper, the hometown of the University of Michigan (U-M), highlighted Animalearn's report "Dying to Learn," which reveals not only the college's use of animals but also how many animals it uses in its curriculum and from where it purchases these animals. "U-M purchased 455 dogs and eight cats since 2004 from three sources to use in education courses," the article reads.

Specifically, four cats and 94 dogs were purchased by U-M from 2004-2008 from R&R Research, a random source Class B dealer, whose contract with the Montcalm County pound ended in August. Random source Class B dealers typically obtain animals from shelters. Additionally, the University purchased seven dogs and four cats from Hodgins Kennels, another local Class B dealer, as well as 345 dogs from Covance Research Products, an animal broker that sells purpose-bred animals.

The article also reports other "Dying to Learn" findings, including the fact that "about 50 percent of the 92 public institutions that responded to [Animalearn's] survey teach students by having them dissect, practice surgeries, or learn other procedures on live or dead animals." It was also mentioned that animals are often euthanized due to the harm they suffer during these procedures.

"With the current economic and foreclosure crisis causing homeowners across the country to lose their homes, the numbers of pets being relinquished to shelters is drastically increasing," said Laura Ducceschi, Animalearn's Director of Education. "This puts an even increasing number of pets at risk of ending up in labs."

As outlined in "Dying to Learn," Animalearn supports the use of alternatives to using animals, including high-tech, virtual programs.

Dave Gershman
THE ANN ARBOR NEWS
April 27, 2009

message to members

Dear friends,

Oh, it's a dog's life, especially for my two Dachshunds, Max and Basil. For starters, they don't wake me up, and I typically carry them downstairs for our morning walk. I feed them organic food, and they get plenty of treats. They snooze in very comfy beds all day, surrounded by toys and listening to classical music. The dogs enjoy being cleaned and groomed, and Basil happily consumes his monthly medications. (Max always puts up a fight.) Basil has a history of back problems, and goes to a veterinary specialist clinic every other month, where he receives acupuncture and chiropractic adjustments. The dogs always accompany my wife and me on vacation (if only we could teach them to drive), and they love to hike and swim. Max and Basil are not pets—they are members of my family, each with his own distinct personality. And I'm quite sure that many of you can share a similar story.

However, dating back to the 16th century, the now ambiguous phrase “a dog's life” originally denoted a miserable, unhappy existence. Sadly, this applies to the victims of pound seizure, the practice of obtaining dogs and cats from shelters for use in education and research facilities. These poor animals are turned into laboratory test subjects and forced to endure painful procedures before ultimately being destroyed. Yet these are wonderful, loving companions, just like Max and Basil. They don't deserve this, and I know AAVS can depend on you to help end this cruel “business” and create better protections for all companion animals.

Best regards,



Chris Derer

Director of Development & Member Services



A snoozing Max and Basil Derer.

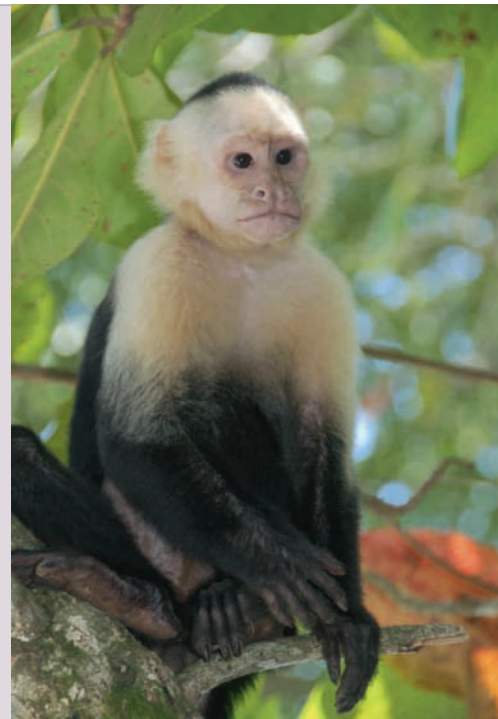
Tina Nelson Sanctuary Fund

What if you could make their pain go away? *You can.*

More and more often, animals in labs are being given a second chance. AAVS offers members the opportunity to direct special contributions to care for animals who were once used in laboratories or exploited in other ways.

Through the Tina Nelson Sanctuary Fund, named in memory of AAVS's Executive Director from 1995 – 2005, donors can support one of our most rewarding programs, providing grants to sanctuaries that help animals recover and live in peace. One hundred percent of donations go toward the grant program.

To see a listing of the sanctuaries that have received grants from AAVS recently, go to www.aavs.org/SanctuaryFund.



AAVS Memorial Fund

The Memorial Fund is a unique way of paying tribute to companion animals and animal lovers while making a gift in their name to help stop animal suffering. All AAVS memorial gifts are used to continue our mission's work of ending the use of animals in biomedical research, product testing, and education.

Memorial donations of any amount are greatly appreciated. A tribute with a donation of \$50.00 or more will be published in the *AV Magazine* and also acknowledged in a special recognition section of AAVS's Annual Report. At your request, we will notify the family of the individual you have remembered with your memorial gift.

Additionally, tributes and memorials are now posted in a special section on the newly redesigned AAVS website at www.aavs.org/tribute.

In memory of **Sheila Cesak-Taliaferro**, beloved mother of Jerry Cesak. We honor a woman who inspired such passion and compassion.
Sue Leary and Rob Cardillo; Ambler, PA

In memory of **Shadow and Dancing Skunk**.
Anonymous

In memory of **Princess**.
Ramola Dharmaraj; Arlington, VA

In memory of **Viola Musumeci**. You will always be missed along with Tate.
Grace Musumeci; Matawan, NJ

In memory of **Spencer Mark**, my beloved cat.
Susan Turner; Scottsdale, AZ

In memory of **T**. She hated animal testing.
Shannon and Elisa Kimball; Circle Pines, MN

In memory of our **retired racing Greyhounds**.
Jean and Richard Perry; Lower Gwynedd, PA

In memory of **Barkley and Buddy**, two great dogs who brought happiness to their owners and all who came into their lives.
Mary Silkiewicz; Canandaigua, NY

In memory of **Piccolomini**, beloved feline companion of more than 20 years.
Michael Nevin; Elmhurst, IL

In memory of **Bramble**, my feline companion for 17 years.
Anonymous

In memory of our dear, sweet **Molly**, who we miss deeply and remember with love.
Karen Maris and Stephen Sorett; Rockville, MD

In memory of my father, **Howard Sinnamon**, who instilled in me a love of animals and respect for nature.
Julie Sinnamon; Jenkintown, PA

In honor of **Howard Sinnamon**, who was like a second Dad to me.
David Hanwell; Schwenksville, PA

In memory of **Thomas, Fleet**, and **Milo**.
Kris Blush; East Meadow, NY

In memory of **Ginger**, our beloved friend. You are sadly missed.
Carol and Andy Muller; Kutztown, PA

In memory of **Aslan** and **Valentine**. You were kindred spirits, two of the most gentle cats, loving and personable. You are together again.
Anonymous

In memory of **Rescue** and **Tomie**. I am honored to have been given the chance to have loved and cared for both of you. I hope I made a difference.
Barbara Luoma; Lansing, MI

In memory of **Lucky Beau**, the best boy cat ever. Mommy, Daddy, and your sibling kitties miss you so much.
Joy and Louis Fregonese; Cresskill, NJ

In memory of **Dutchess**. We all loved you, and you're in our hearts every day.
Richard Groff; Lancaster, PA

In memory of **Violet, Daisy**, and **Stormy**, three cats who taught us about love.
David and Doris Conklin; Torance, CA

In memory of **Faust**. Decades passed, and you are still in my heart, my love, forever.
Penny Harris; Vancouver, WA

In memory of **Mandrake**. Thank you for being such a wonderful guard for the land and for your gift of coming to us. You are so cherished still.
Anna Lee Crawford; Atlanta, GA

In memory of **Theo**. I am so glad you chose me to be your person.
Sara Steelman; Indiana, PA

In memory of **Edward, Elizabeth**, and **Bear**, my feline roommates. You are missed very much!
Phyllis Marling; South Pasadena, CA

In memory of **Ebony**, my sweet baby. I love you so much and miss you. See you over the Rainbow Bridge, my gentle little girl.
Anonymous

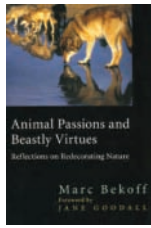
In memory of **Sabre**. You were given to me by a university cat laboratory where you had been used in brutal starvation "studies." After suffering so much, you were so kind to all other cats and very wonderful to me. I loved you very much.
Shaynie Aero; Mesa, AZ

In memory of our Lhasapoo **Picasso**, A loved member of our family for 19 years. We miss you.
Jack and Lisa Harris; Melville, NY

Summer Shopping Savings Hot summer weather, hot summer deals. Take advantage of AAVS's summer sale while supplies last!



TS-40 Sale \$5
She Is Not a Test Subject (Ladies' Fitted T)
 was \$18



BK-78 Sale \$12
Animal Passions and Bestly Virtues: Reflections on Redecorating Nature
By Marc Bekoff
 In this heavily researched collection of essays, Bekoff draws upon his observations of animals to examine such topics as animal self-identities, social behavior, and human animal interactions.
 Retail \$27.95



BK-17 Sale \$10
Ishmael
by Daniel Quinn
 Ishmael is a wise gorilla who tells us about the state of the Earth and the actions we can take to make a positive difference.
 Retail \$15.95



BK-41 Sale \$18
Slaughterhouse
by Gail Eisnitz
 A thought provoking expose chronicling the shocking treatment and living conditions of animals exploited by the meat industry.
 Retail \$32.98



BK-72 Sale \$12
Eating Apes
by Dale Peterson
 An exposé unveiling the reality of the bushmeat trade. Discusses the dangerous implications of this commercial enterprise that threaten the integrity of the environment, animals, and human society.
 Retail \$35



TS-36 Sale \$12
Stop animal testing Mens' Baseball T
 Back - AAVS Classic Logo Adult L, XL
 was \$20

TS-34 Sale \$12
Stop animal testing Ladies' Baseball T
 Back - AAVS Classic Logo Adult S, M
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					Phone: E-mail:
					<input type="checkbox"/> Visa <input type="checkbox"/> MasterCard
					<input type="checkbox"/> I have enclosed a check or money order.
					Card Number:
					Exp.Date:
					Total \$:
					Signature:
			Sub-Total		
			PA Sales Tax 6% (residents only, only non-clothing items)		
			Shipping (add \$3)		
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Please complete this form and send it with total payment, including postage, to: AAVS, 801 Old York Road, Suite 204, Jenkintown, PA 19046. You may also telephone your order M-F 9 am-4 pm E.S.T. at (800)SAY-AAVS. Please allow 2-4 weeks for delivery. E-mail jsinnamon@aavs.org if you have any questions.

VISIT WWW.CAFEPRESS.COM/AAVS TO VIEW ADDITIONAL AAVS MERCHANDISE.

The mission of the American Anti-Vivisection Society (AAVS) is to unequivocally oppose and work to end experimentation on animals and to oppose all other forms of cruelty to animals. AAVS is a not for profit 501(c)(3) organization to which contributions are 100% tax-deductible under federal and state law. Upon request, AAVS will provide a description of its programs and activities, and annual financial statement or summary: AAVS, 801 Old York Road, Suite 204, Jenkintown, PA 19046-1685, (215) 887-0816. AAVS is required to file financial information with several states, some of which will provide copies to their residents upon request. Registration with a state agency does not constitute or imply endorsement, approval, or recommendation by the state.

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AAVS will provide a full and fair description of its programs and activities, and financial statement or summary. **KS:** Kansas registration number is 429-564-8. A copy of AAVS's annual financial report for the preceding fiscal year is on file with the Kansas Secretary of State. **MD:** A copy of the current financial statements of AAVS is available upon request by contacting AAVS, 801 Old York Road, Suite 204, Jenkintown, PA 19046-1685, (215) 887-0816. For the cost of copies and postage, documents and information are available from the Maryland Secretary of State. **MI:** MICS No. 37059. **MN:** Your contribution to AAVS is 100% tax-deductible under federal and state law. **MS:** The official registration and financial information of AAVS may be obtained from the Mississippi Secretary of State's office by calling (888) 236-6167. Registration by the Secretary of State does not imply endorsement by the Secretary of State. **NJ:** INFORMATION FILED WITH THE ATTORNEY GENERAL CONCERNING THIS CHARITABLE SOLICITATION AND THE PERCENTAGE OF CONTRIBUTIONS RECEIVED BY THE CHARITY DURING THE LAST REPORTING PERIOD THAT WERE DEDICATED TO THE CHARITABLE PUPOSE MAY BE OBTAINED FROM THE ATTORNEY GENERAL OF THE STATE OF NEW JERSEY BY CALLING (973) 504-6215 AND IS AVAILABLE ON THE INTERNET

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One act of kindness can be your legacy, too.

Over 125 years ago, AAVS was founded by social visionary Caroline Earle White. Knowing that small acts of kindness can make a difference for animals, she tirelessly worked to improve the lives of those who were in need of loving homes, labored on city streets, and suffered in laboratories.

Make her legacy yours.

You can help ensure that Caroline Earle White's vision and the work of AAVS continues far into the future. For information on estate planning and becoming a member of the Caroline Earle White Society. Please visit www.aavs.org/PlannedGiving, or contact Chris Derer, Director of Development & Member Services at: 215-887-0816/cderer@aavs.org.



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A Non-Profit Educational Organization
Dedicated to the Abolition of Vivisection

*Members are the heart of AAVS.
Thank you for your support.*

