

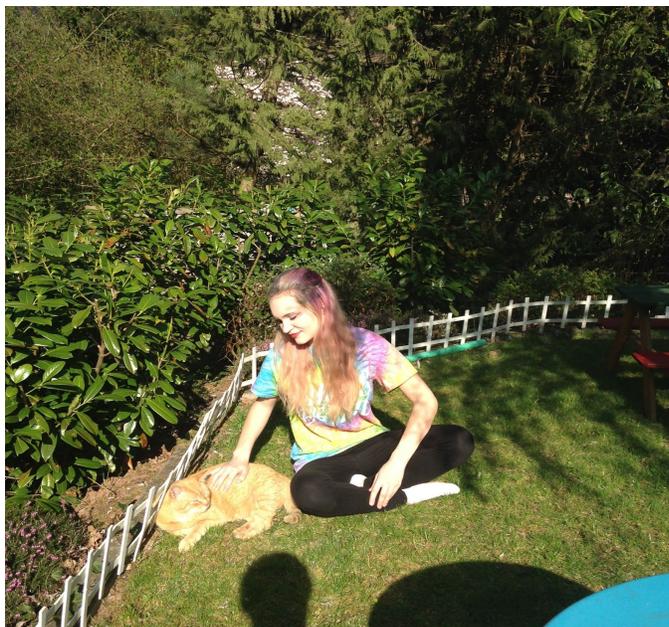
Every year, millions of animals are dissected in classrooms even though modern alternatives exist. What many fail to accept, is that each cut open and discarded organism not only represents a lost life, but the act itself significantly contributes towards animal suffering. One might think the animals died of natural causes or were



found deceased, but research exposes the harshness animals are forced to endure. It is important to note, that animals want to live just as much as we do, and dissection teaches students that animals are nothing but classroom tools. Also, it is senseless to use dead animals when teaching a lesson about life, especially when there are

humane alternatives such as virtual dissections. For nearly 6 months now, I have been collecting signatures in order to replace animal dissection labs with virtual ones, by which students learn just as much and animals are not not taken advantage of.

When my Anatomy teacher announced that we were going to be dissecting cats the following class and asked if anyone had any objections to this assignment, I was



shocked to find that I was the only one in the room opposing to it. After speaking with some of my classmates, I found that a majority of pupils were under the impression that they were not contributing to animal suffering because they assumed the cats died

of natural causes. I informed them that this is not true. Homeless cats, for example, are sometimes bought from local animal shelters for the sole purpose of dissection.

Meaning, you never know who's lost pet you might be dissecting. Furthermore, frogs are often stolen from their natural habitats and forced to live in dirty and cramped conditions before landing on the dissection tray. Most disturbingly, fetal pigs are cut from their mother's wombs who have been slaughtered in slaughterhouses (The Humane Society). After I informed my classmates about what actually happens to the animals before being cut up, many more of them began objecting to the assignment, and within the first week over 25 classmates (including the anatomy teacher!) signed my petition aimed at ending animal dissection.

Indeed, animals feel pain, suffering and want to live just as much as we do. Animals are not ours to use, and it is simply wrong to sacrifice another beings' life, for the personal gain of humans. Not only do animal dissections contribute significantly



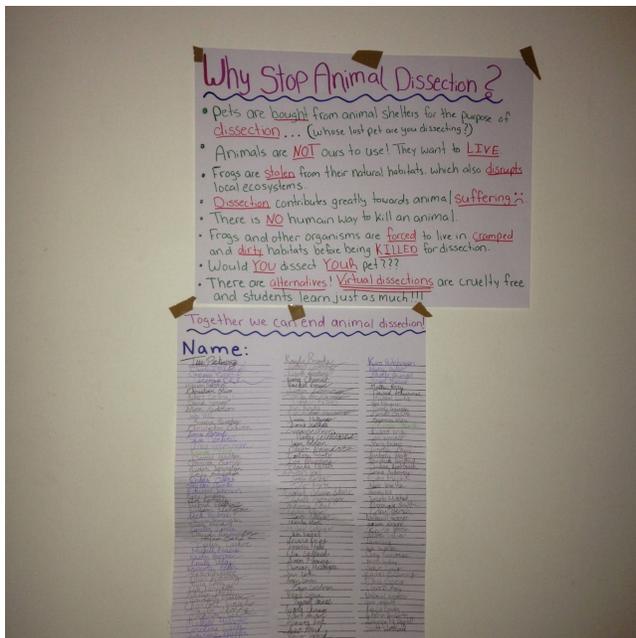
towards animal suffering, but they also teach students that animals are simply classroom tools, to be used and thrown away like garbage.

Students don't need to cut up animals to understand basic anatomy and physiology.

Those planning on going into a medical field would do better studying humans in a controlled and supervised setting. No state board of education requires participation in dissection as a condition of graduation, and no

college or university stipulates dissection participation as a prerequisite for entrance.  
(National Anti-Vivisection Society)

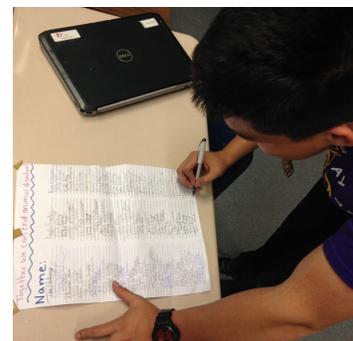
Furthermore, In practically every comparative study ever published, students taught using non-animal methods such as interactive computer simulations tested as well as or better than their peers who were taught using animals for dissection (PETA). Even my own anatomy teacher admitted that animal dissection labs are cruel and wrong, and given permission by my school he'd much rather replace them with virtual



ones. Ever since I was faced with the issue of animal dissection, it has encouraged me to educate myself and others about the matter, and take action to stop it. After conversing with various science teachers at my school, I gained their support and managed to obtain their signatures for my petition.

However, I am aware that not

everybody cares about the suffering of animals as much as I do, so in order to make the change I researched ways virtual dissection labs would be favorable to my principal, and the school as a whole. For example, non-animal methods benefit educators by substantially lowering the cost and time associated with anatomy laboratories. Therefore, everyone can benefit as animals are not being harmed, and it helps the school financially. Within the next month, I



will present my arguments and research to my principal and vice principal, and evoke change. I have put a lot of work into my petition and brought to light the issues of animal dissection. As of March 2017 I have convinced over 200 people to support me in my mission to end this cause of animal suffering.

All in all, the fact that animal dissections are still part of certain schools' curriculums is inexcusable and unnecessary, especially when modern alternatives exist. The fact that animals are forced to suffer and endure horrible living conditions, is an undeniable fact and should not be ignored. It is important that schools teach students

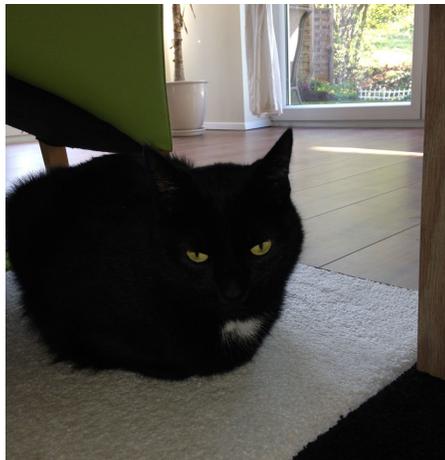
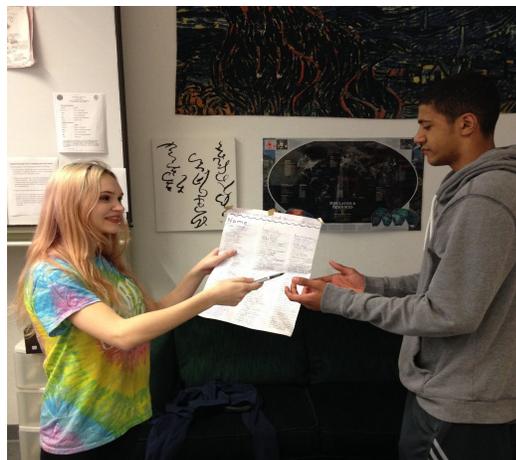


animals are not at humans' disposals and want to live; which is the opposite of what animal dissection does.

As research proves, there are many more negative than positive aspects when it comes to animal dissections.

Through my petition I have actively taken a part in ending this serious form of animal cruelty. Through

virtual labs, schools can meet the curriculum and benefit financially, without having to sacrifice innocent animal lives.



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