

PA13-273

HB6329

Children	508, 510-513, 516, 518-520, 522-524, 558-559, 590-592, 593-604, 606-639, (640-641)	65
House	3058-3068	11
Senate	5390-5399	10
		86

H - 1158

**CONNECTICUT
GENERAL ASSEMBLY
HOUSE**

**PROCEEDINGS
2013**

**VOL.56
PART 9
2743 - 3085**

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HOUSE OF REPRESENTATIVES

316
May 8, 2013

DEPUTY SPEAKER ORANGE:

The bill as amended passes.

SPEAKER SHARKEY:

Will the Clerk please call Calendar 66.

THE CLERK:

Yes, Mr. Speaker. On Page 38, Calendar 66,
Favorable Report of the Joint Standing Committee on
Education. House Bill 6329 AN ACT CONCERNING
DISSECTION CHOICE.

SPEAKER SHARKEY:

Representative Urban, you have the floor, madam.

REP. URBAN (43rd):

Thank you, Mr. Speaker. I move acceptance of the
Joint Committee's Favorable Report and passage of the
bill.

SPEAKER SHARKEY:

The question is on acceptance of the Joint
Committee's Favorable Report and passage of the bill.
Will you remark, madam?

REP. URBAN (43rd):

Yes, thank you, Mr. Speaker. Mr. Speaker, we
have had this bill in front of us several times and it
is really because of a change in technology that we
are now able to offer the students that are taking

pat/gbr

317

HOUSE OF REPRESENTATIVES

May 8, 2013

biology and other courses that require a dissection, a choice.

And this change is technology has allowed us to use computer programs and virtual dissection in lieu of an actual dead animal.

It has also changed the cost and efficiency related with dissection, Mr. Speaker, and that is because when you are providing either a fetal pig or a frog or a cat, the cost to the school system can be significant.

When you allow someone to do a virtual dissection, we can get these computer-related programs for free over the Internet, and for any of my colleagues that are interested, I have a complete list of whether you need a frog dissection, a cat dissection, a fetal pig dissection, and these are all free.

Mr. Speaker, we had significant testimony from students in schools giving us a perspective on why they would like to be able to make this decision.

One particular young girl, Georgia Blackwell, actually tried to skip school on the days of dissection because it bothered her so much to have to actually dissect an animal.

And as I have said, we have technology that allows us to give students like Georgia a choice.

Mr. Speaker, vet schools and med schools do not require that you have an actual animal dissection in high school any more, and I would point out to my colleagues that a lot of surgeries that are done now, I know surgeries that I've had myself, are done through arthroscopic and they're actually not even looking at you. They're looking at a computer screen.

And my final reason for thinking that this is a good idea is having done frog dissections myself. When you make the first cut, and let's say you mess it up because you're a little bit nervous about that first cut, you don't get to try again.

In a virtual dissection, you can do it many, many, many times until you actually get the cut correct. I urge support.

SPEAKER SHARKEY:

Thank you, madam. Will you remark further?
Will you remark further on the bill that's before us?
Representative Betts of the 78th.

REP. BETTS (78th):

Thank you very much, Mr. Speaker. I just wanted to congratulate the Chair of the Children's Committee.

pat/gbr

319

HOUSE OF REPRESENTATIVES

May 8, 2013

This bill's been before us for a couple of years and there have been certainly some areas of dispute, but I think with some amendments that are going to be forthcoming, I think we've been able to put together a very good policy that should be able to meet the needs of everybody.

So I will ask my colleagues after these amendments, which are friendly amendments are introduced, I will speak on the final bill after that.

So at this point I'll yield to the next speaker.
Thank you.

SPEAKER SHARKEY:

Thank you, Representative. Will you remark?
Will you remark further on the bill that's before us?
Representative Candelora of the 86th. You have the floor, sir.

REP. CANDELORA (86th):

Thank you, Mr. Speaker, good evening.

SPEAKER SHARKEY:

Good evening, sir.

REP. CANDELORA (86th):

Thank you, Mr. Speaker. I guess it is true this bill has been around for quite a while. I think when I first came into the Chamber we had debated it, and I

pat/gbr

320

HOUSE OF REPRESENTATIVES

May 8, 2013

certainly think that the merits of it can be improved with a couple of amendments.

So the Clerk is in possession of LCO 6114. I ask that it be called and I be allowed to summarize.

SPEAKER SHARKEY:

Will the Clerk please call LCO 6114, which will be designated House Amendment "A".

THE CLERK:

House Amendment "A", LCO 6114, introduced by Representative Candelora et al.

SPEAKER SHARKEY:

The gentleman seeks leave of the Chamber to summarize the Amendment. Is there objection? Seeing none, you may proceed with summarization, sir.

REP. CANDELORA (86th):

Thank you, Mr. Speaker. Mr. Speaker, this Amendment simply allows for when a student opts out of the dissection in a course, that they would need to get parental or guardian consent in writing. I think it's important that parents have control over their child's education aware of what's going on in the classroom.

pat/gbr
HOUSE OF REPRESENTATIVES

321
May 8, 2013

So this simply adds the element similar to a permission slip that a parent or guardian would need to sign off on that opt out, and I move adoption.

SPEAKER SHARKEY:

Thank you, sir. Would you care to remark further on the Amendment? Would you care to remark further on the Amendment? Representative Urban.

REP. URBAN (43rd):

Through you, Mr. Speaker, we consider this a friendly Amendment, and I would like to thank the proponent because anything that gets students talking to their parents is a very good thing. Through you, Mr. Speaker.

SPEAKER SHARKEY:

Thank you, madam. Will you remark? Will you remark further on the Amendment that's before us?

If not, let me try your minds. All those in favor of the Amendment, House Amendment "A", please signify by saying Aye.

REPRESENTATIVES:

Aye.

SPEAKER SHARKEY:

pat/gbr

322

HOUSE OF REPRESENTATIVES

May 8, 2013

Those opposed, Nay? The Ayes have it. The
Amendment is adopted. Representative Candelora, you
still have the floor.

REP. CANDELORA (86th):

Thank you, Mr. Speaker. Mr. Speaker, since that
went so well, I'm going to try again. The Clerk is in
possession of LCO 6163. I ask that it be called and I
be allowed to summarize.

SPEAKER SHARKEY:

Will the Clerk please call LCO Number 6163, which
will be designated House Amendment "B".

THE CLERK:

House Amendment "B", LCO 6163 introduced by
Representative Candelora et al.

SPEAKER SHARKEY:

The gentleman seeks leave of the Chamber to
summarize the Amendment. Is there objection? You may
proceed with summarization, sir.

REP. CANDELORA (86th):

Thank you, Mr. Speaker. Mr. Speaker, as the good
Chairwoman of the Children's Committee had mentioned,
there are alternatives to school dissection and I
think that in recognizing those alternatives, it's
important that if a student's going to opt out that we

pat/gbr

323

HOUSE OF REPRESENTATIVES

May 8, 2013

should have alternatives in place so that they can still appreciate the education that's needed as part of the curriculum, whether it be a human anatomy course or some other type of biology course.

So what this Amendment does is, it requires that if a student is excused from participating in the dissection in the classroom that they shall be required to just complete an alternative assignment and that assignment would be determined by the local district, and with that, I move adoption.

SPEAKER SHARKEY:

Thank you, sir. Will you remark? Will you remark further on the Amendment that is before us? Representative Urban.

REP. URBAN (43rd):

Thank you, Mr. Speaker. Yet again, this is a friendly Amendment, and again, I thank the proponent because I believe he has enriched and strengthened the bill by making it very clear that we expect that there will be an alternate assignment. Through you, Mr. Speaker.

SPEAKER SHARKEY:

Thank you, madam. Will you remark? Will you remark further on the Amendment that's before us?

pat/gbr

324

HOUSE OF REPRESENTATIVES

May 8, 2013

If not, let me try your minds. All those in favor of House Amendment "B", please signify by saying Aye.

REPRESENTATIVES:

Aye.

SPEAKER SHARKEY:

Those opposed, Nay? The Ayes have it. The Amendment is adopted. Representative Candelora, you still have the floor.

REP. CANDELORA (86th):

Thank you, Mr. Speaker. I want to thank the Chairman of the Children's Committee for taking these Amendments as a friendly Amendment. I think we're all careful to avoid putting mandates on our local districts, but I know this is an issue. Certainly it's been important to people over the years and I think that the bill in its current form strikes that appropriate balance between having the parents have a say in their child's education as well as providing alternative avenues to educate our children in these areas.

Thank you, Mr. Speaker.

SPEAKER SHARKEY:

pat/gbr
HOUSE OF REPRESENTATIVES

325
May 8, 2013

Thank you, sir. Will you remark on the bill as amended? Representative Betts of the 78th.

REP. BETTS (78th):

Thank you very much, Mr. Speaker. I, too, would encourage all my colleagues here to support this Amendment. It reaches a good compromise. It meets the needs of the various parties here including the students, the parents, the teachers and the local board of ed.

And I also want to congratulate the Chair for helping to reach what I think is a very good policy, and for those reasons I would ask everyone to support this.

Thank you very much, Mr. Speaker.

SPEAKER SHARKEY:

Thank you, sir. Would you remark further on the bill as amended? Would you remark further on the bill as amended?

If not, staff and guests to the Well of the House. Members take your seats. The machine will be opened.

THE CLERK:

The House of Representatives is voting by Roll.

The House of Representatives is voting by Roll.

pat/gbr

326

HOUSE OF REPRESENTATIVES

May 8, 2013

Will Members please return to the Chamber
immediately.

SPEAKER SHARKEY:

Have all the Members voted? Have all the Members
voted? Will the Members please check the board to
make sure your vote is properly cast.

If all the Members have voted, the machine will
be locked and the Clerk will take a tally. The Clerk
please announce the tally.

THE CLERK:

Bill Number 6329 as amended by House "A" and "B".

Total Number voting 139

Necessary for Passage 70

Those voting Yea 131

Those voting Nay 8

Those absent and not voting 11

SPEAKER SHARKEY:

The bill as amended passes.

Will the Clerk please call Calendar Number 69.

THE CLERK:

Calendar Number 69 on Page 39 of today's
Calendar, Favorable Report of the Joint Standing
Committee on Planning and Development, House Bill 6375
AN ACT CONCERNING UNIFORM CRIME REPORTS.

**CONNECTICUT
GENERAL ASSEMBLY
SENATE**

**PROCEEDINGS
2013**

**VETO
SESSION**

**VOL. 56
PART 17
5161 - 5482**

Those absent and not voting 1

THE CHAIR:

The bill passes.

Senator Looney.

SENATOR LOONEY:

Thank you, Madam President.

Madam President, if the Clerk would call as the next go item, Calendar page 7, Calendar 564, House Bill Number 6329.

Thank you, Madam President.

THE CHAIR:

Mr. Clerk.

THE CLERK:

On page 7, Calendar 564, House Bill Number 6329, AN ACT CONCERNING DISSECTION CHOICE.

THE CHAIR:

Senator Bartolomeo.

SENATOR BARTOLOMEO:

Hello, Madam President.

THE CHAIR:

Good evening.

SENATOR BARTOLOMEO:

Madam President, I move acceptance of the joint committee's joint favorable report, and I urge passage of this bill in concurrence with the House of Representatives.

THE CHAIR:

The motion is on acceptance and passage in concurrence.

Will you remark?

SENATOR BARTOLOMEO:

Yes, thank you, Madam President.

Madam President, this bill is an opportunity to give choice to children and their parents who are not comfortable with the dissection process in their school and in their classes. It is allowing the local or regional school district to excuse -- or it's asking, I should say, not allowing, it's a "shall" -- to excuse any student from participating in or observing in this dissection as long as that parent has requested in writing that they be excused. It is also requiring that the school should provide an alternative assignment for that student. So it is with that, Madam President, that I urge passage of this bill.

THE CHAIR:

Will you remark? Will you remark?

Senator Linares.

SENATOR LINARES:

Thank you, Madam President. Good evening.

THE CHAIR:

Good evening, sir.

SENATOR LINARES:

I just have a few questions for the proponent of the bill, please.

THE CHAIR:

Please proceed, sir.

SENATOR LINARES:

To the proponent, I ask is there or do we know for sure that schools will be capable to provide an alternate assignment that will help or aid the student or parent that has chosen to forgo the dissection process in the same capacity? So, for example, will the student still be able to learn the same skills or identifications necessary for the assignment?

Through you.

THE CHAIR:

Senator Bartolomeo.

SENATOR BARTOLOMEO:

Thank you, Madam President.

Through you, yes, we do.

THE CHAIR:

Senator Linares.

SENATOR LINARES:

Thank you, Madam President.

And just a few other questions, or one other question for legislative intent, in this bill, the parent or guardian has to sign off, just clarifying this, does the parent or guardian have to sign off on the student's decision to choose not to participate in the dissection assignment?

Through you, Madam President.

THE CHAIR:

Senator Bartolomeo.

SENATOR BARTOLOMEO:

Through you, Madam President, yes, they do need to have that request in writing from the parent.

THE CHAIR:

Senator Linares.

SENATOR BARTOLOMEO:

Thank you, Madam President.

I think this is an interesting bill, Madam President. About seven years ago I was in high school participating in dissecting --

THE CHAIR:

Senator Linares, please, sir. We understand that, sir.

SENATOR LINARES:

Actually, students in my class had passed out for participating in these assignments so I understand how certain people would need to pass on these assignments, and I think it is a good idea and a good bill.

Thank you, Madam President.

THE CHAIR:

Thank you, sir.

And Senator Boucher, are you going to say the same thing, ma'am?

SENATOR BOUCHER:

Madam President, I align myself with any thoughts you might be having at this time regarding the recent statement by our youngest member of this Circle.

THE CHAIR:

But he does have the right to say that.

SENATOR BOUCHER:

He certainly does. Nothing like rubbing it in, isn't it?

THE CHAIR:

Yeah, that's for sure.

SENATOR BOUCHER:

Oh boy, oh boy.

Madam President, I do have some questions on the bill for the proponent, if I may?

THE CHAIR:

Please proceed, ma'am.

SENATOR BOUCHER:

Thank you very much.

Certainly, this issue of dissection has come up before the Education Committee multiple times over many years, making some very good cases on this bill but, through you, Madam President, this particular study and exercise, through you, is in what area of study? Is it in the math curriculum, English curriculum, social studies or the science curriculum?

Through you, Madam President.

THE CHAIR:

Senator Bartolomeo.

SENATOR BARTOLOMEO:

Thank you, Madam President.

Through you, the science curriculum.

THE CHAIR:

Senator Boucher.

SENATOR BOUCHER:

Thank you very much, Madam President.

Madam President, through you, then in this bill why was there no language restricting alternative programs to be in the area of science.

Through you, Madam President.

THE CHAIR:

Senator Bartolomeo.

SENATOR BARTOLOMEO:

Through you, Madam President, the language that even suggests an alternative assignment was a bipartisan compromise and an addition that was amended in the House as it passed through so I was not part of that, Madam President. It was just suggested by the Republican party. I understand that it was written in this way.

Through you, Madam President.

THE CHAIR:

Senator Boucher.

SENATOR BOUCHER:

Thank you, Madam President.

Certainly highlights that the best ideas don't necessarily come from one party or the other, does it? In fact, the way that this language is written that the excused from participating in or observing the dissection of an animal which is part of a classroom instruction shall be required to complete an alternative assignment to be determined by the local regional school district. "To be determined an alternative assignment," to me, leaves this wide open to anything that they might want to participate in, including an art project, a music lesson, a social studies event, and even possibly a written assignment;

is that correct, through you, Madam President, just for clarification and for the record?

THE CHAIR:

Senator Bartolomeo.

SENATOR BARTOLOMEO:

Through you, Madam President, it's my understanding that it was written in this way so that we could do as Ms. Osten suggested in the Education Committee. A committee that I also serve on that we allow these local and regional school boards to have an opportunity to have say in how they implement state law so it was written that they would be able to decide what would be appropriate.

Through you, Madam President.

THE CHAIR:

Senator Boucher.

SENATOR BOUCHER:

Thank you very much and thank you to the good chairman of the Children's Committee, Madam President, that concludes any questions I have on the bill.

However, for legislative intent and for the Circle, this bill has been portrayed to me and to many others that the alternative assignment would be either an online or a simulated dissection or something in the area that had quite a bit to do with this area of science. It is my hope that the school districts that look into this for guidance on this law will restrict the alternative programs to the science curriculum because it is the area that we seem to be lacking in the State of Connecticut, in its curriculum, are science programs, particularly, as part of the STEM emphasis don't need to be weakened. They need to be strengthened. And I know it may be very difficult for some to participate in, it's critical to others that might someday go into the field of medicine or research or into a laboratory and, unfortunately, all that we learn about the human body oftentimes come at

the expense of experimentation. And it's something that troubles a lot of us greatly, myself included, as a huge animal rights advocate, and I find it very difficult to think of, but my daughter who was a science major often debated this very philosophical issue at length with me and we determined that in order to save a young life or a baby's life that sometimes some amount of ability to look into what the human body or an animal body would look like was important.

And today, in the time of great animation, even doctors use computerized animation to learn how to in practice an operation on the human body so, too, I think we can certainly emphasize this in our curriculum.

Thank you very much, Madam President.

THE CHAIR:

Thank you.

Will you remark?

Senator Witkos.

SENATOR WITKOS:

Thank you, Madam President.

I rise in support of a bill. Quite often it's hard to keep track of the bills as they move through the two chambers and there's changes that happen along the way in trying to make a good bill that much better. But my task was a little bit easier this session because there's a young gentleman in the circle today, right outside the circle, who has been working very hard to make sure everybody is educated on the bill, and I'd ask him to stand. Jack Healey has been working so hard trying to meet with different legislators about supporting this bill. I just want to recognize that.

Thank you, Madam President.

THE CHAIR:

Jack -- Jack, why don't you come up here for a minute? Okay. Come on up that way. Okay. Just don't step on the seal. We say that to every youngster. Come around it. Oh. All right, all right. Jack, that's okay. We tried. Jack's too smart for that trap door. Come up here and sit up for a minute. Okay. We'll finish this thing and we have a job for you to do. Okay.

Will you remark any further?

Senator Bartolomeo.

SENATOR BARTOLOMEO:

Thank you, Madam President.

I do want to say that I support Senator Boucher's idea of legislative intent and that there are certainly an enormous amount of opportunity for even free online computer programming to replicate dissection so I would be very supportive of the idea that our legislative intent was for that type of alternative assignment to be offered.

Thank you, Madam President.

THE CHAIR:

Thank you.

Will you remark further? Will you remark further?

If not, Mr. Clerk, will you call for a roll call vote and the machine will be opened.

THE CLERK:

Immediate roll call has been ordered in the Senate.
Senators please return to the chamber. Immediate roll call has been ordered in the Senate.

THE CHAIR:

Have all members voted? If all members have voted the machine will be closed.

Mr. Clerk, will you call the tally.

THE CLERK:

House Bill 6329

Total Number Voting	35
Those voting Yea	34
Those voting Nay	1
Those absent and not voting	1

THE CHAIR:

The bill is passed.

Senator Looney.

SENATOR LOONEY:

Thank you, Madam President.

Madam President, before calling for a vote on the first Consent Calendar, there is one item to remove from the Consent Calendar. That was Calendar page 8, Calendar 586, House Bill 6368, would move to remove that item from the Consent Calendar and to mark it passed temporarily.

THE CHAIR:

So ordered.

SENATOR LOONEY:

Thank you, Madam President.

If the Clerk would now call the list of the items on the first Consent Calendar so that we might proceed to a vote on that Consent Calendar.

THE CHAIR:

Mr. Clerk.

**JOINT
STANDING
COMMITTEE
HEARINGS**

**CHILDREN
PART 2
308 - 641**

2013

Next we have Karen Loski, Laski -- sorry about that -- and then after that James Crook.

KAREN LASKI: Hi everyone. My name is Karen Laski and I'm on the board of Connecticut Votes for Animals, and I worked at Manchester High School for 25 years involved with truancy and security, and I also spent a lot of my time promoting kindness and nonviolence.

I support House Bill 6329, AN ACT CONCERNING DISSECTION CHOICE because I believe that an ethical decision has to be made by the person involved.

I also support HB 5566 to restrict the placement of leghold traps near children. A child could suffer severe physical injury. And I think one of the reasons why that hasn't happened yet is because a lot of people keep their children out of the woods. I know I stay out of the woods because I'm afraid to go in it because of hunters and trappers.

Years ago, my teenage friend proudly adopted a dog from the pound. We fell in love with this sweet dog named Susie. That fall, Charlie took Susie on a walk in the woods near his home. Susie stepped into a leghold trap. Charlie couldn't release her paw from the trap's steel jaws. He carried his beloved dog to the car while trying to keep her paw attached and also keep the trap from dangling. She died in his arms on the way to the vet. This trauma still endures.

People have used -- people who have used leghold traps have spoken about its devastating outcomes. Here is a quote from the former supervisor of animal damage control program at the USDA, "Even though I was an experienced, professional trapper, my trap victims included nontarget

appreciate the support for dissection choice so
thank you for being here.

SENATOR BARTOLOMEO: Thank you.

Other questions?

Thank you very much. We appreciate your
testimony.

Next James Crook followed by Sarah Emmons. Is
Mr. Crook here?

Okay, Sarah Emmons. Okay, is Sarah Emmons here?

Moving on to Heidi Weber. Oh, you are. Thank
you. Here we go.

HEIDI WEBER: Good afternoon, members of the
committee, Chairman -- Chairwoman Senator
Bartolomeo -- I'm not going to be able to
pronounce that -- Bartolomeo -- my apologies.

I'm Heidi Weber. I'm an attorney licensed in
Connecticut, and I'm forming a nonprofit which is
an educational resource for people with animals
and resources and businesses related to animals
in the state of Connecticut. And I'm here to
speak on behalf in support of HB 6329.

I'd also be in support of the leg trap, but I
don't have any evidence for that so I won't -- I
will just focus on the dissection choice.

HB 5566

And I come about the decision with four
perspectives: a former English teacher for 10
years; I'm currently a licensed attorney in the
state of Connecticut; I, of course, was a student
-- as everybody else was here; and my husband was
an administrator for the public schools for about
five years. From each of these perspectives --
this is a no-brainer -- I'm sorry, but -- I don't

think this needs to be discussed very much, I mean, it's a choice that student should be -- should be allowed to make.

As an educator, the buzzwords these days are differentiated instruction, so bringing a choice to students, allowing them to choose more than one different way of learning about animal biology makes sense. Teachers are encouraged to find different ways to address student concerns and to reach the student where they are at, particularly, to make moral decisions, decisions that can affect them later on.

I, myself, as a student, would not take an AP biology course because I knew I would be downgraded for not dissecting a cat, so there went my AP biology class, and I focused instead on English and became an English teacher.

Additionally, as an attorney, I have been given cases from parents of students who were kind of given the bad press, among other students, about, well, you didn't do this, you didn't have the guts, you can't do it, ah. This is the kind of harassment we don't need to see in the classroom.

And from an administrative perspective, it makes more sense to have students graduating who are interested in going into science careers than those students who are not really interested in graduating or are desensitized to what's happening with the animal and what's happening with them as a result of being forced to make this dissection.

Finally, there's plenty of evidence to indicate that alternative program -- the -- sorry, my voice is shaking -- on the computerized alternative simulating program actually teach these students more, more about anatomy, more about biology and they get more education and

there are several studies that I cite, 1992 study, by D. More and C.L. Ralph, testing the effectiveness in computerized courses compared to traditional science learning. The students using computer courseware increased their knowledge of biology more than the others.

And in 2001, a far more recent study, by M. Predavec, evaluated E-Rat, a simulated computerized program of rats' anatomy and found that first-year undergraduates taught rat anatomy with computer-based instructions, they scored higher, on average, than students using conventional dissection methods. This is because they don't have the gross factor in there. They don't have the stink. Not to mention -- and I'll just make this one sentence -- not to mention that the animals that are used for dissection are expensive. They are often infused with carcinogenic substances, and the way that they get to the classroom is often very inhumane. Sometimes they're even still alive and they have to be dunked in some sort of alcohol fluid where they sit there for 20 minutes. Thank you.

SENATOR BARTOLOMEO: Representative Betts.

REP. BETTS: Thank you. No need to be nervous. We're actually pretty good, but thank you for your testimony. I'd like to ask, have you ever spoken to the local board of education about your feelings regarding this?

HEIDI WEBER: Not to the Connecticut -- I am newly licensed in Connecticut. I've been a Massachusetts attorney for about three years. I have spoken to the Massachusetts Legislature, but not on this subject.

REP. BETTS: Okay. And are you aware of parents in Connecticut that have spoken to local boards about this?

HEIDI WEBER: No. No. They haven't spoken to local boards. It's probably a good idea.

REP. BETTS: Okay. The only reason why I mention it is whether somebody is for or against it, sometimes there's a -- there's a benefit to working first on the local level because they like to have local autonomy, and I'm just kind of curious as -- I'm just sort of curious as to what the response has been by the local boards but thank you.

SENATOR BARTOLOMEO: Any other questions?

So I have one for you. You mentioned the cost of having the animals to use. Do you know if there's a cost associated with a computer software program?

HEIDI WEBER: No. Actually, many of these websites you can download them for free and then they are downloadable for use perpetually in the future. And the problem with some of the studies we have, for example, the National Science Teachers Association -- they're actually against this -- because they think that teachers should make the choice, but their studies go back to 2005 and our technology has improved so much that with HD and the ability to do three-dimensional that that whole position is based on false facts. So you can access a number of sites, ASPCA, AnimalLearn.org, and just download programs for cats, turtles, frogs, rats, pigs, I'm just saying, a few worms.

SENATOR BARTOLOMEO: Okay. Thank you very much.

HEIDI WEBER: You're welcome.

SENATOR BARTOLOMEO: We will go back to Sarah Emmons.

children to donate blood is not going to benefit these children. At a time when our society is keenly focused on protecting our youth, I find it very distasteful that the Red Cross is looking to pad their inventory from our children at the expense of their safety and the safety of the recipients that receive this blood.

A minor is defined as a person under the legal age of full responsibility. A person under a certain age which legally demarcates childhood from adulthood. The age depends upon jurisdiction and application but is generally 18 years.

Sixteen-year-old children donors are minors in our society. Many are -- many, not all, are incapable of fully understanding the consequences of their actions. As adults, we enact laws, such as driving restrictions, to provide boundaries to keep our children safe from themselves. Please don't let our children down now. Help continue to protect our youth and our blood supply, opposed Bill 6331.

SENATOR BARTOLOMEO: Thank you.

Any questions from committee?

Thank you very much for your testimony today.

Has Mr. James Crook returned? Okay.

Moving on Dr. Nan Zyla.

DR. NAN ZYLA: Good afternoon. I'm Nan Zyla, president of HARP, Humane Alternatives for Resolving Problems. I'm here to testify in support of Committee Bill 5566, AN ACT CONCERNING CHILD SAFETY BY RESTRICTING THE PLACEMENT OF LEGHOLD TRAPS.

HB6329

public officials and veterinarians who have seen firsthand the damage caused by traps. Pets that survive have often had their legs amputated because they were so badly maimed in the trap.

In the words of an ex-trapper from the U.S. Fish and Wildlife Service, leghold traps are probably the most cruel device ever invented by man.

The former DEP Commissioner Dan Lufkin stated in a letter, "As a young boy, I trapped and used leghold traps, until one morning I found a police dog in my trap. It took me three hours to release her and yet a lifetime to forget the pain and fear in her eyes. From that day forward, I have never set another trap."

Kids are by nature curious and want to explore. As a start, let's remove this completely preventable hazard, leghold traps, from all kids' environments.

I also just want to say that we support the Bill, 6329, AN ACT CONCERNING DISSECTION CHOICE. And I just want to point out that last week in the New York Times there was an article, "Mice Fall Short as Test Subjects for Deadly Ills." This is just another medical approach, in addition to the humane approach, not to use animal for school dissection.

SENATOR BARTOLOMEO: And thank you.

Just for the record, would you mind allowing one of our clerks to copy that article --

DR. NAN ZYLA: Certainly.

SENATOR BARTOLOMEO: I'm thinking that the information on how to --

DR. NAN ZYLA: It's in the article.

SENATOR BARTOLOMEO: Okay. Questions?

Representative Urban.

REP. URBAN: Thank you, Nan, for being here. I was going to ask you to -- to give us the three examples, but I see that your testimony is in the record.

DR. NAN ZYLA: Yes.

REP. URBAN: But I would also point out that the -- I believe it was the Hartford Courant today -- Liz, was it today that that editorial was in? The New Haven Register -- today -- on dissection choice -- yeah, there is -- there's an editorial telling us that we should be doing this. And it's crazy that we're not doing it.

DR. NAN ZYLA: There are so many alternatives, computer -- computerized, we've heard testimony. There are every reason in the book not to use animals.

REP. URBAN: And I also appreciate your perspective of the natural curiosity of children and that they would, you know, the children get themselves into problems that you can't even think through yourself.

DR. NAN ZYLA: Exactly. And we have the chance to avoid a potential hazard, why not do it?

REP. URBAN: Exactly. Thank you so much for your testimony.

DR. NAN ZYLA: Thank you, Representative Urban.

SENATOR BARTOLOMEO: Any other questions from committee?

Okay. Moving on, we have -- is Susan Eastwood
--

SUSAN EASTWOOD: Good afternoon, Senator Bartolomeo, Representative Urban and honorable members of the Children's Committee. Thank you for the opportunity to speak today.

My name is Susan Eastwood. I'm a resident of Ashford and a parent of two children who were raised here in Connecticut and thank you for all your great work for children. I worked as director of communications and outreach at the Clean Water Action and the Coalition for a Safe and Healthy Connecticut.

Clean Water Action and the Safe and Healthy Connecticut Coalition strongly support HB 6332. I commend the committee in their efforts to protect our most vulnerable from chemicals of high concern in items that they are in contact with for many hours each day.

There are several variations of the chlorinated Tris flame retardants you are addressing. Scientific studies linking one or more of these chemicals to serious disease are mounting up and pointing to serious health impacts from exposure at an early age.

And I know you've heard quite a bit about this in other testimonies so I will talk more about our experiences with the Coalition. Last year, we participated in a national study which tested common items from the nursery for chlorinated Tris. Of 20 items tested, 18 contained of these contained at least one form of Tris, including two items that were purchased in Connecticut.

And I did submit this -- this report. This is a copy of "The Hidden Hazards in the Nursery Report" so, I talked about that quite a bit in my

148
lg/ag/cd/gbr CHILDREN COMMITTEE

February 21, 2013
11:00 A.M.

REP. URBAN: Susan, could you just summarize, please.
Thank you.

SUSAN EASTWOOD: Yeah. And I'm just asking if this is a reasonable way to protect our children. I feel like legislating this -- passing this bill would be an excellent way to address the problem, and I urge your support of HB 6332.

REP. URBAN: Thank you.

Are there any questions for Susan?

I would just observe that we -- you know, the -- I believe, at this point in time, the research is pretty irrefutable, and it's very clear that there are products in Connecticut that -- that contains this, and it's time for parents to get a fair shake here for their children and their children's future. So I really appreciate the work that you do, along with Anne. It's very important work. Thank you.

SUSAN EASTWOOD: Thank you, too.

REP. URBAN: Next up is Annie Hornish from HSUS. Hi, Annie.

ANNIE HORNISH: Hi. Good afternoon, Representative Urban and honorable members of the Children's Committee. On behalf of Connecticut-based supporters of the Humane Society of the United States, I'm here today to testify in support of two bills: the first being, 5184, AN ACT CONCERNING DISSECTION CHOICE; and the second being in support of 5566, AN ACT CONCERNING CHILD SAFETY BY RESTRICTING THE PLACEMENT OF LEGHOLD TRAPS.

HB6329

First, the dissection choice, this has come up the last few years. Dissection choice would provide students with the opportunity to

participate in high-quality biology education activities without participating in instructional methods that involve the killing of animals. Many students have objections to harming animals for learning activities, and one concern is that some students might be dissuaded from pursuing careers in science as a result.

Dissection choice legislation will help create a more inclusive learning environment and guarantee that students will be provided with meaningful alternative assignments and also that they won't be punished for their ethical or religious beliefs.

Alternatives to dissection exists. There's dozens available online, at least 38⁺. There is at least 34 commercial programs available, as well as loan programs. There has not been in -- OFA, in the past few years, has concluded that there is no fiscal note associated with this, and it actually could save communities money by -- by using these products that could be re-used every year.

If animal dissection were necessary to produce competent scientists and physicians, then it would be required by accreditation organizations. But the largest science education organization is the National Science Teachers Association and the National Association of Biology Teachers endorsed dissection choice and that is testament to the fact that the learning experience is not compromised.

To -- I just want to say also that most schools will accommodate a student's request for an alternative assignment; however, in past years there has been testimony submitted to committees that have indicated that some schools did refuse to help students who objected and that's why there is justification for legislation here. And

15 states have passed laws or policies that would allow kids to opt out of dissection.

The second bill we are supporting, the leghold trap bill, because these traps are injurious to whatever animal may stumble onto them. These traps are nonselective and so we feel it is a very reasonable to make sure they are not placed in places where children could encounter them. We also applaud the provision in this bill that would require trappers to report nontarget catches to DEEP. There's no collection of data so it's hard to say -- hard to gauge that problem. They don't collect the data to make that conclusion.

HB 5566

I thank you for your -- your time. And if you have any questions I'm here to answer them.

REP. URBAN: Are there any questions for Annie?

I think we've been down this road together many times, and I'm hoping that this is the charm for dissection choice. You've done some amazing work on it, Annie, particularly, you know, as a legislator and as HSUSO will -- will with any -- with some -- a little bit of luck, we'll get it this year.

And I quite agree with you on the leghold traps. Our major concern is that a child is actually a nontarget entity, and they follow their, you know, their pets around so it could very well happen.

ANNIE HORNISH: Thank you. Thank you for your time.

And if I may, one more comment. A woman submitted testimony from Greenwich, Betsy Underhill, and she recently wrote an interesting op-ed in the Greenwich Time. She had her dog caught in a leghold trap while walking her dog in

Mice Fall Short As Test Subjects For Deadly Ills

By GINA KOLATA

For decades, mice have been the species of choice in the study of human diseases. But now, researchers report evidence that the mouse model has been totally misleading for at least three major killers — sepsis, burns and trauma. As a result, years and billions of dollars have been wasted following false leads, they say.

The study's findings do not mean that mice are useless models for all human diseases. But, its authors said, they do raise troubling questions about diseases like the ones in the study that involve the immune system including cancer and heart disease.

"Our article raises at least the possibility that a parallel situation may be present," said Dr. H. Shaw Warren, a sepsis researcher at Massachusetts General Hospital and a lead author of the new study.

The paper, published Monday in Proceedings of the National Academy of Sciences, helps explain why every one of nearly 150

Continued on Page A19

HB6329



HB 6329

THE NEW YORK TIMES NATIONAL TUESDAY, FEBRUARY 12

Mice Fall Short as Test Subjects for Deadly Illnesses

From Page A1

drugs tested at a huge expense in patients with sepsis has failed. The drug tests all were based on studies in mice. And mice, it turns out, can have something that looks like sepsis in humans, but is very different from the condition in humans.

Medical experts not associated with the study said that the findings should change the course of research worldwide for a deadly and frustrating condition. Sepsis, a potentially deadly reaction that occurs as the body tries to fight an infection, afflicts 750,000 patients a year in the United States, kills one-fourth to one-half of them, and costs the nation \$17 billion a year. It is the leading cause of death in intensive-care units.

"This is a game changer," said Dr. Mitchell Fink, a sepsis expert at the University of California, Los Angeles, of the new study.

"It's amazing," said Dr. Richard Wenzel, a former chairman at the department of internal medicine at Virginia Commonwealth University and a former editor of The New England Journal of Medicine. "They are absolutely right on."

Potentially deadly immune responses occur when a person's immune system overreacts to what it perceives as danger signals, including toxic molecules from bacteria, viruses, fungi, or proteins released from cells damaged by trauma or burns, said Dr. Clifford S. Deutschman, who directs sepsis research at the University of Pennsylvania and was not part of the study.

The ramped-up immune system releases its own proteins in such overwhelming amounts that capillaries begin to leak. The leak becomes excessive, and serum seeps out of the tiny blood vessels. Blood pressure falls, and vital organs do not get enough blood. Despite efforts, doctors and nurses in an intensive-care unit or an emergency room may be unable to keep up with the leaks, stop the infection or halt the tissue damage. Vital organs eventually fail.

The new study, which took 10 years and involved 39 researchers from across the country, be-

Books of The Times:
Monday through Friday,
The New York Times



Dr. H. Shaw Warren was a lead author of a study reporting that testing on mice was misleading for at least three major killers.

gan by studying white blood cells from hundreds of patients with severe burns, trauma or sepsis to see what genes were being used by white blood cells when responding to these danger signals.

The researchers found some interesting patterns and accumulated a large, rigorously collected data set that should help move the field forward, said Ronald W.

New evidence raises troubling questions about a commonly used model.

Davis, a genomics expert at Stanford University and a lead author of the new paper. Some patterns seemed to predict who would survive and who would end up in intensive care, clinging to life and, often, dying.

The group had tried to publish its findings in several papers. One objection, Dr. Davis said, was that the researchers had not shown the same gene response had happened in mice.

"They were so used to doing mouse studies that they thought that was how you validate things," he said. "They are so ingrained in trying to cure mice that they forget we are trying to cure humans."

"That started us thinking," he continued. "Is it the same in the mouse or not?"

The group decided to look, expecting to find some similarities. But when the data were analyzed, there were none at all.

"We were kind of blown away," Dr. Davis said.

The drug failures became clear. For example, often in mice, a gene would be used, while in humans, the comparable gene would be suppressed. A drug that worked in mice by disabling that gene could make the response even more deadly in humans.

Even more surprising, Dr. Warren said, was that different conditions in mice — burns, trauma, sepsis — did not fit the same pattern. Each condition used different groups of genes. In humans, though, similar genes were used in all three conditions. That means, Dr. Warren said, that if researchers can find a drug that works for one of those conditions in people, it might work for all three.

The study's investigators tried for more than a year to publish their paper, which showed that there was no relationship between the genetic responses of mice and those of humans. They submitted it to the publications Science and Nature, hoping to reach a wide audience. It was rejected from both.

Science and Nature said it was their policy not to comment on the fate of a rejected paper, or

whether it had even been submitted to them. But, Ginger Pinholster of Science said, the journal accepts only about 7 percent of the nearly 13,000 papers submitted each year, so it is not uncommon for a paper to make the rounds.

Still, Dr. Davis said, reviewers did not point out scientific errors. Instead, he said, "the most common response was, 'It has to be wrong. I don't know why it is wrong, but it has to be wrong.'"

The investigators turned to the Proceedings of the National Academy of Sciences. As a member of the academy, Dr. Davis could suggest reviewers for his paper, and he proposed researchers who he thought would give the work a fair hearing. "If they don't like it, I want to know why," he said. They recommended publication, and the editorial board of the journal, which independently assesses papers, agreed.

Some researchers, reading the paper now, say they are astonished as the researchers were when they saw the data.

"When I read the paper, I was stunned by just how bad the mouse data are," Dr. Fink said. "It's really amazing — no correlation at all. These data are so persuasive and so robust that I think funding agencies are going to take note." Until now, he said, "to get funding, you had to propose experiments using the mouse model."

Yet there was always one major clue that mice might not really mimic humans in this regard: it is very hard to kill a mouse with a bacterial infection. Mice need a million times more bacteria in their blood than what would kill a person.

"Mice can eat garbage and food that is lying around and is rotten," Dr. Davis said. "Humans can't do that. We are too sensitive."

Researchers said that if they could figure out why mice were so resistant, they might be able to use that discovery to find something to make people resistant.

"This is a very important paper," said Dr. Richard Hotchkiss, a sepsis researcher at Washington University who was not involved in the study. "It argues strongly — go to the patients. Get their cells. Get their tissues whenever you can. Get cells from airways."

"To understand sepsis, you have to go to the patients," he said.

HB 6329

Committee on Children
Room 011, Capitol Building
Hartford, CT 06106

I am a science teacher in New Haven and while I support to spirit of this bill, I am writing to object to some of the new language in this bill. Students should be allowed to opt out of required dissections if they have a conscientious objection, if they have parental approval, and if they notify the teacher in writing in advance. This should only apply to students in required courses such as biology and not electives such as human anatomy and physiology, both of which I have taught. There is no equivalent substitute for dissections. The specimens look and feel very different from plastic models, diagrams, or even photographs because every individual is unique. Being able to identify organs based on anatomical features is a skill that translates into 21st century skills because it requires students to learn defining characteristics and how to sift through similar but distinct data sets. The experience of dissection aids in building this skill that using books, models, or simulations cannot.

Please amend the bill to include the requirements of conscientious objection, parental approval, and advance written notification to the teacher. Please also indicate that while other activities may be substituted, they are not equivalent.

Sincerely,

Gail Emilsson

Testimony in SUPPORT of HB 6329: Dissection Choice

Dear Honorable Members of the Children Committee:

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 other living things. Dissected animals are viewed as objects, and not as sentient, feeling beings. Unfortunately, I have personally observed callous and disrespectful behavior displayed by some students towards the animals used in dissection labs.

Many students are extremely passionate about this issue, which they regard as a question of morality. I am currently the faculty advisor for the Animal Welfare Group at East Lyme High School. When the group began three years ago, 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 the practice of dissection at the high school. 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.

I have found that many students not only oppose dissection, but they also refuse to enroll in elective science courses because of the moral dilemma that 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. It is time to grant our children the same rights given to them by our neighbors in New York, Massachusetts, and Rhode Island. They deserve the freedom of choice!

Please support HB 6329.

Thank you,

Rosamund Downing
Teacher, East Lyme High School
39 Moss St.
Pawcatuck, CT 06379

Children's Committee 2/21/13, Support of HB 6329 and HB 5566

My name is Karen Laski. I live at 279 Fern St. in Manchester. I am on the Board of CT Votes for animals and have been involved with animal welfare for over 40 years. I have tutored children in alternative education programs in Hartford and for 25 years I worked with truancy issues and security at Manchester High School.

I support HB 6329 An Act concerning Dissection Choice because I believe that an ethical decision has to be made by the person involved. I also support HB 5566 to restrict placement of leg-hold traps near children. A child could suffer severe physical injury or be psychologically affected from seeing this cruel device in action.

Years ago, my teenage friend proudly adopted a dog from the pound. We fell in love with this sweet dog named Susie. That fall, Charlie took Susie on a walk in the woods near his home. Susie stepped into a leg-hold trap. Charlie couldn't release her paw from the trap's steel jaws. He carried his beloved dog to the car while trying to keep her paw attached and also keep the trap from dangling. She died in his arms on the way to the Vet. This trauma still endures.

People who have used leg-hold traps have spoken about its devastating outcomes. Here is a quote from the former Supervisor of the Animal Damage Control program at the USDA. "Even though I was an experienced, professional trapper, my trap victims included non-target species such as bald and golden eagles, a variety of hawks and other birds, rabbits, sage grouse, pet dogs, deer, antelope, porcupines, sheep and calves. The leg-hold is inherently nonselective...my trapping records show that. For each target animal I trapped, about two unwanted individuals were caught" (1996) Domestic cats weren't mentioned, but they are another animal frequently caught and hurt or killed.

In addition to this bill offering children some protection from physical or emotional harm, I think this bill may give us a chance to consider kinder approaches to living with wildlife. Humane animal control is available to us by a simple look at the yellow pages. Information on alternatives to trapping and strategies to deal with so-called nuisance wildlife is online or by consultation with humane experts such as Laura Simon.

Leg-hold traps are archaic and cause excruciating pain. Cruelty does not become less cruel because it is marketed as a convenient management tool. Trap free zones can give us all some peace. Thank you...

Passage Is Essential

1. H.B. 6329: Dissection choice mandatory in the classroom

a. Reasons why needed

- i. Student testimonials that the odor and distaste of dissection is among the most pervasive and discouraging element of high-school science
- ii. The moral choice of the high-school students to choose not to cause or encourage animal suffering
- iii. The opportunity for schools to save money by not requiring them to purchase dissection material, and to efficiently teach the same lessons with greater focus in less time, allowing teachers to cover other material
- iv. Environmental pollutants are used to preserve dead specimens (formaldehyde and its diluted form formalin)—these are also respiratory irritants and carcinogens. Careless or irresponsible disposal of them can contaminate water, soil, and potentially harm wildlife.
- v. Frogs are an indicator species for climate change and very vulnerable, with many more species either being added or requested on the ESA list—yet many frogs used for dissection are wild-caught
- vi. Students can learn just as well, if not more, from computerized simulations of the same animal; many students who used simulated versions of dissection lessons earned higher scores than the students who dissected dead tissue. (Source:)
- vii. National Science Teachers Association, while encouraging the use of animal dissection in the classroom, also notes that teachers should provide “a meaningful alternative” particularly when considering students’ age and maturity level. -- Personally, I can’t believe the NSTA takes this position—see the research on animal abuse and human abuse...NSTA is deciding to “let the professional teacher decide” rather than taking a real position based on the evidence. Notably this is an old position, stated in 2005, revised 3/08; technology has leapt forward with affordable HD images and 3D ability since then
- viii. Illinois legislature “finds that the use of dissection . . . can result in the inhumane treatment and unnecessary suffering of animals. The inappropriate or careless use of dissection in schools has also in some instances traumatized students and contributed to a failure to teach proper respect for life and living creatures.” 105 Ill. Comp. Stat. 112/5

b. Other states?

- i. According to , 9 states have pro-alternative laws on the books and 5 other states offer informal policies allowing alternatives to dissection. The ASPCA adds Vermont to the list:
- ii. Student choice law exists in:
 1. California
 2. Florida Stat. § 1002.20 (3)(c)
 3. § 105 Illinois 112/15 and § 105 Illinois 112/20
 4. New Jersey Rev. Stat. § 18A:35-4.25
 5. New York Educ. Law § 809

6. Oregon Rev. Stat. § 337.300
 7. Pennsylvania Stat. § 15-1523
 8. Rhode Island Gen. Laws § 16-22-20.
 9. Vermont Stat. tit. 16, § 912
 10. Virginia Code § 22.1-200.01
- iii. Informal policies (resolutions) allowing dissection alternatives exist in:
1. Louisiana
 2. Maine
 3. Maryland
 4. Massachusetts
 5. New Mexico
- c. Fiscal impact: probably negligible; most likely save districts money since teachers could provide lessons from online programs using computers and service already present in the classroom and would be required to order fewer animal carcasses (ugh)
- i. offers easy online alternatives to teachers and a balanced article explaining the reasoning behind offering alternatives. See
 - ii. also includes links for frog, fetal pig, starfish, worm, and grasshopper dissection
 - iii. However, Illinois requires the State Board of Ed to make available sources of alternatives for schools. This is a good idea but may adversely impact the state's budget to a minor degree. See §105 Ill. Comp. Stat. 5/2-3.122

Dear Honorable Members of the Children's Committee,

I am writing in SUPPORT of HB 6329, AAC Dissection Choice

I vote, and this issue is important to me.

Children should be given the chance to opt out of dissection and perform an alternative assignment.

Dissection is not necessary for preparation for any veterinary or medical school. Almost all medical schools have eliminated the use of animals in teaching. This teaching tool is archaic, and should be replaced with alternatives, like computer programs (dozens are available). Many studies have shown that kids who use alternatives have been shown to grasp the learning objective better than those who dissect.

Plus, alternatives are cheaper, which interests me as a taxpayer.

We need to join our neighboring states (and others) that have laws of policies to allow kids to opt-out, including Massachusetts, Rhode Island, New York, Maine, Vermont, and New Jersey.

Thank you.

Sincerely,

Linda Bruno
81 Valley Drive

Greenwich, CT 07831

Dear Honorable Members of the Select Committee on Children,

I am writing in support of HB 6329, AAC Dissection Choice.

It is hard to go a day without hearing a new story about bullying. Around the country, kids are skipping classes, skipping school, and killing themselves to avoid their tormentors, or what they perceive, at their young age, to be a lifetime of torment. As educators, we do our best to provide discipline to the perpetrators and support to the victims. We organize awareness-raising assemblies and enforce new rules. But rarely do we look at the deepest roots of this bullying problem, or our culture's complicity in that problem. If we did, we would need to make some difficult decisions about some of our deepest-held beliefs and societal norms.

One of those decisions is the decision you are facing today: whether or not to pass HB 6329, which would give students the right to opt out of dissection experiments in their high school science classes. On the surface, these two issues—bullying and dissection—could not be more dissimilar. But what is bullying, if not an exercise of one individual's dominance over another, borne out of a lack of empathy, a perception of the "other" as weak, subordinate, inferior? On the dissection table, students are engaged in a similar exercise: they are taught that it is okay—and more than okay, scientifically necessary—to raise animals for the explicit purpose of shipping them to classrooms across the country so students can rip open their flesh and take a look at their insides. Students are taught an important lesson in dominance: that these frogs, fetal pigs, and other individuals are "ours" to use as we see fit. Perhaps more importantly, they are taught an important lesson in empathy, or the lack thereof: that their discomfort, their disgust, their ethical qualms with cutting into these animals are flaws of theirs, are obstacles on the way to the cold, analytical mind required of "serious" scientists. They are taught another lesson in the bizarre cognitive dissonance of our culture: that it is okay, if not necessary, to "care about" others, to "care about" endangered species and the injured birds at the local Audubon Society, and that it is okay, if not necessary to *not* care about certain other individuals.

As a high school teacher, I hear from students every year when the dissections begin. I hear students tell me that they couldn't do the experiment, and had to let their partners do it for them. I hear students tell me, in low, unsure voices, that they felt like dissecting the frog, or fetal pig, or whatever, was somehow "wrong." I have never heard a student tell me they enjoyed the experiment. More importantly, I have never heard a student regale me with the depth of breadth of scientific knowledge they gained from tearing open the animal and peeking inside. The reality of the situation is that most of these students will not go on to become scientists—and the ones that do will soon realize that the overwhelming majority of medical schools have eliminated these outdated animal-based teaching methods. In an age of computer technology, of internet access and innovative software, it seems absurd to cling to this archaic practice of dissection—absurd and irresponsible, because as we see in our hallways, in our newspapers, in our society, empathy and acts of

conscience are hard to come by these days. We need to begin teaching our students that the animals raised as "biological supplies" are not ours to use and cut open to satisfy our intellectual curiosity, that our students need not have to confide their discomfort about dissection in hushed, embarrassed tones, that they should be rewarded for listening to their conscience, for listening to the part of themselves that tells them the frog on their lab table once had a life it wanted to live, a primal drive for life that we share with those animals, and which nothing gives us the right to take away.

I would love for HB 6329 to ban the practice of dissection once and for all, but I'm all too aware that the inertia of tradition makes this impossible. In the meantime, the very least we can do is provide students with the choice to opt out of these experiments, to listen to their conscience and their innate empathic drive and not have a zero in their teacher's gradebook as a reward for their compassion. Please support HB 6329.

Thank you.

Anthony Sorge
266 Kasson Rd.
Bethlehem, CT 06751

Dear Honorable Members of the Children's Committee,

I am writing in SUPPORT of HB 6329, AAC Dissection Choice

I vote, and this issue is important to me.

Children should be given the chance to opt out of dissection and perform an alternative assignment.

Dissection is not necessary for preparation for any veterinary or medical school. Almost all medical schools have eliminated the use of animals in teaching. This teaching tool is archaic, and should be replaced with alternatives, like computer programs (dozens are available). Many studies have shown that kids who use alternatives have been shown to grasp the learning objective better than those who dissect.

Plus, alternatives are cheaper, which interests me as a taxpayer.

We need to join our neighboring states (and others) that have laws of policies to allow kids to opt-out, including Massachusetts, Rhode Island, New York, Maine, Vermont, and New Jersey.

Thank you.

Sincerely,

Cary Williams
2 Old Church Road
Greenwich, CT

Testimony of Neil Hornish
In SUPPORT of HB 6329
AAC Dissection Choice
Public hearing testimony for February 21, 2013

Dear Honorable Members of the Children's Committee (Sen. Bartolomeo, Rep. Urban, Sen. Duff, Rep. Fawcett, Sen. Linares, Rep. Betts, Rep. Ayala, Rep. Candelaria, Rep. Hewett, Rep. Hoydick, Rep. Vargas, and Rep. Wood),

I would like to take this opportunity to express my **Support** for HB6329, An Act Concerning Dissection Choice.

As the cofounder of the humane education organization The Compassionate Living Project, I have met many students across the state who are looking for ways to put their concerns for the humane treatment of animals and respect for the natural world into practice. One topic that frequently arises is dissection in the classroom, and it has become apparent to me that many students have ethical objections to dissection.

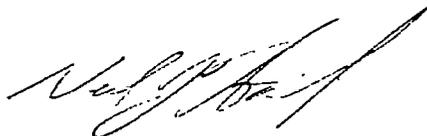
This bill would have multiple benefits. It would allow students to adhere to their ethical standards in the classroom. It has been shown that model-based techniques provide equal or better teaching results than animal dissections. The cost to the school science departments would be reduced. The models used in dissection alternatives, such as lifelike models and computer programs, can be reused from class to class and year to year, and can often be obtained at low or no cost. The risk to students from sharp instruments and formaldehyde is removed, and the teacher's set-up and clean-up time are reduced.

This bill would not eliminate the biology curriculum requirements, but would allow these requirements to be realized in an alternate manner.

Both the National Teachers Association and the National Association of Biology Teachers recognize the efficacy of model replacements to animal dissection and encourage alternatives for students who have objections to dissection. For students considering careers in medical or veterinary fields, no medical or veterinary school includes high school dissection as a prerequisite for entry, and most medical schools have eliminated the use of animals in their classrooms.

Connecticut is currently in need of highly trained individuals in many fields, including medicine and biology. No student should be discouraged from pursuing an education in science because they feel they may be forced to violate their ethical beliefs. In fact, it is precisely those individuals who adhere to high ethical standards that Connecticut should be encouraging to enter the life sciences.

Thank You,



Neil Hornish
53 Whitman Drive
Granby, CT 06035
(860) 653-0729

Dear Honorable Members of the Children's Committee,

I am writing in SUPPORT of HB 6329, AAC Dissection Choice.

I have always been extremely concerned that dissection serves to desensitize children; that the life-less body before them was once living, breathing, and capable of feeling pain, and emotions, just as they do.

For the child that does feel compassion and appreciates the essence of life, this can become a life-long memory of being forced to cut apart the body of an animal.

For most children, it may long forgotten and over with. Unfortunately, I would be concerned with those who enjoy this experience.

If we want a more compassionate world and to work toward ending violence, appreciation and sensitivity for all life forms needs to be a priority.

Dissection is not necessary for preparation for any veterinary or medical school. Almost all medical schools have eliminated the use of animals in teaching. This teaching tool is archaic, and should be replaced with alternatives, like computer programs (dozens are available). Many studies have shown that kids who use alternatives have been shown to grasp the learning objective better than those who dissect. Plus, alternatives are cheaper, which interests me as a taxpayer.

We need to join our neighboring states (and others) that have laws of policies to allow kids to opt-out, including Massachusetts, Rhode Island, New York, Maine, Vermont, and New Jersey. Children should be given the right to opt out of dissection and perform an alternative assignment.

Thank you.

Sincerely,

Diana Braun
679 Main Street
Monroe, Connecticut 06468

Dear Honorable Members of the Children's Committee,

I am writing in SUPPORT of HB 6329, AAC Dissection Choice. I vote because this issue is important to me.

Children should be given the chance to opt out of dissection and perform an alternative assignment. Massachusetts, Rhode Island, New York, Maine, Vermont, and New Jersey have already passed laws allowing policies for kids to opt-out of dissection.

Dissection is not necessary for preparation for any veterinary or medical school. Many studies have shown that kids who use alternatives have been shown to grasp the learning objective better than those who dissect. Almost all medical schools have eliminated the use of animals in teaching. This teaching tool is archaic, and should be replaced with alternatives, like computer programs which are widely available.

Economically, these more effective, alternative teaching tools are less expensive than the resources needed for dissection. Savings to taxpayers ought to be a consideration to support HB 6329.

Sincerely,

Stephanie Scavelli
13 Sunset Lane,
Ridgefield, CT 06877

As a life-long resident of Connecticut, and sometime who is committed to living an ethical and sustainable life, I want to express my SUPPORT of HB 6329, AAC Dissection Choice.

As a long-time voter in this state, I want to make it clear that I vote to make Connecticut a better place to live for all. This issue is too important to the the health and welfare of all of us who enjoy the high standard of living that this beautiful states has to off to ALL living creatures who resides within its borders.

As someone who, at the risk of my limiting my college going options, chose to NOT take biology in high school here in Connecticut in the late 60's, I would hope that all of Connecticut's current and future students would NOT have to take that risk, and instead would- at the least - be given the chance to opt out of dissection and perform an alternative assignment.

Dissection is not a necessary part of academic preparation for application to veterinary or medical school. Almost all medical schools have eliminated the use of animals in teaching. This teaching tool is archaic, and should be replaced with alternatives, like computer programs (dozens are available). Many studies have shown that kids who use alternatives have been shown to grasp the learning objective better than those who dissect.

Plus, alternatives are cheaper, which is important to all taxpayers. It is ironic that this state would choose to spend MORE funds on barbaric methods, rather than free up funds for other ,much more desperately needed, programs that would benefit ALL.

We need to join our neighboring states that have laws of policies to allow kids to opt-out, including Massachusetts, Rhode Island, New York, Maine, Vermont, and New Jersey.

Thank you.

Sincerely,

Lindsey K

--

"The time is coming, however, when people will be astonished that mankind needed so long a time to regard thoughtless injury to life as incompatible with ethics."

Albert Schweitzer, Dale Lecturer at Mansfield College, Oxford, 1923.

Dear Honorable Members of the Children's Committee,

I am writing in SUPPORT of HB 6329, AAC Dissection Choice.

Children should be given the chance to opt out of dissection and perform an alternative assignment. Most medical schools have eliminated the use of animals in teaching, and dissection is an archaic teaching tool. Dissection can be replaced with more effective and cost effective alternatives, like computer programs. Many studies have shown that kids who use alternatives have been shown to grasp the learning objective better than those who dissect.

We need to join our neighboring states (and others) that have laws of policies to allow kids to opt-out, including Massachusetts, Rhode Island, New York, Maine, Vermont, and New Jersey. This is an important issue to me, and I vote.

Thank you.
Sincerely,
Lindsay Culbertson
7 Willowmere Ave.
Riverside, CT 06878

Dear Honorable Members of the Children's Committee:

Thank you for supporting HB 6329: An Act Concerning Dissection Choice. Children as students should have a choice whether to dissect an animal in the classroom, or choose a kinder, more economical, more effective alternative. Other states such as Mass., RI, NY, Maine, Vt., and NJ have realized the importance of providing choice and allowing students to opt out of this archaic, cruel, and unnecessary practice.

Taking pre-requisite nursing classes at MCC, I had personal experience in asking for an alternative to animal dissection. Several hoops had to be jumped through, but finally I was offered an alternative. The alternative should be already and automatically in place by now, in my opinion.

Thank you,

Sally Westcott-Registered Democrat-298 Castlewood Dr., Bloomfield, Ct. 06002

Dear Honorable Members of the Children's Committee,

I am writing in SUPPORT of HB 6329, AAC Dissection Choice

I vote, and this issue is important to me.

Children should be given the chance to opt out of dissection and perform an alternative assignment.

Dissection is not necessary for preparation for any veterinary or medical school. Almost all medical schools have eliminated the use of animals in teaching. This teaching tool is archaic, and should be replaced with alternatives, like computer programs (dozens are available). Many studies have shown that kids who use alternatives have been shown to grasp the learning objective better than those who dissect.

Plus, alternatives are cheaper, which interests me as a taxpayer.

We need to join our neighboring states (and others) that have laws of policies to allow kids to opt-out, including Massachusetts, Rhode Island, New York, Maine, Vermont, and New Jersey.

Thank you.

Sincerely,
Carol Zarrilli
10 Brook Crossway
Greenwich, CT 06831

Dear Honorable Members of the Children's Committee,

I am writing in SUPPORT of HB 6329, AAC Dissection Choice.

I vote, and this issue is of great importance to me.

I am pleased to hear that if HB 6329 is passed, Connecticut will encourage the integration of educationally-superior, humane learning methods in science curricula. I feel strongly that children should be given the chance to opt out of dissection and perform an alternative assignment. When I was school, I was extremely upset at having to dissect animals in order to maintain my place in the top tier of my class. Some immature students behaved disrespectfully toward the animals, which was even more upsetting. I remember these experiences decades later. Many studies have shown that students who use non-animal alternatives have been shown to grasp the learning objective better than those who dissect. We need to join neighboring states that have laws to allow students to opt-out, including Massachusetts, Rhode Island, New York, Maine, Vermont, and New Jersey.

I am hopeful that this law will go into effect so that when the time comes, my son will be able to learn about anatomy without having to go against his conscience.

Thank you.

Sincerely,
Ellen Ravens-Seeger
83 Newgate Road
East Granby, CT

Please SUPPORT HB 6329, ACC DISSECTION CHOICE to allow students to opt out from performing dissection on animals in a classroom settings! I can attest that I skipped school those days because I couldn't bare the thought of doing that to a at one time living creature.... So unfair to have children do this and cruel to the animals.... There is no need....Georgia Blackwell

From: fransobask@yahoo.com [mailto:fransobask@yahoo.com]
Sent: Sunday, February 24, 2013 8:58 AM
To: Giannaros, Elizabeth
Subject:

Dear Honorable Members of the Children's Committee,

I am writing in SUPPORT of HB 6329, AAC Dissection Choice.

I vote, and this issue is important to me.

Children should be given the chance to opt out of dissection and perform an alternative assignment.

Sent from my iPad

Dear Honorable Members of the Children's Committee,

I am writing in SUPPORT of HB 6329, AAC Dissection Choice.

I vote, and this issue is important to me, as a citizen and a parent.

Children should be given the chance to opt out of dissection and perform an alternative assignment. Considering that the vast majority of medical schools no longer even use animal labs, classroom dissection seems like a terrible waste of life. It devalues life, and desensitizes our children, teaching them that life is disposable. With today's technology, students can learn the same lessons, but much more compassionately. There are dozens of computer programs available, and they are actually more cost effective as well.

Those who have been taught compassion for all beings are naturally more compassionate to fellow human beings. Students should certainly have the right to refuse dissection on ethical grounds, without any penalty. Alternatives should be provided to these students, and compassion should be rewarded, not punished.

It is time we join our neighboring states that have laws or policies to allow kids to opt-out, including Massachusetts, Rhode Island, New York, Maine, Vermont, and New Jersey.

Thank you for your attention.

Julia Caruk

190 Old Farm Road

South Windsor, CT 06074

23-February-2013

Dear Honorable Members of the Children's Committee,

By means of introduction, my name is Richard Kragle. I am a resident of Glastonbury, CT and am an active voter in all elections.

I am writing today in SUPPORT of HB 6329, AAC Dissection Choice, based on topical research, public opinion, and moral grounds.

Topically, alternative methods of teaching this subject have proved more effective and less costly than using actual specimens.

Public Opinion supports passage of this bill. Students and educators alike support alternative methods for learning as being more effective. This is evidenced by top veterinary schools no longer using actual specimens.

Morally there is no longer need to exploit animals in this manner. Previously there were no other means of instruction. Present day, however, there are other methods and we, as humans and having been given dominion over earth's other species, must release these animals from this duty.

The issue at hand is not changing what is being taught but rather the method of instruction. Students will receive a better education and tax payers will save money with the passing of this bill.

Thank you for your consideration on this matter. I respectfully request your sponsorship in passing HB 6329, AAC Dissection Choice.

Sincerely,
Richard Kragle
1136A Main Street
South Glastonbury, CT 06073

Dear Honorable Members of the Children's Committee,

I am writing in SUPPORT of HB 6329, AAC Dissection Choice.

I vote, and this issue is of great importance to me.

I am pleased to hear that if HB 6329 is passed, Connecticut will encourage the integration of educationally-superior, humane learning methods in science curricula. I feel strongly that children should be given the chance to opt out of dissection and perform an alternative assignment. When I was school, I was extremely upset at having to dissect animals in order to maintain my place in the top tier of my class. Some immature students behaved disrespectfully toward the animals, which was even more upsetting. I remember these experiences decades later. Many studies have shown that students who use non-animal alternatives have been shown to grasp the learning objective better than those who dissect. We need to join neighboring states that have laws to allow students to opt-out, including Massachusetts, Rhode Island, New York, Maine, Vermont, and New Jersey.

I am hopeful that this law will go into effect so that when the time comes, my son will be able to learn about anatomy without having to go against his conscience.

Thank you.

Sincerely,
Ellen Ravens-Seger
83 Newgate Road
East Granby, CT

Dear Honorable Members of the Children's Committee,

I am writing in SUPPORT of HB 6329, AAC Dissection Choice.

I vote, and this issue is important to me. Children should be given the chance to opt out of dissection and perform an alternative assignment.

Dissection is not necessary for preparation for any veterinary or medical school. Almost all medical schools have eliminated the use of animals in teaching. This teaching tool is archaic, and should be replaced with alternatives, like computer programs (dozens are available). Many studies have shown that kids who use alternatives have been shown to grasp the learning objective better than those who dissect. Plus, alternatives are cheaper, which interests me as a taxpayer. We need to join our neighboring states that have laws of policies to allow kids to opt-out, including Massachusetts, Rhode Island, New York, Maine, Vermont, and New Jersey.

Thank you.

Sincerely,

Krystal Jones
Norwich, CT

Dear Ms Giannaros:

I am writing in support for dissection choice bill, HB 6329.

This will give students a choice. Many doctors have said it is not necessary to dissect animals, many students do not dissect when training to be doctors or veterinarians. There are many alternative realistic models and computer programs that work. Many children who use these alternatives outperform their peers who learn by dissecting. Alternative choices are cheaper for schools other than animals and can be reused.

Please give children a choice.

Respectfully,
Lynn Printy
135 Boggs Hill Rd.
Newtown, Ct. 06470

Hello, Representatives Giannaros, Urban, Gerratana, and Lopes,

I am writing in to urge you to please SUPPORT of HB 6329, AAC Dissection Choice.

Compassionate and thoughtful students in our schools should be able to "opt out" of assignments that are ethically repugnant or morally unacceptable to them. It is a model we should foster and support as adults, parents, and teachers.

Dissection as a teaching tool is archaic, and should be replaced with alternatives, like computer programs (dozens are available). Many studies have shown that kids who use alternatives have been shown to grasp the learning objective better than those who dissect.

We need to join our neighboring states that have laws of policies to allow kids to opt-out, including Massachusetts, Rhode Island, New York, Maine, Vermont, and New Jersey. Let's be the next state to pass this law and show CT students that it is ok to make this smart, compassionate choice in their science classes.

Thank you for your thoughtful consideration and support of HB 6329.

Sincerely,

Kathy E. Hucks
37 Crescent Avenue
New Britain, CT 06051

Dear Honorable Members of the Children's Committee,

I am writing in SUPPORT of HB 6329, AAC Dissection Choice

I vote, and this issue is important to me.

Children should be given the chance to opt out of dissection and perform an alternative assignment.

Dissection is not necessary for preparation for any veterinary or medical school. Almost all medical schools have eliminated the use of animals in teaching. This teaching tool is archaic, and should be replaced with alternatives, like computer programs (dozens are available). Many studies have shown that kids who use alternatives have been shown to grasp the learning objective better than those who dissect.

Plus, alternatives are cheaper, which interests me as a taxpayer.

We need to join our neighboring states that have laws of policies to allow kids to opt-out, including Massachusetts, Rhode Island, New York, Maine, Vermont, and New Jersey.

Thank you.

Sincerely,

Jessica Cucka
54 Suffolk Pl
Bristol, CT 06010

Dear Honorable Members of the Children's Committee,

H86329

I have the deepest concern in regards to school children being subjected to either perform or watch the dissection of animals.

Children should have the free choice to either participate or opt out of participation in any way shape or form.

In addition, with today's advanced technology children are provided a better learning tool, and it has been shown in many studies that children grasp the learning objective with these alternative methods better.

Connecticut needs to join our neighboring States and others, such as New York, New Jersey, Rhode Island, Massachusetts, Maine, and Vermont, which have adopted policies to allow children to op-out.

Please, let's include Connecticut in this 'New England' list.

Thank you,

JC van Verre
1 Broad Street Unit 14D
Stamford, CT 06901

SUPPORT of HB 6329, ACC Dissection Choice
Honorable Members of the Children Committee,

I am writing in SUPPORT of HB 6329, AAC Dissection Choice.

It's time to allow students to opt for alternatives to dissection – computer models are much more suitable and also less disquieting for children.

Thank you.

Sincerely,

Bo B. Jarnstedt
250 Stanwich Road

Dear Honorable Members of the Children's Committee,

I am writing in SUPPORT of HB 6329, AAC Dissection Choice

I vote, and this issue is important to me.

Children should be given the chance to opt out of dissection and perform an alternative assignment.

Dissection is not necessary for preparation for any veterinary or medical school. Almost all medical schools have eliminated the use of animals in teaching. This teaching tool is archaic, and should be replaced with alternatives, like computer programs (dozens are available). Many studies have shown that kids who use alternatives have been shown to grasp the learning objective better than those who dissect.

Plus, alternatives are cheaper, which interests me as a taxpayer.

We need to join our neighboring states that have laws of policies to allow kids to opt-out, including Massachusetts, Rhode Island, New York, Maine, Vermont, and New Jersey.

Thank you.

Sincerely,

Sandra Marenholz
113 Patton Drive
Cheshire, CT.06410

Dear Honorable Members of the Children's Committee,
I am writing in SUPPORT of HB 6329, AAC Dissection Choice
I vote, and this issue is important to me.

Children should be given the chance to opt out of dissection and perform an alternative assignment.

Dissection is not necessary for preparation for any veterinary or medical school. Almost all medical schools have eliminated the use of animals in teaching. This teaching tool is archaic, and should be replaced with alternatives, like computer programs (dozens are available). Many studies have shown that kids who use alternatives have been shown to grasp the learning objective better than those who dissect.

Plus, alternatives are cheaper, which interests me as a taxpayer.

We need to join our neighboring states that have laws of policies to allow kids to opt-out, including Massachusetts, Rhode Island, New York, Maine, Vermont, and New Jersey.

Thank you.

Sincerely,

Glaucia S. Lolli

18 Gail Dr

Northford, CT 06472

SUPPORT of HB 6329, ACC Dissection Choice
Honorable Members of the Children Committee,

As a registered voter, I am writing in SUPPORT of HB 6329, AAC Dissection Choice. This issue has been very important to me for many, many years. I am very proud of having been able to use alternatives to dissection in my high school biology class in 1958, a choice that all children should have been given all these years – the time has come to support HB 6329! Dissection is neither necessary for preparation for veterinary/medical schools, nor should it be required from students who don't plan on pursuing careers in science. Almost all medical schools have eliminated the use of animals in teaching. It is time to replace this archaic and repetitive teaching tool with computer programs, which are so much more appropriate for today's students.

Not only are alternatives a lot less expensive to taxpayers, but they teach students respect for all life, not callousness and uneasiness when confronted with animal carcasses of species that may be pets to many. We need to join states that have laws of policies to allow kids to opt-out. Thank you.

Sincerely,

Natalie Jarnstedt
250 Stanwich Road
Greenwich, CT 06830

Dear Honorable Members of the Children's Committee,

I am writing in SUPPORT of HB 6329, AAC Dissection Choice

I vote, and this issue is important to me.

Children should be given the chance to opt out of dissection and perform an alternative assignment.

Dissection is not necessary for preparation for any veterinary or medical school. Almost all medical schools have eliminated the use of animals in teaching. This teaching tool is archaic, and should be replaced with alternatives, like computer programs (dozens are available). Many studies have shown that kids who use alternatives have been shown to grasp the learning objective better than those who dissect.

Plus, alternatives are cheaper, which interests me as a taxpayer.

We need to join our neighboring states that have laws of policies to allow kids to opt-out, including Massachusetts, Rhode Island, New York, Maine, Vermont, and New Jersey.

Thank you.

Sincerely,

Zachary Chaves
13 Sunset Ln
Ridgefield, CT 06877

Dear Honorable Members of the Children's Committee,

I am writing in support of HB 6329, AAC Dissection Choice. I have two grandchildren in the public education system in Connecticut. I feel that they and other students should be given the choice to opt out of dissection. There are other options available besides this cruel and inhumane treatment of animals.

Not only will an alternate type of assignment be less cruel, it will also be less costly to the state.

Please consider my choice and support this bill.

Thank you.

Judith Chepul
528 Settlers Wood
Southington Ct. 06489

Dear Honorable Members of the Children's Committee,

We are writing in SUPPORT of HB 6329, AAC Dissection Choice. Children should be given the chance to opt out of dissection and perform an alternative assignment. As parents of two children growing up in the public education system in CT, we feel strongly that they should not have to endure the cruelty of animal dissection (which we did as young citizens of CT), when so many options are available.

Many other states realize the viability and better outcomes using the many no dissection options. And given the current financial state of Connecticut, these options are not only more humane, but are cheaper!

We hope you agree to follow the wishes of the voters of Connecticut and support this bill.

Thank you for your time.

Matt and Amy Feest
and supported by their children, Elizabeth (12) and Emily Feest (10)
51 Country Club Circle
Plantsville, CT 06479

Dear Representative Giannaros,

I write in SUPPORT of HB 6329, AAC Dissection Choice. I vote, and this issue has been important to me for years.

If only I'd had a choice to perform an alternative to dissection. My experience bruised me for future pursuits of science.

Dissection as a teaching tool is archaic, yet cheaper alternatives such as computer programs are widely available and excellent. Spending money on animals is indefensible economically.

Massachusetts, Rhode Island, New York, Maine, Vermont, and New Jersey all allow students an option. Why are we still so far behind?

Very sincerely, thanking you for your attention and concern, Julie E. Lewin, Guilford, CT

Dear Honorable Members of the Children's Committee,

I am writing in SUPPORT of HB 6329, AAC Dissection Choice

I vote, and this issue is important to me.

Children should be given the chance to opt out of dissection and perform an alternative assignment.

Dissection is not necessary for preparation for any veterinary or medical school. Almost all medical schools have eliminated the use of animals in teaching. This teaching tool is archaic, and should be replaced with alternatives, like computer programs (dozens are available). Many studies have shown that kids who use alternatives have been shown to grasp the learning objective better than those who dissect.

Plus, alternatives are cheaper, which interests me as a taxpayer.

We need to join our neighboring states that have laws of policies to allow kids to opt-out, including Massachusetts, Rhode Island, New York, Maine, Vermont, and New Jersey.

Thank you.

Sincerely,

Mr. and Mrs. Thomas Wilhelm
11 Krystal Lane
Windsor, CT 06095

Dear Representative Giannaros

I am writing in support of HB 6329, ACC Dissection Choice. I am a retired plastic surgeon, having practiced for over 30 years in the United States. I grew up in England where dissection is not required in schools. I did not dissect in College in the US, nor in medical school, nor in my 6 years of general surgery and plastic surgery residencies. It is clear that dissection is not necessary as preparation for a medical or veterinary career. For children or teachers who want to have access to knowledge of how bodies work, there are innumerable readily available alternatives including realistic models and computer programs. Many children who use these alternatives out-perform their peers who learn by dissecting. Children are often disturbed by having to dissect animals since they know that the animals were killed in order for them to dissect. This is an unnecessary assault on their innate compassion. Many promising science students make a choice of a non scientific career because they do not wish to dissect. This is a great loss at a time when we need bright young people to pursue scientific careers. Finally dissection alternatives are cheaper for schools than animals and can be reused, an important point for voters, including myself.

I respectfully request that you support HB 6329.

Marjorie Cramer, MD, FACS
38 Huntingtown Road
Newtown, CT 06470

Dear Honorable Members of the Children's Committee,

I am writing to express my strong support of HB 6329, Dissection Choice.

Students should not be forced to dissect animals. I still remember being forced to dissect a frog when I was in school. It was a hideous experience and even 40 years later I am still upset by it. Children should not be forced to do something which they believe to be unethical.

Sincerely,

Wendy Horowitz
95 East Rock Rd.
New Haven, CT

Dear Honorable Members of the Children's Committee,

I am writing to express my strong support of HB 6329, Dissection Choice.

Students should not be forced to dissect animals. I still remember being forced to dissect a frog when I was in school. It was a hideous experience and even 40 years later I am still upset by it. Children should not be forced to do something which they believe to be unethical.

Sincerely,

Wendy Horowitz
95 East Rock Rd.
New Haven, CT

Dear Honorable Members of the Children's Committee:

I am writing to urge you to support HB 6329, AAC Dissection Choice.

I vote, and this issue is important to me.

Dissection is an archaic teaching tool and children will not need it to enter any veterinary or medical school.

We need to join our neighboring states allowing an opt-out, including MA, RI, NY, ME, VT and NJ.

Thank you,
Sincerely,
Susan Colman
1 Beardsley Rd.
New Milford, CT

--

go vegan; save lives

Dear Honorable Members of the Children's Committee,

I am writing in support of HB 6329, AAC Dissection Choice.

The decision as to whether or not to kill (or pay another to kill), dismember and dissect another being is a personal one, and all people - including children - should be provided with the opportunity to opt-out of school assignments that require any of these actions.

Further, almost all medical schools have eliminated the use of animals in teaching, identifying dissection as "archaic" and replacing dissection with computer programs and other alternatives. Similarly, studies have shown that school children who use alternatives have been shown to grasp the learning objective better than those who dissect.

Besides, alternatives to dissection cost less than dissection.

Other neighboring states that have laws that allow kids to "opt-out" include Massachusetts, Rhode Island, New York, Maine, Vermont and New Jersey.

So, in short, I support HB 6329 because it opens the door to cheaper yet more effective teaching alternatives to a procedure considered unethical by many, and antiquated by our neighboring states and medical schools nationwide.

Sincerely,
Maribeth Abrams
52 Lenti Terrace
Glastonbury, CT 06033

Maribeth Abrams MS
Certified Holistic Health Practitioner
Certified FLT Lifestyle Educator
Nutritional Consultant

Health Harmony Office
131 Oak Street
Glastonbury, CT 06033
www.maribethabrams.com
860-338-0929

I am writing in SUPPORT of HB 6329, AAC Dissection Choice

I vote, and this issue is important to me.

Children should be given the chance to opt out of dissection and perform an alternative assignment.

Dissection is not necessary for preparation for any veterinary or medical school. Almost all medical schools have eliminated the use of animals in teaching. This teaching tool is archaic, and should be replaced with alternatives, like computer programs (dozens are available). Many studies have shown that kids who use alternatives have been shown to grasp the learning objective better than those who dissect.

Plus, alternatives are cheaper, which interests me as a taxpayer.

We need to join our neighboring states that have laws of policies to allow kids to opt-out, including Massachusetts, Rhode Island, New York, Maine, Vermont, and New Jersey.

Thank you.

Sincerely,
Karen James
161 Indian Trail Road
New Milford, Ct. 06776

Dear Honorable Members of the Children's Committee:

I am writing in SUPPORT of HB 6329, AAC Dissection Choice. I firmly believe that children should be given the chance of opting out of dissection and perform an alternative assignment. It is shameful to force a student to perform dissection in order to get a grade when alternatives are available. We should make the learning experience a pleasure and not stressful.

In addition, dissection is no longer necessary for preparation to attend any veterinary or medical school, as most schools have eliminated the use of animals in teaching. Dissection, as a tool, is archaic and cruel and should be replaced with alternatives, like computer programs which are readily available, and have been shown to help students grasp the learning objective better than those who dissect. Plus, they are less expensive, which interests me as a taxpayer and should our governments and school districts during these times of massive budget cuts.

We need to join the many other states that have adopted policies to allow students to opt-out, including Massachusetts, Rhode Island, New York, Maine, Vermont, and New Jersey.

I am a registered voter who does vote and this issue is very important to me. Thank you for your attention to this matter.

Sincerely,

Sherry Wernicke
55 Summit Road
Riverside, CT 06878

HB6329

Dear Honorable Members of the Children's Committee,

As a former honors biology student, I was lucky enough to have the option to opt out of a cat dissection. Just the thought of cutting open an animal no different than my beloved feline companions at home was enough to make my stomach churn. Something about causing death to study life just didn't seem right to me.

Though I wasn't present during the dissection itself, I still witnessed a change in my peers' attitudes upon being informed of the upcoming event. Some were disgusted while others cracked jokes about how they were "dog people" anyway. It was clear that they'd been desensitized to the sanctity of life; even those who were grossed out seemed to forget that the cat was once a living, purring, sentient being.

My education is very important to me. I've always made good grades and valued learning in and outside of school, and it is because of my interest and passion for learning that I chose to submit testimony for this bill today.

There is no doubt that students should receive the best education possible, but they should not need to harm others or sacrifice their ethics in order to do so. By giving students the chance to opt out of dissection, the lesson they learn may be far greater than whatever might be achieved through the dissection itself. Over time, people will inevitably fail to remember everything they learned in a high school biology class, but holding true to their moral principles is something they will most certainly never forget.

Sincerely,
Jasmine Caruk
190 Old Farm Rd
South Windsor, CT 06074

Dear Honorable Members of the Children's Committee,
I am writing in SUPPORT of HB 6329, AAC Dissection Choice

I vote, and this issue is important to me.

Children should be given the chance to opt out of dissection and perform an alternative assignment.

Dissection is not necessary for preparation for any veterinary or medical school. Almost all medical schools have eliminated the use of animals in teaching. This teaching tool is archaic, and should be replaced with alternatives, like computer programs (dozens are available). Many studies have shown that kids who use alternatives have been shown to grasp the learning objective better than those who dissect.

Plus, alternatives are cheaper, which interests me as a taxpayer.

We need to join our neighboring states that have laws of policies to allow kids to opt-out, including Massachusetts, Rhode Island, New York, Maine, Vermont, and New Jersey.

Thank you.

AMY DEFLUMERE
694 BEAUMONT HWY
LEBANON, CT

Dear CT General Assembly,

I am writing in SUPPORT of HB 6329, AAC Dissection Choice. Compelling our children to violate basic ethical holdings is both damaging and wholly unnecessary. Excellent educational alternatives are easily available and, happily, cost less. Let's join our neighbors in MA, RI, NY, ME, VT and NJ and make this simple but powerful step.

I do care about this issue and I do vote.

Thanks,
Steve Owens
210 Scott Drive
South Windsor, CT
06074

Hello,

We strongly support the Dissection choice bill 6329. I've worked in education (in alternative education programs and Manchester High school) for the past 32 years. I see the need for students to make their own decisions about ethical dilemmas. Animals used in dissection are cruelly killed and there are non-violent alternatives for students to use.

I feel that students having this choice will lead to a serious and kinder learning environment where students become more thoughtful and considerate of others.

Thank you,
Laski-Moore family
279 Fern St.
Manchester, CT 06040

Dear Honorable Members of the Children's Committee,

I am writing in SUPPORT of HB 6329, AAC Dissection Choice

I vote, and this issue is important to me.

Children should be given the chance to opt out of dissection and perform an alternative assignment.

Dissection is not necessary for preparation for any veterinary or medical school. Almost all medical schools have eliminated the use of animals in teaching. This teaching tool is archaic, and should be replaced with alternatives, like computer programs (dozens are available). Many studies have shown that kids who use alternatives have been shown to grasp the learning objective better than those who dissect.

Plus, alternatives are cheaper, which interests me as a taxpayer.

We need to join our neighboring states that have laws of policies to allow kids to opt-out, including Massachusetts, Rhode Island, New York, Maine, Vermont, and New Jersey.

Thank you.

Sincerely,

Phillip Sobask
18 Gail Dr
Northford, CT 06472

Dear Honorable Members of the Children's Committee,

>

>> I am writing in SUPPORT of HB 6329, AAC Dissection Choice

>>

>> I vote, and this issue is important to me.

>>

>> Children should be given the chance to opt out of dissection and

>> perform an alternative assignment.

>>

>> Dissection is not necessary for preparation for any veterinary or

>> medical school. Almost all medical schools have eliminated the use of

>> animals in teaching. This teaching tool is archaic, and should be

>> replaced with alternatives, like computer programs (dozens are

>> available). Many studies have shown that kids who use alternatives

>> have been shown to grasp the learning objective better than those who

>> dissect.

>>

>> Plus, alternatives are cheaper, which interests me as a taxpayer.

>>

>> We need to join our neighboring states that have laws of policies to

>> allow kids to opt-out, including Massachusetts, Rhode Island, New

>> York, Maine, Vermont, and New Jersey.

>>

>> Thank you.

>>

>> Sincerely,

>>>Dr. Dorrie Nang

Woodstock, CT



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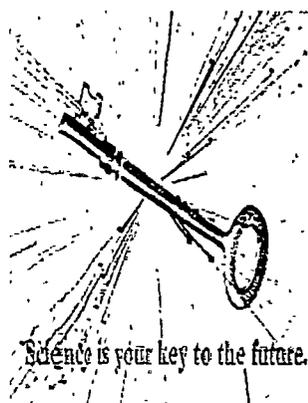
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New Haven Public Schools

TO: Rep. Dianne Urban

Sen. Dante Bartolomeo

Cc: Clerk, Committee on Children: Elizabeth Giannaros

FROM: Richard Therrien

DATE: February 21, 2013

(HB6329)

RE: Raised House Bill HB632

I apologize for not being available to testify in person (we have school this week). I would like to offer concerns about the current language of rHB 632, *An Act concerning Dissection Choice*. This bill has been offered in various forms since 2009 in both the Education and the Children Committees. In 2009 the bill included language about "experiments". In 2010 it specified that student opt out was by "written conscientious objection" by "parent or guardian". In 2011, it was just by "conscientious objection".

In 2012 and now in 2013, the bill specifies "A local or regional school district shall excuse any student from participating in, or observing, the dissection of any animal as part of classroom instruction if such student has requested, in writing, to be excused from such participation or observation", adding in "observing" and removing "conscientious".

It appears as if the purpose of the bill is to disallow forced participation in dissection activities in required courses, such as Biology, when there is a clear premeditated conscientious objection, without penalizing the student, a concept I, and fellow science educators, strongly support. However the current bill, as written, does not take into account all situations.

The definition of "dissection" is unclear. Examining owl pellets, chicken wings, or even earthworms are common middle school science activities. The new concept of disallowing "observing" for a student in the classroom is also unclear, and would be difficult to implement, especially if objection is not given with significant prior notice.

There is also an issue of advanced elective high school courses in which dissection is an understood preset important part of curriculum, such as our AP Anatomy and Physiology courses and others at Hill Career Medical High School that work with Yale New Haven Hospital in many ways. We also have aquaculture courses at Sound School that students raise, harvest and examine fish. If the extreme case of disallowing even "observation" the actual day of a lab in any class simply by a short written note handed to the teacher is required by this law it would be quite disruptive to classroom instruction.

I suggest removing the concept of "observation", and including back in the concept of "conscientious objection" with "sufficient prior or timely" written notice. However, I continue to strongly recommend that each district be allowed and required to decide the details appropriate for each course and school, including appropriate alternatives.

It is clear that each Board of Educations should adopt policies around dissection choice that also allow for its instructional worth. In 26 years of science education, I have seen the value of dissection and working with vertebrate animals as a way to encourage students in science. While we do



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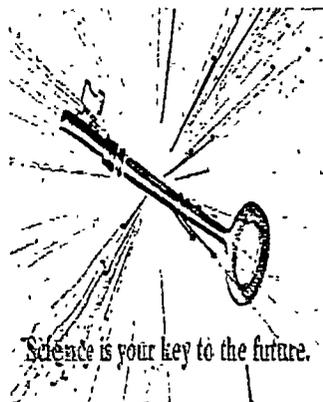
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not require dissection in New Haven Schools in required high school Biology, what I have observed is the power of the activity. Rather than students being desensitized to animals, it actually makes them realize how delicate and precious living organisms are. The experience of working with soft, fragile organs and tissues makes it much more real to them than hard plastic models, drawings and computer animations. For students who often are surrounded by all types of violence and casual regard to life, I appreciate the value of the activity. It helps them realize what makes up humans and animals, and helps them gain sensitivity to the tenuousness of all life.

When New Haven Public Schools testified on HB No. 6565, AAC Humane Education, on March 9, 2009, we were offered the opportunity to submit substitute language for Section 3 of the bill. Science educators and organizations such as CT Science Teachers, CT Science Supervisors, and CT Academy were consulted. Several states have specific language, as does National Biology Teachers that may be useful to the Committee. (See: <http://www.nabt.org/websites/institution/index.php?p=97> for references to specific language from other states.)

The substitute language was much longer than the current language, but, given the many types of science taught in grades pre-K-12, many of the issues may be appropriate.

Thank you for your consideration.

Richard Therrien

Proposed substitute language:

(a) Each local and regional board of education shall adopt a policy regarding dissection, which may only be performed on specimens secured from a recognized source of such specimens and under supervision of qualified instructors.

(b) Each local and regional board of education shall adopt a policy allowing for opt out by students of dissection activities in required courses. Such a policy shall include procedures: (1) for prior notification of students and parents about dissection activities; (2) for required alternative dissection activities, including but not limited to: computer/web based virtual dissections, models and simulations; (3) by which students who have moral, religious, or philosophical objections to dissection activities may opt out of such activities with sufficient prior written notice; and (4) for grading policies that will not negatively impact such students.

(c) The provisions of this section shall not be construed to prohibit or constrain conventional instruction in the normal practices of animal husbandry or exhibition of any livestock in connection with any elective agricultural or aquacultural program or instruction of advanced students participating in elective advanced research, scientific studies, or projects, provided details of such instruction and use of animals are clear prior to course selection.