

oregon daily emerald

Use of animals in research raises questions of ethics

By Steven Van Hook

Of the Emerald

An old advertising adage asserts that nothing catches the public eye like children, pretty women and furry animals.

Well many eyes were focused on the University this summer as more than 100 supporters of People for the Ethical Treatment of Animals flocked to campus from around the state to picket the experimentation on animals in University laboratories.

PETA is a national activist group opposed to all forms of animal oppression and exploitation.

Research involving animals is a multibillion dollar industry, and research institutions have a vested interest in continuing torturous experimentation on animals — even when the tests are uncalled for, say local PETA representatives Jan Golick and Shoshana Thielle.

Greg Stickrod, director of Animal Lab Services on campus, says he did not mind PETA's presence when it first surfaced two years ago. "It makes us question things — if you're functioning correctly, you can always stand up to scrutiny."

The direction of the animal rights group has since changed, Stickrod says, and he now expresses strong objections to what they're doing.

"They're purposefully misinforming the public, saying that no animal research has ever done any good for mankind... That's so incredibly absurd, it's malicious," he says.

Stickrod observes that "animals had rights in this country before children did. Parents could work their children 18 hours a day but not their horse."

He adds, "It makes me wonder: What are the priorities of the animal rights people?"

Stickrod is responsible for overseeing the care, and invasive use of all animals (such as surgery, injections and blood withdrawal) on campus.

There are 20 labs on campus doing animal research on warm-blooded animals. The majority of animal research programs here are funded through such federal granting agencies as the National Institute of Health. Experiments are currently performed in areas including gene, brain and vision research.

Though the long-term goal of PETA is complete abolition of all forms of animal experimentation, the short-term aims are for a reduction in the number and redundancy of experiments, better facilities where the lab animals can interact and play, and community representation on the committee that reviews animal experiments, Thielle says.

"It's not comfortable for us to live in a community where we feel something so cruel and unethical is going on. The scientific community needs to realize it's responsible to the greater community for what it does. Right now they have a free license with no checks and balances... We're not even allowed into the labs to see what's going on," she says.

Stickrod responds that an animal welfare committee screens all grant proposals and intended use of animals. The committee is comprised of Stickrod, animal researchers, other University staff and a veterinarian. He says all animal research is regulated by the U.S. Department of Agriculture and

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Animals

the National Institute of Health. "We're not confronted with many arbitrary decisions on how we deal with the animals," he says. "Regulations guide us all the way along."

Golick says most of her group's information on treatment of animals in University labs comes from people within the University who have been horrified at things they've seen there and have called PETA to initiate investigation or change.

One man had been in a research lab and called PETA very upset "after he had seen a little kitten in a holding device with the top of its head removed, the brain exposed and wired...and it was conscious," Golick says.



Photo by Steven Wall

University laboratories use rats and other animals for medical research.

Stickrod says the University does basic research in fundamental questions about biological life. "This basic research is used by applied science researchers elsewhere to develop new drugs for cancer or mental illness, to fabricate bones and stuff like that."

Much of the University's research has led to medical advancements over the last 30 years, Stickrod says.

Stickrod adds, "I can't understand how some people think that animals don't play an important role in medical advances... They're just not looking at the facts."

However Golick concedes that people have been misled as to the degree of benefits the research has brought.

"It's become an industry surrounded by incredible propaganda," she says. "People think if animals hadn't been used, we wouldn't have found any of the vaccines. Our studies show that many diseases had already declined prior to the introduction of vaccines, thanks to improvements in sanitation, nutrition and living standards."

"The vaccine myth has been perpetuated by profiting pharmaceutical companies. Wherever there's large profits, you'll find misinformation," she says.

But Stickrod says university research led to breakthroughs that helped diabetics.

"Someone found that when you remove a pancreas from a dog you get a syndrome that looks just like diabetes. From this research they found a substance we now call insulin. It couldn't have been done without animals... You can't remove the pancreas of a human to see what happens."

"Sure it's a moral judgment," he says. And his choice is to use the dogs.

Polio vaccine was also developed from animal studies.

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Stickrod adds. "One time polio was a fearsome disease, now it's hardly heard of. The animal rights groups are trying to discredit all the good that's been done by denying the benefits coming from animal research... That's really naive."

Golick says believing there would have been no discoveries or cures without animal research is like saying transportation wouldn't exist without the invention of the gas engine. "What happens is we get locked into a certain mode of technology and we don't evolve or change. Now we're incredibly dependent on petroleum-based products and haven't developed solar and other technologies."

Thielle adds that many tests involving animals are not even applicable to humans. "Animals react differently than people, they have a different physical make-up."

She points to such data that show penicillin is poisonous to guinea pigs, morphine is actually a stimulant for cats, and birds thrive on some berries deadly to people.

After three years of testing thalidomide on animals the Food and Drug Administration determined the tranquilizer was safe. However, the drug was marketed and used by pregnant women, and the outcome was horribly deformed babies, Thielle says. "People have been duped by the science industry that says 'it's been tested on animals... Trust us.'"

But Stickrod says incidents such as the thalidomide case have created a great need for animal research. "The initial animal studies done on the drug in Europe were too brief and not on the correct animal species... That won't happen again."

PETA supporters feel that much of the laboratory research is unnecessary and is often done simply because grants exist in a

particular area, Golick says.

"How many times can you take an animal's eyeball apart, compare it with another animal's eyeball, then do it all over again?" she asks.

Stickrod says criticism of experimental redundancy amounts to criticism of the basic scientific process.

"When you do research and finish one project, you don't make a quantum leap and do something entirely different. Parts of a new project may seem similar to original research, but some critical variables have been changed. You can't look at too many new variables at one time, or you don't know what you're looking at," he says.

PETA supporters feel that many experiments on animals could be eliminated with alternative forms of research, such as use of computer models, cell cultures, egg embryos, genetic engineering, mass spectrometry, and better use of volunteer human subjects in clinical or epidemiological studies.

Golick adds that simulation movies would be just as effective as giving every student animals to kill and dissect.

Stickrod says, "Animal rights groups propose alternatives like they're the ones that thought of them. It was scientists that thought of using computers in research. We use computers to the greatest extent possible in almost every lab on campus. This augments animal research and reduces the number of animals needed."

Tissue cultures are used more often than animals in research, Stickrod says, "but you just can't ask the complicated questions using cultures that you can with the whole organism."

He also notes that "most of the animals used in dissection are used over and over again. The same with human cadavers... The students use them so often they've even named them. Some live dissection is

just necessary, and using films instead is like trying to learn to ski watching a ski movie."

The University receives about \$3 million a year for animal research, but Stickrod says only a fraction (\$50,000) is used to purchase animals. The rest is spent on salaries, computers, software and tissue cultures.

The total census of animals on campus available for research last year was 99 cats, six guinea pigs, 38 hamsters, 46 rabbits, 47 primates, 18 bats, 2,400 rats and 6,000 mice.

"Just like animals share some of our physical characteristics, they also share some of our emotional make-up," Thielle remarks. "Animals have feelings, too. They can fear; they can love. . . . Everyone who has a pet knows this is true. When used in experiments, they can feel the horror of what's being done to them and the helplessness to do anything about it."

Golick adds that students' first gut reaction says it's wrong to experiment on animals, but

professors desensitize them to it. These students learn it's silly to care about what animals feel."

Stickrod agrees that to "some degree you become unfeeling, but only to the extent that you protect your emotions. If you worked in a pediatrics ward and often saw babies die. . . if you didn't control your emotions, it would kill you.

"It's real easy for a group to make a lot of emotional charges and affect a whole community. Those of us in research need to do a better public relations job, making it clear that the wonders in a modern hospital have a lot of animal research behind them," Stickrod says.

"I strongly feel that those people who are opposed to animal experiments but use the medical results of the research are hypocrites," he adds.

Summing up PETA's position on animal research, Thielle points to the motto, "You cannot do evil that good may result."

Local expert faces risks, foretells job market trends

By Steven Van Hook

Of the Emerald

Predicting the future of the fickle job market is a highly speculative affair at best.

Any sudden change in international relations or some wonderful discovery of a does-it-all product can cast entire professions the way of such dinosaurs as telegraph operators and Frisbee salesmen in Iran. So anyone daring to foretell job prospects must have the foresight of a prophet and the fortitude of a weatherman.

But Larry Smith, director of the University's Career Planning and Placement Service, not only tallies statistics on the kaleidoscopic job market, he also provides insights into the shifts and turns that make some occupations more promising than others for the future-oriented student.

Smith received a doctorate in higher-education administra-

tion from UCLA and worked there for nine years in career counseling. He's been director of the CPP office on campus for four years.

Relying on figures from the Bureau of Labor Statistics that contrast the growth potential for different occupations into the 1990s, Smith connects the dots to form a larger picture of emerging employment patterns.

A growing population will be a major factor in changing job trends, Smith says. "Society is compacting, with many more people living per square mile," he says.

As people move closer together they need to become "better at cooperating and interacting and dealing with the stress of daily life," he says.

The job horizon looks bright for psychologists, political scientists, sociologists and pharmacologists, Smith says.

Another emerging trend is the growing number of households with more than one working member, he says. With this increase in family income, more money will be spent on leisure time and entertainment, Smith says. He predicts the resulting growth will be beneficial to the television, motion picture and performing arts industries.

This "portends well for actors, dancers, composers and musicians," he says.

Smith also predicts that as the baby-boom generation grows older, demand will grow for providers of health care, such as physicians, dentists, registered nurses, dieticians and those who service the health care industry.

Another benefit of an aging society is the fairly strong need for kindergarten and elementary teachers to replace those who will soon retire, Smith says. He adds that, although secondary and college-level educators



Larry Smith

won't be in large demand, teaching opportunities will be available in math, English, science, business, engineering and computer science.

Noting the rising complexity of the financial industry, he predicts an increasing need for well-trained finance and investment consultants, as well as economists, accountants, auditors, purchasing agents, actuaries and statisticians.

Smith says good opportunities also will exist for advertising agents and public relations people.

Expecting a large growth in demand for salespeople, Smith says this kind of work goes beyond the common conception of pushing cars and insurance policies at reluctant consumers. The greater goal of most sales jobs is simply to "help interested purchasers do their jobs quicker, better and cheaper," he says.

Smith says the upcoming employment trends are affected by population growth, increas-

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Preparing for your career

College graduates entering the labor force through the mid-1990s are expected to exceed job openings by as much as 4 million, according to the Bureau of Labor Statistics.

Larry Smith, director of the University's Career Planning and Placement Service, offers the following suggestions to improve the chances of landing an "ideal" job:

- Think in terms of types of work instead of job titles.

Deciding to work at solving complex problems that primarily deal with interpersonal relationships may pose fewer limitations upon the job hunt than declaring a career in family counseling, for example.

- Upon deciding the types of work that are interesting, talk with professionals in those occupations. Pay special attention to the kinds of people in the field and try to imagine working

with them. Does the atmosphere seem enjoyable?

- During the undergraduate years, focus more on learning transferable skills rather than training in technical specifics. Transferable skills are ability to think well, communicate clearly and concisely, cooperate well within groups and understand human relations in terms of historical and contemporary context, Smith says.

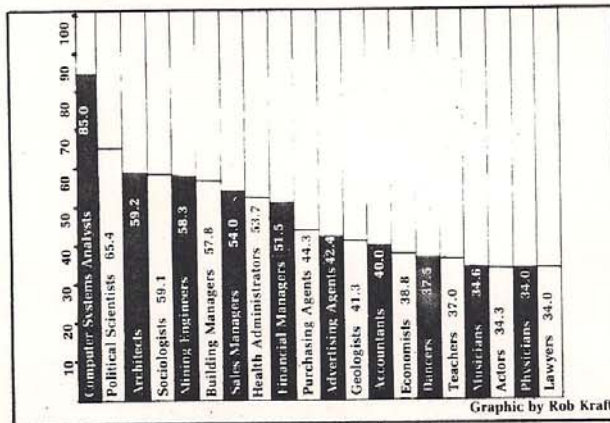
Many companies are realizing that it's easier to teach an employee the specifics of a trade than to instill the fundamental qualities found in transferable skills.

- Regardless of an occupation's growth potential, if it seems appealing set your sights and "go for it."

- The CPP office offers workshops throughout the year to give students a boost up the career ladder. At 1 p.m. Nov. 12 in Room 12 Hendricks Hall, Smith will conduct a workshop entitled "Job Outlook for the '80s."

For more information on upcoming workshops and other job searching services, call 686-3235 or visit the office at 244 Hendricks Hall.

The Bureau of Labor Statistics projects that job openings will increase by 25 percent between 1982 and 1995. The graph below reflects the forecasted percentage increase of the number of workers in some fields that will expand more than the average 25 percent.



Expert Continued from Page 6

ing business complexity, rising incomes, more leisure time, technological advances, growing energy demands, the information explosion, and an aging population.

Some of the fields that will expand because of these changes will be architecture, journalism, geology and mining, retirement industries, biological research, robotics, applied sciences, the performing arts, health care services and business, Smith says.

Meanwhile, certain fields

will witness a decline in the need for workers due to technological advances, services shifting from one industry to another, low attrition among people in an occupational area, and reduced public demand, Smith says.

Some positions predicted for low or negative growth by the Bureau of Labor Statistics are astronomers, judges, librarians, bakers, bus drivers, funeral directors, railroad conductors, telephone operators and college administrators.

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Local experts teach stress management

By Steven Van Hook

Of the Emerald

It's pressure that makes a glistening diamond out of a worthless lump of coal.

But too much pressure is what transforms a bright, confident student into a quivering mass of raspberry Jell-O, a state that few can afford to be in with finals fast approaching.

Stress — the psychological pressure endured in many ways every day — is not in itself a bad thing, say two local experts on the subject. But unreleased stress can build to the point where it bubbles over in myriad physical and mental maladies, they say.

Susan and Irving Oyle, co-founders

of the Eugene's Transformational Learning Center, counsel clients in coping with stress and other problems.

"I believe all disease is stress-induced to some extent," Irving says. He has spent 30 years as a family doctor and has written four books including "The Healing Mind."

Irving says that problems in people's lives stem from imbalances created by faulty perceptions and reactions to situations.

"The brain is a pharmaceutical factory. If you're in a stressing situation you can't get out of. . . your brain starts pumping a stress hormone," he says.

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Center urges stress prevention

Prevention is the key to effective stress management, and the Student Health Center can offer students some stress combat weapons, says Steve Smith. With Amy Websdale, Smith coordinates the University's Health Education Center and edits the Student Health Center newsletter, "Well Now."

Some typical signs of stress are depression, irritability, excessive drinking, poor sleep patterns, apathy, headaches, indigestion, a sense of hopelessness and nervous tics, Smith says. "But the time to reach out for help is before things go that far."

The Student Health Center offers a Peer Health Advising program with peer counselors specially trained in stress management skills. The peer counselors provide tips on how

to cope with stress and help students find the sources of their stress to aid them in overcoming it.

"We take a wholistic approach to the treatment of stress. We help students take a step back and look at themselves. It helps put things into perspective," Websdale says.

The peer counselors can provide students with tools and exercises for relaxation, time management, a healthy diet, better sleep habits and lifestyle evaluation.

"Seeking help for your problems is not a sign of weakness. Actually, it's avoiding the responsibility of getting help that shows weakness," says Maddy Tormoen, a peer adviser specializing in stress management.

To make an appointment to talk with a peer health adviser, call the Student Health Center at 686-4441.

Stress

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The brain has a remedy, however. "Every time you do something you enjoy, your brain secretes a stress antidote," Irving says.

Irving advises people to partake in pleasurable activities, such as taking a hot bath, watching a funny movie, listening to soothing music, visiting with a loved one, swimming, knitting or anything else considered

fun.

"The next major advancement in medicine will not be what new drug we can invent, but what we find patients can do for themselves," he predicts.

The Oyles offer several suggestions for students facing the stress of finals.

"Split your studies up with play. When you've reached your limit hitting the books, ex-

tra effort will decrease your output. Pushing yourself a little bit farther won't help you — it can even harm you," says Susan, executive director of the center.

"Contrary to the 'no gain without pain' school of thought, when you're tired and stressed out, more effort only makes it worse. When it hurts psychologically or physically, you've got to stop," Irving

adds. "Any muscle kept at constant tension goes into spasms and loses efficiency."

Susan also recommends that students step out of the situation and watch themselves as if they were in a movie. "As you see how hard you and all the people around you are working and looking like animals, you may even find it comical," she says.

Laughing at yourself is a great stress reliever, she adds.

Another method the Oyles advocate for reducing stress and improving success is creative visualization.

"We create our entire lives with our thoughts and attitudes. Worrying about failure creates failure. Picturing and anticipating success creates success," Irving says.

"Anyone suffering a lot of stress is not only worrying about failure, but also doing some kind of work or activity they weren't meant to," Irving says. He encourages students to take aptitude tests to help determine their natural talents.

Those who pursue a well-paying career, who trudge along through school and wind up working hard at a job they really don't like, he says, are "going to make a lot of money, but they'll give it all to doctors."

Susan concedes that some people have a racehorse mentality and are only happy when they're powering ahead. "Some people feel that's the only way to be successful. If that's what they believe then that's what will work for them."

Center teaches learning skills

Friday, January 25, 1985

Six steps to expand your memory

By Steven Van Hook

Of the Emerald

Well-intentioned, dedicated students often study through the night, only to draw a blank on the following day's exam.

However, this catastrophe can be averted with some basic memory-improving skills, says Susan Lesyk, acting director of the University's Learning Resources Center.

Many students err in "believing that all one has to do is go to class every day and listen to the lectures and do the reading assignments, and the memory will accumulate all this knowledge," Lesyk says.

But new lectures and readings displace old lectures and readings in the student's memory, says Lesyk, who teaches study skills and learning techniques in her 12th year at the resource center.

Lesyk compares the mind to a computer that has a limited working memory and must periodically dump its data on to storage discs.

Though the mind's short-term memory storage space is relatively limited, "I'm fascinated by the vastness of the long-term memory," Lesyk says.

Learning skills specialists currently believe that short-term memory is dependable for about 48 hours. But the mind can recall about 80 percent of information stored in the long-term memory, Lesyk says.

When students cram for exams, the information never reaches the long-term memory, but it goes into the short-term memory and can be recalled for the next day's test. Short-term memory works well on multiple-choice tests, when recognition plays a larger role than recalling information, Lesyk says.

"I certainly wouldn't want a surgeon operating on me that crammed for his tests using short-term memory," she says.

Most important in effective information storage is the strong desire to remember something. "We tend to remember what's important to us," Lesyk says. "I'd be a lot more motivated to remember Joe's name if I'd lent him \$5."

Lesyk offers her formula for storing information in the mind's long-term memory and for achieving more effective recall:

'I certainly wouldn't want a surgeon operating on me that crammed for his tests using short-term memory.'

— Susan Lesyk

- Review new information within 48 hours and repeat the review several times for two weeks. This signals the importance of the information to the brain and helps transfer the information to the long-term memory before the short-term purges it.

A lawyer can recall numerous laws and cases not through some miraculous memory capacity, but from constant exposure to the material in daily work, Lesyk says.

- Recite aloud items that are to be committed to memory. Different parts of the mind are used in speaking, hearing and seeing. The more senses used in perceiv-

ing information, the stronger the impact the information has on the mind.

- Study for short periods of time because the mind absorbs information best in 20-minute spurts. The mind fatigues after excessive study, decreasing efficiency of the memory dramatically, Lesyk says.

- Reduce the information to be memorized into main ideas and key words. Grouping a number of specific details under general categories helps provide a handle for the mind to grab hold of when searching the memory.

- Use the visualization method. For instance, Lesyk says if she needed to memorize the five factors contributing to the Great Depression she would imagine a scene containing a shiny red tractor to represent technology's contribution to the Depression. The tractor would sport a price tag of \$1 million to symbolize inflationary prices of the time, and it would be driven between two uneven mounds of money that represent the imbalance of wealth.

The tractor would stop occasionally so the driver could play a row of slot machines, which represent risky investment. The Depression's inactive Congress could be visualized by imagining the tractor uncovering a fat sleeping politician under one of the piles of money.

Scenes containing a lot of sound, color and motion provide more zing to the memory, Lesyk says.

- Analyze, evaluate and apply information. "In short, you have to learn to think," Lesyk says.

The resources center offers counseling and workshops on a number of different learning skill areas, such as critical reading, writing, researching, time management, speed reading, listening,



Susan Lesyk

note-taking, improving memory, and preparing for exams.

"A lot of incoming freshmen are used to being A students in high school but have a hard time just getting Bs at the University," Lesyk says.

University courses require study skills not necessarily developed in high school, such as research techniques and the ability to decipher more complicated course materials, she says.

The center also offers free drop-in tutoring in math and reading, as well as help with lower-division foreign languages and business classes. Special workshops in studying techniques and handling essay questions are held during dead week.

The resources center, located in the basement of Friendly Hall, can be reached by calling 686-3226.

Eric lay on his bed, a 10-inch chef's knife within easy reach, contemplating ending his life.

He recently had broken up with the girl he'd been living with, he was on the verge of losing his job, and Eric (not his real name) had been drinking excessively.

"I thought about where my life had come from and about my prospects for the future," he said. "I just didn't want to face such a hopeless life.

"I could feel my heart beating within my rib cage. I felt so vulnerable and fragile as I considered how simple it would be just to end it all," Eric recalled two weeks later.

Eric, a student at the University, is a part of the growing number of college-age men and women considering suicide as an alternative to coping with life's troubles. According to a Nov. 13 report on ABC News, one out of every eight people in the 18-25 age group considered suicide last year. The number of successful attempts in the same age bracket jumped from eight per 100,000 people in 1950, to 27 per 100,000 last year.

"Eventually everyone considers suicide — whether consciously or unconsciously — or they're not alive," said William Kirtner, University Counseling Center, who has been counseling for 30 years.

"Sometimes people just want to get away from their problems and feel getting away from themselves is one way to do it," he said.

One leading cause for suicide among college-age people is interpersonal troubles such as losing a lover, Kirtner said. Feeling victimized by such social problems as crime, violence, nuclear threat and diminished moral and religious values may also prompt thoughts of suicide.

Everyone is susceptible to occasional depression and feelings of hopelessness, Kirtner said. "I can drive into a Chicago ghetto, feeling like the world is an oyster, but by the time I've reached the other side I can have a sense of futility that makes me feel like shooting myself."

Suicidal feelings are not unusual, but when those feelings surface it's important to seek help. "Find someone to talk to and turn yourself inside out," Kitner said.

Kitner recommended professional counseling but added that a friend or family member can also help an individual work through suicidal feelings. "Anybody is better than nobody," he said.

Kirtner advised that anyone who gets approached by a person who is considering suicide should listen carefully and non-judgmentally. "It's important to help them see themselves as they are rather than tell them how they should be," he said.

But sugar-coating suicide symptoms with "positive bombardment" avoids getting to the heart of the problem, Kirtner said. Such well-intended pep talks may be detrimental and may cause the suicidal person to feel even more isolated if trusted friends brush-off the problems rather than try to understand.

Kirtner said symptoms that may indicate someone is contemplating suicide include expressions of futility or hopelessness, excessive isolation, the giving away of prized possessions and any reversals of ordinary behavior. "But," he warned, "don't get carried away and read meaning into every little bit of unusual behavior."

The best indicator of a potential suicide is a person who won't accept help, Kitner said.

Sue Snyder, director of the University's Crisis Center, said many of the center's callers who are contemplating suicide express feelings of alienation, isolation and overwhelming stress, and they don't see a way out.

"The Crisis Center works to break through the isolation and help students feel connected. We try to help them find ways to cope with distress and deal with their problems while providing some hope for a better future," Snyder said.

"Life is tough, and it's often the college years where we learn just how tough it is," Snyder said. "But it's also the college years where we learn how to deal with life's problems."

Many students expect an idyllic situation at college based on impressions they get from parents and movies. "But once they get here, they find tremendous stress in dealing with academic pressures and career decisions. It's here they experience their first frustrations and failures with their careers, and those first failures tend to be the most dramatic," Snyder said.

...and what about Eric? He said he got out of bed and went for one last submarine sandwich, "and that's all I wanted out of life. It kept my mind occupied." The plan to kill himself faded.

Eric is now getting intensive counseling and has found a new home. He has several job prospects, and he said he is "glad to be out of that old relationship."

"I'm still the same person with the same stuff in my past — nothing's really changed. But I saw that all the things I've done wrong before I don't want to do anymore.

"That emotional outburst where I almost killed myself made me see I didn't have things under control and I needed help — and there's nothing wrong in admitting it," he said.

Free help is available for all University students at the Counseling Center (686-3227), the Student Health Center (686-4441), and the Crisis Center (686-4488).

By Steven Van Hook

**Suicide:
all contemplate it,
only a few talk of it**

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