



Problems with Dissection



Ethical: Animals suffer during capture, handling, transport, and killing for dissection. Recent documented examples include:

- **Cats** purchased on streets in Mexico, killed by drowning or having their throats slit, then shipped to the U.S. for distribution.
- **Live frogs** piled into cloth bags for days or weeks; bullfrogs dying and rotting in transport containers.
- **Warehoused turtles** crowded into filthy holding tanks; bacterial infections rampant; many die.
- **Cats** prodded roughly into crowded gas chambers

Social: Educational curricula should foster environmental stewardship and compassion for life; dissection encourages neither; animal life is devalued and treated as expendable.

Dissection alienates many compassionate students from life science; as a result, many bright students choose careers in other fields.

Pedagogical: Many published articles attest to the fact that students using humane alternatives learn equally well or better than students dissecting/vivisectioning animals.

Dissection rarely involves more than observation and memorization; students are not challenged with forming hypotheses or collecting and interpreting data.

Environmental: Most dissected animals are caught in the wild, which may contribute to serious worldwide declines in many animal populations (e.g., frogs and sharks).