



Why Dissection?: Animal Use in Education

Lynette A. Hart, Mary W. Wood, Benjamin L. Hart

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Why do students continue to dissect animals in biology classes? Why, despite the excellence of teaching resources for veterinary and human medical education that substitute for dissection, do those provided for pre-college students fall short in convenience, flexibility, and coordination with the curriculum? Why Dissection? Animal Use in Education looks beyond the typical yes-or-no debate about dissection to understand how we came to our current practice of dissection in intermediate and high school biology, even as preparation of health professionals has moved away from dissection. Despite the many forces that support the continued use of dissection in pedagogy, teachers retain much autonomy in how they teach in the classroom, and legislation in many states provide specific requirements for what should and should not be taught in separated science and health curricula, offering students the option to not engage in dissection. Why Dissection? walks students, teachers, and parents through these options to help them make more informed choices regarding their science education options.

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