

Chair Roegner, Vice Chair Cirino, Ranking Member Ingram, and members of the Senate Higher Education Committee,

Thank you for allowing me to testify today. My name is Jack Snider. I am a chemist employed by Hikma Pharmaceuticals, and a graduate of both Wittenberg University and Beavercreek High School. I am strongly opposed to SB 1 and its companion bill, HB 6.

The proposed bills would effectively throttle the education process at all levels. The restriction of what and how to teach would place a constant and distracting threat over the heads of the educators. These are people who are working hard to ensure the base of knowledge is strong in their students, and they are tragically overworked and undervalued as is. Blocking and threatening them will lead to a larger exodus from the profession than the state is already seeing.

The students, in addition to seeing the real-world stress on their teachers, will have their access to information cut off. Teachers that lay out all the facts and options are not only doing their job (to teach what has been) but are presenting the students with the opportunity to really learn. To see every angle and be able to form opinion, basis for argument, and an understanding that not all things are simple, or easily ignored, nurtures growth in logic. Students will be able to learn better, through the growth they experience from seeing. For chemistry, many concepts are presented as Theories; these are observations with a lot of evidence. They are not absolute, because as theories, they are constantly tested. If education becomes closer to what the Bill proposes, the ability to change or understand a theory becomes impossible; students would be told this is what it is (if they would be taught it at all), and not to ask questions or form a conclusion on their own. Finding the answers to their questions, or testing their own conclusions and finding them wrong, are critical parts of understanding anything. This applies to anything, not just chemistry.

Throughout my education I've had peers and teachers that have challenged assumptions and understandings I had, both in and out of academic circles. The ability to defend my position, or to hear theirs and see why mine is not perfect (sometimes flat out wrong!), has made me a better scientist. It has also made me a better friend, sibling, teammate, husband, and person. To deprive the students of Ohio of teachers and curricula that will do these things for them would be a grave injustice.

I ask you to consider my testimony and vote NO on this harmful bill. It will not help the future of the state.

Thank you again for the opportunity to testify.