

*Re: Testimony in Support of HB 12-5184 Dissection Choice*

Dear Honorable Members of the Select Committee on Children:

As a high school teacher in the Connecticut public school system, I would like to address the issue of dissection and student choice. Creating a more humane society begins with children. The practice of dissection often desensitizes young people to the suffering of living things. Dissected animals are viewed as objects, and not as sentient, feeling beings - unfortunately, I have observed callous and disrespectful behavior displayed by some students who participate in this activity.

I am currently the faculty advisor for the Animal Welfare Group at East Lyme High School. The first issue that my students chose to address was the elimination of dissection in certain biology classes. These students gathered several pages of student signatures on a petition against dissection at the high school. Together with this petition, they made a presentation to the science department regarding the cruelty of dissection and the effectiveness of alternative models and computer programs. These students are extremely passionate about this issue, which they regard as a question of morality.

I have found that many students not only oppose dissection, they refuse to enroll in science courses because of the moral dilemma this poses for them. Their avoidance of science is a great loss to society in general. What talent is being lost because these students refuse to engage in an activity that they feel is immoral and unnecessary? Even the National Science Teachers Association and the National Association of Biology Teachers support dissection choice in schools. In this time of economic hardship, models and computer programs can be used indefinitely, thus saving the school system precious funds.

Our world is filled with enough pain and suffering. If we are to create a more compassionate future, we need to teach our young people that life is precious and must be respected. Let us follow the lead of our neighbors - New York, Massachusetts, and Rhode Island - and give our students the freedom of choice.

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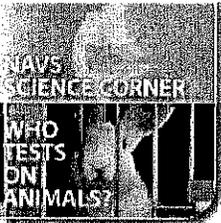
## HOME

- ANIMALS IN:
  - PRODUCT TESTING
  - EDUCATION
- Dissection in the Classroom
- BioLEAP
- Lending Library
- Science Fairs
- Action You Can Take
- Resources

- SCIENTIFIC RESEARCH
- THE LEGAL ARENA
- FAQ
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## Animal Alternatives in Education

### Resources

### Dissection Alternatives

- Where to Borrow
- [BioLEAP Lending Library of Life Sciences Materials](#)

- [Animalearn](#)
- [Ethical Science and Education Coalition](#)
- [Humane Education Loan Program \(HELP\)](#)

### Where to Buy

- [Anatomy in Clay](#)
- [Braintree Scientific, Inc.](#)
- [Carolina Biological Supply Company](#)
- [Denoyer-Geppert](#)
- [Digital Frog International](#)
- [Fisher Scientific](#)
- [Froguts, Inc.](#)
- [Nebraska Scientific](#)
- [Neo/Sci](#)
- [NeoTek](#)
- [Rescue Critters](#)
- [Science Kit and Boreal Laboratories](#)
- [Simulab Corporation](#)
- [Ventura Educational Systems](#)
- [Ward's Natural Science](#)

### Online Courses

#### Cat

- [Virtual cat dissection \(images\)](#)
- [Anatomically Correct-The Online cat dissection \(interactive\)](#)
- [Cat dissection \(images\)](#)
- [Cat dissection \(images\)](#)

#### Earthworm

[Earthworm review \(images\)](#)

[Earthworm dissection \(diagrams\)](#)

**Fetal Pig**

[Virtual Fetal Pig Dissection](#)

[Virtual pig dissection \(interactive\)](#)

**Frog**

[The Whole Frog Project \(interactive\)](#)

[Frog dissection \(interactive\)](#)

**Rat**

[Review of rat anatomy \(interactive\)](#)

**Misc**

[Cow's eye dissection \(interactive\)](#)

[Cockroach dissection \(images\)](#)

[Sheep brain \(images\)](#)

[Virtual Labs](#)

**Humane Education**

[Animaland](#)

[Australian and New Zealand Council for the Care of Animals in Research and Teaching](#)

[Cambridge e-learning Institute](#)

[The Empathy Project](#)

[Humane Education Network](#)

[The Humane Society of the United States Youth](#)

[Humane Teen](#)

[The International Network for Humane Education \(InterNICHE\)](#)

[Medical Schools with No Live Animal Laboratories](#)

[National Humane Education Society](#)

[The People-Pet Partnership \(PPP\)](#)

[Student's Animal Guardian Alliance](#)

[Student Animal Rights Alliance](#)

[Student Choice for Dissection Alternatives](#)

[Students Improving the Lives of Animals](#)

[TeachKind](#)

**Websites for Student Projects**

[Dr. Shawn's Super Science Fair Support Center](#)

[HSUS-Humane Science Projects](#)

[The Internet Public Library-Science Fair Project Resource Guide](#)

[USDA-Agricultural Ideas for Science Fair Projects](#)



# ANIMALS, ETHICS, AND EDUCATION



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	<h3>BioLab Frog</h3> <p>Provides an in-depth dissection of the external mouth and the digestive, circulatory, reproductive, and skeletal systems. There are four mini-labs that provide an interactive lab experience in physiology and anatomy. <a href="#">more»</a></p>
	<h3>Bobbitt Frog Model</h3> <p>This model, on a 16" x 21" base, depicts a dorsal and ventral dissection of a bullfrog. In the ventral dissection the organs are spread to show as much of the peritoneal anatomy as possible. The dorsal dissection details the brain, the eye, and the ear. Includes teacher's manual. <a href="#">more»</a></p>
	<h3>Concise Dissection Chart: Frog</h3> <p>8 1/2" x 11" chart uses high quality photography to depict the complete dissection of a frog. <a href="#">more»</a></p>
	<h3>The Digital Frog 2.5</h3> <p>This CD-ROM includes sections on dissection, anatomy, and ecology. The anatomy module and the dissection module are linked, allowing for easy study of structure and function. The comparative anatomy section allows students to see how humans and frogs differ internally, and t <a href="#">more»</a></p>



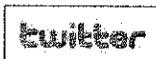
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1 | 2 | 3 | 4 | 5 »

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