

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by SENATOR JOSEPH C. HARDER at
Chairperson

1:00 ~~xxx~~ a.m./p.m. on THURSDAY, MARCH 1, 1984 in room 254-E of the Capitol.

All members were present except:

Committee staff present:

Mr. Ben Barrett, Legislative Research Department
Ms. Avis Swartzman, Legislative Revisor's Office
Mrs. Millie Randell, Secretary

Conferees appearing before the committee:

SB 529 - Prohibition of cruelty to animals in school science and science
fair projects (Education, by request)

Proponents:

Ms. Pat Ireland, Vice-President, Kansas Federation of Humane Societies
Ms. Susan Selby, President, Animal Kind, Kansas City, Missouri
Dr. Ann Squire, New York, Director of Education and Scientific Division
for the Prevention of Cruelty to Animals
Ms. Audrey McCaig, Executive Director, Helping Hands Humane Society,
Topeka
Mr. Dick Ketterman, representing the Lawrence, Kansas Humane Society
Ms. Frances B. Tutt, representing the Heart of Jackson Humane Society,
Jackson County
Ms. Louise Unrein, representing the Heart of Jackson Humane Society,
Jackson County
Mr. Gayle K. Rose, President, Saline County Humane Association, Salina,
Kansas (written testimony only)

Opponents:

Dr. Gene Hampton, Science Coordinator, Shawnee Mission South High School,
high school biology teacher for 26 years.
Dr. Joni Baeke-Hartong, Resident surgeon, St. Luke's Hospital, Kansas City,
Missouri
Ms. Karen Hamilton, Executive Director, Dairy Council of Kansas City,
Missouri, which serves both Kansas and Missouri
Ms. Donna Field, Junior Student at Shawnee Mission South High School,
Shawnee Mission, Kansas
Mr. Jay Anderson, Junior Student at Shawnee Mission South High School
Ms. Chris Bettis, Sophomore Student at Shawnee Mission South High School
Ms. Julie Brown, Board member and lobbyist for Right to Life of Kansas, Inc
Representative Ambrose L. Dempsey, Leavenworth, Kansas, past President
and Director of the Kansas City Dairy Council (written testimony only)
Mr. Mark Linton, Biology teacher at Logan Junior High School, Topeka
(written testimony only)
Ms. Jane Bowers, Ph.D., Department Head, Department of Foods and
Nutrition, Kansas State University, Manhattan (written testimony only)
Ms. Betty Campbell et al., Department of Education, Emporia State
University (written testimony only)

Following a call to order by Chairman Joseph C. Harder, the Chairman said
that the Committee would discuss and act on Committee bills preceding the
hearing on SB 529, which is scheduled to begin at 1:30 p.m.

When the Chairman asked for the Committee's pleasure regarding SB 683,
Senator Angell made a motion to amend SB 683, and this amendment is found
in Attachment 1. This motion was seconded by Senator Warren, and the amend-
ment was adopted. Senator Angell then moved that SB 683, as amended, be
recommended favorably for passage, and the motion carried. Senator Mont-
gomery requested that his nay vote be recorded.

SB 777 - The Chairman asked the Committee's pleasure regarding SB 777.
Senator Montgomery made a motion to amend SB 777 on line 0138 by striking
"teaching" (periods) and inserting "class" (periods) in lieu thereof. This
was seconded by Senator Kerr, and the amendment was adopted.

Unless specifically noted, the individual remarks recorded herein have not
been transcribed verbatim. Individual remarks as reported herein have not
been submitted to the individuals appearing before the committee for
editing or corrections.

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION,
 room 254-E, Statehouse, at 1:00 ~~a.m.~~ p.m. on THURSDAY, MARCH 1, 1984

Senator Parrish offered a motion for a conceptual amendment to add, beginning on line 0098, the definitions for a teaching period and a class period and to designate the number of hours a teacher must teach in a school day. The motion died for lack of a second.

Senator Montgomery then moved that SB 777, as amended, be recommended favorably for passage, and this was seconded by Senator Allen.

Senator Rehorn offered a substitute motion to reinsert the language "professional employee appraisal procedures" on lines 0105 and 0106 in SB 777. This was seconded by Senator Parrish. When the Chairman announced that the motion did not carry, a division was requested. After a count of three ayes and six nays, the Chairman ruled that the motion did not carry.

When the Chairman called for a vote on Senator Montgomery's primary motion to recommend SB 777, as amended, favorably for passage, the motion carried. Senator Rehorn requested that his nay vote be recorded.

SB 740 - The Chairman then called for the Committee to continue its action on SB 740, which was under consideration by the Committee yesterday. He also distributed copies of two versions of an amendment to SB 740, as discussed by the Committee yesterday, for possible consideration. (Attachment 2 and Attachment 3)

Pending a vote on his motion at yesterday's meeting, Senator Winter made a substitute motion to amend SB 740, and this amendment is found in Attachment 2. After discussion, Senator Winter withdrew his substitute motion and offered a new substitute motion to amend SB 740, and this motion for an amendment is found in Attachment 3. This was seconded by Senator Parrish, but the amendment was not adopted.

Senator Rehorn then moved that SB 740, as amended, be reported adversely. This was seconded by Senator McCray, but the motion did not carry.

Senator Angell then moved to amend SB 740 according to the amendment as stated in Attachment 3. This was seconded by Senator Winter, and the amendment was adopted.

Senator Angell then moved that SB 740, as amended, be recommended favorably for passage. This was seconded by Senator Montgomery.

Senator Parrish offered a substitute motion to strike "ticket taking; lunch room supervision" on line 0054 from SB 740. This was seconded by Senator Winter, but the amendment was not adopted.

The Chairman then called for a vote on the primary motion made by Senator Angell, but Senator Winter made a conceptual motion to amend the SB 740 by adding to subsection (b) in Section 1. the language "that the primary contract cannot be nonrenewed on the condition that the teacher be required to accept a supplemental contract". Senator Winter's substitute motion died for lack of a second.

Senator Parrish then moved to amend SB 740 by striking "ticket taking" on line 0054. This was seconded by Senator Rehorn. When the Chairman announced that the amendment was not adopted, a request for a division was made. Following this vote, the Chairman ruled that the amendment was adopted.

Senator Angell moved that SB 740, as amended, be reported favorably for passage. This was seconded by Senator Warren, and the motion carried.

SB 529 - The Chairman then referred the Committee's attention ot SB 529 and called upon the first conferee, Ms. Pat Ireland, Vice-President of the Kansas Federation of Humane Societies. Ms. Ireland's testimony in support of SB 529 is found in Attachment 4.

Ms. Susan Selby, President of Animal Kind in Kansas City, Mo. said that her organization represents about one thousand members and that

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION,

room 254-E, Statehouse, at 1:00 ~~XXXX~~ p.m. on THURSDAY, MARCH 1, 19 84

she has served in the capacity as judge for the Greater Kansas City science fair. Ms. Selby said that not only does she oppose this bill for the protection of the animals but also for the possible lack of future sensitivity toward animals by the students.

Dr. Ann Squire of New York stated that the purpose of the bill is not to prevent the exceptional students' learning experiences from materializing but to prevent the large number of badly conceived experiments that are displayed in science fairs across the country. She continued by saying that many of the experiments have already been demonstrated by students' supervisors, and no new knowledge, therefore, has been gained by additional suffering of animals. She maintained that the majority of students participating in science fairs will not continue with their science studies in the future, and she would encourage naturalistic experimentation instead. She said the SB 529 would not prevent observation type experiments to be utilized.

Ms. Audrey McCaig, Mr. Dick Ketterman, Ms. Frances B. Tutt, and Ms. Louise Unrein were present to testify as proponents of SB 529, but they were unable to be heard due to lack of time. They requested that their names and organizations be recorded in the minutes. They are identified on Page 1 of today's minutes.

Mr. Gayle K. Rose, President of the Saline County Humane Society, who was unable to be present for today's meeting, submitted written testimony to be distributed to the Committee, and this testimony is found in Attachment 5.

Ms. Ellen Qurner, Wichita, former teacher, and Director of the Kansas Humane Society, was not able to be present at today's hearing, but she requested that her name be listed among the proponents of SB 529.

The Chairman then recognized Dr. Gene Hampton, a school science coordinator from Overland Park, Kansas. Dr. Hampton's testimony opposing SB 529 is found in Attachment 6.

Dr. Joni Baeke-Hartong, a resident surgeon in Kansas City, Mo., testified in opposition to SB 529, and she related her association with the science fair from the time she was in the seventh grade to the present time as a judge in the fair. Dr. Hartong said there is no textbook or film substitute for actual experimentation by students and feels they learn more by actually performing the experiments themselves. Many, she testified, enter science related fields upon graduation from high school.

Ms. Karen Hamilton, Executive Director of the Dairy Council of Greater Kansas City, testified in opposition to SB 529, and her testimony is found in Attachment 7.

Ms. Donna Field, a student at Shawnee Mission South High School, also testified in opposition to SB 529, and her testimony is found in Attachment 8.

Other opponents of SB 529 who were present but were not able to testify because of lack of time are Mr. Jay Anderson, whose written testimony is found in Attachment 9; Ms. Chris Bettis, whose written testimony is found in Attachment 10; and Ms. Julie Brown, whose testimony is found in Attachment 11. These persons are identified with their organizations on Page 1.

Written testimony by Representative Ambrose L. Dempsey, Leavenworth, is found in Attachment 12; Mr. Mark Linton has written testimony found in Attachment 13; Ms. Jane Bowers has written testimony found in Attachment 14; and Ms. Betty Campbell et al. have written testimony found in Attachment 15. These people were not able to attend today's hearing and requested that they be listed as opponents of SB 529. They are identified on Page 1 of the minutes.

The Chairman announced that the Committee would reconvene upon adjournment of the Senate session and adjourned the Committee meeting.

SENATE EDUCATION COMMITTEE

TIME: 1:00 p.m. PLACE: 254-E DATE: March 1, 1984

GUEST LIST

NAME	ADDRESS	ORGANIZATION
J. McDoull	Topeka	AG
Dick Funk	Topeka	RHSB
Harold Pitts	Topeka	
M. D. McKenney	"	USA
Merle Hise	Topeka	KACC
Bill Curtis	Topeka	KASB
Ed Walshaw	Topeka	Walshaw
Jerry Powell	"	DAIR
Charles Lee	Clay Center	
Bete Kraft	Heidelberg, W. Germany	
Pauline Losey	Clay Center	
Pat Ireland	779 Locust Lawrence	Kansas Federation of Human Sciences
Wayne Roberts	Gardner	
Harold Bailey	Manhattan R#3	
Dale J. Jittig	O.P. Ks	
Carole M. Jittig	O.P., Ks.	
Loretta Mellow	Gardner, Ks	
Charles Page	Jittig, Ks	
Sam Gorda	Shawnee Ks.	Birds & Hairs
Dr Ann Squire	New York NY	ASPCA.
Craig Grant	Lawrence	K-NEA
Mike Beam	Topeka	KLA
Frances Tuttle	Hoyst	Heart of Jackson Humane Soc
Louise Unrein	Mayetta	Heart of Jackson Humane Society

Jim Yanally

Shannon Mission

USD #512

SENATE EDUCATION COMMITTEE

TIME: 1:00 p.m. PLACE: 254-E DATE: March 1, 1984

GUEST LIST

NAME

ADDRESS

ORGANIZATION

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Kay Turandy	Topoka	Z-NEA
Jack Smalley	Perry KS	ACCH
Bill Smith	Wichita	USA 259
Don Regg	Paula	S & E
Montford J.	Topoka	KACS
Ellen Chambers	Topoka	Ks Action for Children
W. Huber		AP
Synda Cory	Intern for Sen. Angell (WU)	
Sandy Bosse	Wheaton	ATLH
Judith Brown	Topoka (RTE)	Right to Life of Kansas Inc
Lincenberg	"	UPI
Ruth Weikert	"	AAUP - SS
Audrey B. McCoy	Helping Hands Humana Soc.	Topoka
Dick KETTERMAN	LAWRENCE HUMAN SOCIETY	LAWRENCE KS
Jean Hamilton	5300 E 45th, AC, MO64130	Dairy Council
Mike Hannin	Lu. KS	Dairy Council
Les Benson	Shawnee Mission, KS	Dairy Council
Jay Andersen	Overland Park, KS	student
Kepi Holdsteijn	Overland Park, KS	student
Gene Hampton	Overland Park KS	Teacher
Donna C. Field	Leawood, Kansas	student ☺
Chris Bethis	Overland Park, KS	student
Joni Baake-Harting, MD	Kansas City, KS	physician
Sheryl Hampton	Overland Park, KS	student

REPORTS OF STANDING COMMITTEES

MR. PRESIDENT:

3-1-84

Your Committee on Education

Recommends that Senate Bill No. 683

"AN ACT concerning preschools; providing for the regulation thereof; exempting such schools from certain licensure requirements."

Be amended:

On page 1, in line 25, by striking "operated" and inserting in lieu thereof "maintained"; in line 26, after "school", by inserting "in which at least kindergarten and all of the grades one through six are also maintained,"; in line 27, by striking "specified in item" and inserting in lieu thereof "designated in provision"; in line 28, before "K.S.A.", by inserting "subsection (a) of"; also in line 28, after "72-1111", by inserting a comma; also in line 28, after "thereto", by inserting a comma;

And the bill be passed as amended.

Chairperson

SENATE BILL No. 740

By Committee on Education

2-16

0017 AN ACT concerning school districts; relating to supplemental
0018 contracts authorized to be entered into by boards of education
0019 and employees thereof; amending K.S.A. 72-5412a and re-
0020 pealing the existing sections.

0021 *Be it enacted by the Legislature of the State of Kansas:*

0022 Section 1. K.S.A. 72-5412a is hereby amended to read as
0023 follows: 72-5412a. (a) The board of education of any school
0024 district may enter into a supplemental contract of employment
0025 with any employee of the district. As used in this section "sup-
0026 plemental contract" means a contract for services other than
0027 those services covered in the principal or primary contract of
0028 employment of such employee, and shall include but not be
0029 limited to such services as coaching, supervising, directing and
0030 assisting extra curricular activities, chaperoning, ticket taking,
0031 lunch room supervision and other similar and related activities.
0032 ~~(b) The principal or primary contract of employment of any~~
0033 ~~employee may be terminated or nonrenewed by a board on the~~
0034 ~~basis of refusal by an employee to enter into a supplemental~~
0035 ~~contract of employment.~~

0036 (c) The provisions of article 54 of chapter 72 of Kansas Stat-
0037 utes Annotated which relate to the continuation of teacher con-
0038 tracts and to the due process procedure upon termination or
0039 nonrenewal of a teacher's contract do not apply to any supple-
0040 mental contract of employment entered into under this section.

0041 (d) *As used in this section, the term "supplemental contract"*
0042 *means a contract for services other than those services to be*
0043 *performed under the principal or primary contract of employ-*
0044 *ment of an employee. Those services which may be performed*
0045 *under supplemental contracts of employment include, but not*

(b) A board of education may, when offering a principal or primary contract, condition such contract on the teacher's acceptance of a supplemental contract.

0046 *by way of limitation, such services as coaching, supervising,*
0047 *directing and assisting extracurricular activities, chaperoning,*
0048 *ticket taking, lunch room supervision and other similar and*
0049 *related activities.*

0050 Sec. 2. K.S.A. 72-5412a is hereby repealed.

0051 Sec. 3. This act shall take effect and be in force from and

0052 after its publication in the statute book.

Section 2. The provisions of this Act shall not apply to contracts entered into pursuant to the extended performance salary plans in K.S.A.

Sec. 2. 3.

Sec. 3. 4.

SENATE BILL No. 740

By Committee on Education

2-16

Attachment 3

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0019 and employees thereof; amending K.S.A. 72-5412a and re-
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0026 ~~plemental contract" means a contract for services other than~~
0027 ~~those services covered in the principal or primary contract of~~
0028 ~~employment of such employee, and shall include but not be~~
0029 ~~limited to such services as coaching, supervising, directing and~~
0030 ~~assisting extra curricular activities, chaperoning, ticket taking,~~
0031 ~~lunch room supervision and other similar and related activities.~~

0032 (b) ~~The principal or primary contract of employment of any~~
0033 ~~employee may be terminated or nonrenewed by a board on the~~
0034 ~~basis of refusal by an employee to enter into a supplemental~~
0035 ~~contract of employment.~~

0036 (c) The provisions of article 54 of chapter 72 of Kansas Stat-
0037 utes Annotated which relate to the continuation of teacher con-
0038 tracts and to the due process procedure upon termination or
0039 nonrenewal of a teacher's contract do not apply to any supple-
0040 mental contract of employment entered into under this section.

0041 (d) *As used in this section, the term "supplemental contract"*
0042 *means a contract for services other than those services to be*
0043 *performed under the principal or primary contract of employ-*
0044 *ment of an employee. Those services which may be performed*
5 *under supplemental contracts of employment include, but not*

(1) Subject to provision (2), the

(2) The principal or primary contract of employment of an employee may not be nonrenewed by a board solely on the basis of refusal by the employee to enter into a supplemental contract of employment which includes the performance of services necessary to the operation of a summer program.

Atch. 3

0046 *by way of limitation, such services as coaching, supervising,*
0047 *directing and assisting extracurricular activities, chaperoning,*
0048 *ticket taking, lunch room supervision and other similar and*
0049 *related activities.*

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0052 after its publication in the statute book.

KANSAS FEDERATION OF HUMANE SOCIETIES

779 LOCUST · LAWRENCE · KANSAS · 66045

To: Members of the Senate Education Committee

From: Pat Ireland, Vice-President of the Kansas Federation of Humane Societies

The Kansas Federation of Humane Societies represents fourteen Kansas humane societies from Pratt to Kansas City. The Federation strongly supports S.B. 529.

S.B. 529 does not represent a change in state policy. Cruelty to animals in experiments in elementary or secondary schools is already illegal under the Kansas statute on cruelty to animals, K.S.A. 21-4310, and has been for many years. The only exemption in the cruelty statute for experiments which would cause injury, disease, etc. is for "bonafide experiments conducted by recognized research facilities", not elementary or secondary schools. (See the cruelty statute, attached.) The prohibition of experiments which involve cruelty to animals in elementary and secondary schools was explicitly discussed in the 1977 legislative session when the cruelty statute was amended.

Therefore, rather than a change in state policy, S.B. 529 is simply an enforcement tool which specifically holds the adult school staff, not the student, responsible for not allowing cruel experiments and for providing other humane care of animals at school. (Under the cruelty statute, the offender is the person who conducts the cruel treatment or has physical custody of the animal and fails to provide the care necessary for the health or well being of the animal.)

Secondly, by prohibiting the display at science fairs of animals used in experiments which involve cruelty, S.B. 529 would help to prevent such experiments by students at home before they occur. In addition, the specificity of the language in S.B. 529 would allow for more uniform enforcement across the state and be useful in educating schools.

S.B. 529 and the cruelty statute do not ban all use of animals at elementary and secondary schools. They simply require humane treatment of animals. Nor is S.B. 529 an assault on scientific research using animals just like the laws passed in the early 20th century requiring humane transportation and slaughter of food animals have not resulted in a halt to the practice of eating meat.

Performing cruel experiments in elementary and secondary schools is not necessary for training future biologists. This opinion is shared by the National Association of Science Teachers, the National Association of Biology Teachers, and the National Academy of Science all of which endorse the types of restrictions on use of animals in schools set forth in S.B. 529. The vast majority of high school students will not go on to be biologists or veterinarians, For the few that do, training in universities does not require high school experience in experiments that involve cruelty.

In addition, universities are regulated as to the care and treatment of animals used in research under the federal Animal Welfare Act. Universities have veterinarians and Ph.D biologists to see that the research is properly conducted; whereas, elementary and high schools are not regulated by the United States Department of Agriculture under the federal Animal Welfare Act, and are not required to have veterinarians supervise the care of animals used in research.

The concepts learned from cruel experiments in elementary and secondary schools can be demonstrated in books, slides, and films. However, the lesson that is learned from cruel experiments in school is that inflicting pain or disease on an animal for the purpose of show and tell or curiosity is acceptable.

To strengthen the enforcement against cruelty to animals in elementary and secondary schools, please support the passage of S.B. 529

21-4310. Cruelty to animals. (1) Cruelty to animals is:

- (a) Intentionally killing, injuring, maiming, torturing or mutilating any animal;
- (b) abandoning or leaving any animal in any place without making provisions for its proper care; or
- (c) having physical custody of any animal and failing to provide such food, potable water, protection from the elements, opportunity for exercise and other care as is needed for the health or well-being of such kind of animal.

(2) The provisions of this section shall not apply to:

- (a) Normal or accepted veterinary practices;
- (b) bona fide experiments carried on by commonly recognized research facilities;
- (c) killing, attempting to kill, trapping, catching or taking of any animal in accordance with the provisions of chapter 32 or chapter 47 of the Kansas Statutes Annotated;
- (d) rodeo practices accepted by the rodeo cowboys' association;
- (e) the humane killing of an animal which is diseased or disabled beyond recovery for any useful purpose, or the humane killing of animals for population control, by the owner thereof or the agent of such owner residing outside of a city or the owner thereof within a city if no animal shelter, pound or licensed veterinarian is within the city, or by a licensed veterinarian at the request of the owner thereof, or by any officer or agent of an incorporated humane society, the operator of an animal shelter or pound, local or state health officer or licensed veterinarian three (3) business days following the receipt of any such animal at such society, shelter or pound;
- (f) with respect to farm animals, normal or accepted practices of animal husbandry;
- (g) the killing of any animal by any person at any time which may be found outside of the owned or rented property of the owner or custodian of such animal and which is found injuring or posing a threat to any person, farm animal or property; or
- (h) an animal control officer trained by a licensed veterinarian in the use of a tranquilizer gun, using such gun with the appropriate dosage for the size of the animal, when such animal is vicious or could not be captured after reasonable attempts using other methods.

(3) Cruelty to animals is a class B misdemeanor.

History: L. 1969, ch. 180, § 21-4310; L. 1974, ch. 148, § 1; L. 1975, ch. 198, § 1; L. 1977, ch. 116, § 2; L. 1980, ch. 182, § 4; L. 1980, ch. 157, § 1; July 1.

Source or prior law:
21-1201, 21-1202, 21-1203.

Judicial Council, 1968: Subsection (1) is substantially the Model Penal Code, 250.11. It is suggested in lieu of the former law which covered the same substance but was somewhat more complex. Subsection (2), in part, follows former K.S.A. 21-1203. There are no specific provisions in the section for appraisal and liability to the owner. However, it is assumed that the owner would be able to recover for the wrongful destruction of his animal, even in the absence of express provisions.

Cross References to Related Sections:
Damages for cruelty to domestic animals, see 29-409.

CASE ANNOTATIONS

1. Cockfighting does not fall within the prohibitions of this section. *State, ex rel., v. Claiborne*, 211 K. 264, 265, 266, 268, 269, 505 P.2d 732.
2. Upon question reserved, it is held that exception in 21-4310(2)(g) does not apply to prosecutions under 21-3727. *State v. Jones*, 229 K. 528, 529, 530, 625 P.2d 503.

21-4311. Same; custody of animal; disposition; damages for killing, when; expenses of care assessed owner, when. (1) Any public health officer, law enforcement officer or licensed veterinarian, or any officer or agent of any duly incorporated humane society, animal shelter or other appropriate facility, may take into custody any animal, upon either private or public property, which clearly shows evidence of cruelty to animals, as defined in K.S.A. 21-4310 and amendments thereto. Such officer, agent or veterinarian may inspect, care for or treat such animal or place such animal in the care of a duly incorporated humane society or licensed veterinarian for treatment, boarding or other care or, if it appears, as determined by an officer of such humane society or by such veterinarian, that the animal is diseased or disabled beyond recovery for any useful purpose, for humane killing.

(2) The owner or custodian of an animal killed pursuant to subsection (1) of this section shall not be entitled to recover damages for the killing of such animal unless the owner proves that such killing was unwarranted.

(3) Expenses incurred for the care, treatment or boarding of any animal, taken into custody pursuant to subsection (1) of this

section, pending prosecution of the owner or custodian of such animal for the crime of cruelty to animals, as defined in K.S.A. 21-4310 and amendments thereto, shall be assessed to the owner or custodian as a cost of the case if the owner or custodian is adjudicated guilty of such crime.

(4) If a person is adjudicated guilty of the crime of cruelty to animals, as defined in K.S.A. 21-4310 and amendments thereto, and the court having jurisdiction is satisfied that an animal owned or possessed by such person would be in the future subjected to such crime, such animal shall not be returned to or remain with such person. Such animal may be turned over to a duly incorporated humane society or licensed veterinarian for sale or other disposition.

History: L. 1977, ch. 116, § 3; April 27.

21-4312. Unlawful disposition of animals. (1) Unlawful disposition of animals is raffling, giving as a prize or premium or using as an advertising device or promotional display living rabbits or chickens, ducklings or goslings, but shall not include the giving of such animals to minors for use in agricultural projects under the supervision of commonly recognized youth farm organizations.

(2) Unlawful disposition of animals is a class C misdemeanor.

History: L. 1977, ch. 116, § 4; April 27.

21-4313. Definitions. As used in this act [°], unless the context otherwise requires;

(1) "Animal" means every living vertebrate except a human being.

(2) "Farm animal" means an animal raised on a farm or ranch and used or intended for use as food or fiber.

(3) "Retailer" means a person regularly engaged in the business of selling tangible personal property, services or entertainment for use or consumption and not for resale.

(4) "Wild animal" means a living mammal or marsupial which is normally found in the wild state, but shall not include a farm animal.

(5) "Domestic pet" means any domesticated animal which is kept for pleasure rather than utility.

History: L. 1977, ch. 116, § 1; April 27.

• "This act," see also, 21-4310 to 21-4312, 47-1710.

21-4314. Sections part of criminal



SALINE COUNTY HUMANE ASSOC.

P. O. Box 515 - Salina, Kansas 67401 - Telephone 913/825-6652

February 28, 1984

Joseph C. Harder, Chairman
Senate Education Committee
State Capitol
Topeka, Kansas 66612

Dear Mr. Harder,

I am writing in support of S.B. 529, scheduled for hearing before your committee on Thursday of this week.

It is important that we, as a State, direct our concern toward the treatment of animals in school experiments. While the goal of such studies is to acquaint students with scientific methodology, such studies have greater potential for animal suffering than for scientific discovery. Too often elementary and secondary school students lack the training or guidance needed to conduct animal experiments painlessly. Too often the experiments seek to obtain data that has been documented and re-documented over the years.

S.B. 529 would serve to direct school projects toward the many observational or other noninterventional experiments that can be conducted to increase students' scientific understanding. And most certainly it would teach them more to scientifically study their own food intake than that of distressed and suffering white rats.

I appreciate your committee's consideration of this bill and am enclosing copies of this letter for your fellow committee members.

Respectfully,

A handwritten signature in cursive script that reads "Gayle K. Rose". The signature is written in dark ink and includes a long horizontal flourish at the end.

Gayle K. Rose, President

Attachment 5

To: Members of the Kansas State Education
Committee

From: Gene Hampton, Science Coordinator,
Shawnee Mission South High School
Overland Park, KS 66207

Re: Opposition to Senate Bill 529, An Act to Prevent
Cruelty to Animals in School Science Classes
and Science Fairs

My remarks here today are in opposition to SB 529, An Act to Prevent Cruelty to Animals in School Science Classes and Science Fairs. The crux of this opposition is based on three assumptions:

1. That human welfare is to be placed above animal welfare in experimental research and, therefore, it is morally acceptable to use nonhuman animals for that purpose.
2. That we in education are obligated to provide the very best education possible for our young people.
3. That those experiences students have during their precollege education have a major impact on their vocation selection after high school.

With these three assumptions in mind, I will continue.

In recent years public interest in the scientific world has grown enormously. However, misunderstanding and a lack of communication continue to drive a wedge between the general public and the scientific community. One particularly troublesome issue is the use of live animals in biological experiments. At no other time has the issue been more hotly debated and emotionalized than during the present day.

Page 2
SB 529
March 1, 1984

After seeing gory films that were shown out of context or without proper explanation or after picking out an occasional science fair project that was improperly supervised, public action groups demand the abolition of animal experimentation at all levels of research; they, in turn, have tempted many legislators to enact such measures. These restrictions must never be implemented. Humankind has benefited greatly from the use of vertebrate animals in the biosciences, and mankind continues to demand results. These realities dictate that science be free to formulate solutions to the needs of society.

Now I can fully understand the motivation of those who initiated this bill, and I emphathize with their feelings. Certainly no rational, caring human being would intentionally bring harm to any animal just for the sake of being cruel. However, this bill is using the "scattergun effect" to curtail relatively few instances of cruelty to animals within an educational setting. These instances were a result of ignorance on the part of students or of ignorance or lack of supervision on the part of teachers. The benefits gained, if this bill is passed, will be minimal and far exceeded by the detrimental effects it will have on basic education of many students in the life sciences. For example, class activities such as the feeding of a vertebrate to any other vertebrate that must have live food (e.g., a reptile) will be in violation of this bill; physiology

Page 3
SB 529
March 1, 1984

experiments dealing with excised muscle tissue will be prohibited; hormonal studies involving frogs and chickens will be a thing of the past; and nutritional experiments involving mice and rats will be disallowed. The list goes on and on. In essence, virtually any investigation making use of live vertebrates that is designed to show cause-effect relationships will not be allowed.

And what is to become of those rare and gifted students who conduct independent research projects that must make use of vertebrate animals? It matters not that these students are directly supervised by professional scientists who are experts in their fields, nor that the students are more often than not conducting their studies in a research lab (e.g., I presently have six students conducting cancer research studies at the University of Kansas Medical Center). These students will be prohibited from doing their research if this bill is enacted. How can we allow this to happen at a time when our nation is crying for more scientists? How can we risk "extinguishing the fire" in even one of these gifted individuals? I say we cannot.

Please understand that I am not against regulations and close supervision in the use of vertebrate animals. In fact, I have issued and enforced the Rules for Research Involving Vertebrate Animals, adopted from the International Science and

Page 4
SB 529
March 1, 1984

Engineering Fair, for more than ten years.

These rules, as you can see, are designed to ensure the humane treatment of vertebrate animals that are used by students in experimental research. Cruelty and inhumane treatment of animals is born of ignorance. In adhering to these guidelines, the student cannot help but become more cognizant of the proper care and humane treatment of animals. In addition, I emphasize the proper care and treatment of all animals in the classroom. It is pointed out to students that the animals are in the room for them to learn, and that we are, therefore, obligated to learn as much as we can about each animal and to treat each as humanely as possible. I feel most all other teachers do likewise.

In addressing the concern of animal welfare in precollege science classrooms, I recommend that we in education work more diligently than ever before to educate teachers and students to existing guidelines and work to see that they are followed. To allow SB 529 to become a reality will only serve as a detriment to the science students in the state of Kansas by depriving them of basic knowledge of animal physiology. It will, at the same time, have little effect on improving animal welfare.

MEDICAL OFFICE
JOY V. BLISS, M.D., P.A.
BOARD CERTIFIED ANESTHESIOLOGIST
300 SOUTH ROGERS ROAD
OLATHE, KANSAS 66061

28 February, 1984

OFFICE TELEPHONE
(913) 782-2292
(913) 782-1451 Ext. 244

Dr. F. Gene Hampton
Science Coordinator
Shawnee Mission South High School

Dear Dr. Hampton,

In response to your letter of 2/17/84 concerning SB 529, I appreciate your thoughtful comments.

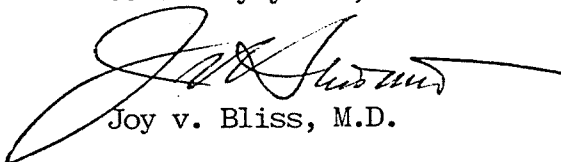
I find the present controls enforced on students who participate in the Greater Kansas City Science and Engineering Fair to be extremely strict. As I have communicated to you in the past, the completion of the paperwork (essentially a manual) which is required prior to experimentation and exhibition must deter all but the most dedicated student, teacher and/or research supervisor. The benefit however is that it serves as a reminder of the care due to live animals each time a page is completed.

During the years I have served on the Animal Regulations Committee. I have observed a tremendous increase in the awareness of the students to the contents of their completed animal regulation manuals. There has also been a marked increase in their willingness (even eagerness) to discuss the contents and compliance with me as a judge. I feel we have moved in the positive direction of heightened awareness and compliance.

I feel excellent controls are now being strictly enforced and are accepted by the students and teachers. SB 529 is disastrous. If enacted it will be detrimental to a segment of science education which, based on my own educational experiences, I find essential.

I am most supportive of your opposition to this bill.

Cordially yours,



Joy v. Bliss, M.D.

KABT GUIDELINES FOR THE USE OF LIVE ANIMALS AT THE PRE-UNIVERSITY LEVEL

Adopted 19 September 1981

Preamble: Living things are the subject of biology and their direct study is an appropriate and necessary part of biology teaching. Textbook instruction alone cannot provide students with a basic understanding of life and life processes. We further recognize the importance of research to understanding life processes and providing information on health, disease, medical care, and agriculture.

The abuse of any living organism for experimentation or any other purpose is intolerable in any segment of society. Because biology deals specifically with living things, professional biological educators must be especially cognizant of their responsibility to prevent inhumane treatment to living organisms in the name of science and research. This responsibility should extend beyond the confines of the teacher's classroom to the rest of the school and the community.

The Kansas Association of Biology Teachers, in speaking to the dilemma of providing a sound biological education at the secondary level, while addressing the problem of humane experimentation, presents the following guidelines on the use of live animals at the pre-university level.

- A. Biological experimentation should lead to and be consistent with a respect for life and all living things. "Humane treatment and care of animals should be an integral part of any lesson which includes living animals."
- B. All aspects of exercises and/or experiments dealing with living things must be within the comprehension and capabilities of the students involved. It is recognized that these parameters are necessarily vague, but it is expected that competent teachers of biology can recognize these limitations.
- C. Lower orders of life such as bacteria, fungi, protozoans and insects can reveal much basic biological information and are preferable as subjects for invasive studies wherever and whenever possible.
- D. Vertebrate animals can be used as experimental organisms in the following situations:
 1. Observations of normal living patterns of wild animals in the free living state or in zoological parks, gardens, or aquaria.
 2. Observations of normal living patterns of domestic animals and appropriate wild captive animals in the classroom.
 3. Observations of biological phenomena, i.e. inducing ovulation in frogs through hormone injections, that do not cause undue discomfort or adverse effects to the animals.
 4. Observation of live frogs for anatomical and physiological studies should be limited, with the pithing of such frogs being done discretely by the instructor. Maximum use should be made of each live frog to study as many biological principles and body tissues as possible.

E. Animals should be properly cared for as described in the following guidelines:

1. Appropriate quarters for the animals being used should be provided in a place free from undue stresses. If housed in the classroom itself, animals should not be constantly subjected to disturbances that might be caused by students in the classroom or other upsetting activities.
2. All animals used in teaching or research programs must receive proper care. Quarters should provide for sanitation, protection from the elements, and have sufficient space for normal behavioral and postural requirements of the species. Quarters shall be easily cleaned, ventilated, and lighted. Proper temperature regulation should be provided.
3. Proper food and clean drinking water for those animals requiring water shall be available at all times in suitable containers.
4. Animals' care shall be supervised by a biology teacher experienced in proper animal care.
5. If euthanasia is necessary, animals shall be sacrificed in an approved, humane manner by an adult experienced in the use of such procedures. Laboratory-strain animals should not be released in the environment under any circumstances. Wild, native captive animals should be released only in the same general area of their capture. If this is not possible, they should be euthanized. The introduction of non-native species which may become feral must be avoided.
6. The procurement and use of wild or domestic animals must comply with existing local, state, or federal rules regarding same.

F. Animal studies should be carried out under the provisions of the following guidelines:

1. All animal studies should be carried out under the direct supervision of a competent biology teacher. It is the responsibility of that teacher to ensure that the student has the necessary comprehension for the study being done.
2. Students should not be allowed to take animals home to carry out experimental studies except under close supervision of an instructor. These studies should be done in a suitable area in the school.
3. Students doing projects with vertebrate animals should adhere to the following:
 - a. No experimental procedures should be attempted that would subject animals to pain or distinct discomfort.
 - b. Students should not perform surgery on living vertebrate animals.
4. Experimental procedures should not involve the use of micro-organisms pathogenic to humans or other animals, ionizing radiation, carcinogens, drugs or chemicals at toxic levels, drugs known to produce adverse or teratogenic effects, pain-causing drugs, alcohol in any form, electric shock, exercise until exhaustion, or other distressing stimuli.

5. Behavioral studies should use only positive reinforcement in training studies.
 6. Egg embryos subjected to experimental manipulation must be destroyed humanely after hatching. Normal egg embryos allowed to hatch must be treated humanely within these guidelines.
 7. The administration of anesthetics should be carried out by a qualified biology teacher competent in such procedures. (The legal ramifications of student use of anesthetics are complex and such use should be avoided.)
- G. The use of living animals for science fair projects and displays shall be in accordance with these guidelines. In addition, no living vertebrate animals shall be used in displays for science fair exhibits.
- H. In those cases where the research value of a specific project is obvious by its potential contribution to science, but its execution would be otherwise prohibited by the guidelines governing the selection of an appropriate experimental animal or procedure, exceptions can be obtained if:
1. the project is approved by and carried out under the direct supervision of a qualified research biologist in the field; and
 2. the project is carried out in an appropriate research facility designed for such projects; and
 3. the project is carried out with the utmost regard for the humane care and treatment of the animals involved in the project.

This statement has been modified from the guidelines adopted by the National Association of Biology Teachers on 14 June 1980.

Respectfully submitted,
Louis J. Bussjaeger
Chmn., Animal Use Guidelines Committee

Senate Education Committee
Honorable Joseph Harder, Chairman

Testimony Opposing
Senate Bill 529

Submitted by
Karen Hamilton, Executive Director
Dairy Council of Greater Kansas City
March 1, 1984

5200 East 45th Street
Kansas City, MO 64130

Attachment 7

Senate Education Committee

Senate Bill 529

Remember when your mother said, "Eat your carrots, they're good for you?" Did you believe her? More importantly did you eat your carrots?

We know the leading causes of disease in this country are linked to our eating habits. We also know that what we eat in childhood will affect our growth, behavior, appearance and health as adults. But it is difficult for these abstract lessons on nutrition to impact a child's, or even a young adult's eating habits until it's too late. So, how do we convince children of the importance of nutrition so that they do eat healthy foods? That's the challenge. And that is what the Animal Feeding Demonstration has been doing for the last 30 years.

The attraction of this program is two white laboratory rats. Elementary age children actually test the health effects of eating their favorite snack foods - candy, chips, cheese curls, Kool-Aid, etc. - against the health effects of foods from the four food groups, usually the school lunch. One rat is fed the snack food for two to three weeks while the other is fed the school lunch. During this time the children observe the differences between the rodents in growth, behavior and appearance - the same concerns that are important to a child. The snack food rat gains weight and grows more slowly, he becomes hyperactive, his fur is dull and his ears may lose their pinkness. After two to three weeks this animal is

switched to the four food group diet. So, during the last two weeks both rodents receive the school lunch. Within three days on the healthy diet the snack food rat behaves normally, takes on a healthy appearance, and begins to rapidly grow and gain weight.

Through this tangible demonstration children prove to themselves the importance of eating nutritiously. And that is the key to true learning.

But obviously this experiment causes stress on the one rodent through deprivation of a balanced diet. Consequently, under the terms of S529 this program would be prohibited.

Some would say the Animal Feeding Demonstration is inhumane to the rats. We do not believe it is. And we are not alone. Of the approximately 370 Kansas teachers who use the rats, 98% use the program a second time. Those who choose not to, changed grades, re-located or retired. We have never had a teacher refuse to take the Animal Feeding Demonstration a second year because they believed it was cruel to the rats. Indeed some teachers have used the program 10 years or more.

Some would say this program teaches children to be calloused towards the needs of animals. We have found just the opposite to be true. Because they feed the rats and clean the cages, the children learn responsibility for taking care of animals. They learn that animals are totally dependent on them. Letters from the children indicate that this awareness carries over to the way they care for their own pets.

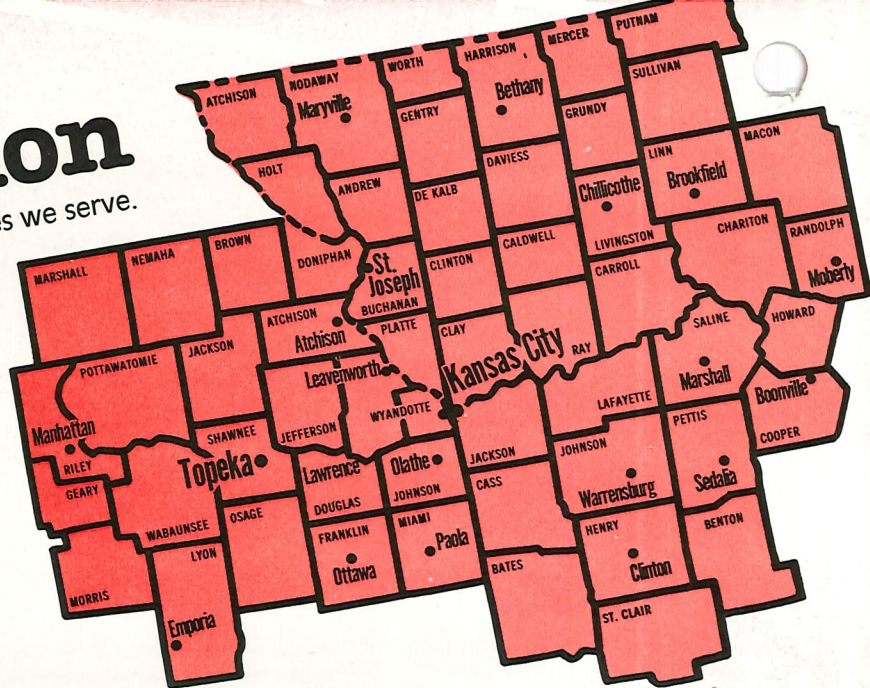
Lastly, one might ask, "Why this program instead of other available nutrition curriculums?" The reason is: This program works. The bottom line in nutrition education is improved behavior. Nutrition knowledge is useless to our health unless it is applied. Teachers and parents report that children do apply this knowledge. They eat more of their school lunch, bring healthier snacks to school and eat their fruits and vegetables better after having the Animal Feeding Demonstration. Other nutrition programs affect knowledge but do not necessarily improve eating behavior.

This program gives children a lesson they can apply every day of their lives and be healthier adults for it.

If Senate Bill 529 passes, the Animal Feeding Demonstration would be banned in Kansas. And that would be most unfortunate for the children.

Education

is happening in the 58 counties we serve.



5200 E. 45th Street
 Kansas City, Missouri 64130
 (816) 861-5300



Dairy Council



Education

- Expand the public's knowledge
- Change eating attitudes
- Influence behavior

Education is what Dairy Council is all about. That's why we have the name "The Nutrition Education People."

Education is the base of the Dairy Council Purpose. Which is:
"To contribute to the achievement of optimal health by providing leadership in nutrition research and nutrition education based on the concept of a balanced diet, including milk and milk products, in accordance with scientific recommendations, thus strengthening the dairy industry and American agriculture."

Student Education



Nutrition programs have been developed for preschool, through high school students. Educators learn how to carry out these programs in their classrooms through Dairy Council workshops and seminars.

Dairy Barn



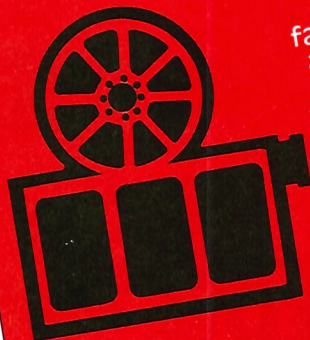
A Dairy Barn is located at Swope Park in the Kansas City Zoo. Educational tours are given to view the milking process and see a representative of each of the five dairy breeds.

Animal Feeding Demonstrations



A scientific research study shows the effect of a nutritious diet with the help of two albino littermate rats. During the classroom study, one rat consumes a balanced diet and the other a "junk food" diet.

Loan Items



Films, butter churns, science kits and model dairy farms are available on loan from the Dairy Council. Printed materials on nutrition topics are also provided.

Media



The nutrition message is spread to millions by mass media. The sources used include radio, television, newspapers, various publications and a newsletter.

Consumer Education

Educational programs are available on current nutrition topics for business and consumer organizations.





Animals at 3 weeks



Animals at 5 weeks



Children are responsible for the
care of the rats

CHILDREN'S LETTERS

Dear Mrs. Nichols,

Thanks alot for letting us experiment with the rats. We did a chart on how much they weighed, and how long their tails were. I have three baby mice at home that a friend gave to my family and I. I've noticed that it is fun having a pet mouse or rat at home. I really enjoyed taking notes about the rats and learning about what would happen if you gave them good food and if you give them junk food. I've learned alot so that if I ever get a pet rat I'll know what to feed it. Thanks again.

Sincerely,
Brooke
Brundige

Dear Mrs. Nickols,

Thank you for bringing
the rats. I really enjoyed them.
Thank you for teaching us
about the rats too.

I also liked the charts
about nutrients. I don't think
I'll eat much junk food
ever again. Thanks again

Sincerely,
David Marolf

DAIRY COUNCIL
OF AMERICA

APR 27 RECD

April 20, 1983

Dear Mrs. Nichols,

It was a real pleasure to have the rats for the experiment. We had the best time taking care of them. The rats really helped us learn about how we can keep ourselves healthy. We never really thought that eating junk food could make us look, act, and grow any differently. We want to thank you and the Dairy Council for letting us do such a neat experiment. We really loved the rats.

Sincerely,
Miss Francis's
Fourth Grade
Class Hawthorne
School

Health

Chad B
March 18
5E

I enjoyed learning about nutrition. I learned many new things as well as some new words that I hadn't heard about. I learned about having a balanced meal every day, and not having any stimulants. Learning about nutrition helped me break some bad habits like drinking a lot of pop, eating potato chips, getting a lot of stimulants, and not eating balanced meals every day. One of the words I learned was hemoglobin. I learned that \rightarrow to stay healthy you must have no stimulants, and eat balanced ^{meals} ~~every~~ day, not every other day.

I liked the film we just saw. It was very interesting. It told about the right foods to eat, and the foods you need the most. You should teach the same unit next year, and do the same things.

read \downarrow

P.S. I probably spelled hemoglobin wrong

TEACHER TESTIMONIALS

ANIMAL FEEDING DEMONSTRATION EVALUATION

SCHOOL Morse TEACHER Terry Yadnich
Mary Crimmins
ADDRESS S. Baltimore + Miami ZIP 66105 PHONE 321-1534
SCHOOL DISTRICT K.C.K. Dist. 500 COUNTY Wyandotte
PRINCIPAL Mr. Arthur Newton Grade 5th Classes 2 Students 50

1. Did you follow the diet suggested in the Rat Pack? YES NO

If not, what did you do? _____

2. Did the "Rat Lady" provide enough information during her nutrition presentations?

YES NO COMMENT She was interesting + informative

3. Which activity sheets were most helpful? (Circle)

1 2 3 4 5 6 7 8 9 10 11 12 13 14 ALL

4. What areas could be covered more in depth? none

5. Have you used the "Food...Your Choice" Nutrition Learning System? YES NO

If yes, what level? _____ How many years? _____

6. Approximately, how many total hours did you spend in the classroom on nutrition in conjunction with this project?

0-5 6-10 11-15 16-20 more than 20 hours

7. How many students other than those in your classroom became involved in this project?

Other students: (Number please)

_____ attended a nutrition lesson presented by you.

_____ visited your classroom to view the rats.

_____ Other (science fair, PTA, etc.) Identify _____

8. Did you notice any changes in your students' eating habits after studying nutrition?

PLEASE CITE EXAMPLES:

Yes, several started drinking white milk and a couple of students tried to eat half of all their lunches so they got food from all (OVER) 4 food groups. Two boys who pack their own lunches have fruit nobs, everyday.

9. How did you help your students transfer what they saw happening in the demonstration to their own bodies? *I pointed out problems they might have physically and suggested what they probably don't eat enough of. They kept records of what they ate for a week.*
10. Please summarize the activities you used to enrich this project. Include: Field trips, classroom speakers, plays, skits, games, bulletin boards, contests, worksheets, etc. Attach copies, samples, directions, and/or photographs. *Nurse spoke, health + science books, cut out pictures + put them in groups on a bulletin board.*
11. How did you publicize your nutrition project? (PTA, newspaper articles, school newsletter, radio, videotape, other) Please attach copies, if possible. *Newsletter, calendar.*
12. How did you evaluate the effectiveness of your total nutrition education program? Please enclose samples of your evaluation tools and results. *They had to plan a weeks menu each day had to be nutritionally balanced.*
13. RAT RESERVATION

Would you like to participate in this project again?

YES

ALTERNATE YEARS

NO

If YES or ALTERNATE YEARS, you will be contacted prior to the delivery date.

If NO, is there another 4th, 5th or 6th grade teacher in your school who would like to have the demonstration?

Name _____ Grade _____

I HEREBY GIVE MY PERMISSION TO USE THE SUBMITTED ACTIVITIES AND IDEAS IN DAIRY COUNCIL PUBLICATIONS.

Terrill C. Yodrick
(signature)

2-16-83
(date)

THANK YOU. THE DAIRY COUNCIL OF GREATER KANSAS CITY

mt

ANIMAL FEEDING DEMONSTRATION EVALUATION

SCHOOL Riley Grade School TEACHER Carol Shoman
ADDRESS Riley, Kansas 66531 ZIP _____ PHONE 913-485-2828
SCHOOL DISTRICT U.S.D # 378 COUNTY Riley
PRINCIPAL Mr. Ross Grade 5 Classes 2 Students 38

1. Did you follow the diet suggested in the Rat Pack? YES NO
If not, what did you do? _____
2. Did the "Rat Lady" provide enough information during her nutrition presentations?
YES NO COMMENT _____
3. Which activity sheets were most helpful? (Circle)
1 2 3 4 5 6 7 8 9 10 11 12 13 14 ALL
4. What areas could be covered more in depth? I have developed my own
unit.
5. Have you used the "Food...Your Choice" Nutrition Learning System? YES NO
If yes, what level? _____ How many years? _____
6. Approximately, how many total hours did you spend in the classroom on nutrition in conjunction with this project?
 0-5 6-10 11-15 16-20 more than 20 hours
7. How many students other than those in your classroom became involved in this project?
Other students: (Number please)
 attended a nutrition lesson presented by you.
40 visited your classroom to view the rats.
 Other (science fair, PTA, etc.) Identify _____
8. Did you notice any changes in your students' eating habits after studying nutrition?
PLEASE CITE EXAMPLES: yes, they would bring apples
rather than candy bars or gum rather
than candy.

(OVER)

9. How did you help your students transfer what they saw happening in the demonstration to their own bodies? *I have expanded the unit to include human development.*
10. Please summarize the activities you used to enrich this project. Include: Field trips, classroom speakers, plays, skits, games, bulletin boards, contests, worksheets, etc. Attach copies, samples, directions, and/or photographs.
11. How did you publicize your nutrition project? (PTA, newspaper articles, school newsletter, radio, videotape, other) Please attach copies, if possible.
12. How did you evaluate the effectiveness of your total nutrition education program? Please enclose samples of your evaluation tools and results. *test and essay. menus - plan and display*

13. RAT RESERVATION

Would you like to participate in this project again?

YES ALTERNATE YEARS NO

If YES or ALTERNATE YEARS, you will be contacted prior to the delivery date.

If NO, is there another 4th, 5th or 6th grade teacher in your school who would like to have the demonstration?

Name _____ Grade _____

I HEREBY GIVE MY PERMISSION TO USE THE SUBMITTED ACTIVITIES AND IDEAS IN DAIRY COUNCIL PUBLICATIONS.

Carol Shorman
(signature)

4/27/83
(date)

THANK YOU. THE DAIRY COUNCIL OF GREATER KANSAS CITY

ANIMAL FEEDING DEMONSTRATION EVALUATION

MAR 30 RECD

SCHOOL Meadow Lane School TEACHER Mr. Potter
ADDRESS 21880 W. 111th Street ZIP 66061 PHONE 764-0754
SCHOOL DISTRICT Olathe COUNTY Johnson
PRINCIPAL Mr. Gary Colburn Grade 5th Classes 2-science Students 50

1. Did you follow the diet suggested in the Rat Pack? YES NO
If not, what did you do? _____

2. Did the "Rat Lady" provide enough information during her nutrition presentations?
YES NO COMMENT _____

3. Which activity sheets were most helpful? (Circle)

1 2 3 4 5 6 7 8 9 10 11 12 13 14 ALL

4. What areas could be covered more in depth? _____

5. Have you used the "Food...Your Choice" Nutrition Learning System? YES NO
If yes, what level? _____ How many years? _____

6. Approximately, how many total hours did you spend in the classroom on nutrition in conjunction with this project?
____ 0-5 ____ 6-10 ____ 11-15 16-20 ____ more than 20 hours

7. How many students other than those in your classroom became involved in this project?

Other students: (Number please)

____ attended a nutrition lesson presented by you.

____ visited your classroom to view the rats.

____ Other (science fair, PTA, etc.) Identify _____

8. Did you notice any changes in your students' eating habits after studying nutrition?

PLEASE CITE EXAMPLES: at parent-teacher conferences many parents told me that their child had shared with them, what we had studied.

(OVER)

9. How did you help your students transfer what they saw happening in the demonstration to their own bodies?
10. Please summarize the activities you used to enrich this project. Include: Field trips, classroom speakers, plays, skits, games, bulletin boards, contests, worksheets, etc. Attach copies, samples, directions, and/or photographs.
11. How did you publicize your nutrition project? (PTA, newspaper articles, school newsletter, radio, videotape, other) Please attach copies, if possible.
12. How did you evaluate the effectiveness of your total nutrition education program? Please enclose samples of your evaluation tools and results.

13. RAT RESERVATION

Would you like to participate in this project again?

YES ALTERNATE YEARS NO

If YES or ALTERNATE YEARS, you will be contacted prior to the delivery date.

If NO, is there another 4th, 5th or 6th grade teacher in your school who would like to have the demonstration?

Name _____ Grade _____

I HEREBY GIVE MY PERMISSION TO USE THE SUBMITTED ACTIVITIES AND IDEAS IN DAIRY COUNCIL PUBLICATIONS.

(signature)

(date)

THANK YOU. THE DAIRY COUNCIL OF GREATER KANSAS CITY

(Handwritten initials)

ANIMAL FEEDING DEMONSTRATION EVALUATION

APR - 7 RECD

SCHOOL Westmoreland Elem TEACHER Rosemary O'Connor
 ADDRESS Westmoreland, KS ZIP 66549 PHONE 913-457-3462
 SCHOOL DISTRICT U.S.D. 323 COUNTY Pottawatomie
 PRINCIPAL Mr. Ray Carey Grade 4 Classes 1 Students 17

- Did you follow the diet suggested in the Rat Pack? YES NO
 If not, what did you do? _____
- Did the "Rat Lady" provide enough information during her nutrition presentations?
 YES NO COMMENT Students were very interested and willing to work
- Which activity sheets were most helpful? (Circle) ^{on}
 1 2 3 4 5 6 7 8 9 10 11 12 13 14 **(ALL)**
- What areas could be covered more in depth? _____
- Have you used the "Food...Your Choice" Nutrition Learning System? YES NO
 If yes, what level? _____ How many years? _____
- Approximately, how many total hours did you spend in the classroom on nutrition in conjunction with this project?
 ___ 0-5 ___ 6-10 11-15 ___ 16-20 ___ more than 20 hours
- How many students other than those in your classroom became involved in this project?
 Other students: (Number please) approx 20
 ___ attended a nutrition lesson presented by you.
30 visited your classroom to view the rats.
15 Other (science fair, PTA, etc.) Identify Parents and younger students during parent teacher conferences
- Did you notice any changes in your students' eating habits after studying nutrition?
 PLEASE CITE EXAMPLES: Many of the students would eat some of each group instead of discarding what they didn't like.

9. How did you help your students transfer what they saw happening in the demonstration to their own bodies?

We had discussions about what could happen to our bodies over a period of time.

10. Please summarize the activities you used to enrich this project. Include: Field trips, classroom speakers, plays, skits, games, bulletin boards, contests, worksheets, etc. Attach copies, samples, directions, and/or photographs.

Plays, bulletin boards, contests, worksheets

11. How did you publicize your nutrition project? (PTA, newspaper articles, school newsletter, radio, videotape, other) Please attach copies, if possible.

Newsletters, newspapers, school newspapers

12. How did you evaluate the effectiveness of your total nutrition education program? Please enclose samples of your evaluation tools and results.

Groups planned meals for a week. We studied meals to see if they were balanced.

13. RAT RESERVATION

Would you like to participate in this project again?

YES ALTERNATE YEARS NO

If YES or ALTERNATE YEARS, you will be contacted prior to the delivery date.

If NO, is there another 4th, 5th or 6th grade teacher in your school who would like to have the demonstration?

Name _____ Grade _____

I HEREBY GIVE MY PERMISSION TO USE THE SUBMITTED ACTIVITIES AND IDEAS IN DAIRY COUNCIL PUBLICATIONS.

Rosemary O'Connor
(signature)

4-5-83
(date)

THANK YOU. THE DAIRY COUNCIL OF GREATER KANSAS CITY

ANIMAL FEEDING DEMONSTRATION EVALUATION

SCHOOL Lincoln TEACHER Pat Foster
ADDRESS 300 N. Lincoln Circle ZIP 66441 PHONE 913-238-8195
SCHOOL DISTRICT USD # 475 COUNTY Geary
PRINCIPAL Larry Hyman Grade 6 Classes 1 Students 28

1. Did you follow the diet suggested in the Rat Pack? YES NO
If not, what did you do? _____

2. Did the "Rat Lady" provide enough information during her nutrition presentations?
YES NO COMMENT _____

3. Which activity sheets were most helpful? (Circle)

1 2 3 4 5 6 7 8 9 10 11 12 13 14 ALL

4. What areas could be covered more in depth? _____

5. Have you used the "Food...Your Choice" Nutrition Learning System? YES NO

If yes, what level? _____ How many years? _____

6. Approximately, how many total hours did you spend in the classroom on nutrition in conjunction with this project?

0-5 6-10 11-15 16-20 more than 20 hours

7. How many students other than those in your classroom became involved in this project?

Other students: (Number please)

_____ attended a nutrition lesson presented by you.

51 visited your classroom to view the rats.

_____ Other (science fair, PTA, etc.) Identify _____

8. Did you notice any changes in your students' eating habits after studying nutrition?

PLEASE CITE EXAMPLES: Yes - finished all of school lunch more frequently

(OVER)

9. How did you help your students transfer what they saw happening in the demonstration to their own bodies? *Began to talk about sugar and snacks and effects on their bodies!*
10. Please summarize the activities you used to enrich this project. Include: Field trips, classroom speakers, plays, skits, games, bulletin boards, contests, worksheets, etc. Attach copies, samples, directions, and/or photographs.
Bulletin boards, worksheets
11. How did you publicize your nutrition project? (PTA, newspaper articles, school newsletter, radio, videotape, other) Please attach copies, if possible.
radio interviewed the rat lady on the day she brought the rats
12. How did you evaluate the effectiveness of your total nutrition education program? Please enclose samples of your evaluation tools and results. *I didn't*

13. RAT RESERVATION

Would you like to participate in this project again?

YES ALTERNATE YEARS NO

If YES or ALTERNATE YEARS, you will be contacted prior to the delivery date.

If NO, is there another 4th, 5th or 6th grade teacher in your school who would like to have the demonstration?

Name _____ Grade _____

I HEREBY GIVE MY PERMISSION TO USE THE SUBMITTED ACTIVITIES AND IDEAS IN DAIRY COUNCIL PUBLICATIONS.

Pat Foster
(signature)

April 27, 1983
(date)

THANK YOU. THE DAIRY COUNCIL OF GREATER KANSAS CITY

LETTERS OF SUPPORT

EMPORIA STATE UNIVERSITY

1200 COMMERCIAL / EMPORIA, KANSAS 66801 / TELEPHONE 316-343-1200



February 28, 1984

Honorable Senator Joe Harder
Chairman, Senate Education Committee
143 North
Statehouse
Topeka, KS 66612

Dear Senator Harder:

I would like to urge you to oppose Senate Bill 529 which would discontinue all programs which use animals for classroom experimentation. The bill is not specific enough to discriminate among various types of animal experimentation.

One program that has been very beneficial to the Kansas population has been the Animal Feeding Demonstration of the Dairy Council. Children gain many benefits from participating in this program. With the white rats provided by the Dairy Council, children are able to see direct results of food and nutrition on a living organism. It would never be possible for the children to gain such first-hand knowledge without live organisms. Motivation is high for close observation, painstaking procedures, and accurate record keeping when there is live material with which to work. Seeing dramatic results happen before their eyes improves the nutritional habits of many children, and often of their families as well.

Our teachers-in-training have an opportunity to participate with the children in this program. This helps them learn to guide children in conducting a classroom experiment involving live animals. Many of them overcome their fear of the rats and observe first-hand how valuable and far-reaching this type of experience can be for children.

We feel that discontinuance of this program and others of its type would be a real disservice to the citizens of Kansas. Please oppose Senate Bill 529.

Respectfully,

Betty Campbell

We also urge your opposition to Senate Bill 529.

Jeanne Frederickson
Joni Bray
Kelly Eidman
Lee Mawsta
Aiko Salten

Michael J. Kosmic
Larry E. Berry

February 29, 1984

The Honorable Joe Harder, Chairman
Education Committee
Kansas State Senate

Dear Senator Harder:

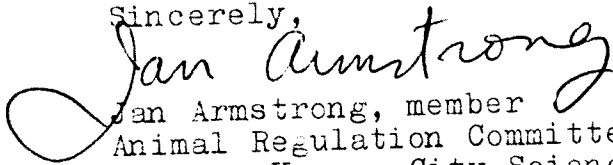
I wish to express my concern regarding Senate Bill 529 proposed by the Committee on Education.

For a number of years I have been a member of the Animal Regulation Committee of the Greater Kansas City Science and Engineering Fair. Throughout this time we have been able to develop a greater awareness of and concern for the animals used in these school projects.

I feel that properly managed and monitored experiments using animals can have a positive effect for the future. Students need to be taught not only the principles of scientific research, but also the proper attitudes of concern and compassion for the laboratory and experimental animals under their care. I fear that isolating students from animal experimentation could have a negative effect. When, as adult scientists, they are in the world of scientific research, they could lack the necessary feelings of compassion and concern for the experimental animals.

Thank you for your attention in the matter.

Sincerely,



Jan Armstrong, member
Animal Regulation Committee
Greater Kansas City Science and Engineering Fair

Ladies and Gentlemen:

I, like you, am a representative of the State of Kansas as I am the delegate from Kansas going to the American Junior Academy of Science Symposium in New York this May. I received this honor because of the science project I have been conducting for the last two years. This project concerns the effect of Vitamins C and/or E in the prevention of tumor growth. The hamsters which were used held an important role in this experiment. Let me explain. A certain tumor producing cell was tested both in vivo and in vitro with the vitamins. The first problem with the in vitro was that vitamin E is not soluble in the growth medium needed so only vitamin C could be tested. Also, only the degree of toxicity to the tumor cells was seen - in other words, quantitative results. But in the hamsters - or in vivo - in this part of the experiment, fascinating qualitative as well as quantitative results were seen. For example, the hamsters fed diets with vitamin E on the food had no blood in the tumors which is contrary to the characteristics of cancer since it thrives on the oxygen in the blood. These results have lead me to new ideas on the mechanism of cancer and these ideas have introduced me to more knowledge of different areas. I have also had the opportunity to become acquainted with professionals in the scientific field including professors at KU Med Center and Linus Pauling.

The benefits of all scientific research is astounding. Probably the most significant ones when working with animals are first that the student has the necessity of working with professionals and research materials in learning about the care of the animals and the correct procedures to be used to carry

out the experiment. Second, the immense amount of knowledge that is gained about vertebrates and their differences is important. Learning by doing is always so much more meaningful and in this case that is especially true. A third benefit is that the professionals in the community are interested to a tremendous degree and are willing to give their services. A better learning situation is hard to imagine.

From my experience, the abuse of laboratory animals at the high school level has been greatly exaggerated. Taking away this privilege would be infinitely worse. You would severely handicap the education of not only the students who are doing the projects but also of every student who is exposed to the sciences and thus gains a greater understanding of and appreciation for the world in which he or she lives.

Thank you for your time and attention.

Donna E. Field
Student, Shawnee Mission South

Ladies and Gentlemen:

Learning by experience is an old yet still very applicable proverb, and if high school science research offers one thing, it is experience. Consequently, many qualities can be obtained through science research at the pre-university level. Independence, problem solving, and the collection of knowledge are only a few of the various benefits.

The avid pursuit of a scientific problem helps to create a foundation of a career interest which gives students a chance to explore beyond the bindings of a normal textbook. Stimulating a scientific interest at an early age is nothing but beneficial. A Nobel prize winning scientist cannot be created overnight, but in contrast, prestigious accomplishments require years of experience. High school science research gives students an opportunity to pursue early interests which many times leads them into related disciplines.

Eliminating important high school research involving vertebrate subjects could cause a major drawback in future biological developments. Mammalian research offers students the opportunity to explore problems which can be directly applied to human welfare. It is generally accepted that an issue which directly effects an individual will have greater impact, and as a result, interest is created. Therefore, vertebrate research is often an important link in stimulating a scientific interest.

If similiar involvements were to be postponed until one has earned a degree, an improtant educational aspect would be lacking. What I am speaking of is not simply the collection of data and its interpretation, but more importantly, the ability to search out questions and formulate them into a clear, concise, and identifiable problem. Going through this process has tested my mind as well as my patience which has assisted in my personal development intellectually as well as psychologically. Seeking knowledge through first hand experience during the developmental period helps to mold a more aware individual and serves as an important link to a mature mind.

Through my own involvement and observing other high school research projects, vertebrate cruelty is almost non-existent. If the Regulations for Experiments with Vertebrate Animals are carefully followed not only by the student but also by the animal care supervisor, the teacher supervisor, and the qualified scientist, there is almost no way that an animal subject can be treated in a cruel manner. Above all, high school science research is an acquisition of importantly knowledge and today there are many accounts of animal cruelty that have no beneficial results whatsoever.

During a period in which the government is attempting to improve public education, it is ironic that the same institution is considering a bill which would hinder student opportunities to learn. A question that often concerns me is, "where would we be today and in the future if important medical research were eliminated?"

Conducting individual science research has been my most rewarding educational experience. Without the introduction to research through vertebrate subjects, which are so important due to their visual assistance, and ability to instill a long lasting interest in the area, I would now be at a much lower level of general comprehension. I am simply hoping that future students will have similiar opportunities to learn about vertebrate physiology which many times creates a scientific interest due to its ability to be directly applied to seemingly more important issues, for todays high school researchers are the scientists and doctors of tomorrow.

Jay Andersen

As a student at Shawnee Mission South High School, currently enrolled in Honors Biology I, I feel privileged to present my viewpoint on Senate Bill 529.

I can see the reason why somebody would want to pass a bill of this nature and I can sympathize with them. On the other hand this bill would destroy the chances of a student, doing research with animals, from furthering his education in the Life Sciences.

An example of this is the project I am currently working on at the Kansas University Medical Center. I am working on a project which deals with natural defenses of the body's immune system. In order for us to do these studies in vitro we must attain macrophages, which are an organism's natural defense, from mice. These mice are cared for in a approved facility at the Med Center. A qualified scientist kills all the mice we need in the most humane way possible, by breaking their necks. This method does not cause the mice to suffer at all. The rest of the procedures in the experiment are carried out in vitro. In our studies, we follow all the Regulations for Experiments With Vertebrate Animals set forth by Science Pioneers.

I fail to see the ill effects of using vertebrate animals in a situation like this. I think that any student enrolled in a Biological Science course must have a curiosity towards life and not an intention to destroy life.

If S.B.529 is passed, experiments like mine and many other students' would cease, thus preventing students from fully exploring the vast field of science.

*Chris Bettis
Biology Student*

Mr. Chairman, members of the committee, my name is Julie Brown. I represent Right To Life of Kansas, Inc. Thank you for this opportunity to speak. We are here to ask for the inclusion of a germane amendment to Senate Bill 529.

The Wichita Eagle Beacon reported that this bill was introduced at the request of persons who were disturbed by incidents of cruelty to animals at the Greater Kansas City Science Fair. In particular they objected to a goldfish put in a salt-filled fishbowl to die and mice injected with pain-killers, then put to death. Incredibly no one objected to the use of the lung cells of aborted babies in an experiment that won a special prize at this same fair last year!

Mr. Chairman, we believe that if you are going to prohibit the use of animals in school projects and science fairs you must also prohibit the use of human beings in the same manner. Aborted babies feel pain, as our President, Ronald Reagan has recently pointed. In fact, one of the common methods of abortion is similar to the goldfish experiment so vehemently denounced by proponents of this bill. A needle is inserted to draw out the fluid surrounding the baby. The amniotic fluid is then replaced with a saline solution in which the baby is literally choked, scalded and burned to death. The results of a salt-poisoning abortion of a 4 1/2 month old baby is pictured in a brochure attached to my testimony. At least the mice in question were sedated with pain killers. Aborted babies are given no anesthetic. Attached is documentation that unborn babies do feel pain.

Our amendment would prohibit the use of aborted babies in school science classes and fairs. Something is out of adjustment with our priorities when we can generate enthusiastic support for the civil rights of a goldfish, but cannot extend the same priority to unborn humans. I respectfully urge the committee to adopt the following amendment to Senate Bill 529. Thank You.

PROPOSED AMENDMENT S 529

On line 19; strike all after "vertebrate" and insert; "including human beings."

Following line 20; insert a new section (b) as follows; ""human being" means every human being, including their unborn offspring at every stage of their biological development including fertilization."

Re-number (b) on line 21, and (c) on line 24 as (c) and (d) respectively.

In line 26 after the word "animal";insert "or human being, living or dead."

In line 42 after the word "animal"; insert; "or human being"

Jan. 22, 1984

Editor, Public Forum
Wichita Eagle & Beacon
Wichita, Kans.

Dear Sir:

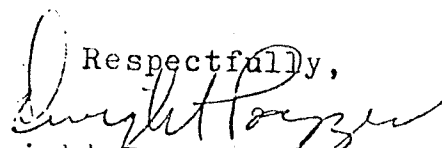
The article, "Watchdog Wants Ban on Cruel School Experiments", Sat. Jan 21, '84, was thought provoking to say the least. At Sen. Garr's request, a bill has been introduced in the Kansas legislature to prohibit experiments on animals which may cause "fear, pain, suffering or distress". Sounds good-I don't like to see animals suffer.

Our congressman, Dan Glickman has repeatedly voiced and voted his approval for federal funds for similar grisly experiments on live babies before and after abortions.

One experiment noted in the article described the death of a goldfish when immerced in a salt solution. This procedure is also used to kill babies in some abortions, known as a saline abortion.

Something is out of adjustment with our priorities when we can generate enthusiastic support for the civil rights of a goldfish, but cannot extend the same protection to unborn humans.

Respectfully,


Dwight Poyzer
6452 N. Hydraulic
Wichita, Kans. 67219

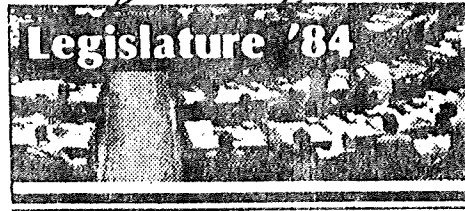
316-744-1396

Watchdog Wants Ban on Cruel Experiments

By Robert Fisher
Staff Writer

TOPEKA — While watching for animal cruelty at the Greater Kansas City Science Fair over the years, Susan Selby has seen goldfish put in a salt-filled fishbowl to die and mice injected with pain-killers, then put to death.

"Students are allowed and even encouraged to sometimes do projects for science fairs that cause pain and suffering to these animals, such as surgery and giving injections," said Selby, who serves on the Animal Regulation Committee of the Kansas City science fair.



mal Regulation Committee of the Kansas City science fair.

SO SELBY, who is also president of Animal King, a Kansas City, Mo., humane organization, asked Sen. Norman Gaar, R-Westwood, to introduce a bill banning such experiments.

At Gaar's request, the Senate Education Committee introduced the bill Thursday. The bill would prohibit elementary and secondary school administrators and teachers from using live animals in classes or fairs if "fear, pain, suffering or distress is caused" in the animal.

For example, animals — including fish, birds, reptiles and mammals — couldn't be subjected to surgery, anesthetization, elec-

nization, asked Sen. Norman Gaar, R-Westwood, to introduce a bill banning such experiments.

At Gaar's request, the Senate Education Committee introduced the bill Thursday. The bill would prohibit elementary and secondary school administrators and teachers from using live animals in classes or fairs if "fear, pain, suffering or distress is caused" in the animal.

1 School Experiments

tric shock or drugs that cause pain or death.

The bill does not apply to college or university classes and does not prohibit the dissection of dead animals.

GAAR SAID existing animal cruelty laws "usually aren't deemed to cover academic-sponsored biology classes."

Selby said that at the Kansas City science fair last year, more than 200 animals "were used in scientific projects and the majority of those either died in the course of the experiment or were killed at the end."

She said at least half the experiments were from Kansas schools.

Selby doesn't know how many other science fairs or classes have projects involving animal experiments, but she said they are common across the state.

"We are finding most of the people we talk to about it don't even know it goes on," she said.

THE EXPERIMENTS rarely break new scientific ground, she said.

● ANIMALS, 4C, Col. 1

Watchdog Promotes Ban Of Inhumane Experiments

● ANIMALS, From 1C

"These are drugs that have already been tested, so what's the point of subjecting animals to these," she said.

Selby says that instead of experiments that kill animals, films of professionals handling animals properly could be used to teach the students.

"**YOU DON'T** have to teach kids about fire safety by holding their hand in a fire," she said.

In some cases, she said, school children will give an animal a drug, such as a pain killer. The animal then will be anesthetized and undergo surgery so students can see how the drugs affect different organs.

Students usually aren't trained well enough to give the drugs or do

the surgery without harming the animal.

In 1980, she said, one junior high student had a science fair exhibit in Kansas City that tried to show what would happen if goldfish were in the Dead Sea.

"**THE KID** got tap water and put table salt in it and called that Dead Sea water," she said. "Scientists have been trying for years to recreate sea water, and they can't do it."

"He put the goldfish into the water, and it died in eight minutes, and (the experiment) won a superior award," Selby said.

Gaar said that the students, after watching animals suffer, "might not be too sensitive to smashing a human being in the face."

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STEP B:

Review the following collection of comments relative to Fetal Pain and the fact of its existence.

"When doctors first began invading the sanctuary of the womb, they did not know that the unborn baby would react to pain in the same fashion as a child would. But they soon learned that he would."

-- Dr. H.M.I. Liley
Readers Digest; 1965

"Lip tactile response may be evoked by the end of the 7th week. By 10.5 weeks, the palms of the hands are responsive to light stroking with a hair, and at 11 weeks, the face and all parts of the upper and lower extremities are sensitive to touch. By 13.5 to 14 weeks, the entire body surface, except for the back and the top of the head, are sensitive to pain."

--Stanislaw Reinis and Jerome Goldman
The Development of the Brain (1980)
Charles C. Thomas, Publisher

"As early as eight to ten weeks gestation, and definitely by thirteen and a half weeks, the human fetus experiences organic pain."

--Vincent J. Collins, M.D.
Diplomate and Fellow,
American Board of Anesthesiologists
Affidavits (IL., June 17, 1982)

"Dilatation and evacuation, for example, where fetal tissue is progressively punctured, ripped and crushed, and which is done after 13-½ weeks when the fetus certainly responds to noxious stimuli, would cause organic pain in the fetus. Saline amnioinfusion, where a highly concentrated salt solution burns away the outer skin of the fetus, also qualifies as noxious stimulus."

--Thomas D. Sullivan, M.D.
FAAP
American Academy of Neurosurgeons
Affidavit (IL., June 17, 1982)

"By 13-½ weeks, organic response to noxious stimuli occurs at all levels of the nervous system, from the pain receptors to the thalamus. Thus, at that point, the fetal organic response to pain is more than a reflexive response. It is an integrated physiological attempt to avert the noxious stimuli."

--William Matviuw, M.D.
Diplomate, ACOG
Affidavit (IL., June 17, 1982)

"Psychologist Thomas Verney notes in The Secret Life of the Unborn Child that some researchers now believe that the embryo, even in the first weeks of life, 'possess enough self-awareness to sense rejection and enough will to act on it.'"

--Landrum Shettles and David Rorvik
Rites of Life (Copyright, 1983)

"Fetuses (during the last four-and-a-half months of their development) do feel pain. They have the same response as a newborn baby. We treat fetal patients just like we treat newborns."

--Dr. Michael Harrison, Co-Director
Fetal Treatment Program
Univ. of Calif. at San Francisco
Quoted in Washington Times

"Whatever the method used, the unborn are experiencing the greatest of bodily evils, the ending of their lives. They are undergoing the death agony. However inarticulate, however slight their cognitive powers, however rudimentary their sensations, they are sentient creatures undergoing the disintegration of their being and the termination of their vital capabilities. That experience is painful in itself."

--Professor John T. Noonan
Univ. of Calif. at Berkeley
(Human Life Review)

STEP C: Action

During the discussion which ensued on the subject of fetal pain, many interesting thoughts have come our way. The most fundamental concept is that pain is totally subjective. In other words, what causes a great deal of pain to one person may not cause much pain at all in another. This reaction to pain or lack thereof rests with the nerve endings and with the strong or weak impulses sent to the brain.

Therefore, to state unequivocally that the preborn child feels no pain is to deny what research has already taught us over the past 50 odd years; that is - that preborn children develop early the nervous system required in all of us, and that this system enables the preborn child to react in much the same way as anyone else - subjectively.

Please study and write letters to the editor of your local and weekly newspapers. You might even want to prepare a full-fledged article for use on the editorial page - you certainly have enough resources now to do that.

You might mention a couple of other statements which we have found most illuminating on this subject.

"We state categorically that no finding of modern fetology invalidates the remarkable conclusion drawn after a lifetime of research by the Late Professor Arnold Gesell of Yale University. In The Embryology of Behavior: The Beginnings of The Human Mind (1945; Harper Bros.) Dr. Gesell wrote: 'and so by the close of the first trimester the fetus is a sentient, moving being. We need not speculate as to the nature of his psychic attributes, but we may assert that the organization of his psychosomatic self is well under way.'"

(February 13, letter to President Reagan signed
by 28 members of the medical profession)

and

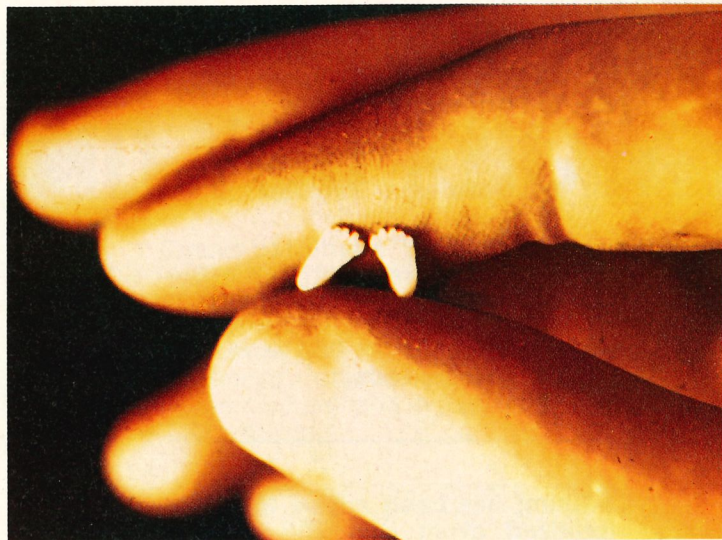
"The requirements of the fetal pain bill (Florida) will not interfere with a woman's right to have an abortion and may well prevent the suffering she might experience if she later realizes that her fetus was sentient and its death was painful."

Rosemary Bottcher; Feminists
for Life; Florida

This is what is left after a developing baby of 10 weeks is killed by suction abortion.



**DID
YOU
KNOW**



This is what your feet looked like when you were only 10 weeks old. Perfectly formed? Yes! You even had fingerprints then.

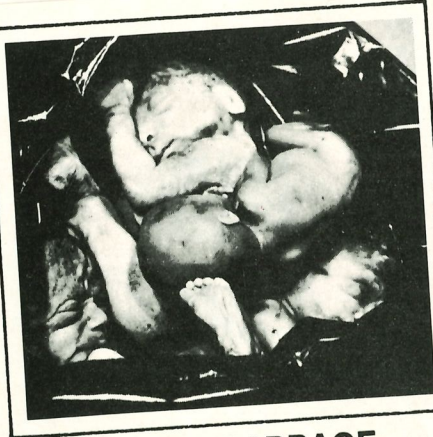
Did you "come from" a human baby?
No! You once were a baby.

Did you "come from" a human fetus?
No! You once were a fetus.

Did you "come from" a fertilized ovum?
No! You once were a fertilized ovum.

A fertilized ovum? Yes! You were then
everything you are today.

Nothing has been added to the
fertilized ovum who you once
were except nutrition.



HUMAN GARBAGE

100 copies @ 4.5¢ ea. plus postage
1,000 copies @ 3.5¢ ea. plus postage
10,000 copies @ 3.0¢ ea. plus postage
100,000 copies @ 2.5¢ ea. plus postage
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HAYES PUBLISHING CO., INC.
6304 Hamilton Ave. Cincinnati, Ohio 45224
513-681-7559 DYK-ENG

Abortion-on-demand laws give
to one person (the mother) the
legal right to kill another (the
baby) in order to solve the first
person's social problem.
Have we ever done this in a
civilized society?

Should we start now?

ADD TO LIFE OF KANSAS, INC.
CROSBY PLACE MALL
717 S. Kansas Ave.
Distributed by Taylor, Ks. 66603

"The Precious Feet People"

P.O. Box 730

Taylor, AZ 85939

(602) 536-7592



DID YOU KNOW

This is how big you were when you were only 11 weeks old. From then on you breathed (fluid), swallowed, digested, urinated, and had bowel movements, slept, dreamed, and awakened, tasted, felt pain from touch and heat, reacted to light and noise, and were able to learn things.

After 11 weeks no new organs began functioning; you just grew more mature.



This baby was born when the mother was only 4½ months pregnant and is a normal healthy child today.

**DID
YOU
KNOW**

This baby was killed by a salt poisoning abortion when his mother was 4½ months pregnant.



STATE OF KANSAS

AMBROSE L. DEMPSEY
REPRESENTATIVE FORTY-SECOND DISTRICT
LEAVENWORTH COUNTY
R. R. 3, BOX 258
LEAVENWORTH, KANSAS 66048



TOPEKA

HOUSE OF
REPRESENTATIVES

COMMITTEE ASSIGNMENTS
RANKING MINORITY MEMBER: AGRICULTURE AND LIVESTOCK
MEMBER: TRANSPORTATION
INTERSTATE COOPERATION

February 27, 1984

TO: Senator Joseph Harder, Chairman and members of the Senate
Education Committee

FROM: Ambrose L. Dempsey, Representative Forty-Second District

RE: SB 529


Due to the fact that the House Transportation Committee meets at 1:30 and I am a member, it will be impossible for me to attend hearings on SB 529. Therefore, I am writing in order to express my personal views on this legislation.

I know that the Kansas City Dairy Council is going to appear to voice their opposition to this proposed legislation. As I am familiar with the activities of this organization, having served as President of the Kansas City Dairy Council and a Director for many, many years, I felt obligated to write you in opposition to the elimination of these small animals in certain programs.

The Council uses rats, mice, guinea pigs, etc., in their endeavors to to prove certain facts in regard to inadequacies of proper diet. These experiments are conducted by (rat ladies), those who work in this field. These programs are conducted throughout the Kansas City area as well as with the National Dairy Council. This is an amazing program and well received by schools throughout this area; I would hate to see such a valuable program discontinued as test results from the animals has a great bearing on the proper diet for our youth.

I would appreciate these things being taken into consideration in deciding the nature of "cruelty to animals" and I thank you for considering my thoughts in this matter; my opposition to SB 529.

Respectfully submitted,


Ambrose L. Dempsey,
Representative

ALD/fc

Attachment 12

KABT GUIDELINES FOR THE USE OF LIVE ANIMALS AT THE PRE-UNIVERSITY LEVEL

Adopted 19 September 1981

Preamble: Living things are the subject of biology and their direct study is an appropriate and necessary part of biology teaching. Textbook instruction alone cannot provide students with a basic understanding of life and life processes. We further recognize the importance of research to understanding life processes and providing information on health, disease, medical care, and agriculture.

The abuse of any living organism for experimentation or any other purpose is intolerable in any segment of society. Because biology deals specifically with living things, professional biological educators must be especially cognizant of their responsibility to prevent inhumane treatment to living organisms in the name of science and research. This responsibility should extend beyond the confines of the teacher's classroom to the rest of the school and the community.

The Kansas Association of Biology Teachers, in speaking to the dilemma of providing a sound biological education at the secondary level, while addressing the problem of humane experimentation, presents the following guidelines on the use of live animals at the pre-university level.

- A. Biological experimentation should lead to and be consistent with a respect for life and all living things. "Humane treatment and care of animals should be an integral part of any lesson which includes living animals."
- B. All aspects of exercises and/or experiments dealing with living things must be within the comprehension and capabilities of the students involved. It is recognized that these parameters are necessarily vague, but it is expected that competent teachers of biology can recognize these limitations.
- C. Lower orders of life such as bacteria, fungi, protozoans and insects can reveal much basic biological information and are preferable as subjects for invasive studies wherever and whenever possible.
- D. Vertebrate animals can be used as experimental organisms in the following situations:
 1. Observations of normal living patterns of wild animals in the free living state or in zoological parks, gardens, or aquaria.
 2. Observations of normal living patterns of domestic animals and appropriate wild captive animals in the classroom.
 3. Observations of biological phenomena, i.e. inducing ovulation in frogs through hormone injections, that do not cause undue discomfort or adverse effects to the animals.
 4. Observation of live frogs for anatomical and physiological studies should be limited, with the pithing of such frogs being done discretely by the instructor. Maximum use should be made of each live frog to study as many biological principles and body tissues as possible.

- E. Animals should be properly cared for as described in the following guidelines:
1. Appropriate quarters for the animals being used should be provided in a place free from undue stresses. If housed in the classroom itself, animals should not be constantly subjected to disturbances that might be caused by students in the classroom or other upsetting activities.
 2. All animals used in teaching or research programs must receive proper care. Quarters should provide for sanitation, protection from the elements, and have sufficient space for normal behavioral and postural requirements of the species. Quarters shall be easily cleaned, ventilated, and lighted. Proper temperature regulation should be provided.
 3. Proper food and clean drinking water for those animals requiring water shall be available at all times in suitable containers.
 4. Animals' care shall be supervised by a biology teacher experienced in proper animal care.
 5. If euthanasia is necessary, animals shall be sacrificed in an approved, humane manner by an adult experienced in the use of such procedures. Laboratory-strain animals should not be released in the environment under any circumstances. Wild, native captive animals should be released only in the same general area of their capture. If this is not possible, they should be euthanized. The introduction of non-native species which may become feral must be avoided.
 6. The procurement and use of wild or domestic animals must comply with existing local, state, or federal rules regarding same.
- F. Animal studies should be carried out under the provisions of the following guidelines:
1. All animal studies should be carried out under the direct supervision of a competent biology teacher. It is the responsibility of that teacher to ensure that the student has the necessary comprehension for the study being done.
 2. Students should not be allowed to take animals home to carry out experimental studies except under close supervision of an instructor. These studies should be done in a suitable area in the school.
 3. Students doing projects with vertebrate animals should adhere to the following:
 - a. No experimental procedures should be attempted that would subject animals to pain or distinct discomfort.
 - b. Students should not perform surgery on living vertebrate animals.
 4. Experimental procedures should not involve the use of micro-organisms pathogenic to humans or other animals, ionizing radiation, carcinogens, drugs or chemicals at toxic levels, drugs known to produce adverse or teratogenic effects, pain-causing drugs, alcohol in any form, electric shock, exercise until exhaustion, or other distressing stimuli.

5. Behavioral studies should use only positive reinforcement in training studies.
 6. Egg embryos subjected to experimental manipulation must be destroyed humanely after hatching. Normal egg embryos allowed to hatch must be treated humanely within these guidelines.
 7. The administration of anesthetics should be carried out by a qualified biology teacher competent in such procedures. (The legal ramifications of student use of anesthetics are complex and such use should be avoided.)
- G. The use of living animals for science fair projects and displays shall be in accordance with these guidelines. In addition, no living vertebrate animals shall be used in displays for science fair exhibits.
- H. In those cases where the research value of a specific project is obvious by its potential contribution to science, but its execution would be otherwise prohibited by the guidelines governing the selection of an appropriate experimental animal or procedure, exceptions can be obtained if:
1. the project is approved by and carried out under the direct supervision of a qualified research biologist in the field; and
 2. the project is carried out in an appropriate research facility designed for such projects; and
 3. the project is carried out with the utmost regard for the humane care and treatment of the animals involved in the project.

This statement has been modified from the guidelines adopted by the National Association of Biology Teachers on 14 June 1980.

Respectfully submitted,
Louis J. Bussjaeger
Chmn., Animal Use Guidelines Committee

OUTDOOR LAB - NATURE CENTER DIRECTORY

If your school or community has an outdoor learning area please write or telephone me. As a minimum, I would like to know where it is, who owns/manages it, and what is unique about it. If you would like to volunteer more information, I have a form I will mail to you. Reply to: Bob Rose, Paola High School, Paola, Ks. 66071. Business phone (913) 294-4367. Home phone (913) 294-5406.



Department of Foods and Nutrition

Justin Hall
Manhattan, Kansas 66506
913-532-5508

February 28, 1984

Joseph Harder
Senate Education Committee
Statehouse
Topeka, KS 66612

Dear Mr. Harder:

This letter regards Senate Bill 529, "an ACT to prevent cruelty to animals in school science classes and science fairs".

We are supportive of humane care and use of animals as related to scientific use and demonstrations. However, we suspect or believe that the proposed bill may be excessively restrictive in citing "deprivation" as an unallowed technique. The use of animals in certain educational and research settings is not only beneficial but necessary. For example, animal feeding demonstrations are effective and convincing in showing, with first-hand experience, the benefits of eating a variety of nutritious foods. We believe the advantages of those experiments (improving children's health through changed eating habits) far outweigh any supposed disadvantages. We hope the interpretation of the provisions of this bill will not preclude animal feeding demonstrations in elementary and secondary schools.

Sincerely,

Eunice Bassler, M.S., R.D.
Nutrition Education Specialist

A handwritten signature in cursive script that reads "Jane Bowers".

Jane Bowers, Ph.D.
Department Head

Attachment 14



February 28, 1984

Honorable Senator Joe Harder
Chairman, Senate Education Committee
143 North
Statehouse
Topeka, KS 66612

Dear Senator Harder:

I would like to urge you to oppose Senate Bill 529 which would discontinue all programs which use animals for classroom experimentation. The bill is not specific enough to discriminate among various types of animal experimentation.

One program that has been very beneficial to the Kansas population has been the Animal Feeding Demonstration of the Dairy Council. Children gain many benefits from participating in this program. With the white rats provided by the Dairy Council, children are able to see direct results of food and nutrition on a living organism. It would never be possible for the children to gain such first-hand knowledge without live organisms. Motivation is high for close observation, painstaking procedures, and accurate record keeping when there is live material with which to work. Seeing dramatic results happen before their eyes improves the nutritional habits of many children, and often of their families as well.

Our teachers-in-training have an opportunity to participate with the children in this program. This helps them learn to guide children in conducting a classroom experiment involving live animals. Many of them overcome their fear of the rats and observe first-hand how valuable and far-reaching this type of experience can be for children.

We feel that discontinuance of this program and others of its type would be a real disservice to the citizens of Kansas. Please oppose Senate Bill 529.

Respectfully,

Betty Campbell

We also urge your opposition to Senate Bill 529.

Jeanne Frederickson
Sori Bray
Jelly Eidman
Lou Marotta
Milly Halley

Michael J. Kosni
Daryl E. Berry

Attachment 15