

SUPPLEMENT

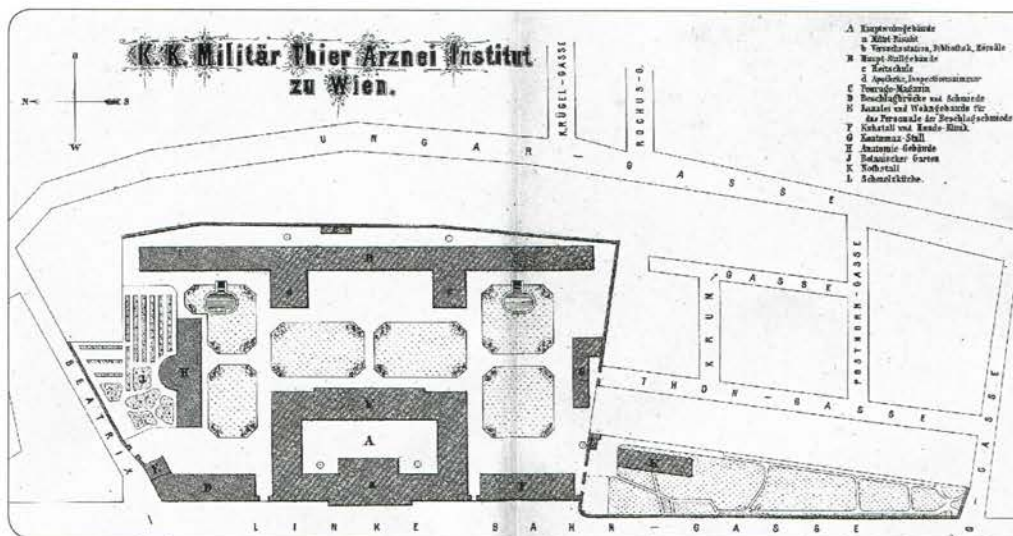
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Did humans from the Chalcolithic period look after their dogs?**Francisco Gil Cano, Cristina Ruiz García-Vaso, Mariano Orenes Hernández, Gregorio Ramírez Zarzosa and José María Vázquez Autón***Department of Anatomy and Embryology, Faculty of Veterinary Medicine, Murcia, Spain*

The Chalcolithic collective burial „Camino del Molino” (Caravaca de la Cruz, Murcia), dated to the second half of the III millennium BC (2350 - 1830 BC), has an extraordinary value because the same archaeological context yielded a great number of human skeletons (about 1300), chaotically mixed with parts of canine skeletons (~50 dogs). Recently, one almost complete dog skeleton has been reassembled. It represents the typical medium-sized morphotype of dogs that lived together with humans during the Chalcolithic period, 4,000 years ago, which was possibly used as an assistant for hunting and herding. Interestingly, the analysed specimen exhibited a complex diaphyseal fracture in its right tibia and fibula, which, by means of a CT scan, showed a large bone callus between the fractured ends of the diaphysis. In our opinion, pre-historical cultural attitudes towards animals might be illuminated by studying pathological alterations in zooarchaeological material. In this particular case, the traumatic injury aroused interest in terms of human attitudes towards Chalcolithic domestic dogs, and the care that they may have received. Although we cannot interpret the precise care and attention paid to this dog by their owners from Chalcolithic “Camino del Molino”, the healing fracture might witness the existence of potential human attention, and perhaps also personal or emotional links between humans and their dogs in this prehistoric period. The skeleton of this dog is currently exhibited in the Museum of Veterinary Anatomy of the University of Murcia (Spain).

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History of animal welfare education in veterinary schools**Gloria Fernández-Lázaro¹, Enrique Alonso-García¹, Juan López-Rodríguez², Pilar Martínez-Sainz², Rosario Martín-Ortiz², Pilar Marín-García², Salvador Ariza-Pastrana², Ana García-Moreno³, Borja Reh Aguirre de Cárcer⁴ and Juncal González-Soriano²**¹*Animal Welfare Research Group (AWSHEL-IAS), Franklin Institute, Alcalá University (UAH), Madrid, Spain*²*Department of Anatomy and Comparative Pathological Anatomy, Faculty of Veterinary Medicine, Complutense University (UCM), Madrid, Spain*³*Department of Zoology and Physical Anthropology, Faculty of Biology, Complutense University (UCM), Madrid, Spain*⁴*Wildlife Reserves Singapore (WRS)*

Since the publication of the book *Animal Machines* in 1964 and the development of the Bramell report one year later, concerns about animal welfare are having a great impact from a political, ethical and scientific viewpoint in our society. Many guidelines, protocols, laws and education programs are being implemented around the world to improve our handling of animals. Veterinarians have been considered as a profession in which training of animal welfare is crucial not only to assure the well-being of animals but to inspect, certificate and make sure that standards are continually improved (FVE, AVMA, OIE, etc.). However, the implementation of animal welfare as a subject of veterinary education has been discussed for over 20 years and it has not been uniformly incorporated into the educational programs.

Numerous veterinary schools in Europe, North America, South America and Australasia incorporated animal welfare into their programs. Australia and New Zealand are leaders in the field. In 2012 the AWARE project, by mapping the status of research and education in farm animal welfare in Europe, stated that more than the average percentage of teaching was found in North West Europe, Nordic and Mediterranean countries. However, it confirms that it is also a rather new discipline for most veterinary schools although considered one of the most important.

In our study we review the situation of animal welfare education in the veterinary schools, analyzing differences between countries and describing the main obstacles to strengthening animal welfare teaching, as for example, lack of space in the curriculum, difficulties in organizing practical sessions, financial difficulties, lack of qualified teachers, and a low priority for animal welfare within that faculty.

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Study on the acceptance of horsemeat as food in the course of history based on Thomas S. Kuhn's paradigm theory with a focus on the Vienna area**Hermann Gsandtner***Municipal Authorities Vienna, MA 58, Austria*

The acceptance of horsemeat as a valid resource of food-protein will be discussed referring to Thomas S. Kuhn's theory on paradigms with special emphasis on the history of meat production in Vienna.