

Dear Concerned Student,

By contacting the Dissection Hotline, you've already taken the first step toward protesting animal dissection in the classroom. This booklet is designed to help you take the next step down the path of a personal ethical decision.

Refusing to dissect animals can be a difficult choice. I know from experience. In 1987 my daughter, Jenifer, decided she didn't want to dissect a frog in her high school biology class. Jenifer's simple ethical objection spiraled into a two-year struggle to establish her right not to harm animals in the classroom.

In California and Florida, students in grades kindergarten through high school have now won the right to refuse to dissect, harm or kill animals—and the right to substitute an alternative project. Other states have policies that guarantee a student's right to refuse dissection. I believe that all high school students deserve to have their rights respected.

I started the Dissection Hotline with the help of the Animal Legal Defense Fund. We designed this handbook to assist students in taking a stand on their beliefs about animal rights and humane education.

If after reading this booklet you have more questions about how to proceed, feel free to call me at our toll-free number, 1-800-922-FROG [3764].

Sincerely,

Pat Graham

Pat Graham
Director, Dissection Hotline

To Dissect ... or Object?

A Question of Conscience

When dissection was introduced into the educational curriculum in the 1920s, it was thought to be a good learning tool in the study of anatomy, physiology and the theory of evolution. Today, more sophisticated teaching methods have been developed which can replace dissection.

But dissection is a big business. Over 5.7 million animals a year are killed to be dissected for educational experiments. Many of these animals, such as frogs, earthworms, crayfish and perch, are collected from their natural environments; in the process, their habitats are decimated and entire ecologies are

threatened. A recent investigation of certain dissection supply houses showed that cats obtained for dissection suffered very painful and cruel deaths.

Even more destructive is the desensitizing effect of mutilating and dismembering animals in the name of education. Somehow the study of a "life science"—meant to instill wonderment and respect for life—has become the science of death. Dissection teaches students that animal life is expendable and unimportant. As a result,

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