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Contributors

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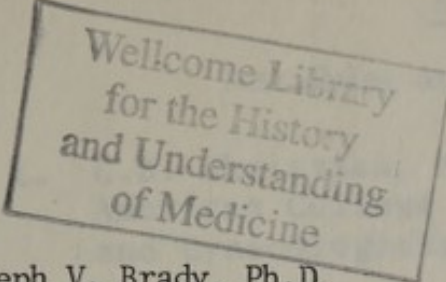
NATIONAL COMMISSION FOR THE PROTECTION OF HUMAN SUBJECTS
OF BIOMEDICAL AND BEHAVIORAL RESEARCH

February 14-15, 1975
Building 31
Conference Room 6
9000 Rockville Pike
Bethesda, Maryland
(Entire Meeting Open to the Public)



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Members Present

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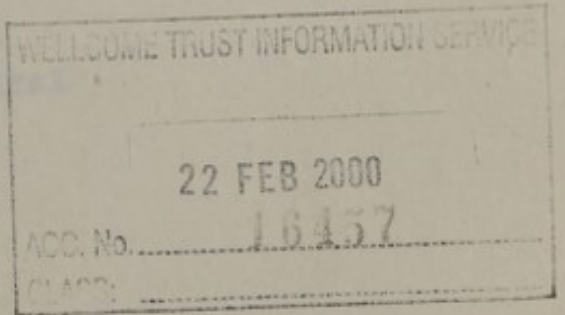
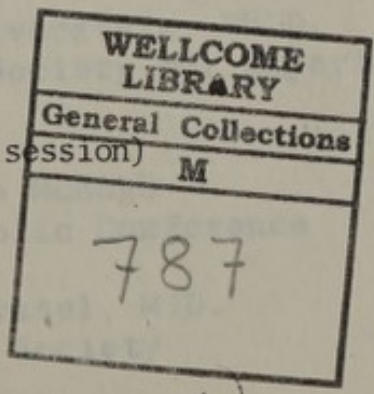
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*(Did not attend full session)

1)

Staff Present

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Michael S. Yesley, J.D., Staff Director

Duane Alexander, M.D.

Edward Dixon, J.D.

Bradford Gray, Ph.D.

Miriam Kelty, Ph.D.

Robert Levine, M.D.

Barbara Mishkin, M.A.

R. Anne Ballard, Information Officer

Bonnie M. Lee, Administrative Assistant

S P E A K E R S

Testifying at the meeting of February 14, 1975

1. C.D. Christian, M.D. Ph.D.
American College of Obstetricians
and Gynecologists
2. Robert Marshall,
U.S. Coalition for Life
3. Thomas Oliver, M.D.
Association of American Medical
Colleges
4. Judith Mears,
Project on Reproductive Freedom
ACLU
5. David G. Nathan, M.D.
Harvard Medical School and
Children's Hospital Medical Center
6. Audrey McMahon,
Private Citizen
7. Robert Greenberg, M.D.
Society for Pediatric Research
and American Pediatric Society, Inc.
8. Sumner J. Yaffe, M.D.
American Academy of Pediatrics
9. Lois Schiffer
Center for Law and Social Policy
10. Kay Katz,
National Tay-Sachs Foundation
11. Arthur Silverstein, Ph.D.
American Society for Experimental
Pathology
12. Rev. James McHugh
U.S. Catholic Conference
13. Jo Anne Brasel, M.D.
Endocrine Society
14. Nancy Raymond
Maryland Action for Human Life

S P E A K E R S (Continued)

15. Sean O'Reilly, M.D.
George Washington University
Medical Center
(Read by Nancy Raymond)
16. Chris Mooney
Pregnancy Aid Centers
17. Walter L. Herrmann, M.D.
University of Washington, Seattle
18. Mary O'Donnell
National Pro Life Coalition and
Maryland Right to Life
19. LeRoy Jackson, M.D.
Washington, D.C.
20. Karen Mulhauser
National Abortion Rights Action
League
21. Ernest Hopkins, M.D.
Howard University College of
Medicine
22. J. V. Klavins, M.D.
Long Island Jewish-Hillside
Medical Center
23. Myron Winick, M.D. Ph.D.
American Institute of Nutrition

PROCEEDINGS

DR. RYAN: I wonder if we could come to order, please.

This is the third meeting of the National Commission for the Protection of Human Subjects, and all day we will be hearing public testimony.

We have a large number of participants and we are going to try to adhere to a relatively tight schedule, allowing no more than ten minutes for presentation and ten minutes for questioning for each speaker.

Friday, February 14, 1975

I would like to call to the attention of the Commission members, on page 2 of your book is a list of the speakers and the order in which they will be heard.

If we may, I would like to start with the first speaker, representing the American College of Obstetricians and Gynecologists, Dr. E. D. Christian.

Would you have a seat at the end of the table?

DR. CHRISTIAN: Dr. Ryan, and members of the Commission and Staff, I am representing today the American College of Obstetricians and Gynecologists, an organization some 24 years of age, and has at the moment 15,000 practicing obstetricians and gynecologists.

The statement which has been presented by our Ethics Committee of the College is dated late in 1973, and has had two public meetings since early

Faint, illegible text at the top of the page, possibly a header or introductory paragraph.

Friday, February 14, 1925

Main body of faint, illegible text, appearing to be a letter or report.

P R O C E E D I N G S

1
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3 please.

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15 speaker, representing the American College of Obstetricians
16 and Gynecologists, Dr. C. D. Christian.

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18 DR. CHRISTIAN: Dr. Ryan, and Members of the
19 Commission and Staff, I am representing today the American
20 College of Obstetricians and Gynecologists, an organization
21 some 24 years of age, and has as its members 16,000 plus
22 practicing obstetricians and gynecologists.

23 The statement herein read has been generated
24 by our Ethics Committee of the College which was instituted
25 late in 1973, and has had some four meetings since early '

1 I think a summary statement is in order in telling
2 you how we attempted to arrive at this.

3 To limit and direct the efforts of the Committee,
4 it was decided to attempt to separate areas of substantial
5 agreement within the profession from questions which are
6 likely to prove more difficult. It was also necessary to
7 separate the consideration of the ethical problems related
8 to the elective interruption of pregnancy to those related
9 to research.

10 It was generally agreed, that the desirable goal
11 of research should not affect the clinical decision for
12 abortion, or substantially affect its timing. Research on
13 the pregnant woman that would cause harm to the fetus and thus
14 make the decision to abort irrevocable would be avoided.

15 With the above factors eliminated, the products of
16 conception could be considered for research as if resulting
17 from spontaneous abortion in every case.

18 Therefore, no objection beyond proper consent
19 should be raised regarding the use of the placenta or to the
20 research on the fetus or abortus which is already dead. A
21 fetus that is viable at delivery is recognized as a premature
22 infant and will be treated in a manner consistent with the
23 best hope for unimpaired life.

24 You have a list of the people on the Committee.
25 We could expand on that, as you might wish.

1 The statement which takes in my lonely room about
2 seven minutes to read, is as follows:

3 Biomedical research during the perinatal period
4 is essential to continued reduction in material and perinatal
5 morbidity and mortality, which is among the goals to which
6 the American College of Obstetricians and Gynecologists is
7 dedicated. Such research frequently represents new method-
8 ologies and avenues of approach, and is of incalculable
9 value to children now alive and to generations as yet unborn.
10 The list of positive accomplishments in this field resulting
11 from perinatal research is long and distinguished.

12 Perinatal research is directed to the investi-
13 gation of normal and abnormal maternal-fetal physiology at
14 various stages of fetal development from fertilization
15 through the neonatal period. Medical science has historic-
16 ally engaged in voluntary efforts to assure that every
17 patient -- whether mother, fetus, or infant -- is accorded
18 full protection of rights as a patient. To this end,
19 technical and ethical guidelines designed to safeguard the
20 subjects of such research should be clearly defined.

21 The perinatal period has traditionally been an
22 area of major concern to the obstetrician-gynecologist and
23 in daily practice he has been cognizant of the importance of
24 the several lives entrusted to his care even beyond the
25 requirements of law. Although such concern has always

1 extended as well to basic and clinical investigation in which
2 conflicts of interest may arise. The obstetrician-
3 gynecologist has consistently affirmed this overriding
4 responsibility and concern for the welfare of both mother
5 and fetus. The College also recognizes the growing public
6 concern for the ethical aspects of biomedical research, and
7 in these ethical considerations of perinatal research
8 reaffirms the traditional and continuing concern of its
9 Fellows.

10 The College believes it is necessary to separate
11 areas of substantial agreement from questions which are
12 likely to prove very difficult. It is particularly important
13 to distinguish ethical problems of patient care from those
14 of research. In this context, the ethical problems of
15 abortion should be separate from those involved in fetal
16 research. Conscientious physicians, and certainly ethicists
17 and many other thoughtful citizens, have always recognized
18 that differing and sometimes conflicting values are involved
19 in any practical problems, including those of medical care.
20 It is particularly necessary to identify these differing
21 elements in the area of fetal research.

22 In an attempt to arrive at general considerations,
23 the following has been generated. These guidelines for
24 research are intended as a statement of reasonable principles
25 rather than as absolute and restrictive regulations.

1 Guidelines should be concerned with existing
2 problems and those that might reasonably be anticipated to
3 arise in the future.

4 Human experimentation is a necessary part of
5 medical research because certain information can be obtained
6 in no other way. Such experimentation may be attended by a
7 certain element of risk; therefore, in research design, all
8 available means must be employed to ensure safety and to
9 narrow the risk. This includes full exploration of appropri-
10 ate animal models before such protocols are applied to humans.

11 Personnel shall not be required to participate in
12 perinatal research which is opposed to their ethical atti-
13 tudes.

14 It is recognized that the welfare of the patients
15 are always the primary concern. Clinical management should
16 not be affected by research objectives, regardless of the
17 persons -- whether clinician, researcher, or both -- who
18 make decisions and recommendations to the patients. A
19 physician's involvement in a research protocol in no way
20 diminishes his responsibility to or sensitivity for the most
21 appropriate clinical management of the patient. For example,
22 the desirable goal of research should not affect the clinical
23 decision for abortion or affect its timing, such as delay
24 abortion to obtain a later gestational age which might be
25 more suitable for the research project.

1 All perinatal research requires the usual informed
2 parental consent. All research should be considered on its
3 merits which will be subjected to appropriate institutional
4 and agency review.

5 Research consisting only of observation and
6 recording is of ethical concern only insofar as it involves
7 informed consent and the preservation of privacy and other-
8 wise does not alter clinical management.

9 Research utilizing placenta, amniotic fluid and
10 membranes or other tissue samples ordinarily obtained for
11 patient care without adverse effect on mother or fetus does
12 not present a separate ethical problem.

13 Research involving the dead fetus or infant is
14 of ethical concern only insofar as it relates to the
15 preservation of respect for human remains or tissue. Local
16 regulations on autopsy should be followed. Such research
17 requires the usual informed consent.

18 Research involving the pregnant woman or the
19 in-utero fetus must always take into account the possibility
20 of harm to the fetus. Research which would knowingly pro-
21 duce such harm is not appropriate even when the eventual
22 termination of the previsible pregnancy is intended.

23 Research on the previsible infant who shows signs
24 of life is permitted only when it is assured that the infant
25 is truly previsible as measured by gestational age, birth

1 weight, and other available indicators. Prolonging or short-
2 ening the life of the previable infant for the purposes of
3 investigation only is inappropriate. This should not preclude
4 research directed at improving infant survival. When doubt
5 exists as to viability, the infant should be treated as a
6 viable infant.

7 Research on the viable infant should be governed
8 by the same principles governing all human experimentation,
9 particularly those that relate to infants and children.

10 Informed consent is not only as necessary as in
11 any medical procedure, but also is of special significance
12 in research. The appropriate persons to give consent may
13 vary with the circumstance.

14 In the case of the dead fetus or other products
15 of conception, consent would be obtained in the same manner
16 as for disposal of human remains or tissue.

17 In obtaining consent for research on the previable
18 infant resulting from spontaneous abortion, the mother may
19 usually be presumed to act in its interests as well as her
20 own. There is an unresolved question regarding the
21 appropriateness of the mother electing abortion to give
22 consent for the in-utero fetus or previable infant. This
23 is, however, a problem inherent in elective abortion rather
24 than research.

25 Throughout the development of this policy

1 statement, the Committee has attempted to strike a reasonable
2 balance between the public, medical, scientific and legal
3 concerns regarding research that involves the fetus and
4 fetal material and the benefits society will derive from
5 advances in medicine, especially as they relate to reducing
6 perinatal mortality and improving the quality of life.

7 Thank you.

8 DR. RYAN: Does Staff have any questions they
9 want to direct?

10 Alexander.

11 DR. ALEXANDER: Doctor Christian, on page 3 of
12 your statement you deal with the issue of the involvement of
13 the physician and researcher with the same patients. It
14 has been suggested that the researcher should not -- and the
15 physician -- should not necessarily be the same person.
16 There would be a possible conflict of interest. Would you
17 clarify the College's position on this?

18 DR. CHRISTIAN: The College's position is, and
19 the perceived implication is, that if someone were involved
20 in research, that somehow diminishes their sensitivity to
21 their patient has been received with considerable concern
22 in all of medicine across the country. I think the reasonable
23 position is that if a person is involved in the research
24 protocol it does not change him, or her, into someone who
25 is less sensitive or acts inappropriately in regard to the

1 patient.

2 I would say there is no reason to divide the two.

3 DR. ALEXANDER: One further question.

4 In research involving a fetus in-utero, the
5 question of possible harm to the fetus, you state that
6 nothing should be done which would intentionally or know-
7 ingly harm the fetus.

8 How would you propose that review of proposed
9 research be carried out where there is an uncertainty as to
10 the possibility of harm to the fetus? Do you feel the
11 present proposals or procedures are adequate, or do you feel
12 additional safeguards should be employed?

13 DR. CHRISTIAN: I think it is impossible, as
14 reasonable people agree, to write regulations regarding
15 judgment. You have to do what reasonably might or might not
16 be done. There comes some final common denominator where
17 judgment has to be involved in any protocol. I don't think
18 a regulation can be written regarding that. I am not
19 being evasive.

20 DR. ALEXANDER: No further questions.

21 DR. RYAN: Do any of the Commission Members
22 have any questions?

23 Dr. Lebacqz.

24 DR. LEBAZQZ: The statement was that research
25 should not affect the clinical decision for abortion or

1 substantially affect its timing. That was the original
2 statement.

3 In our statement this morning, the statement is
4 research should not affect its timing. Is the word
5 "substantially" significant, and if so, what does it pertain
6 to?

7 DR. CHRISTIAN: We elected because it is a
8 judgmental word and "substantially", of course, could mean
9 different things, that your position would be fairer to say
10 "should not affect the timing."

11 DR. RYAN: Doctor Lebacqz, the transcript which
12 you have in front of you now is the official one which has
13 been submitted to us.

14 Doctor Cook.

15 DOCTOR COOK: On page 6 of the statement you
16 use the term "competence of the mother in giving consent."
17 I am not a lawyer, but I wonder if the usual use of the
18 word "competence" would apply here? The mother in the legal
19 sense is competent to understand and so forth. The question
20 of whether or not it is appropriate for her to be giving
21 consent is the issue I would like to raise and find out
22 what you see is possible?

23 DR. CHRISTIAN: I think we did not mean it in a
24 legalistic sense of competence, but rather the sense of
25 appropriateness. I cannot take it on myself to change that

1 statement this morning.

2 DR. RYAN: Thank you, Doctor.

3 MS. MISHKIN: On page 4, in response to an
4 earlier question about knowingly producing some harm --

5 DR. RYAN: Could you speak louder?

6 MS. MISHKIN: I am looking for futher clari-
7 fication to his answer to Doctor Alexander on his statement
8 on the bottom of page 4 where it says, knowingly produce
9 such harm to the fetus in-utero was not appropriate. Do
10 I understand, then, that if you do not know, in other words,
11 if the fact is that there is no way of knowing whether or
12 not something may produce harm, how would the College stand
13 on that?

14 DR. CHRISTIAN: Well, again, it is a matter of
15 reasonable acts by reasonable people. If there were known
16 or a high percentage chance of that sort of risk, it would
17 not be appropriate. If it were a sheer inadvertence,
18 obviously, there is no way it can be precluded or not done.

19 MS. MISHKIN: In your best judgment if you did
20 not know and had no scientific way of knowing what the result
21 would be on the field whatever the purpose of the research
22 was?

23 DR. CHRISTIAN: Presumably this would have gone
24 by appropriate agency review, they would know that they are
25 reasonable people, well informed with the leading edge of

1 of information and technology, so they presumably would be
2 the best people to do the projected research. Does that
3 answer your question?

4 MS. MISHKIN: My problem is even if all those
5 people are reasonable, they may not have the judgment.

6 DR. CHRISTIAN: I think we are saying the same
7 thing. It is impossible to write.

8 DR. RYAN: I think you are on the risk versus
9 benefit dilemma which we will have to consider one other
10 time.

11 There is one last question from Dr. Louisell.

12 MR. LOUISELL: In connection with your point that
13 there is no inconsistency between the treating physician
14 functioning as the researcher, are you acquainted in the
15 transplant operations a sharp distinction is made between
16 the donor's treating physician and the prospective trans-
17 planter's?

18 DR. CHRISTIAN: That may be for other reasons.
19 Most people involved with the trauma that leads to that
20 sort of early cadaver transport are not the people who do
21 the transplants. So there may be additional technical reasons
22 that haven't anything to do with ethical reasons. I would
23 not want the wrong conclusion drawn from the separation of
24 duties in the transplant. That is not entirely the reason,
25 but it is certainly part of the reason. The perceived

1 implication by physicians in the country that in fact to be
2 involved or even if your name, even in an administrative
3 position, on a research protocol, that that would strip
4 you of appropriate clinical management and your appropriate
5 sensitivity to a patient has been received poorly across the
6 country.

7 My point is you can do one and the same and be
8 both.

9 DR. LOUISELL: But isn't there the same poten-
10 tial as far as motivation is concerned for a conflict of
11 interest when you have the relation of researcher and
12 treating physician?

13 DR. CHRISTIAN: This is a situation I think we
14 can stop. All of us sitting around the room would know each
15 of us would act in a patient's best interest. It is everyone
16 else we are worried about.

17 DR. RYAN: Doctor Christian, thank you very
18 much.

19 If we may go on now to Mr. Robert Marshall,
20 representing the U.S. Coalition for Life.

21 You have your presentation.

22 MR. LOUISELL: Was his presentation included
23 in the original group?

24 DR. RYAN: They have been distributed this
25 morning, David. They should be in your pile.

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There are no numbered pages 15, 16, and 17.

Text is complete.

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 in the original group?
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 morning, David. They should be in your file.

1 Mr. Marshall.

2 MR. MARSHALL: My name is Robert G. Marshall,
3 Special Assistant for Congressional Affairs to the U.S.
4 Coalition for Life - a clearinghouse and research center
5 for pro-life activities.

6 My past experience includes: (1) Legislative
7 Assistant during 1970-1971 to John A. Blatnik, Chairman of
8 the House Committee on Public Works, (2) GS-11 Grant Reviewer
9 at the Office of Economic Opportunity during 1973 in the
10 Office of Program Review, (3) Medical Technician in 1972.

11 I thank the panel here today for the opportunity
12 to testify on the subject of fetal research.

13 Part One of my presentation will deal with the
14 proposed regulations as published in the Federal Register
15 for November 16, 1973. Part Two will deal with topics not
16 covered by proposed regulations.

17 Section 46:24

18 1. DHEW ACTIVITY:

19 Support of bio-medical or behavioral research
20 involving human beings can be direct or indirect. Indirect
21 support consists of providing money or staff to (A) indiv-
22 iduals or organizations who have contracting ability and
23 who delegate to others the responsibility for performing
24 such research, (B) individuals or organizations part of
25 whose activities consist of such research.

1 RECOMMENDATIONS:

2 Any conditions promulgated by DHEW surrounding
3 the use of such tax originated monies used to support bio-
4 medical or behavioral research involving human beings apply
5 to both direct and indirect use of such money.

6 2. NEEDS OF SUBJECT:

7 As a subject in any DHEW activity which goes
8 beyond the application of those established and accepted
9 methods necessary to meet his need.

10 Persons take drugs in the absence of a diseased
11 condition, i.e. birth control pills, morning after pills,
12 marijuana.

13 RECOMMENDATIONS:

14 Researchers should (A) indicate the parameters
15 of "normalcy". (B) Define the level of "need" being ful-
16 filled in the experiment.

17 3. CHILD:

18 "Child" means an individual who has not attained
19 the legal age of consent to participate in research.

20 Many states permit persons otherwise considered
21 as "minors" to consent to and receive prescriptive birth
22 control and abortifacient devices -- IUD's -- as well as
23 abortions.

24 RECOMMENDATIONS:

25 The U.S. Coalition for Life opposed the

1 interpretation of such statutes so as to place in such
2 "minors" and not their parents, the power of consent in such
3 experimentation.

4 DR. RYAN: The hearings today are on live human
5 fetal research. Could you direct your comments to that
6 subject, please.

7 MR. MARSHALL: These are the conditions surround-
8 ing the holding of such research. I am directing my comments
9 to that area based upon these regulations. That is why I
10 developed my presentation this way.

11 DR. RYAN: The Commission has nothing to do with
12 the regulations.

13 MR. MARSHALL: Nothing at all?

14 DR. RYAN: No.

15 MR. MARSHALL: Then I have been misinformed.
16 How do you suggest I proceed?

17 DR. LOWE: regulations have been published by
18 the Department to encourage public discussion and is a
19 function of the Department. The Commission is independent
20 of the Department and operates in a totally different manner.
21 I think it is important to make that distinction so that your
22 comments should be properly directed to the Secretary, not
23 at many members of this Commission. Certainly, you are
24 entitled to submit comments in writing to the Commission.

25 DR. STELLAR: May we accept the comments in

1 lieu of the testimony today? Would that be agreeable?

2 MR. MARSHALL: Could I just read the comments,
3 because they do pertain to --

4 DR. RYAN: If you could scan through and cover
5 those that would be pertinent to the subject at hand,
6 please proceed.

7 MR. MARSHALL: You have nothing to do with making
8 recommendations concerning the ethical review board at all?

9 DR. RYAN: We will be making recommendations.
10 The request for information today was concerned with live
11 human fetal research. That was the order of business today.
12 If we make requests in the future, the requests will be made
13 so.

14 MR. MARSHALL: I understand the requests were
15 made around conditions concerning that.

16 DR. RYAN: I don't want to spend everyone's time
17 here in trying to work out an accommodation at this point.
18 Would you please, Mr. Marshall, if you have comments with
19 respect to live human research or comments in here which
20 would be pertinent, please state them. We will give you
21 additional time.

22 MR. MARSHALL: Thank you.

23 Concerning the subject matter of live human
24 research, we have some questions here.

25 Lest it be unclear, the Coalition for Life is

1 opposed to any procedure called medical which does not have
2 the effect of or is not directed at preserving the life or
3 restoring the health of the immediate patient or patients.
4 Unarticulated, but nevertheless assumed in the proposed
5 regulations are notions concerning both the nature of man
6 medicine that are in actual or potential conflict with the
7 Juedo-Christian moral ethic. Namely, that man -- being the
8 animal with the capacity to reason -- is made in the image of
9 God and is the only terrestrial creature that has the
10 spiritual aspect of personhood. The teaching of man's
11 special creation -- that the origin of both the individual
12 and the race cannot be accounted for by the operation of
13 the purely natural causes which operate in the biological
14 process of reproduction. Only man is immortal -- that the
15 human soul is capable of subsisting apart from the body,
16 even though its perfection requires it to be reunited with
17 the body. Only man has free will and moral responsibility --
18 that each person will be judged for his acts by the Creator
19 of us all.

20 The Coalition holds that any attempt to place
21 considerations of knowledge above the beforementioned under-
22 standing of man is misguided from the start and results in
23 man being treated as a means only and not an end. With
24 that understanding the U.S. Coalition also recommends the
25 following safeguards and sincerely hopes that this

1 study commission will both consider and adopt them:

2 Concerning Experiments:

3 Adoption of the Golden Rule as a criteria of who
4 shall be a participant in any experiment. If an experimenter
5 will not submit either himself or one he loves to such a
6 procedure neither should anyone else be submitted.

7 Adoption of an absolute prohibition on the
8 medically needy as participants in experiments except in
9 the circumstance of immediate danger to life. To offer
10 free medical treatment or monetary compensation to the poor
11 as an inducement to participation in an experiment is to
12 take unfair advantage of a person's situation. If anyone
13 wants to help the poor via legislation then we should lobby
14 for a just tax structure.

15 Valid consent entails that participants be told
16 in language intelligible to the prospective participant,
17 what the experiment involves both on themselves and the
18 unborn. Participants should be required to write out in
19 full, as opposed to merely filling in spaces with their name,
20 the purpose of the experiment.

21 The experimenter should reveal his or her
22 competence and not merely statistical projections of the
23 morbidity and complication rate of other experimentors.

24 Additional material is included and ask per-
25 mission to submit future material, if necessary. Thank you.

Mr. Marshall's prepared statement follows:

My name is Robert G. Marshall, Special Assistant for Congressional Affairs to the U. S. Coalition for Life - a clearinghouse and research center for pro-life activities.

My past experience includes: (1) Legislative Assistant during 1970-1971 to John A. Blatnik, Chairman of the House Committee on Public Works, (2) GS-11 Grant Reviewer at the Office of Economic Opportunity during 1973 in the Office of Program Review, (3) Medical Technician in 1972.

I thank the panel here today for the opportunity to testify on the subject of fetal research. Part One of my presentation will deal with the proposed regulations as published in the Federal Register for November 16, 1973. Part Two will deal with topics not covered by proposed regulations.

PART ONE:

Discussion: Proposed Policy Regulations for the Protection Of Human Subjects:

Section 46:24

1. DHEW ACTIVITY:

PROPOSED REGULATION:

The conduct or support (through grants, contracts, or other awards) of bio-medical or behavioral research involving human subjects.

COMMENT:

Support of bio-medical or behavioral research involving human beings can be direct or indirect. Indirect support consists of providing

money or staff to (A) individuals or organizations who have contracting ability and who delegate to others the responsibility for performing such research, (B) individuals or organizations part of whose activities consist of such research.

RECOMMENDATIONS:

Any conditions promulgated by DHEW surrounding the use of such tax originated monies used to support biomedical or behavioral research involving human beings apply to both direct and indirect use of such money.

2. NEEDS OF SUBJECT:

PROPOSED REGULATION:

as a subject in any DHEW activity which goes beyond the application of those established and accepted methods necessary to meet his needs.

COMMENT:

Persons take drugs in the absence of a diseased condition, i.e. birth control pills, morning after pills, marijuana.

RECOMMENDATIONS:

Researchers should (A) indicate the parameters of "normalcy" (B) Define the level of "need" being fulfilled in the experiment.

3. CHILD:

PROPOSED REGULATION:

"Child" means an individual who has not attained the legal age of consent to participate in research..

COMMENT:

Many states permit persons otherwise considered as "minors" to consent to and receive prescriptive birth control and abortifacient devices (IUD's) as well as abortions.

RECOMMENDATIONS:

The U. S. Coalition for Life opposes the interpretation of such statutes so as to place in such "minors" and not their parents, the power of consent.

Section 46:25

4. AGENCY ETHICAL REVIEW BOARD: ESTABLISHMENT:

PROPOSED REGULATION:

The head of each agency shall establish an Ethical Review Board.

COMMENT:

Will an Ethical Review Board be established for each regional office of the Agency or only one Ethical Review Board here in Washington?

RECOMMENDATIONS:

Regional Boards should be set up if regional grants and contracts are made.

5. COMPOSITION:

PROPOSED REGULATION:

The Board shall be composed of research scientists (biomedical, behavioral, and/or social), physicians, lawyers, clergy, ethicists, and representatives of the public. It shall consist of 15 members appointed by the agency head from outside the Federal Government.

COMMENT:

Government by appointment minimizes direct citizens' input, the very group which is supposed to benefit from the experiment.

RECOMMENDATIONS:

To be eligible as a public representative on the ERB, a person should be (1) nominated by direct petition of the people (a minimum of 1,000 registered voters), (2) collect at least half of the legal requirement (500) by him or himself, (3) the petition should describe

the function of the ERB and any compensation for service on the board.

6. BOARD FUNCTION:

PROPOSED REGULATION:

"..review each proposed activity to which this subpart applies.."

COMMENT:

Good grant review involves much reading, questioning, and thought.

QUESTIONS: Is the ERB paid to engage in such activity? What material will they review? Can they question the experimentors? How many grants will they review and in what period of time? Or, will the ERB merely use material prepared during the internal grant review process of the Agency? Will persons experienced in grant review be on the board? How long will people spend on the board? Who may dismiss board members and for what cause? How will the board know that all proposed experiments concerning humans are being presented to it for review?

RECOMMENDATIONS:

Based upon my experience in reviewing millions of dollars in federal grants, unless the ERB is to be a paid staff (no where indicated) the "review" will either be severely deficient in quality or become a kind of rubber stamp window dressing for decisions made elsewhere. Therefore, compensation shall be provided over a sufficient time period to allow a full review by the board.

7. BOARD'S STANDARD OF JUDGEMENT:

PROPOSED REGULATION:

"..from the standpoint of societal need and ethical considerations, taking into account, the potential benefit of the proposed activity.."

the function of the ERB and any compensation for service on the board.

6. BOARD FUNCTION:

PROPOSED REGULATION:

"..review each proposed activity to which this subpart applies.."

COMMENT:

Good grant review involves much reading, questioning, and thought.

QUESTIONS: Is the ERB paid to engage in such activity? What material will they review? Can they question the experimentors? How many grants will they review and in what period of time? Or, will the ERB merely use material prepared during the internal grant review process of the Agency? Will persons experienced in grant review be on the board? How long will people spend on the board? Who may dismiss board members and for what cause? How will the board know that all proposed experiments concerning humans are being presented to it for review?

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Based upon my experience in reviewing millions of dollars in federal grants, unless the ERB is to be a paid staff (no where indicated) the "review" will either be severely deficient in quality or become a kind of rubber stamp window dressing for decisions made elsewhere. Therefore, compensation shall be provided over a sufficient time period to allow a full review by the board.

7. BOARD'S STANDARD OF JUDGEMENT:

PROPOSED REGULATION:

"..from the standpoint of societal need and ethical considerations, taking into account, the potential benefit of the proposed activity.."

COMMENT:

Does "potential benefit" mean societal need or patient need?

RECOMMENDATIONS:

The ERB should specify which weighs more and why.

Section 42:46**8. PROTECTION COMMITTEE - COMPOSITION:****PROPOSED REGULATION:**

"..no activity covered by th subpart will be approved unless it provides for the establishment by the applicant of a Protection Committee..None of the members shall have any association with the proposed activity, and at least one-half shall have np association with any organization or individual conducting or supporting the activity."

COMMENT:

SAME AS FOR #1

REGULATIONS:

SAME AS FOR #1

Section 46:27**9. PROHIBITION OF CERTAIN CHILDREN IN EXPERIMENTS:****PROPOSED REGULATION:**

"..the child has only one known living parent who is available..Both the child's parents are available.."

COMMENT:

What does "available" mean? Does it include attempts to make contact by phone, registered mail, personal visits?

RECOMMENDATIONS:

Please specify.

Section 46:28

10. ACTIVITIES OUTSIDE OF U.S.:PROPOSED REGULATION:

"..must include written documentation satisfactory to DHEW that the proposed activity is acceptable under the legal, social, and ethical standards of the locale in which it is to be performed."

COMMENT:

Some of the most objectionable experiments in the area of fetal research have taken place in foreign countries with American tax dollars. (See enclosures)

RECOMMENDATIONS:

Keep U.S. dollars in the United States..

Section 46:33

11. PREGNANCY:PROPOSED REGULATION:

"..means the period of time from implantation of a fertilized ovum until delivery.."

COMMENT:

What ever happened to the conception that took place 7 to 9 days prior? This, combined with an up to two week margin of error on the late side in pinpointing the actual date of conception or fertilization could result in experiments being performed on unborn children who are beyond the date of viability by as much as 3 weeks. How many Edelin cases is NIH prepared to fight?

RECOMMENDATIONS:

Upon proof that any individual or organization uses a little one (latin - fetus) in an experiment beyond the second trimester be subject to (1) immediate suspension of any remaining grant or contract money (2) such individuals or organizations be prohibited from receiving

like grants from the said agency for not less than 3 years from the date of the grant or contract termination.

Section 46:35

12. MATERNAL CONSENT INVOLVING EXPERIMENTATION ON THE UNBORN:

PROPOSED REGULATION:

"..vital functions if the abortus will not be maintained artificially for purposes of research.."

COMMENT:

This does not exclude the abortionists from keeping the vital functions of the little one operative for purposes other than research since under prior regulations he is barred from the research.

RECOMMENDATIONS:

Please clarify.

Section 46:37

13. PROHIBITION OF CERTAIN EXPERIMENTS:

PROPOSED REGULATION:

"No activity to which this subpart is applicable may involve a pregnant woman if the Primary Review Committee finds that the fetus might be adversely affected, unless the primary purpose of the activity is to benefit that fetus."

COMMENT:

What is the Primary Review Committee? Is this section meant to apply to as a prohibition on certain kinds of fetal experimentation where the woman desires to carry the baby to term?

RECOMMENDATIONS:

Please Clarify.

Section 46:38

14. OTHER CONSENT NECESSARY:

PROPOSED REGULATION:

"..unless maternal consent has been obtained, as well as the consent of the father if he is available.."

COMMENT:

What is "available?"

RECOMMENDATIONS:

Please specify.

15. Section 46.62
Records-Additional Recommendations;

- 1-Files should be open to the public where names have been omitted from the narration of the experiment.
- 2-Where a person consents for themselves or another any subsequent medical history developed should, as a matter of course, be sent to their own doctor.

Part Two

Lest it be unclear, the Coalition for Life is opposed to any procedure called medical which does not have the effect of or is not directed at preserving the life or restoring the health of the immediate patient or patients. Unarticulated, but nevertheless assumed in the proposed regulations are notions concerning both the nature of man and medicine that are in actual or potential conflict with the Judee-Christian moral ethic. Namely, that man-being the animal with the capacity to reason-is made in the image of God and is the only terrestrial creature that has the spiritual aspect of personhood. (2)The teaching of man's special creation-that the origin of both the individual and the race cannot be accounted for by the operation of the purely natural causes

which operate in the biological process of reproduction. (3) Only man is immortal-that the human soul is capable of subsisting apart from the body, even though its perfection requires it to be re-united with the body. (4) Only man has free will and moral responsibility-that each person will be judged for his acts by the Creator of us all.

The Coalition holds that any attempt to place considerations of knowledge above the before-mentioned understanding of man is mis-guided from the start and results in man being treated as a means only and not an end. With that understanding the U.S.Coalition also recommends the following safeguards and sincerely hopes that this study commission will both consider and adopt them.

1-Adoption of the "Golden Rule" as a criteria of who shall be a participant in any experiment. If an experimenter will not submit either himself or one he loves to such procedures neither should anyone else be submitted.

2-Adoption of an absolute prohibition on the medically needy as participants in experiments except in the circumstance of immediate danger to life. To offer 'free medical treatment' or monetary compensation to the poor as an inducement to participation in an experiment is to take unfair advantage of a person's situation. If anyone wants to help the poor via legislation then we should lobby for a just tax structure.

3-Valid consent entails that participants be told, in language intelligible to the prospective participant, what the experiment involves both on themselves and the unborn. Participants should be required to write out in full-as opposed to merely filling in spaces with their name-the purpose of the experiment.

4-The experimenter should reveal his or her competence and not merely statistical projections of the morbidity and complication rate of other experimentors.

Additional material is included and ask permission to submit future material if necessary. Thank you.

1 DR. RYAN: Thank you very much.

2 I think the problem is the material which was
3 submitted and which we based our invitation to you on is
4 different from that which you submitted today. We appreciate
5 what you just stated.

6 Are there any questions?

7 MS. MISHKIN: Following up on your Golden Rule
8 principle, could you elaborate to the extent that you can
9 tell us whether or not you would oppose non invasive
10 observational research?

11 MR. MARSHALL: In other words, you mean just like
12 the use of fetus scopes?

13 MS. MISHKIN: That's correct.

14 MR. MARSHALL: No. That is not in a sense a
15 harm, or not intended as a harm. I worked for a medical
16 doctor, quite a brilliant man, who developed a devise to
17 help physically rehabilitate people who had muscular ail-
18 ments. He, before he submitted anyone else to his device,
19 himself submitted himself to the device. In other words,
20 this is kind of an ethical safeguard to be sure that he
21 wouldn't have anybody -- looking with a jaundiced view on
22 the subject as a subject instead of an experiment.

23 MS. MISHKIN: You would broaden your restrictions,
24 preserving the life or the health of the immediate patient,
25 you would also include observational items that have nothing

1 to do with the immediate patient, but neither would it harm
2 the patient?

3 MR. MARSHALL: We see nothing wrong with that.

4 MS. MISHKIN: Thank you.

5 DR. RYAN: Mr. Marshall, Thank you very much.

6 MR. LOUISELL: I have a question. I wanted to
7 ask about the notion of research on minors, that is, children,
8 as contrasted with the normal assumedly free adult. Do you
9 draw a distinction there with respect to their being a
10 further requirement for a minor being the subject of research,
11 as distinguished from an adult?

12 MR. MARSHALL: Again, I am not sure that even a
13 parent has the capacity to consent to research that would
14 cause a harm to the child or a foreseeable harm. In other
15 words, there ought to be a strict bar even on the powers of
16 parents to consent to certain kinds of items. You are going
17 to ask a question as to what kind of research, and that would
18 be a factual consideration based upon the risk.

19 MR. LOUISELL: You can foresee of situations
20 where an adult would be justified from every legal and moral
21 viewpoints to submitting himself to the risk of research,
22 and yet where it would still be improper for him to submit
23 his own minor child?

24 MR. MARSHALL: Yes. There is the circumstance
25 of the head of a department who wants to perform certain

1 experiments soliciting assistance from the children of
2 subordinates in his department. And because of the poten-
3 tial conflict there, the person in the subordinate position
4 refusing a superior to submit the child to what the superior
5 says is a harmless experiment, you might develop categories
6 which are an absolute prohibition to this. Is my job in
7 jeopardy if I don't submit my child to this experiment?
8 I think these kinds of situations should be drawn out so you
9 can prohibit the occasion from coming out.

10 DR. COOKE: In your statement you essentially
11 indicate -- along the same lines -- that the mother may give
12 proxy consent for the fetus, is that correct?

13 MR. MARSHALL: Yes, to certain procedures.
14 Again, if they are designed to aid the health or preserve
15 the life of the unborn.

16 MR. LOUISELL: You are not arguing the mother
17 could give such consent for a harmful procedure on the
18 unborn?

19 MR. MARSHALL: I don't think she has any right
20 to do it. She has the power to do it.

21 DR. RYAN: Any other Commission Members have
22 questions?

23 DR. COOKE: This is Ms. Mishkin's statement
24 again, if the harm could not be judged because there have been
25

1 no track records, in a sense, how would your association react
2 in regard to the fetus with regard to the minor basis?

3 MR. MARSHALL: In other words, the administration
4 of drugs?

5 DR. COOKE: There was no known harm, but no strong
6 documentation that harm cannot result. That is a problem with
7 many experiments?

8 MR. MARSHALL: We first request or hope that all
9 prior methods have been used to try to help this unborn, all
10 the established methods. If and when they fail, that is when
11 you are morally justified in turning to a circumstance where
12 you don't know the consequence, but your intent is to help.
13 If it turn out the other way, that is unfortunate.

14 DR. COOKE: So intent becomes a very important
15 issue?

16 MR. MARSHALL: Motive and intent, as ascertained by
17 the nature of the treatment you are going to give.

18 DR. RYAN: Do other Commission Members have
19 questions?

20 (No response.)

21 DR. RYAN: Thank you very much, Mr. Marshall.

22 The next speaker represents the Association of
23 American Medical Colleges, Doctor Thomas Oliver. You should
24 have his testimony before you.

25 Dr. Oliver, may I caution you as the last witness

1 to please address yourself to the question of research on
2 the live human fetus?

3 DR. OLIVER: Thank you.

4 I am Thomas K. Oliver, Jr., Professor of Pedi-
5 atrics and Chairman of the Department of Pediatrics at the
6 University of Pittsburgh School of Medicine. I am pleased
7 to appear before you today on behalf of the Association of
8 American Medical Colleges and particularly on behalf of the
9 58 academic societies affiliated with the Association.

10 In the interest of time, I will not go into the
11 position of the Association. It represents medical schools
12 and teaching hospitals.

13 During the past ten years there has been a
14 remarkable reduction in the death rate of premature infants.
15 At the same time these survivors of premature birth have
16 become dramatically healthier and more vigorous. For example,
17 in 1960 an infant weighing less than three and one-half
18 pounds had a 50 percent chance of dying; but today that
19 infant has better than an 80 percent chance of living. Two-
20 thirds of those premature infants who did survive in 1960
21 had serious neurologic damage including blindness, mental
22 retardation, or cerebral palsy. Today not only do four out
23 of five prematures survive but they do so with about the
24 same low rate of neurologic damage as full-term babies.
25 These dramatic successes can be attributed directly to fetal

1 research and the consequent improvement in care of the fetus
2 and newborn. Although these advances have lowered the
3 mortality rate of the newborn infant the rate of illness
4 and death in newborns is still high and further research is
5 urgently needed.

6 In discussions of fetal research the ethical
7 issues raised by this research are mistakenly connected with
8 emotionally charged issues relating to induced abortion or
9 the use of fetal materials resulting from spontaneous
10 abortion.

11 The Association believes that a careful separ-
12 ation of issues concerning fetal research from issues con-
13 cerning the ethical and moral concerns of abortion must be
14 maintained. Several subsequent speakers will address them-
15 selves to fetal research during that part of pregnancy
16 during which abortion can be a concern. We would like to
17 address ourselves at this time to issues relating to fetal
18 research in the later stages of pregnancy, particularly in
19 the third trimester. In this way we will provide a clear
20 example of the need for continuing research on the fetal-
21 maternal unit in order to promote the well-being of the
22 mother and child and to assure that every child has the
23 healthiest possible beginning of life with the least pos-
24 sible risk.

25 Following are two examples of life-saving

1 techniques developed by research which would have been
2 impossible under the proposed regulations.

3 Past experience overwhelmingly demonstrates that
4 it is essential to collect information on the normal mother
5 and the normal fetus during pregnancy, particularly during
6 the last trimester of pregnancy. Advances which have been
7 made through fetal research have profoundly altered the care
8 of the premature and full-term infant. Through the collec-
9 tion and study of amniotic fluid by amniocentesis, we can
10 identify before birth the fetus with Rh incompatibility.
11 This disease results when the fetus' blood cells are a
12 different type than the mothers'. The fetal red cells
13 stimulate Rh antibodies which will destroy the fetal cells
14 and cause brain damage or death before or after birth. To
15 detect this problem before birth a needle is directed into
16 the amniotic sac and amniotic fluid is withdrawn. This
17 method was developed and proven by research.

18 Through the study of amniotic fluid from normal
19 pregnancies we established normal values which permits us
20 to identify the abnormal fetus. This knowledge of normal
21 pregnancies has not only improved diagnosis of Rh disease
22 but has also led to striking improvement in treatment. This
23 research provided the first example in which the fetus could
24 be directly treated in utero by transfusion of blood into the
25 fetus, a life-saving procedure since otherwise these babies

1 would have been stillborn. Thus, many women who cannot safely
2 bear children are able to do so as a direct result of fetal
3 research.

4 Another example of research that shows great
5 promise for reducing infant mortality involves the collection
6 and study of amniotic fluid by amniocentesis to determine the
7 ability of infants to breathe successfully after birth.

8 There exist in amniotic fluid materials that indicate poten-
9 tial lung readiness for air breathing. The greatest cause
10 of infant death, particularly in premature infants, is
11 hyaline membrane disease. In the United States each year
12 40,000 babies are stricken and approximately 25,000 die.

13 Four years ago it became possible to analyze amniotic fluid
14 surrounding infants who may be born prematurely in order to
15 determine whether the lungs are ready for air breathing.

16 Furthermore, two years ago it became possible to treat infants
17 whose lungs are not yet ready for birth by hormone injection
18 of the mothers. The hormone injection assures that the fetal
19 lung will develop this essential function.

20 All this saving of lives and prevention of
21 disease was made possible by research which would be impos-
22 sible under the proposed regulations governing research on
23 pregnant women and the fetus. There are other examples that
24 I could cite but these appear to be particularly important
25 for two reasons: first, there are no animal models of Rh

1 incompatibility or of hyaline membrane disease. Second,
2 these diseases do not occur in adults, and therefore it is
3 impossible to study these diseases in adults. Only by human
4 fetal research were these advances possible.

5 The Association of American Medical Colleges
6 firmly supports the promulgation of regulations to protect
7 the maternal and the fetal subjects of research. We believe
8 the regulations currently proposed represent a firm found-
9 ation for the protection of human subjects in general and of
10 maternal and fetal subjects in particular. These regulations
11 have been widely discussed by conscientious and thoughtful
12 persons in government and in the lay and biomedical com-
13 munity. The Association believes, however, that the regu-
14 lations still require modification in several important
15 areas.

16 We respectfully direct the attention of the
17 Commission to the appended comments of the American Feder-
18 ation of Clinical Research which the Association endorses in
19 general. These comments are thought-provoking and have been
20 carefully framed to allow productive and responsible research
21 to continue on problems similar to those which have been
22 described.

23 It is doubtful whether any of us is farsighted
24 enough to predict which diseases will similarly succumb
25 to careful fetal research in mothers and fetuses in the

1 distant future. This leads us to consider the means by which
2 human endeavors are regulated. There is no doubt that this
3 Commission will give its best attention to the protection of
4 human subjects and will publish guidelines carefully drawn to
5 meet the problems of 1975. How effective these guidelines
6 will be ten years from now, none of us can predict. Medical
7 science will undoubtedly advance and opportunities now
8 unforeseen will occur, therefore would it not be wise to
9 establish a mechanism by which we can respond to these
10 advances and opportunities? We believe the most responsive
11 mechanism which might be relatively unresponsive to change
12 but to create an Ethical Advisory Board. We strongly support
13 the creation of such a Board. We would hope that the function
14 of such a Board would not be only the review of grant appli-
15 cations involving human subjects. We suggest it would be
16 better to require the Board to review only applications in
17 which ethical questions have been raised by organizational or
18 agency review, to hear appeals by investigators or subjects --
19 or their representatives -- and to continue to improve the
20 guidelines for the safe, ethical and effective conduct of
21 research. The Board should be required to publish its find-
22 ings and opinions. The Association hopes you will recommend
23 creation of such a Board with clear authority to supervise the
24 ethical and moral issues of clinical research.

25 In concluding, I would like to stress again the

1 importance of studies in the normal mother and fetus. Most
2 diseases of the newborn begin during fetal development. If
3 we have not studied normal fetuses how can we know what is
4 abnormal or pathological? Studies on the normal mother and
5 fetus are, therefore, absolutely essential in assuring for
6 each child the right to be well born. We consider this
7 point so important that we strongly suggest that guidelines
8 be drawn so that research will be permitted in normal
9 pregnancies where the benefit to mothers and fetuses as a class
10 out-weighs the risks. Research should not be limited to
11 benefits to the particular mother or fetus for the reasons
12 given in the examples above.

13 The Association of American Medical Colleges
14 hopes you will recommend clear guidelines which will permit
15 necessary research leading to future successes in the fight
16 against maternal and fetal death and disease. We will be
17 pleased to assist you in any way possible in discharging
18 your heavy responsibilities.

19 Thank you.

20 DR. RYAN: Thank you, Doctor Oliver.

21 MS. KING: With respect to your suggestion of the
22 Ethical Advisory Board, could you tell me what composition
23 did you have in mind for such a Board; and, two, in terms
24 of membership, where you anticipate locating such a Board,
25 at what level, State and regional level?

1 DR. OLIVER: The regulations which have been
2 circularized and to which there was earlier referral, has
3 suggested the Ethical Advisory Board be located at a
4 national level. There is also a suggestion as to what its
5 composition should be. We would support those general recom-
6 mendations.

7 DR. LEBACQZ: Could you tell me, please, on what
8 class of fetuses was the original research done in trans-
9 fusion of blood into the fetus? Was it done on normal fetuses,
10 in-utero, prior to abortion and so on?

11 DR. OLIVER: Once the technique of amniocentesis
12 and the recognition of the fetus was appreciated and improved
13 treatment resolved, it still was apparently that approximately
14 ten percent died as stillborns. They became so anemic before
15 they could sustain life, that they died. In the 28th, 30th,
16 32nd week. Because one could identify the risk infant by
17 this technique, it was decided that he or she should be
18 studied by the transfusion process. There was no other model
19 available. The outcome was known in this case about the baby
20 and it was research and treatment directed to the affected
21 fetus.

22 DR. RYAN: Dr. Louisell.

23 DR. LOUISELL: In connection with your references
24 to amniotic fluid research, it is a fact, isn't it, that that
25 kind of research with respect to extraction of the fluid,

1 that could be carried on without any significant danger to
2 the fetus?

3 DR. OLIVER: Absolutely. I think at the present
4 time there is concern in terms of the proposed regulations
5 whether this would be allowed or not. In terms of strict
6 interpretation of them. I don't know whether other tech-
7 niques may be developed in succeeding years beyond amniotic
8 fluid analysis. We are comfortable with that. We know the
9 risk-benefit ratio. We need, I think, to be able to continue
10 studies for the very reasons that amniocentesis has been
11 done.

12 DR. LOUISELL: Isn't it the Commission's real
13 job, if it can be done, to draw distinctions between types
14 of research that are sound from a basic research viewpoint
15 and don't run undue risk of injury to the subject, and types
16 of risks, on the other hand, that are inherently too danger-
17 ous to be tolerated on human persons? Isn't that our real
18 job?

19 DR. OLIVER: Yes, by all means, that is your
20 real job. I use amniocentesis as an example because I am
21 not sure ten years ago what the Commission's position
22 would be. I personally can recall that I was terrified at
23 this. Because the fetus was considered inviolable, could
24 not be studied in any way.

25 DR. LOUISELL: But there isn't anything in your

1 position that essentially would justify subjecting the fetus
2 to a greater risk than any born person in the performance of
3 research?

4 DR. OLIVER: Yes, you are right. And to study
5 normal babies, fetuses, mothers, to study better the abnormal
6 fetus.

7 DR. RYAN: Doctor Cooke.

8 DR. COOKE: Tom, what you have given is two
9 examples of fetal research, at least as you presented them,
10 and as I understand it, it did not involve the fetus
11 at all and would not be considered fetal research.

12 DR. OLIVER: I guess, Bob, you will have to
13 decide who amniotic fluid belongs to. I have always con-
14 sidered it the fetus's.

15 DR. COOKE: It is a fluid surrounding the fetus.
16 It isn't the intact fetus. The cells that are shed in the
17 amniotic fluid, I would have to take the position they are
18 not part of the intact fetus. Most people would not say that
19 is an invasion of the fetus anymore than an analysis of some
20 urine in a specimen container was an invasion of the adult
21 who passed that specimen. Now, that, I think, that type of
22 interpretation might make it possible to learn a good deal
23 about fetal studies. But the direct invasion of the fetus
24 is, I think, one of the considerations. I take it that was
25 not part of these two research problems?

1 DR. OLIVER: Clearly, the outcomes that one hopes
2 for in terms of ultimate treatment of the fetus is his
3 invasion. By drugs, by needles in the case of transfusion.
4 And, indeed, that may well be a consequence.

5 DR. COOKE: Your statement about transfusion,
6 though, in answer to a previous question, transfusion was
7 done on the fetus requiring treatment for its survival.
8 So the intent was quite clear.

9 DR. OLIVER: That's correct.

10 DR. COOKE: It was the survival of the individual
11 and not essentially a normal subject that was being trans-
12 fused for investigational purposes. You do make a statement
13 which I think is somewhat difficult to interpret. I think
14 it is subject to misinterpretation. I wonder if you want
15 to clarify it. Where the benefit to the mothers and fetuses
16 as a class outweighs the risk, then research is justified.
17 That implies that if the risk is still rather considerable
18 for the individual, even though as a class the benefits
19 might be considerable and outweigh the risk, that research
20 might be justified. I doubt if you mean that?

21 DR. OLIVER: We are at the risk-benefit gray
22 zone that roubles us all, and which I hope through an Ethical
23 Advisory Board and other agencies, one could establish what
24 are the risk-benefits. I would simply state that amniotic
25 fluid analysis now is known to be a low risk-high yield for

1 certain conditions. It may well be that other such pro-
2 cedures will be developed.

3 DR. RYAN: There are other members of the Committee
4 who want to question. Do you want to pursue that?

5 DR. COOKE: It is a very important issue as to
6 whether or not you consider that the risk to the class and
7 the benefits of the class might take precedence over the risk
8 to the individual. This isn't just restricted, obviously,
9 to the fetus. But children in general might benefit sub-
10 stantially by such research of a particular type. And yet
11 the individual who is the subject might be at some risk.

12 How would you handle that particular ethical
13 problem?

14 DR. OLIVER: If, obviously, the risk to the
15 individual is high, the procedure should not be undertaken.

16 DR. COOKE: Even though there might be sub-
17 stantial benefit to the class?

18 DR. OLIVER: The theoretical situation you
19 raised, that's right.

20 DR. RYAN: Dr. Jonsen.

21 DR. JONSEN: The statement submitted by the
22 College of Obstetricians and Gynecologists says research
23 that would knowingly produce harm to the in-utero fetus is
24 not appropriate even when the eventual termination of a pre-
25 viable pregnancy is intended. That appears to bring up the

1 point of research that would be relatively high risk being
2 done when there is an elective abortion intended. And this
3 would appear to prohibit such research.

4 Does the Association have a position on this
5 matter, in which, for example, the mother who entertains such
6 experimentation on her fetus would change her mind?

7 DR. OLIVER: We in general support the position
8 as outlined in the position paper of the American Federation
9 of Clinical Research, in which such studies with the informed
10 consent might lead to our advanced knowledge.

11 DR. RYAN: Dr. Oliver, thank you very much.

12 I am sorry, Dr. Lebacqz, but we have to keep
13 to some sort of a schedule to accommodate all of the indiv-
14 iduals.

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17 Dr. Oliver's prepared statement follows:
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TESTIMONY OF THE ASSOCIATION OF AMERICAN MEDICAL COLLEGES

I am Thomas K. Oliver, Jr., Professor of Pediatrics and Chairman of the Department of Pediatrics at the University of Pittsburgh School of Medicine. I am pleased to appear before you today on behalf of the Association of American Medical Colleges and particularly on behalf of the 58 academic societies affiliated with the Association.

Now in its 98th year, the Association represents the whole complex of persons and institutions charged with the undergraduate and graduate education of physicians. It serves as a national spokesman for all of the 115 operational U.S. medical schools and their students, 400 of the major teaching hospitals, and 58 learned academic societies whose members are engaged in medical education and research.

The Association is anxious to comment on the issue of fetal research because of the important role of the nation's medical schools in biomedical research training and the equally important role of such training in the quality of American medicine and medical education and, also, because of the deep involvement of the schools in assuring the highest ethical, moral and social concerns in all scientific inquiry, particularly when it involves human subjects.

During the past ten years there has been a remarkable reduction in the death rate of premature infants. At the same time these survivors of premature birth have become dramatically

healthier and more vigorous. For example, in 1960 an infant weighing less than 3 1/2 lbs. had a 50% chance of dying; but today that infant has better than an 80% chance of living. Two-thirds of those premature infants who did survive in 1960 had serious neurologic damage including blindness, mental retardation, or cerebral palsy. Today not only do 4 out of 5 prematures survive but they do so with about the same low rate of neurologic damage as full-term babies. These dramatic successes can be attributed directly to fetal research and the consequent improvement in care of the fetus and newborn. Although these advances have lowered the mortality rate of the newborn infant the rate of illness and death in newborns is still high and further research is urgently needed.

In discussions of fetal research the ethical issues raised by this research are immediately mistakenly connected with emotionally charged issues relating to induced abortion or the use of fetal materials resulting from spontaneous abortion. The Association believes that a careful separation of issues concerning fetal research from issues concerning the ethical and moral concerns of abortion must be maintained. Several subsequent speakers will address themselves to fetal research during that part of pregnancy during which abortion can be a concern. We would like to address ourselves at this time to issues relating to fetal research in the later stages of pregnancy particularly in the third trimester. In this way we will provide a clear example of the need for continuing research on the fetal-maternal unit in order to promote the well-

being of the mother and child and to assure that every child has the healthiest possible beginning of life with the least possible risk.

Following are two examples of life-saving techniques developed by research which would have been impossible under the proposed regulations.

Past experience overwhelmingly demonstrates that it is essential to collect information on the normal mother and the normal fetus during pregnancy, particularly during the last trimester of pregnancy. Advances which have been made through fetal research have profoundly altered the care of the premature and full-term infant. Through the collection and study of amniotic fluid by amniocentesis, we can identify before birth the fetus with Rh incompatibility. This disease results when the fetus' blood cells are a different type than the mothers'. The fetal red cells stimulate Rh antibodies which will destroy the fetal cells and cause brain damage or death before or after birth. To detect this problem before birth a needle is directed into the amniotic sac and amniotic fluid is withdrawn. This method was developed and proven by research. Through the study of amniotic fluid from normal pregnancies we established normal values which permits us to identify the abnormal fetus. This knowledge of normal pregnancies has not only improved diagnosis of Rh disease but has also led to striking improvement in treatment. This research provided the first example in which the fetus could be

directly treated in utero by transfusion of blood into the fetus, a life-saving procedure since otherwise these babies would have been stillborn. Thus, many women who cannot safely bear children are able to do so as a direct result of fetal research.

Another example of research that shows great promise for reducing infant mortality involves the collection and study of amniotic fluid by amniocentesis to determine the ability of infants to breathe successfully after birth. There exist in amniotic fluid materials that indicate potential lung readiness for air breathing. The greatest cause of infant death, particularly in premature infants, is hyaline membrane disease. In the United States each year 40,000 babies are stricken and approximately 25,000 die. Four years ago it became possible to analyze amniotic fluid surrounding infants who may be born prematurely in order to determine whether the lungs are ready for air breathing. Furthermore, two years ago it became possible to treat infants whose lungs are not yet ready for birth by hormone injection of the mothers. The hormone injection assures that the fetal lung will develop this essential function.

All this saving of lives and prevention of disease was made possible by research which would be impossible under the proposed regulations governing research on pregnant women and the fetus. There are other examples that I could cite but these appear to be particularly important for two reasons: first, there are no animal models of Rh incompatibility or of hyaline membrane disease.

Second, these diseases do not occur in adults, and therefore it is impossible to study these diseases in adults. Only by human fetal research were these advances possible.

The Association of American Medical Colleges firmly supports the promulgation of regulations to protect the maternal and the fetal subjects of research. We believe the regulations currently proposed represent a firm foundation for the protection of human subjects in general and of maternal and fetal subjects in particular. These regulations have been widely discussed by conscientious and thoughtful persons in government and in the lay and biomedical community. The Association believes, however, that the regulations still require modification in several important areas. We respectfully direct the attention of the Commission to the appended comments of the American Federation of Clinical Research which the Association endorses in general. These comments are thought-provoking and have been carefully framed to allow productive and responsible research to continue on problems similar to those which have been described. It is doubtful whether any of us is farsighted enough to predict which diseases will similarly succumb to careful fetal research in mothers and fetuses in the distant future. This leads us to consider the means by which human endeavors are regulated. There is no doubt that this Commission will give its best attention to the protection of human subjects and will publish guidelines carefully drawn to meet the problems of 1975. How effective these guidelines will be ten years from now, none of us can predict. Medical science will undoubtedly advance and

opportunities now unforeseen will occur, therefore would it not be wise to establish a mechanism by which we can respond to these advances and opportunities? We believe the most responsive mechanism which might be relatively unresponsive to change but to create an Ethical Advisory Board. We strongly support the creation of such a Board. We would hope that the function of such a Board would not be only the review of grant applications involving human subjects. We suggest it would be better to require the Board to review only applications in which ethical questions have been raised by organizational or agency review, to hear appeals by investigators or subjects (or their representatives) and to continue to improve the guidelines for the safe, ethical and effective conduct of research. The Board should be required to publish its findings and opinions. The Association hopes you will recommend creation of such a Board with clear authority to supervise the ethical and moral issues of clinical research.

In concluding I would like to stress again the importance of studies in the normal mother and fetus. Most diseases of the newborn begin during fetal development. If we have not studied normal fetuses how can we know what is abnormal or pathological? Studies on the normal mother and fetus are, therefore, absolutely essential in assuring for each child the right to be well born. We consider this point so important that we strongly suggest that guidelines be drawn so that research will be permitted in normal pregnancies where the benefit to mothers and fetuses as a class out-weighs the risks. Research should not be limited to benefits

to the particular mother or fetus for the reasons given in the examples above.

The Association of American Medical Colleges hopes you will recommend clear guidelines which will permit necessary research leading to future successes in the fight against maternal and fetal death and disease. We will be pleased to assist you in any way possible in discharging your heavy responsibilities.

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Position Statement of the American Federation for Clinical Research
on the DHEW Proposed Rules on Protection of Human Subjects*†

The American Federation for Clinical Research (AFCR) has forwarded position statements on previous DHEW proposed rules and policies for protection of human subjects. For reference, copies of the AFCR position statements dated November 6, 1973, (Appendix 1),¹ and December 27, 1973, (Appendix 2),² are attached. Among other things these statements will introduce the organization, its mechanism for developing position statements, and the underlying premises from which the present comments are derived.

Subpart C

46.304: We have reservations about the proposed Ethical Advisory Board (EAB) similar to those we expressed earlier (Appendix 2) on the proposal to establish Ethical Review Boards. We feel that the interests of all concerned will be best served if the EAB devotes most of its energies to the continuing development of policy. It is likely to prove to be a needless and expensive duplication of effort for it to review each proposed activity, particularly since this will have already been accomplished by the Organizational Review Committee (ORC) (previously designated Primary Review Committee). Other useful functions of the EAB might include review of procedures proposed by ORCs to see if they are adequate. Further, the EAB could serve as a court of appeals in cases in which irreconcilable differences of opinion develop between investigators and ORCs.

However, if it is determined not to change the present proposed policy—that is, if the EAB is charged with the responsibility of reviewing "all applications or proposals for support of activities"—we should like to offer one further suggestion for procedural modification: In the event the EAB raises a question about the ethics of a proposed activity—one which is sufficiently serious that the agency might consider it grounds for re-

jection of a proposal which would be approved on its scientific merits—contact should be made with the ORC of the institution from which the proposal originated. This communication between the agency and the ORC should be accomplished before final action is taken. The reasons for this suggestion are as follows:

Members of ORCs often find that ethical questions can be raised in the course of their consideration of the written descriptions of proposed activities. Most commonly, these ethical issues can be resolved through direct communication with the investigators. Some apparent problems are due to inadequate descriptions of the procedures the investigators actually intend to follow—but fail to describe—to safeguard the rights and welfare of the subjects. Other problems are due to either a failure on the part of an investigator to anticipate some of the risks inherent in his proposed activity or a lack of familiarity with some of the procedures available to safeguard the rights and welfare of the subjects. Following discussions between investigators and ORC members new understandings are often reached which permit investigators to develop acceptable proposals from what at first appeared unacceptable. For example, there may be improved technical measures for protection of confidentiality. There may be improvement in the wording of the consent form. In some cases there may even be a redesign of the proposed experimental method so as to provide a more favorable risk-benefit ratio.

We feel that similar modifications could be achieved through negotiations between the ORC and either the funding agency or its EAB.

Although EAB activity is not now required by law we are aware that those involved in review activities at DHEW are sensitive to ethical issues. We are further aware that some proposals which passed review by ORCs were subsequently rejected by DHEW on grounds that there was inadequate protection of the subjects. In some cases the grounds seem to be of the sort that could easily have been negotiated so as to make them acceptable to DHEW. Yet what happens in actual fact is that after a rather long delay the investigator re-

*Drafted by the AFCR Public Policy Committee and presented by Dr. Robert J. Levine to the Chief, Institutional Relations Branch, Division of Research Grants, National Institutes of Health, on November 12, 1974.

†Federal Register 39:No. 165, 30648-30657, August 23, 1974.

ceives word from DHEW that his proposal has been rejected on the basis of what was assumed to be an ethical impropriety. This, of course, is most discouraging to the investigator. There is also the possibility that such procedures will prove to be demoralizing to ORC members. If ORCs operate with the understanding that what they approve may be disapproved at a higher level and with the further understanding that what they disapprove will never even be reviewed at a federal level it seems reasonable to predict that they will become increasingly lax in their functions.

46.305: We are pleased with the conceptual development expressed on page 30650, section D, resulting in the shift from the previous proposal of Protection Committees to the present proposal for Consent Committees (CC). However, we continue to believe that the best way to understand the proper methods through which to design CCs and to understand their functions would be to establish on an experimental basis various sorts of CCs in a small number of institutions. Protocols could then be developed to get precise information on what the impact is of the existence of CCs of differing compositions and with differing responsibilities on the actual protection—as opposed to the documentation of apparent protection—of subjects.

Further, we continue to believe that it would be important to get information on the costs of these activities which would afford the possibility to develop cost-benefit assessments. It is quite clear that the operation of these committees will be expensive in terms of time and energy investment as well as financially. We do not challenge the necessity for meticulous protection of subjects—particularly subjects with limited capacities to consent as defined in these proposed rules; however, we think it would be unwise to make major investments in committees charged with this purpose, meeting separately with their own rules of procedure, etc, when, perhaps, some less cumbersome and less expensive mechanism might bring about the same benefit.

Thus, we request that the requirement for formally constructed consent committees be postponed until the above proposed research could be accomplished and evaluated.

Further questions raised in our previous position statement (Appendix 2) that remain to be answered include the following: How can we finance the activities of members of CCs who have

no association with any organization or individual involved in either conducting or supporting the research activity? That is, if neither the research institution nor DHEW reimburses CC members for their efforts, who will? As soon as one agency or the other assumes this responsibility what sorts of conflicts of interest might develop?

Having stated our preference with regard to the development of CCs we understand that the final rule-making may still require their development as proposed. The following statements are addressed to how we feel CCs might best be developed and administered in the absence of the information we wish were available.

We propose that the statements of general assurance described under section 46.4 of Subtitle A of the CFR be required to state only that in the event an activity is proposed that is covered by Subparts C, D, or E, a CC will be developed meeting the specifications of the relevant subpart. That is to say, no organization will be required to have standing CCs just in case it wishes to propose an activity that would require one. Part of the basis for this request as well as the requests contained in subsequent paragraphs is that the CCs necessary to properly execute the functions for each of the subparts will differ substantially. For example, a CC charged with responsibilities under paragraph 46.305 is likely to include a pediatrician while the membership of a CC designed to meet the requirements of paragraph 46.405 is more likely to include a clinical pharmacologist.

We understand that the need for a CC as well as its composition and responsibilities will, for each proposed activity, be determined by the ORC. While this is not stated explicitly in 46.305 (a), it is suggested in 46.305 (c). The concept that the development of a CC is a local option residing with the ORC is further suggested on page 30650, paragraph D. In another context, another type of CC—that described in 46.506—it states explicitly that the CC must be "... approved by the ORC and the Secretary). . . ."

We feel that in the case of each proposed activity the determination as to whether a CC will be required should be made by the ORC. The proposal forwarded to DHEW should contain a description in general terms of the composition of the CC; that is, it should state what sorts of individuals should be appointed to the committee. It should also define in specific terms their responsi-

bilities and which of the activities described under 46.305 (a) and (b) will be expected of them. Appointment of specific individuals to membership on the CC should be postponed until word has been received that the proposed activity will be funded. This will, among other things, obviate the necessity for the existence of several CCs with precise rules of procedure, etc, which have nothing to do. It will also afford maximal possibility for valuable communication between DHEW and the ORC which should result in the development of CCs designed specifically to meet the needs of specific activities.

The purpose of the CC is, among other things, "...to oversee the actual process by which individual consents...are secured, to monitor the progress of the activity..." etc. Thus there is no need for the CC to exist until shortly before the actual activity is initiated, a sufficient amount of time to develop and understand its procedures before it must begin to implement them.

We wish to assure you that evidence exists of the awareness of investigators and ORCs of the need for special protections for subjects with limited capacities to consent. For example, we are aware of cases antedating these proposed rules in which investigators have suggested to ORCs the need for "third party" involvement in the consent process meeting many of the functions described in paragraph 46.305. We are also aware of other cases in which ORCs have imposed on investigators the requirement for "third parties" having such functions. In some cases the requirement for such third parties has been imposed for activities involving subjects who in the view of the ORC have limited capacities to consent but who are neither children nor the types of individuals described in subparts C,D, or E. However, we are not aware of any precedent antedating these proposed rules where these "third parties" have been structured as committees conducting their business at convened meetings with one of the members designated as chairperson.

46.306: Several aspects of this section seem dangerously and unnecessarily restrictive. In some other cases some of the potential problems may be based upon semantics; that is, it is possible we do not understand the real intent of the proposal.

(a) It may be an oversight but the way this paragraph is now written it precludes all research in pregnant women which entails no conceivable

risk to the fetus. For example, a strict interpretation of this paragraph would forbid all social research, drawing of small amounts of blood, collection of urine specimens and other trivial maneuvers and manipulations done with research intent.

(a)(1): The problem with this phrase may be a semantic one. All research must be based on the *a priori* assumption that you do not know in advance the outcome of the research. Therefore, it is impossible to conduct a research activity the purpose of which is "to benefit the particular fetus or to respond to the health needs of the mother." At best, one can perform a research intervention with the intent or wish to bring direct benefit to these individuals; obviously, the likelihood of achieving this intent or wish should be supported by appropriate past experience such as laboratory, pre-clinical, or clinical investigations.

For example, consider the possibility of administration to a pregnant woman of an antibiotic which had not previously been administered to pregnant women. In this case we shall assume that she has been shown to have an infection with an organism that is sensitive to that antibiotic but to no other agent approved for use in pregnant women. It might be appropriate to administer this antibiotic with the wish or intent to bring direct benefit to both the mother and the fetus. However, since this antibiotic had not previously been tested in pregnant women there could be no assurance that it would be effective and, further, no assurance that it would be safe for either the mother or the fetus. Various measurements might be performed during and after administration of the antibiotic and after the birth of the infant which would enlarge our knowledge of the safety and efficacy of this agent. In most cases before permitting such experimentation one would, of course, wish to have completed appropriate pre-clinical investigations including tests for teratogenicity and mutagenicity. Further, in most cases one would wish a prior demonstration of the safety and efficacy of this agent in persons who were not pregnant. Yet, in an emergency situation—a life-threatening infection in a pregnant woman—one might conceive of circumstances in which one might be willing to waive the requirements specified in the preceding two sentences.

(a)(2): There are two ways in which this statement is excessively restrictive without necessarily enhancing the protection of subjects. The first is

the requirement that the activity be "...conducted as part of (but not prior to the commencement of) a procedure to terminate the pregnancy..." The second is the remainder of the phrase which attempts to define all of the acceptable purposes for such research.

Addressing the second objection first: It is probably dangerous to attempt to anticipate in a regulation all of the purposes of research to be done in this class of subjects that we would be able to find acceptable. This wording, for example, would preclude the development of methods for treatment of diseases which are neither genetic nor congenital. It would further preclude studies designed to test whether drugs administered to the mother concentrate in the fetus or in any particular part of the human fetus. It may be possible to accomplish some of these types of research under the proposed rules as now worded. However, because this is unclear, we shall subsequently propose alternative wording which we believe will satisfy the intent of this phrase.

The issue mentioned as our first reservation about (a) (2) is a matter of great concern. This requirement for timing of the activity to be concurrent with the procedure to terminate the pregnancy is probably based on the concept contained on page 31742 of the earlier draft of these proposed rules: "This obligation, along with the right of every woman to change her decision regarding abortion, requires that no experimental procedures entailing risk to the fetus be undertaken in anticipation of abortion." We expressed our reservations on this point at length in our previous position statement (Appendix 2) and feel that we must do so again.

Many advances in our understanding of fetal physiology, pharmacology, diagnosis, and therapy, have come about because it was possible to initiate research in anticipation of an abortion. To cite one example, in order to develop the procedure of amniocentesis it was first necessary to show that it was effective in making diagnoses. Demonstration that this particular procedure was effective could be accomplished under the new proposal. However, demonstration of its safety could not. In order to demonstrate that it was safe it was necessary to perform amniocenteses prior to the commencement of procedures designed to terminate pregnancies—wait a day or two—and then conduct observations as to whether any damage had been

done to the fetus or other intrauterine contents. This demonstration would have been impossible within the framework of the currently proposed rules. Similarly, the current development of fetoscopy requires for demonstration of its safety a delay between its performance on an experimental basis and the commencement of the procedure to terminate pregnancy. As mentioned earlier the currently proposed rules would terminate all research designed to explore the pharmacodynamics in the fetus of drugs administered to its mother. This, of course, would lead to a perpetuation of our ignorance of the safety of drugs in pregnant women. This ignorance, in turn, will tend to perpetuate the necessity for the FDA to require that the labelling of virtually all new drugs state: "The safe use of (this drug) in pregnancy has not been established" or other similar caveats.

Several other examples could be cited but we hope that we have made clear, in general, the sorts of information that society would be sacrificing under this proposal. It might be worth sacrificing the potential development of such information if it were possible through doing so to afford any meaningful additional protection to human subjects—in this case fetuses who are destined to become abortuses.

While we agree that every individual has the right to change his mind we are aware of no data indicating that women who agree to participate in research which is justified by the fact that they are anticipating abortions often change their minds. Further information should be obtained to determine how frequently this issue might actually be raised in the research environment. We must find out if there is a significant number of women who feel that they have been deprived of their options to refuse abortion because they have agreed to become subjects of studies which might have damaged the fetus.

Until such information is available it seems inappropriate to develop a rigid rule which might afford some additional protection to what we anticipate will prove to be a small class of individuals while depriving a much larger class of individuals of their rights and benefits. The small class of individuals who might be benefited by this rigid proscription would be the fetuses conceived by parents who are uncertain about their wishes for abortion even within days or hours of the time for which it is scheduled. It must be further em-

phasized that this scheduling invariably will have been accomplished because the parents (or in some cases the mother) have initiated contact with a physician for purposes of requesting the abortion. The larger class of individuals who will be deprived of their rights under this proposal would be those parents who are determined to proceed with the abortion procedures and who wish—for a variety of complex reasons—to contribute meaningfully to society through permitting research to be done in association with the abortion procedure. The even larger class of individuals that would be deprived of its benefits would be pregnant women and fetuses (and the infants that they will become) in general. Thus, it seems important at this point to develop some compromise procedure which will limit to the extent we can the risks to the small group while protecting the rights of the larger group. The compromise we suggest is as follows: During the consent negotiation it should be clearly stated to the pregnant woman (and, if appropriate, the father of the fetus which she is carrying) that consent to participation in a research activity which might damage the fetus is tantamount to initiating the procedure to terminate pregnancy at the time the research activity is begun. It should be made clear to them that agreement to participate in the research entails a sacrifice of the option to withdraw once the research activity has been commenced. We would further suggest that the parents be approached for consent to research only after agreements have been reached about the procedure to terminate the pregnancy which involve a specific scheduling of the procedure and a selection of the method to be employed. We further suggest that the consent should be discussed in detail with the parents and they should be allowed a sufficient period of time to consider all of their options before they are asked to formally give consent (eg, sign the consent form).

In this way we expect that the invitation to participate in a research project would be conducted under circumstances that are relatively devoid of coercive potential. This is particularly true in light of the other protections afforded by the proposed rules in subpart C. We further expect that under these circumstances those who are uncertain about whether to proceed with the abortion will be alerted to refuse to participate as subjects in order to hold their options open. We suspect that most of these women will proceed

with the abortions in any event. However, we believe that in light of our current state of understanding of this issue, this provides a suitable compromise which not only will protect the legitimate interests of investigators and the public, but also will protect the interests of prospective research subjects; viz, parents (of the fetus) who, in most cases, will have made the decision to change the status of that fetus to that of abortus.

In summary, we propose that section 46.306 (a) be revised as follows:

It should first make clear that no special protections are required in the case of proposed activities which present negligible risk to the fetus. Following this we suggest:

"No activity to which this subpart is applicable, involving known or potential risk to fetuses in utero may be undertaken unless: (1) the intent of the activity—based upon suitable laboratory, pre-clinical, or clinical experiments or experience which indicate a likelihood that the intent will be achieved—is to benefit the particular fetus or to respond to the health needs of the mother, or (2) the activity is conducted ~~in association with a procedure to terminate the pregnancy and designed to develop information that is expected to be of benefit to pregnant women or fetuses as a class.~~ *

46.306 (c): The issues we wish to raise in our discussion of this section are relatively minor. Our main concern here is that—given all the other special protections afforded by this subpart—these provisions may needlessly increase the numbers of individuals with whom the parents must interact.

(1) We suggest that it might be perfectly appropriate to have the investigator involved in decisions as to timing, method, or procedures if these decisions are made prior to the initiation of the consent discussion. Thus, at the start of the consent negotiation the physician—investigator might be able to say: Now that we have agreed to perform the procedure to terminate your pregnancy at 9:00 Wednesday morning I should like to invite you to participate in a research procedure. Your participation in this procedure is entirely voluntary. That is, if you prefer not to participate in the research procedure you will still have the procedure to terminate pregnancy performed exactly as we arranged previously. Also, if you choose not to participate your relationships with this institution and all of its personnel will in no

* The AAMC agrees with the AFCR position with the deletion shown. This modification will permit research to be conducted in situations in which no termination of pregnancy is anticipated. For further discussion see AAMC testimony.

way be adversely prejudiced. All of this, of course, would be presented in language that the prospective subject would understand.

The present wording of (1) would be appropriate under two circumstances. First, is the case in which the research itself is designed to explore new methods or procedures to terminate pregnancy. The second is the situation in which agreement to participate in the research would necessarily entail a change in the timing or location of the procedure designed to terminate the pregnancy.

(c)(2): The purpose of this phrase is unclear. First, it seems to imply that there are no objective criteria available through which one can make a determination as to whether or not the fetus is viable. If there are objective criteria it seems rather inconsequential as to who will apply them. Further, assuming that there are no objective criteria—that decisions could be made either way depending upon the judgment or biases of the decision maker—it is unclear whom this phrase is designed to protect. Is an investigator more likely to make a determination in a questionable case that a fetus is viable or non-viable? In what way are such decisions made by investigators likely to differ from those made by physicians who are not conducting research? Perhaps it would be more appropriate to require that in those cases in which viability (as defined in 46.303 (e)), is questionable, consultation should be obtained with a physician who is not associated with the research.

46.307 (c) Our comments on this paragraph are the same as those for section 46.306 (c).

(d) (e): We have addressed these provisions (Appendix 2) in the previous draft of these proposed rules in detail. At this point we shall only briefly reiterate.

This proposal defines viability (46.303 (e)) and the abortus (46.303 (f)). Having taken great pains to define the abortus as something which is not alive it seems inappropriate to express concern with its rights. 46.307 (d) (e) would interfere with the conduct of various types of important research while affording protection only to something that you have already defined as dead. We suggest that both of these paragraphs be removed.

The only conceivable purpose for these paragraphs might be based on the assumption that the abortus, though legally dead, is capable of experiencing sensation, presumably of discomfort, at a conscious level. Even if this is the motivation,

these proposals seem inappropriate. Thus, proposal (d) would prohibit unnecessary prolongation of presumed unpleasant experiences while proposal (e) would achieve the opposite—it would forbid their termination.

Subpart D

46.401 (b) We assume that this general statement does not mean that requirements described under Subparts C and E designed specifically for protection of subjects described in those subparts are not what is intended. For example, we assume that the Ethical Advisory Board described in 46.304 with specific functions related to subpart C is not expected to review activities pertaining to prisoners. Similarly, the general statement in subpart E, 46.501 (c) is not, as we understand it, meant to imply that the EAB will review activities involving the institutionalized mentally disabled.

46.404 (1): If this requirement is interpreted incorrectly or rigidly it may without intending to do so put an end to some important types of research. Considerable flexibility must be permitted the ORC to determine what constitutes undue inducement. For example, if an experiment requires repeated physical examinations this might be construed as offering the subjects of the proposed activity better medical care than that generally available to prisoners. Similarly, the quality of food is likely to differ materially if the experiment calls for a controlled diet.

46.404 (2) (ii): This statement may be more restrictive in its present wording than is intended. The specific problem is presented by the term "negligible risk." This might preclude, for example, the conduct of some sociologic studies because there might be the potential for violation of the confidentiality of the subjects. A variety of other types of research that one might agree are appropriate could be cited. Accordingly, we suggest that this be reworded as follows: "(ii) the activity is for the purpose of studying the effects of incarceration on such subjects and the potential risk is outweighed either by the potential benefits to prisoners as a group or by the importance (in the judgment of the ORC and CC) of the knowledge to be gained." This suggestion is made only in the context of understanding that each prisoner will be free to refuse to participate and that all of the other provisions proscribing undue coercion contained in this subpart will be applied.

AFCR POSITION STATEMENT

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46.405: In general, our comments on 46.305 apply here. However, we must acknowledge that, in general, formal third party scrutiny of the consent process is more necessary here than it is in either subparts C or E.

Subpart E

Our comments on 46.505 (2) are the same as those made on 46.404 (a) (1).

Our comments on 46.506 are the same as those made on 46.305.

Subpart F

46.603 (a): In this paragraph we are concerned with the mechanism of keeping records of the subject's consent. It is our wish that this requirement be restated to impose the requirements for keeping records of individual subject's consent on the specific investigator who proposes and conducts the activity. The ORC should be required only to keep records on the general procedures that the investigators intend to use. If the ORC is required to keep the consent forms signed by individual subjects it will become very much more difficult to preserve confidentiality. This problem is elaborated further in our comments on 46.603 (b).

46.603 (b): We endorse wholeheartedly the intent of this requirement to prevent excessive dissemination of information obtained through research which can be identified with a particular subject. However, we must express a serious concern that some of the requirements in these proposed rules may be detrimental to this objective.

In our efforts to maintain confidentiality we continually strive to see to it that the names of individuals involved in specific research projects are known to as few people as possible. The mere knowledge that an individual has agreed to participate in a specific project may imply something about him that he would wish not be generally known. For example, if a subject agrees to participate in a study designed to explore the pathogenesis of cirrhosis, knowledge that he has signed a consent form agreeing to participate in this will imply to one who obtains that knowledge that he has cirrhosis. This is why we request that the specific consent forms signed by individuals be kept by the investigators and not by other agents of the proposing institution.

Research institutions which are committed to protection of the confidentiality of research sub-

jects are capable through various formal and informal mechanisms of having their employees and faculty members comply with procedures to protect confidentiality. Universities, for example, can develop policies designed to protect the confidentiality of information when appropriate. If a faculty member violates such policies considerable social sanctions can be brought to bear on him. If these fail even more coercive sanctions can be employed; eg, he may have his appointment at the university terminated. Thus, if a faculty member through membership on the ORC were to learn the names of specific subjects of a research activity he would not be likely to pass this information to others. However, now that there are requirements for membership on the ORC for individuals who are not employed by the university and for representatives of the community it becomes much more difficult to hold the university accountable for their actions. We do not see what social or other pressures the university could bring to bear on ORC members who are not employed by the university and who, in some cases, are deliberately selected so as not to share in the values and assumptions of the university community. For these reasons we request that the ORC not be charged with responsibility for retaining consent forms signed by individual research subjects. Rather, the signed consent forms should be obtained by the principal investigators and filed in a way that reduces to a minimum the possibility of violation of confidentiality. The ORC may be held responsible for keeping on file copies of the general consent forms that will be used.

The concerns expressed in the preceding paragraph become an even greater threat when one considers the functions and membership of the consent committees which might be established by these proposed rules. Under the current proposals—unless they are appropriately modified—there seems to be no way to avoid increasing the numbers of persons who will be aware of the names of individuals who are participating as subjects in specific research projects. Further, the individuals who will become aware of these names will, with increasing frequency, be those who are not employed by the university (or other sponsoring institution). The dangers inherent in these proposed rules to protection of confidentiality thus seem self-evident.

46.607: Both parts of this paragraph raise some

questions. (a) does not seem to be an exception in that 46.301 gives the same specifications.

(b): This raises the question as to why there should be a double standard. That is, why can each DHEW agency head adopt procedural modifications as may be appropriate from an administrative standpoint unless the same option is offered to institutions outside DHEW?

Thus, we suggest that in the interest of avoiding the impression that there is a double standard—that is, that research conducted within DHEW might be governed by different rules than that conducted outside DHEW—section 46.607 should be deleted.

We are pleased to have had this opportunity to respond to your invitation to comment on the proposed rules. If you wish any additional input from the AFRC, please contact either of the two following members of the Public Policy Committee:

ROBERT J. LEVINE, M.D., Editor, *Clinical Research*
ROBERT A. KREISBERG, M.D., President, AFRC.

References

1. Position statement of the AFRC on the proposed amendments to Subtitle A of the DHEW Regulations. Clin Res 22:52-54, 1974.
2. Position statement of the AFRC on the proposed policies and procedures for protection of human subjects. Clin Res 22:135-138, 1974.

DR. RYAN: The next speaker will be the Reproductive Freedom project of the ACLU, represented by Miss Judith Mears.

Welcome. May I advise you that we want testimony with respect to the fetal research issue.

MS. MEARS: Dr. Ryan and Members of the Commission, my name is Judith Mears. I am the Director of the American Civil Liberties Union's Reproductive Freedom Project. I appreciate the opportunity to come before you today and you do have copies of my statement. I intend not to read the whole thing but read excerpts.

The Commission is charged with making

1 recommendations to the Secretary of the Department of Health,
2 Education and Welfare on the issue of fetal research. Pend-
3 ing the completion of your report, and any action taken in
4 response to it, there is in effect a moratorium on DHEW-
5 funded research activities involving live fetuses. Strictly
6 speaking, the moratorium extends only to research activities
7 involving live fetuses before or after an induced abortion,
8 but the medical community has, with an understandable
9 abundance of caution, terminated all HEW-funded research on
10 live fetuses.

11 This moratorium represents a judgment that the
12 propriety -- whether legal, medical or ethical -- of the type
13 of research activities involving live fetuses carried on in
14 the past is so unclear and the prima facie claim of live
15 fetuses to "protection" at least for the period while the
16 issue is being debated is so strong that immediate action
17 must be taken.

18 In the law we would liken it to the issuance of
19 a preliminary injunction while the main issues in the lawsuit
20 have yet to be tried. A preliminary injunction is not granted
21 unless the court finds the threat of irreparable injury in the
22 status quo and a substantial likelihood of future success on
23 the merits. I suggest to you that these two factors have
24 already been found by the authors of the moratorium, and that
25 we, consequently, are forced to defend the status quo -- i.e.,

1 the traditional conduct of fetal research. I note also that
2 there exists no comparable moratorium on research conducted
3 on living prisoners or living metnally disabled persons, yet
4 the reason for this disparate treatment is unclear.

5 I come before you as the Director of the American
6 Civil Liberties Union's Reproductive Freedom Project. The
7 Project has two general goals: to enforce compliance with
8 the Supreme Court's decision on abortion, Roe v. Wade, 410
9 U.S. 113 and Doe v. Bolton, 410 U.S. 179, and to ensure that
10 abortions and voluntary sterilizations are available to all
11 who want them. I hope that this Commission and later, the
12 Department of HEW, will not make any pronouncements about the
13 "protectable" nature of the fetus or place any restrictions
14 on fetal research which would have the effect of undermining
15 the ruling in Doe and Roe that the pre-viable fetus is not
16 a person whom the law may protect vis a vis the women's
17 fundamental right to an abortion.

18 It is not the presence or absence of ongoing
19 fetal research at a hospital or clinic which should determine
20 whether -- or how many -- abortions will be performed there.
21 To argue otherwise is to presume that the abortion patients
22 are merely convenient fodder for the research objectives of
23 the hospital staff. Section 46.306(c) of the proposed HEW
24 regulations is directed at just that possibility by requiring
25 that researchers have no control over the nature or timing
of the abortion procedures performed upon patients whom they

1 hope to study. Indeed, we want to avoid placing medical
2 personnel in positions where a conflict of interest between
3 clinical objectives and research objectives is unavoidable.
4 At the same time, however, we should try to facilitate research
5 in situations where pregnant women have already decided to abort and would
6 freely and willingly agree to give the researchers control over
7 the timing and method of abortion.

8 It should be possible to discuss and resolve
9 issues concerning fetal research without mentioning abortion
10 at all, but for the fact that opponents of abortion have
11 diligently and continuously linked the two together. It is
12 hardly clear whether they believe that less fetal research
13 will mean fewer abortions, or whether they believe that a
14 government agency's acknowledgement of the "personhood" of
15 the fetus implicit in any effort to exempt it from biomedical
16 research will reap subsequent semantic and legal victories
17 in the struggle to pass a constitutional amendment banning
18 elective abortion.

19 The public dialogue concerning such an amendment
20 has already been cast in terms of whether or not the fetus is
21 a person and entitled as such to all the constitutional
22 rights of other persons. The Supreme Court, of course, has
23 already held that a pre-viable fetus is not a person within
24 the meaning of the 14th amendment. The texts of three
25 constitutional amendments introduced in the Senate last month

1 very clearly would bestow personhood upon the fetus.

2 On page 5 of my statement the text of those
3 constitutional amendments are laid out. I will read just
4 one to you. They are pretty much alike.

5 Senate Judiciary Resolution 6 reads:

6 "With respect to the right to life guaranteed
7 in this Constitution, every human being, subject to
8 the jurisdiction of the United States, or of any
9 State, shall be deemed, from the moment of fertili-
10 zation, to be a person and entitled to the right to
11 life."

12 And in response to amendments such as these have
13 come warnings that fetal personhood, once bestowed, may have
14 wide-ranging repercussions which our legal system is ill-
15 equipped to assimilate. See, for example, the article by
16 Harriet Pilpel attached to the end of this statement.

17 The inescapable truth is that whatever recom-
18 mendations on fetal research this Commission makes will be
19 the stuff from which political arguments about abortion will
20 be fashioned. I urge, therefore, that you aim for specific
21 guidelines whose restrictions, if any, are based upon the
22 necessity to continue fetal research, to keep abortions safe
23 and legal for the women who would seek them even if they
24 were not, and, finally, to keep the legal concept of fetal
25 "personhood" from eliminating both. Thank you.

1 DR. RYAN: Thank you, Miss Mears.

2 MR. LOUISELL: Do I understand your position
3 correctly when I put it this way, Miss Mears, that once a
4 woman has determined upon an elective abortion, then the
5 decision of the United States Supreme Court in the abortion
6 cases prevents any protection of the fetus in respect of
7 research, if it is a pre-viable fetus?

8 MS. MEARS: That question was unclear in my previous summary
9 and is something we should make clear today. The Supreme Court
10 decision only considered the rights of the mother and the pre-
11 viable fetus in regard to abortion. The Supreme Court's
12 decision says nothing about the woman's desire or interest in
13 participating in any other medical procedures that might harm
14 the fetus. So that I must concede to you that you have little
15 guidance about the protection of the state as to the fetus
16 in matters other than abortion.

17 MR. LOUISELL: But your position does deduce
18 from those decisions the net conclusion that once the
19 abortion decision had been decided upon by the mother, that
20 there is no power in the state or any other agency to attempt
21 to give any protections to the fetus?

22 MS. MEARS: In the abortion, yes.

23 DR. LOUISELL: Or in respect to experimentation?

24 MS. MEARS: The Supreme Court did not touch
25 upon the issue of experimentation.

1 DR. LOUISELL: Your position is there should be
2 no recognition of any right in the fetus in respect of
3 experimentation once the mother has decided upon an elective
4 abortion, regardless of what the Court's logical deductions
5 may be in that regard. That is the position of the American
6 Civil Liberties people?

7 MS. MEARS: I think the position of the ACLU is
8 that any recognition that there are rights of a person
9 attaching to a fetus in regard to biomedical research
10 inevitably redounds upon the rights of the fetus in an
11 abortion and undermines the Supreme Court's decision.

12 DR. LOUISELL: Do you think the position of the
13 ACLU takes into account the potential reversal of the
14 decision by the mother that although she has once decided
15 upon an abortion, thereby removing all protection from
16 experimentation that she might later change her decision?

17 MS. MEARS: It is quite clear, after she has
18 undergone the abortion, leaving out the issue of fetal
19 research, she may change her mind. The Supreme Court does
20 not talk to that either. You can regulate the timeframe
21 within which she can change her mind...

22 DR. TURTLE: Miss Mears, aren't you really
23 trying to tell us not to attach some labels in order to
24 reach the result that we might desire to reach? If those
25 labels might affect other areas in which we are interested?

1 It is necessarily inevitable that if we afford some pro-
2 tection to the fetus, that will impact upon the range of the
3 decision.

4 MS. MEARS: Certainly, the semantic factors are
5 very important. And certainly I would agree with you,
6 whatever you do is going to have some impact.

7 DR. TURTLE: Suppose we didn't attach, suppose
8 we came up with a position which was not based upon labels
9 of a person, but is based upon some other consideration,
10 would that then present the problem for your organization?

11 MS. MEARS: It would present a problem in that
12 it would still give a very strong argument to those who
13 would ban elective abortions, but not as strong an arguing
14 point as if the Commission had bestowed "personhood" upon the
15 fetus.

16 DR. TURTLE: In your order of priorities, your
17 greatest interest is in having us be aware of the fact that
18 any labeling we may do in this area may reflect upon other
19 areas?

20 MS. MEARS: Yes.

21 DR. TURTLE: And secondarily, you really have a
22 position upon any of the legal or ethical things involved,
23 beyond the question of the impact this may have upon the
24 abortion?

25 MS. MEARS: I think the traditional ACLU concern

1 with consent freely and intelligently given is long-standing.
2 Other people are going to address themselves to that.

3 DR. TURTLE: On the question of consent, and
4 from that point of view, if there were to be such a thing as
5 consent from a pre-viable fetus, a situation in which the
6 mother had elected an abortion, would you presume that she
7 ought to be able to give consent before any procedure be
8 undertaken with regard to the fetus?

9 MS. MEARS: Only in terms of the mother's con-
10 sent.

11 DR. TURTLE: For research to be carried out on
12 her?

13 MS. MEARS: On her.

14 DR. TURTLE: You would not attach her consent to
15 the fetus at any stage after she had elected to detach
16 herself, is that correct?

17 MS. MEARS: It is difficult for me to understand
18 exactly what you mean. I assume she has the power to consent
19 to have medical procedures performed upon her, whether they
20 impact upon the fetus or not.

21 DR. TURTLE: The situation I am thinking of is
22 the situation in which she first decides she wants an
23 abortion, and let's say, the results of an abortion then are
24 available possibly for some further research. The question
25 then becomes should we look to the mother in that instance

1 for consent to do the research?

2 MS. MEARS: Did you have anyone else in mind to
3 look to?

4 DR. TURTLE: Do I? Personally? No.

5 MS. MEARS: I think, yes, she is the proper
6 person to look to for consent.

7 DR. COOKE: Would you explain why, please?

8 MS. MEARS: Well, because I believe that there is
9 no other person who has any property rights, so to speak, in
10 that fetus. If you wanted to get down to the level of
11 property rights. In the case of cadavers, the next of kin always
12 has the right to give consent.

13 DR. COOKE: This pre-viable fetus still has a
14 beating heart and some experiments are undertaken with life
15 support measures, you consider her to be the appropriate
16 person to give permission because she is acting in the best
17 interests of the fetus? Or is it a piece of property?
18 It is still alive.

19 MS. MEARS: There are state laws which require
20 that all possible means of support be given to pre-viable
21 fetuses that are aborted alive. Certainly, in that case her
22 consent is irrelevant, if the state requires that the
23 measures be taken for that fetus, for that premature infant
24 at that time.

25 DR. COOKE: In the absence of such state

1 regulations what should be done?

2 MS. MEARS: If there is a pre-viable live
3 aborted fetus and the question is whether or not she may
4 consent to have that fetus used for research which may go
5 on?

6 DR. COOKE: Yes.

7 MS. MEARS: I consider that if there is a medi-
8 cal judgment that that fetus has no chance for meaningful
9 existence, even with all the tools of medical science, yes,
10 she should have that power.

11 DR. RYAN: Excuse me. Doctor Lebacqz.

12 DR. LEBACQZ: In a sense I want to press the
13 question Dr. Turtle is raising.

14 On page 4 of your statement you say it should
15 be possible to discuss and resolve issues concerning fetal
16 research without mentioning abortion at all, but for the
17 fact that opponents of abortion have diligently and con-
18 tinuously linked the two together. I am getting the sense
19 here it is not only opponents of abortion that link the two,
20 but also the proponents, or, more accurately, the proponents
21 of a woman's elective right to have an abortion, in that I
22 don't feel you are making a statement about a position on
23 fetal research per se, but once again as Dr. Turtle sug-
24 gests, really raising a question of concern about the impact
25 on abortion decisions of any statement made on fetal research.

1 Is that accurate?

2 MS. MEARS: Yes, I think so. You are all aware
3 of the fact there was extensive fetal research way before
4 there was elective abortion. And before there was elective
5 abortion, the subject of a fetal research as a public issue
6 about which there was debate hardly surfaced. It has been
7 since this that the concern over fetal research has really
8 grown tremendously. In that sense any statement is a
9 response to the drawing together of those two subjects.

10 DR. LEBACQZ: So how are we to interpret the
11 statement "it should be possible to discuss and resolve
12 these issues without mentioning abortion at all"?

13 MS. MEARS: It should be possible to resolve the
14 question of fetal research, within the permissible limits,
15 the parameters of state regulation to it, without dis-
16 cussion of abortion because there had been and there will
17 be fetal research even without easily accessible free,
18 cheap abortion. I am saying since it has been staged to
19 you that the two are linked, I am saying to you, yes, you
20 must unlink them in this regard.

21 DR. RYAN: I am sorry that our time is up.

22 DR. JONSEN: Could I ask one question about the
23 ACLU's position about experimentation in general? Would it
24 draw any distinction between experimentation on children as
25 compared to adults? Are there any considerations requiring

more reservation about human experimentation on children than there are in connection with adults?

MS. MEARS: It would be unfair for me to tell you there is a statement about that, because I don't believe we have reached and considered that narrow issue.

DR. RYAN: Thank you.

I am sorry to such a tough taskmaster, but we do have an agenda. Many people have travelled. We want to have them all heard.

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Ms. Mears' prepared statement follows:

This Commission is charged with making recommendations to the Secretary of the Department of Health, Education and Welfare on the issue of fetal research. Pending the completion of your report, and any action taken in response to it, there is in effect a moratorium on DHEW-funded research activities involving live fetuses. (Strictly speaking, the moratorium extends only to research activities involving live fetuses before or after an induced abortion, but the medical community has, with an understandable abundance of caution, terminated all HEW-funded research on live fetuses.¹)

¹ This moratorium represents a judgment that the propriety (whether legal, medical or ethical) of the type of research activities involving live fetuses carried on in the past is so unclear and the prima facie claim of live fetuses to "protection" at least for the period while the issue is being debated is so strong that immediate action must be taken. In the law we would liken it to the issuance of a preliminary injunction while the main issues in the lawsuit have yet to be tried. A preliminary injunction is not granted unless the court finds the threat of irreparable injury in the status quo and a substantial likelihood of future success on the merits. I suggest to you that these two factors have already been found by the authors of the moratorium, and that we, consequently, are forced to defend the status quo--i.e., the traditional conduct of fetal research. I note also that there exists no comparable moratorium on research conducted on living prisoners or living mentally disabled persons, yet the reason for this disparate treatment is unclear.

Research carried out only on fetal tissue has not been affected by this moratorium, even though such research accounts for a much greater proportion of all the activities supported by grants from the National Institutes of Health. The Commission must be aware, however, that there are individuals and groups who advocate a total ban on all fetal research, regardless of whether the tissue is live or dead at the time it is studied. I need hardly remind you that there is a long medical tradition in this country of working with and learning from cadavers of all ages. And to my knowledge, there has never been responsible opinion that such medical usage nurtures a disrespect for the sanctity of human life. At least as polemic an argument can be made that the medical advances made possible by cadaver research help advance human life against disease and sickness. Since any disagreement that remains on the particular question of whether a dead body should remain inviolate from the ravages of science is largely between the medical and religious professions, I will leave that debate and instead append a statement from the American Academy of Pediatrics which has implications for research carried out both on live fetuses and fetal tissue. It is a list of some of the new methods of diagnosis and treatment made possible only through fetal research. I urge you to give it your most careful attention, because it represents the best achievements of the status quo (see footnote 1).

I leave the medical aspects of the issue to those who are more qualified to debate them, and instead turn to some of the

legal questions. I come before you as the Director of the American Civil Liberties Union's Reproductive Freedom Project. The Project has two general goals: to enforce compliance with the Supreme Court's decision(s) on abortion, Roe v. Wade, 410 U.S. 113 and Doe v. Bolton, 410 U.S. 179, and to ensure that abortions and voluntary sterilizations are available to all who want them. I hope that this Commission and later, the Department of HEW, will not make any pronouncements about the "protectable" nature of the fetus or place any restrictions on fetal research which would have the effect of undermining the ruling in Doe and Roe that the pre-viable fetus is not a person whom the law may protect vis a vis the woman's fundamental right to an abortion.

It is not the presence or absence of ongoing fetal research at a hospital or clinic which should determine whether (or how many) abortions will be performed there. To argue otherwise is to presume that the abortion patients are merely convenient fodder for the research objectives of the hospital staff. Section 46.306(c) of the proposed HEW regulations is directed at just that possibility by requiring that researchers have no control over the nature or timing of the abortion procedures performed upon patients whom they hope to study. Indeed, we want to avoid placing medical personnel in positions where a conflict of interest between clinical objectives and research objectives is unavoidable. At the same time, however, we should try to facilitate research when pregnant women who have decided to abort and who would freely and willingly agree to give the

researchers control over the timing and method of abortion.²

It should be possible to discuss and resolve issues concerning fetal research without mentioning abortion at all, but for the fact that opponents of abortion have diligently and continuously linked the two together. It is hardly clear whether they believe that less fetal research will mean fewer abortions, or whether they believe that a government agency's acknowledgement of the "personhood" of the fetus implicit in any effort to exempt it from biomedical research will reap subsequent semantic and legal victories' in the struggle to pass a constitutional amendment banning elective abortion.

The public dialogue concerning such an amendment has already been cast in terms of whether or not the fetus is a person and entitled as such to all the constitutional rights of other persons. The Supreme Court, of course, has already held that a pre-viable fetus is not a person within the meaning of the 14th amendment. The texts of three constitutional amendments introduced in the

²On this point I would like to retreat somewhat from that section of my Summary to this Commission, in which I labelled clearly unconstitutional any law or policy which restricts a woman's desired access to medical procedures (other than abortion) whose impact upon the fetus is less certain but which may either result in, precede, succeed, or occur simultaneously with, an abortion. Roe and Doe certainly held that a woman could not be denied an abortion by a state trying to protect her fetus' potential for life. Her right to privacy outbalanced, if you like, its right to life. It does not inexorably follow, however, that any medical procedure the woman might wish to undergo or participate in (especially when the procedure is not as important to her life and future as an abortion is) always similarly outbalances the fetus' interests. This question is one the Supreme Court was not called upon to decide and did not decide. And on this narrow issue, therefore, Roe and Doe provide little guidance to the Members of this Commission.

Senate last month very clearly would bestow personhood upon the fetus, viz:

Section 1. With respect to the right to life guaranteed in this Constitution, every human being, subject to the jurisdiction of the United States, or of any State, shall be deemed, from the moment of fertilization, to be a person and entitled to the right to life.

S.J. Res. 6

Section 1. With respect to the right to life, the word "person" as used in this article and in the fifth and fourteenth articles of amendment to the Constitution of the United States, applies to all human beings, including their unborn offspring at every stage of their biological development, irrespective of age, health, function or condition of dependency.

S.J. Res. 10

Section 1. With respect to the right to life, the word 'person,' as used in this article and in the fifth and fourteenth articles of amendment to the Constitution of the United States, applies to all human beings, irrespective of age, health, function, or condition of dependency, including their unborn offspring at every stage of their biological development.

S.J. Res. 11.

And in response to amendments such as these have come warnings that fetal personhood, once bestowed, may have wide-ranging repercussions which our legal system is ill-equipped to assimilate. (See, for example, the article by Harriet Pilpel attached at the end of this statement.)

The inescapable truth is that whatever recommendations on fetal research this Commission makes will be the stuff from which political arguments about abortion will be fashioned. I urge you, therefore, to aim for specific guidelines whose

restrictions, if any, are based upon the necessity to continue fetal research, to keep abortions safe and legal for the women who would seek them even if they were not, and, finally, to keep the legal concept of fetal "personhood" from eliminating both.

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6 DR. RYAN: The next speaker is Doctor David G. Nathan,
7 from Harvard Medical School.

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12 I know you have a very thick testimony. We
13 would be happy to accept this in that form. Please address
14 yourself to fetal research and perhaps summarize your
15 statement.

16 DR. NATHAN: I intend to do that, Mr. Chairman.
17 I will simply use the document before you as a guide as I
18 summarize.

19 I would like to state that I would like to dis-
20 cuss only a very narrow part of the problem of fetal
21 research.

22 DR. RYAN: Mr. Louisell, the names and so on of
23 all the witnesses will be on page 2 of your black book.

24 Is everyone in order now?

25 Okay. Doctor Nathan, please.

1 DR. NATHAN: I intend to discuss with the
2 Commission, as I mentioned, a very narrow area of fetal
3 research, and that is the diagnosis of the major inherited
4 disorders, Cooley's anemia, Sickle Cell Anemia, this kind of
5 research, I think illustrates the present problem we have
6 in developing guidelines. In the interest of time I am not
7 going to go through the first several pages of this docu-
8 ment, which describes these two major abnormalities. I
9 would like you to accept they are serious disorders that
10 create in most cases a lifetime of quite severe disability.

11 In any pregnancy there is a 25 percent chance
12 of producing a so-called homozygotes infant with Sickle Cell
13 or Cooley's Anemia, and 75 percent of having the child be
14 healthy. They will be carriers, however. Since the
15 carrier state is innocuous, it is rather sad that affected
16 couples often choose to prevent or abort all pregnancies
17 rather than accept 25 percent risk of a severely ill child.

18 The goal of antenatal diagnosis is to salvage
19 those three fetuses that would otherwise be aborted. I am
20 sure you have heard or will hear a great deal about how
21 amniocentesis has in fact provided that kind of decrease of
22 abortion, rather than increase. Unfortunately, amniocentesis
23 is not effective for hemoglobin disorders. Hemoglobin system
24 is not currently expressible in fetal skin cells, so, the
25 individual such as myself interested in the problems of

1 developing a system for the diagnosis of these disorders
2 faces four research requirements.

3 First, we must prove that the normal physiology
4 of hemoglobin is expressible in the first half of pregnancy.
5 Secondly, we must prove that the diseases themselves are
6 detectable in the first half of pregnancy. Thirdly, we must
7 develop methods by which we may sample the fetal red cell,
8 since that is the only cell which might possibly express
9 the disorders. Finally, we must deal with the technique.

10 I would like to go through with you briefly how
11 we have gone at that problem. First, by examining a large
12 number of blood samples of fetuses that were delivered at
13 hysterotomy for various reasons, it was possible to determine
14 that in fact the hemoglobin -- by the way, I am citing a lot
15 of work done in a number of excellent laboratories around
16 the world. Secondly, it was possibly a sample of a large
17 number of human pregnancies terminated to define the presence
18 of these diseases in these cells.

19 The next problem was the sampling itself. How
20 to safely deliver a red cell to the diagnostician. And
21 here there were two approaches. First, one could try to use
22 a suggestion made by Dr. Frederic Frigoletto.
23 During amniocentesis the placenta is invaded by the needle.
24 Would it be possible that this sample needle could be done
25 deliberately with a production of a small number of red

1 cells. Indeed, Frigoletto's suggestion proved to be correct. In
2 50 percent of such attempts, using almost the same technology
3 as possible, to collect such cells it was possible. How-
4 ever, that yield is low. Fifty percent is not very satis-
5 factory. And other workers, particularly Dr. John Hobins
6 at Yale, have been developing an amnioscope, a fetus scope,
7 on which a needle is attached and by which a sample of
8 red cells can be directly taken after divisualization of a
9 fetal vein on the surface of the placenta.

10 Now, it was vital this work be done, obviously,
11 prior to a planned abortion. Although,
12 some screening work could be done to develop such
13 techniques, the simian pregnancy has two problems. First, it
14 doesn't have any of the human diseases. Second, In the
15 ordinary simian system, a third trimester pregnancy is the
16 only one large enough to cope with such instrumentation.
17 And as has been shown, the third trimester simian pregnancy
18 is remarkably resistant to any invasive procedure.

19 We were faced with the following quandary: how
20 will we develop an instrument which would have the capability
21 of sampling from a placenta a vein and be certain it is
22 acutely safe, that it doesn't immediately damage the
23 pregnancy. So, here we are in the area you have been dis-
24 cussing all morning, research prior to planned abortion.

25 We felt the most important single issue was not

1 to force the woman at risk to bear the entire risk of the
2 procedure. We feel that it was reasonable and ethical to
3 ask a woman at the moment of planned abortion to accept the
4 amnioscope, to allow us to try to sample a placental vein,
5 and then to inject whatever materials might go through
6 into the pregnancy for the abortion. This would allow
7 us to know whether the instrument was one, efficacious and
8 gave a sample; and two, controllable within the woman's
9 womb, and does not immediately disrupt the pregnancy.

10 I might say with some of the success of this work
11 there have been worldwide five such diagnoses performed.
12 Three have been successful and accurate diagnoses were made.
13 One such baby has been delivered and is normal. Two more
14 are about to be delivered. In these five cases none were
15 aborted. All of these women came for abortions, none of
16 them were, and we are proving the point with this kind of
17 technology, we will reduce rather than enhance abortion.

18 But how about the ethical problems you are
19 discussing? I want to point out as I conclude, that in
20 Massachusetts we have been struggling with this problem:
21 how can we put together all of the mingled feelings in this
22 room in some sort of a coherent structure? We have not got an
23 answer to that yet, but I think most of us agree with a
24 couple of principles: it is necessary to push forward
25 diagnostic and therapeutic research beyond question.

1 I frankly feel it is also very important to
2 push forward all kinds of fetal research that will help the
3 fetus in the long run. But the timing of the research, to
4 me, is becoming increasingly important. The change of mind
5 problem I have become persuaded is critical. Therefore, we must
6 design studies such that they can be started and completed
7 at the time -- at the moment of interruption. That if we
8 do an invasive procedure of a drug, say, several drugs,
9 before a planned abortion in order to test it, and we love
10 to do that, but we would love to know it is really safe for
11 several days, we are getting into a serious problem. Because
12 we are really saying to the woman that if she changes her mind, we have
13 potentially damaged her fetus. I think that is what you
14 have to work with.

15 The other areas I really think have become
16 somewhat in a sense woman's personal reaction to the
17 problems. But this is usually I think something that should
18 be resolved, and that is where I think we are going in
19 Massachusetts with this, although I don't want to present
20 myself as any kind of a philosopher and certainly not a
21 lawyer.

22 I think we are getting there, to that point.
23 I would like to stop there.

24 DR. RYAN: Dr. Jonsen.

25 DR. JONSEN: A clarification. You said that the

1 first trials of the fetoscope were done on women who came
2 intending abortion and none of those abortions were carried
3 out. Do you mean that they came intending an abortion
4 because of the possibility that the child they were carrying
5 was affected by one of these disorders and you determined
6 they were not?

7 DR. NATHAN: Well, I brought a slide of it, but
8 I can explain it. These women came with the fear they were
9 carrying another -- they had homozygotes deliveries before,
10 had lost children. They didn't want another such disaster.
11 We used both techniques. We used placenta antenatal first,
12 and it worked in two cases. The others did not. In one
13 of the cases in whom this failed we went to the amnioscope
14 and got a successful sample. In three there have been good
15 samples, but I don't want to push this because only one
16 baby has been delivered. That was done in San Francisco.
17 The baby was normal. Now, we have done two, one in London
18 and one in Boston. One is normal and one has the trait,
19 but we are waiting nervously.

20 DR. JONSEN: This was done as intended therapy,
21 they were not done on normals?

22 DR. NATHAN: But let me make clear all of the
23 development of getting there was done on normals. Just to
24 see if it works at all. I want to make it clear we cannot,
25 in my opinion, go to an indexed woman and say, "We have got

1 a brand new method here that hasn't been tried. We don't know
2 if it is safe, but you take the risk." I don't think that is
3 right.

4 DR. ALEXANDER: Doctor Nathan, your work repre-
5 sents the frontier that this Commission is really primarily
6 interested in. Could you describe for our benefit some of
7 the review procedures for approval of your project it went
8 through?

9 DR. NATHAN: They are rather rigid at the Boston
10 Hospital for Women and the Children's Hospital where this
11 work is going on. We have rather tough, and I think, well
12 organized hospital review committees. And that work, all
13 of the plans of this work, were submitted to that committee,
14 to both committees for both hospitals, and separately
15 approved. The Harvard regulations were approved by the
16 Harvard Committee. So these go through three committees.

17 As I understand it, the applications which have
18 supported this through NIH were subjected to very intensive
19 review inside NIH, even though the machinery wasn't set up
20 at the time.

21 So I think it has been very carefully looked at.
22 I must say it has been scrutinized by the entire Commonwealth
23 of Massachusetts. I think it has had enough inquiry. We
24 tried to be very careful about that.

25 DR. ALEXANDER: What about consent from the

1 patient?

2 DR. NATHAN: We hold in this work that it is
3 very important, that the mother can give informed consent
4 to this procedure. And she was -- there are risks to the
5 mother. We would exclude Rh incompatibility from this work.
6 A mother set up for Rh stimulation should not have this
7 work done. We have to explain all those possibilities, and
8 we do. It is an elaborate consent form, in what I would
9 call English.

10 We then rely on her consent for this, because
11 we think that is perfectly reasonable to accept her consent.
12 But what we are concerned about more and more is timing,
13 to be certain that we do not inhibit her capacity
14 to change her mind.

15 DR. COOKE: I am obviously very sympathetic to
16 this kind of approach, since a substantial amount of the
17 early work was done at my department in my institution.
18 There are a few questions I think would be useful for
19 public clarification.

20 One, you made the statement that the early work,
21 a substantial part of the fetal material was obtained by
22 hysterotomy. Would you clarify as to whether those hyster-
23 otomies were done because of research or because of medical
24 indications?

25 DR. NATHAN: We had nothing to do with the

1 hysterotomies at all. I would certainly subscribe to that,
2 absolutely.

3 DR. COOKE: The other question is a much more
4 difficult one. Could you try to make some guesses as to
5 whether you could visualize any of this work being done
6 except for the last kind of final therapeutic approaches that
7 might be done if there was much more extensive opportunity
8 for research in animals, many different species we don't work
9 with because of limitations in dollars and so forth? That is
10 an issue we have to address ourselves to in this Commission.

11 DR. NATHAN: First of all, I would like to recog-
12 nize that there is no question that the first -- not the
13 first work, but certainly the best work that started off the
14 whole business -- was the work in Baltimore. And the
15 question of animals I have given a lot of thought to.

16 This is my own view on it.
17 Perhaps others don't share it. I think that the animal can
18 be used to train the hands of an investigator to get used
19 to equipment. That is, I have made it sound as though this
20 can be done easily. The problem is it is not immediately
21 applicable in those parts of the world where these disorders
22 are tremendously common. Worldwide, they are menaces.
23 We don't think about them in this country because they are
24 relatively rare, fortunately.

25 This technology is very difficult to do because of
the problems involved. I think you could, perhaps, get a

1 doctor to at least know what the instrument looks like at
2 hysterectomy or in the uterus of a small monkey But to go
3 from that point and say it is safe because an operator has examined
4 sheep, cows and even gorillas, would be incorrect. If I were a hospital
research committee, I would never accept that evidence.

5 I know that animal and human pregnancies are totally different. I would want to
6 see that instrument go through several planned abortions to be
7 certain there is not acute damage. Then I would be very
8 concerned about it, because you don't know the long-term
9 risks of putting a scope in and bleeding a placenta. We
10 are not going to know that. I believe it is fair for the
11 indexed case to bear that risk.

12 I think we will collect enough information
13 about long-term risk by asking the women to bear the risks.
14 I don't think they should bear the short-term risk because
15 this is a new technology. It should not be tried on a woman who
16 would save her pregnancy.

17 MR. LOUISELL: In your research following these
18 hysterectomies, was there any concern at all about the
19 procurement of the consent of anybody?

20 DR. NATHAN: No. Well, I can't answer that.

21 I am not the obstetrician. I receive
22 red cells. I am certain there must be women who don't want
23 any research done on them. If you are referring to the
24 patient's studied, there was no problem. Prior to planned
25

abortion, there must be plenty of women who don't want research done, and many that do.

DR. RYAN: Thank you very much.

* * * * *

Dr. Nathan's prepared statement follows:

1. Introduction

This presentation to the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research concerns antenatal diagnosis of the human hemoglobinopathies, a very narrow area of fetal research. However, the investigation itself, its purpose and the technology necessary for success of the research does impact very broadly on the general problem of fetal research now under so much discussion in this country.

As a witness before the Commission, I come with few credentials in fetal research as a broad discipline. I am a pediatric hematologist and oncologist most of whose research has been in the area of inherited diseases of the red cell with particular reference to the inherited hemolytic anemias; those associated with abnormalities of red cell enzymes and the red cell membrane and those due to mutations of the hemoglobin molecule.

The hemoglobin mutants have dominated much of my investigative career in pediatric hematology, and I have been particularly involved in research in Cooley's anemia and sickle cell anemia. My work has led me to the inescapable conclusion that prevention is a very practical and worthwhile contribution that we can make to parents who carry the genes for the important mutant hemoglobins. This is particularly true for the Cooley's

anemia or thalassemia genes for which specific therapy is presently lacking and for which future specific therapy seems to be very distant.

In this presentation, I shall briefly review the characteristics and frequency of Cooley's anemia and sickle cell anemia. I shall also discuss the genetic rationale for and the present status of antenatal diagnosis for these conditions. I will describe future needs for refinement and extension of this technology and will touch upon an entirely new technology which may render present approaches quite obsolete. Finally, I would like to show how we in Massachusetts have attempted to deal with the problem of antenatal diagnosis of the hemoglobinopathies with reference to the Massachusetts fetal research law. In the latter discussion, it will be necessary for me to present my own ethical view of the research in which I am involved. However, in no way do I wish to present myself as an ethicist or philosopher of any consequence. Hopefully, all of us who do research think about the ethical consequences of our acts. Fortunately we are also aided by hospital research committees that think for us if we are about to allow ethical lapses. Finally, we have NIH review committees as yet another ethical safety check. In the end, however, each of us must live with the consequences of our acts. I hope to be able to point out to the Commission why I am at peace with myself in this delicate area, while at the same time acknowledging that I am more than willing to meet any reasonable individual's ethics halfway if he or she will meet me openly and honestly.

2. Cooley's Anemia (Thalassemia) and Sickle Cell Anemia

A. Cooley's Anemia

The term Cooley's Anemia or beta thalassemia refers to a mutation of hemoglobin synthesis in man in which one half of the hemoglobin molecule, the beta chain, is produced at a very slow rate if at all. The hemoglobin molecule is comprised of two alpha chains and two beta chains. Each individual

inherits at least one alpha gene from each parent and one beta gene from each parent. Thus each normal individual has at least two alpha genes and two beta genes. Mutations of the alpha genes do occur but the consequences of such mutation are either fatal in utero or relatively mild. They are not therefore appropriate subjects for inquiry in the area of antenatal diagnosis. Cooley's anemia is due to homozygous reduction of the output of the beta genes. It results from the inheritance of an abnormal beta gene from both parents, a gene incapable of producing beta globin for the hemoglobin molecule. Individuals who are affected only by a single abnormal beta gene have Cooley's trait or beta thalassemia trait, an innocuous illness characterized by very mild changes in the red cell and associated with a perfectly normal lifespan. It is only in the homozygous state when both genes are involved that the disorder is extremely severe. The consequences of homozygous beta thalassemia include failure to produce a normal amount of hemoglobin in the cell. Hence the cell is referred to as a hypochromic red cell lacking hemoglobin. This would not be quite so serious a lesion were it not for the fact that alpha chains are produced normally by the intact alpha genes in beta thalassemia. The alpha hemoglobin chains accumulate in the cell, are unmatched with beta chains and precipitate like rocks in the red cell. This leads to rapid destruction of the red cell within the bone marrow where the red cell is produced as well as in the spleen and liver and throughout the body. The result of this double disability of the cell is a massive attempt by the marrow to make new cells to replace those that are rapidly lost. The bone marrow, liver and spleen expands greatly to attempt to fulfill this requirement for red cells, but it is all ineffective or in vain. In fact, the expansion of marrow, liver and spleen with what amounts to a proliferating mass of useless red cells acts almost like a tumor expanding the hollow marrow of the bones to the fracture point causing interference with liver function and interference with

intestinal function by a huge spleen. Tragically the children with this disorder appear perfectly normal at birth, but three or four months later become pale and listless. They then must embark on a lifetime of blood transfusions in order to supply them with sufficient red cells. Unfortunately, however, the iron in red cells transfused to an individual cannot be eliminated from the body; the iron accumulation is highly toxic and currently there are no highly useful agents available which will rid the body of this excessive iron. The iron accumulates in the vital organs, particularly the heart, and causes severe cardiac damage. Death usually occurs in the second or early in the third decade of life. In less well developed countries than the United States, the age of death is considerably earlier. The afflicted children cannot be far from medical care. They require red cell transfusions every three to six weeks. They fail to grow, their faces are abnormal due to bony overgrowth, their social adjustments can be very difficult and, the pressures on their parents overwhelming.

B. Sickle Cell Anemia.

Sickle cell anemia has been so highly publicized in recent years that an extensive description of the disorder is probably unnecessary here. This disease is also due to an abnormality of the beta chain, but instead of a beta chain that is underproduced, the sickle mutation leads to a normal amount of an abnormal beta chain. As is probably known to members of the Commission, the problem with the sickle mutation is that hemoglobin that contains the beta S chain rather than the normal beta chain transmogrifies to a sickle shape when it is deoxygenated. The sickled shape of the hemoglobin changes the form of the red cells which contain it into a sickle shaped cell and the sickled cell blocks the small blood vessels throughout the body. These patients are therefore subjected to obstructed blood flow or crises in multiple organs, particularly in bones, but also in liver, spleen, lungs,

skin, brain, etc. As a result of these multiple blockades of blood vessels, the organs gradually fail and after a lifetime that is punctuated by numerous painful and destructive episodes the patients succumb usually in the fourth decade. Some patients with sickle cell anemia are, however, quite mildly affected and may live relatively long and productive lives. On the other hand, most are closely tied to medical facilities, have extremely difficult social adjustments and unhappy personal relationships, because of their dependency and frequent disabilities. Again it must be emphasized that the heterozygous state for the sickle cell gene, meaning the situation in which only one beta S gene is present, is almost entirely innocuous and compatible with a completely normal lifespan.

C. Genetics.

The above description suggests that a couple, each of whom is affected by either Cooley's trait or sickle trait, have a 75% chance of producing a perfectly healthy child. Admittedly two thirds of such healthy children will be carriers of either Cooley's trait or sickle trait, but the carrier state as emphasized above is almost completely innocuous. 25% of the children of such a marriage will be so called homozygotes, meaning that both beta genes are affected. The purpose of antenatal diagnosis is to detect unambiguously the homozygous state in the first half of pregnancy. The frequency of Cooley's anemia and sickle cell anemia in the United States is not well determined, but both disorders are relatively rare compared to the major public health hazards such as lung disease, heart disease, cancer and accidents. As is undoubtedly known to the Commission, sickle cell anemia is observed almost entirely in Blacks though it is known in other races as well. We estimate that there are perhaps 60,000 Black Americans with sickle cell anemia. The incidence of sickle trait is approximately 8% in the American Black population, hence, 1 in 400 births among the

Black American population would produce an infant with sickle cell anemia. This relatively low incidence is to be contrasted with the massive incidence of the sickle trait gene in a country such as Nigeria. There the gene incidence is closer to 30%. At the Lagos Island Hospital in Nigeria there are approximately 36,000 births a year; 45 new patients with sickle cell anemia per month are born at that hospital, a staggering burden on an already encumbered medical and social system, but more important an immense problem for the patient and his or her family. Similarly Cooley's anemia ranks with sickle cell anemia as one of the major scourges on a worldwide basis, though the disease, observed mainly in Greeks and Italians is uncommon in the United States. Worldwide, both illnesses rank with malaria, schistosomiasis and tuberculosis as extraordinarily common and serious diseases. The Cooley's anemia gene is seen throughout the Mediterranean world, in Africa and in the Far East as well, whereas the sickle gene is concentrated largely in Africa. Apparently both genes are present in high frequency in those parts of the world because the ^{mutations} must have conferred some sort of immunity to lethal cerebral malaria. Thus we see an enormous concentration of the gene wherever malaria was rampant in the Old World.

In any case though antenatal diagnosis of both of these disorders would be most desirable to many parents in the United States, the great need for this technology is in parts of the world that are less developed medically. This is unfortunate because as you will see the technology involved in such antenatal diagnosis requires extremely sophisticated medical care.

3. The Current State of Antenatal Diagnosis of Sickle Cell Anemia and Cooley's Anemia

There are four major requirements for successful antenatal diagnosis of

footnote: For reference material supporting the above review, please see Nathan, D.G. and Oski, F.A. Hematology of Infancy and Childhood. Saunders, 1974. Chapters 14 and 15.

the beta chain hemoglobinopathies. (a) The normal beta chain must be produced in the first half of pregnancy. (b) It must be possible to sample the fetal red cell in the first half of pregnancy without damage to the pregnancy. (c) The diseases themselves must be expressed in the first half of pregnancy. (d) The technology by which the presence of the diseases are detected must be adapted to extraordinarily small samples.

a. Gene expression of normal beta chains during early fetal life

My colleagues and I have previously published a review of the evidence that has recently been acquired which proves conclusively that the beta chain of normal human hemoglobin is in fact produced very early in fetal life. Several workers in this country and abroad have confirmed that fact and I shall therefore not belabor it further in this report.*

b. Sampling of fetal red cells in human and simian systems

Although many inherited disorders which cause severe disability and even mental retardation may be diagnosed by means of simple amniocentesis, disorders of hemoglobin cannot. Amniocentesis is a process by which the amniotic fluid is merely aspirated through a needle of small diameter and the fetal skin cells present in the amniotic fluid examined chemically for the presence of certain key enzymes. Tay-Sachs disease, an illness of lipid metabolism which leads to severe mental retardation and death can be diagnosed by this approach. Many other ^{inherited} diseases can also be diagnosed in fetal life in this fashion. But the hemoglobin genes are not ordinarily expressed in the fetal skin cell. Hence it is vital to obtain a small sample of fetal red cells in order to determine the nature of the production of the fetal cell hemoglobin chains. Two approaches have been used to sample fetal cells and

*Many of the approaches described in the remainder of this review may be found in detail in Alter et al., Clinics in Haematology, Vol. 3, No. 2, D.J. Weatherall, Ed., W.B. Saunders Co., Ltd., London, pp. 509-526, 1974.

both involve aspiration of the placenta where the fetal and maternal circulations mix. By means of ultrasound it is possible to localize the placenta with great accuracy. Using a needle of the size used in amniocentesis, Dr. Fredric Frigoletto of the Boston Hospital for Women suggested that it is possible for the operator to guide the needle directly into the placenta and then aspirate a very small volume. In approximately 50% of the cases or somewhat less, it is possible to aspirate sufficient fetal cells to determine fetal cell beta chain synthesis. This is probably an extremely safe maneuver because amniocentesis itself is often associated with transfixion of the placenta by the aspirating needle. There is little evidence that placement of a small needle of #20-22 caliber would be likely to damage a pregnancy. The yield is, however, a problem. As I mentioned, only 50% of the samples are productive of sufficient fetal cells. To improve the yield a second approach has been employed in recent years. This involves the use of direct visualization of the placenta, so-called amnioscopy or fetoscopy. A needle of approximately #14 caliber is inserted into the amniotic space. The obturator or plug of this needle is removed and a tiny optical device equipped with lenses and a light source is inserted through the needle. The needle is also equipped with a shield through which an extremely small second needle may be passed. The widest diameter of the total piece of equipment is 1.7 mm. The operator can now visualize the placenta directly and then find a fetal vein on its surface. He can then advance the small needle within the shield and aspirate fetal cells directly from the placental vein. In our experience, working with Dr. John Hobbins at Yale, this has been a highly productive procedure. But the needle is larger and the degree of safety is unknown. Obstetricians differ on the question of safety of such an instrument. Unfortunately at this time such an instrument is quite limited in its capacity to deliver a sample because it is not possible to use the present stiff and rigid instrumentation to acquire a sample from an anterior placenta. This is

because the placenta would be transfixed on the way into the amniotic cavity and the operator could not visualize it. It is therefore highly desirable to develop a flexible amnioscope equipped with a needle so that the placenta can be identified and a fetal vein sampled irrespective of placental localization. We believe that it is mandatory to develop such new instrumentation in human pregnancies prior to planned abortions for the following reasons. First, the simian pregnancy, though somewhat useful for developing obstetrical skills, is in no way appropriate for the determination of efficacy or safety of such instrumentation. A late third trimester simian pregnancy has fetal cells which contain hemoglobin chains similar to those in man and is large enough to permit the introduction of such instruments and the sampling of placental veins. However, as Jackson and his colleagues have shown the third trimester simian uterus both during anesthesia and beyond is remarkably resistant to trauma. The sorts of experiments accomplished by Jackson* in the simian system involving exteriorization of the fetus without precipitating delivery could never be accomplished in the first or midtrimester human pregnancy which would certainly be expelled as a consequence of such maneuvers. Certainly the late simian pregnancy together with the rare human pregnant hysterectomy can and should be used by the obstetrician to develop a certain degree of familiarity with instrumentation. However, it would be irresponsible to recommend such a procedure for a circumstance in which retention of a healthy fetus is desired by the mother unless the instrumentation itself was first shown to be effective and not immediately destructive of human pregnancy. Thus fetoscopy at the time of planned abortion is certainly the only way to develop the instrumentation. Fortunately such determinations can be made at the very moment of planned abortions since the only difference between amnioscopy and placental

*Novy, M.J., Piasecki, G.J., Hill, J.D. and Jackson, B.T.: J. Appl. Physiology 31:788, 1971.

blood sampling and the insertion of either saline or prostaglandin for an abortion is (1) the use of a somewhat larger needle and (2) a somewhat longer period of time for the procedure. Since preparations for the use of the amnioscope do not require any preoperative maneuvers other than ultrasonics, the procedure cannot impede a change of mind concerning the abortion by the mother until the very moment of the abortion procedure itself. This type of fetal investigation does not in any way contribute to a climate which might increase abortion or to the acceptability of an abortion within an institution.

c. Expression of the abnormalities of the beta chains of hemoglobin in first and midtrimester: The biological basis of an ethical rationale

Having decided to develop this technology in human pregnancy prior to planned abortion, we and others have unequivocally demonstrated the detectability of the sickle and Cooley's anemia genes in the first trimester. This discovery would have been manifestly impossible if the simian system had been investigated. Kazazian and his coworkers in Baltimore and our group in Boston have detected the sickle gene in the blood of fetuses that had been removed at hysterotomy for various reasons submitted to us for analysis by our special biochemical techniques. I shall not burden the Commission with the biochemical methodology.

It has taken a major enterprise to determine whether the beta thalassaemia gene is so expressed. After all the beta chain of human hemoglobin is produced at a very low rate normally in the first and midtrimester human fetus. Can the further reduction in beta-thalassaemia be recognized? Recent studies carried out by our group in Boston in collaboration with Dr. Bernadette Modell and Ernest Huehns of the University College Hospital in London provided an answer to this question. The vacuum extraction abortions of Cypriot women who have a very high incidence of the thalassaemia gene were studied, and indeed the thalassaemia gene is expressed in these samples both in its heterozygous (trait)

and homozygous (Cooley's anemia) state. These results will be published shortly. The important point is that we were able to distinguish, albeit in a small number of fetal samples, the difference between normal, thalassemia trait and homozygous thalassemia or Cooley's anemia. This is, of course, the crucial issue. After all mothers who have sickle or Cooley's anemia trait and are married to men with these traits have one question in mind when they are pregnant. Do they carry a homozygous infant? If they do, they often wish to abort the pregnancy, but if the fetus is normal or merely has the trait, they most assuredly do not wish to abort the pregnancy. We must refine our techniques so that we can give an unequivocal answer that distinguishes between a trait condition and the homozygous state. The ethical rationale for our work in many ways rests upon this technical capacity. This is because such women are now in many cases aborting all of their pregnancies rather than take the risk of a homozygous birth. Yet when they do so, they are aborting perfectly healthy fetuses three times out of four. Obviously effective antenatal diagnosis, which unambiguously identifies the homozygotes would salvage three out of four such pregnancies. Hence, the antenatal diagnostician would in fact be salvaging three pregnancies for every one for which interruption might be recommended and accepted. On the other hand, if the trait for either condition is confused with the homozygous state, only one pregnancy would be salvaged and three aborted. Hence, no matter where one stands on the issue of abortion, technique and its development is intertwined with the ethical issues.

d. Small sample size

Very small fetal cell samples are produced by placentocentesis or by needle amnioscopy and these are often contaminated by maternal cells. We are currently working on methods by which we can concentrate fetal cells from such mixtures using a human fetal cell specific antigen - the so-called i antigen and an antibody which agglutinates these cells - the anti-i antibody. A new

laser-activated cell sorter may be extremely useful in this regard

4. Clinical Experience

With the discovery that both the sickle gene and the Cooley's anemia gene could be diagnosed in the first to midtrimester and with the availability of relatively safe albeit somewhat crude instrumentation for fetal blood sampling, five antenatal diagnoses for the hemoglobinopathies have been attempted. The first was in Boston in a woman with sickle trait who had previously lost a young child with sickle cell anemia. An aspiration of the placenta was attempted, but a very poor sample of fetal red cells was acquired. The study was unreliable, but did not show unequivocal evidence of sickle cell anemia in the fetus. The mother elected to continue the pregnancy and a normal baby was born. The second study was performed in San Francisco. The mother had previously borne a child with homozygous Cooley's anemia and was again pregnant. She wished to abort the pregnancy, but was persuaded to undergo an antenatal test instead. The test indicated that the fetus was normal. The pregnancy went to term, the baby was just born and indeed was normal. The third study was performed in Boston. The mother had previously borne two children with homozygous Cooley's anemia. Several attempts to aspirate red cells from the placenta were unsuccessful. The mother finally underwent amnioscopy and a small sample of fetal cells was obtained. We determined that the fetus is normal; the pregnancy is going to term, and delivery is planned for the end of March. A Cypriot mother in London had previously delivered a baby with Cooley's anemia. Aspiration of the placenta on two occasions failed to produce fetal cells. She has decided not to abort. A second Cypriot mother in London was also studied. This time sampling was successful and revealed fetal thalassemia trait. The mother has elected to carry the pregnancy to term. Though these represent an extremely small number of cases, they are important to us. First, we have salvaged five pregnancies that would have otherwise been aborted. Secondly, we

have not injured the pregnancies with our technology even though we know the technology needs improvement. Third, we believe we have successfully diagnosed thalassemia trait prenatally in a pregnancy which was to be retained; and fourth, we believe that our original hypothesis that it would be possible to provide such a service to parents is going to be realized. We admit that we have years of work to do to develop this technique in a much simpler fashion and we also know that we do not really know the long-range safety. Far more experience is required; we need better amnioscopes and improved technology for sampling and detection of the hemoglobin chains in the cells, but we have made much more progress than we had dared to hope when we began a scant three years ago. I should add that all of this technology may become obsolete in a few years. In our laboratory and here in the National Institutes of Health, intensive efforts are being made to learn how to awaken the hemoglobin genes in the fetal skin cell so that one day we can return to amniocentesis for these procedures, abandoning amnioscopes and their cumbersome and complex methodologies. This would open up antenatal diagnosis to underdeveloped nations where busy obstetricians might not be able to find the time to master the techniques that we are developing here. In no way do I wish to state here that such work has been accomplished or is even on the horizon, but it is coming and a great deal of priority should be given to it. For once it is pleasurable to discuss one's own obsolescence.

Finally, I believe that it is my duty to inform this Commission as to how we have tried to resolve the data that I have given you as well as many other issues concerning abortion and fetal research in Massachusetts. As some of you may have read, we have been under a great deal of political and medical stress from these subjects in the past year. The same concerns which have led to the development of this Commission have been felt intensively in the Commonwealth

of Massachusetts. In fact last year a bill which would have outlawed all fetal research was nearly passed in the Massachusetts Legislature. Fortunately, some of us involved in the hemoglobin work and in other fetal research as well were able to communicate with the proponents of such a bill and to analyze the areas that divided us. Though ^{as medical scientists} we tend to consider ourselves the sole repositories of brilliance in this area, the authors of the Massachusetts bill are also rather able citizens. One is a leading physician in a fine hospital in the Boston area. Another is a professor of law in one of our excellent law schools and the author of a manual for judicial procedures in the Commonwealth of Massachusetts. A third is a very promising young Representative to the Massachusetts Legislature. As a result of the urging of another fine Representative, the editor of the New England Journal of Medicine, and the good offices of the Speaker of the House, we were all brought together to start a series of discussions which have certainly not ended. We are thoroughly exploring our different feelings on this subject. In fact we have a Commission of our own.

It is impossible to discuss fetal research without examining one's attitudes about abortion. Unless there is planned abortion, there is no fetal research of the type that I have described here. There is a wide spectrum of opinion about abortion among those who favor fetal investigation. Some of us believe that abortion before viability is a totally acceptable procedure, not only legally, but morally and ethically. Others have definite reservations about the casual use of abortion as a form of birth control. On the other hand, those who would stringently regulate fetal research, though in general opposed to abortion, have varying beliefs regarding the rights of women to determine the condition of the fetus that they bear and to control or influence the number of children with severe inherited disease that they produce. All of us, I think, share a common concern about the climate surrounding abortion

in an institution, and the possible role of research in that climate. We hold that abortion if performed at all should be an entirely private matter. Any process which subtly coerces a mother to abort her pregnancy is to be avoided. A research program which directly or indirectly coerces a woman to have an abortion by instituting a procedure which would make a planned abortion irreversible well before the abortion is performed should not be accepted. For example, an invasive research procedure with a drug, vaccine or instrument which potentially contaminates or otherwise damages the fetus or placenta performed several days prior to planned abortion should not be permitted no matter how valuable the research might be. For if the mother were to change her mind about the abortion, the procedure would have endangered her fetus. Hence, as we attempt to compromise our differences about fetal research (and compromise we must), we seem to be heading toward a solution in which certain ^{kinds of} research may be carried out at the very moment of abortion but not before. Others take the additional position that the gestational age of the fetus is extremely important with respect to research. I have less concern about precise fetal age as a guideline though certainly viability would ^{usually} be a ^{contraindication}.

At the moment the various proponents of positions have found a way to communicate. We are holding new hearings, attempting to gather more points of view and will I believe write a very enlightened law about fetal research in Massachusetts. We hope it will be a law that will stand as a model for this country and that this Commission will be very interested in its status. For if we in Massachusetts, which at least superficially would appear to have a very polarized community, can find a way to deal with this problem, then perhaps the federal government and even this Commission can learn from our experience. In no way do I wish to indicate that this has been an easy problem to resolve. It has not been easy and furthermore it is not yet resolved. But I think most of us in Massachusetts agree that diagnostic technology must go

forward in human pregnancy. It will hopefully be followed by therapeutic technology. Furthermore, most of us agree that such diagnostic or therapeutic technology should best be developed at the time of a planned interruption of pregnancy, rather than be tested for the first time in a pregnancy which would be retained if the test or therapy were to be successful. This is just common sense, and I believe that research committees in almost any institution would virtually demand that the investigator provide strong evidence that his so-called diagnostic procedure is itself at least acutely safe in pregnancy before it is applied in what we might call an index case, a case in which the woman would retain a pregnancy should the fetus be shown to be normal.

This then is a brief summary of the biological, technical and ethical considerations which have confronted us during this past three years of development. We have come a long way in a relatively short period of time, but far more investigation is required before this technology will become available to the couples who need it. I hope that this Commission will endorse our efforts.

* * * * *

1
2 DR. RYAN: Out next speaker, Mrs. Audrey McMahon,
3 private citizen.
4

5
6 MRS. McMAHON: I speak as an unlettered housewife.
7 As the mother of two developmentally disabled children, I may
8 represent more citizens than commonly appreciated.

9 In considering our own ethical obligations to
10 posterity, please let us take a clue from a survivor from
11 the prehistoric ages -- the tortoise; he moves carefully,
12 but in order to proceed at all, he must stick his neck out.

13 In Britain the Advisory Group on the Use of
14 Fetuses and Fetal Material for Research reported that the
15 contribution to the health and welfare of the entire popu-
16 lation is of such importance that the development of research
17 using fetuses should continue subject to safeguards and
18 controls. I consider their recommendations, as reported in
19 Lancet, altogether sensible. The contributions they regard
20 as so significant are well known to the public, but better
21 defined in this context by the professionals present here.

22 I think it is a conservative estimate to state
23 that 20 percent of all our children suffer from some form of
24 developmental disabilities; etiology unknown. Special
25 education for pupils who cannot process information

1 according to expectancy cost this country 300,000,000 Federal
2 dollars in 1974. This does not include the cost of anguish
3 evolving from these misfits in society.

4 The phenomenal growth of Parent Power --
5 volunteer organizations -- is an indicator of public concern.
6 Prevention of developmental disabilities is a matter of prime
7 importance. the annual convention of the Association for
8 Children with Learning Disabilities alone draws up to 6,000
9 people.

10 In our own family neurological and perceptual
11 deficits appear from generation to generation; etiology
12 unknown -- genetic counselling impossible, yet. We care
13 that future citizens shall not be denied their own civil
14 liberty and their birth right to be born as wholly function-
15 ing human beings through reactionary rulings for which this
16 Commission would be responsible.

17 The Director of the National Institute for
18 Neurological Diseases and Stroke predicted on January 17,
19 1975 that this would be the decade of the Central Nervous
20 System. Eccles regards brain research as the ultimate
21 problem confronting man. Reports relating to the vulnerable
22 stages of the fetal brain; Valk's five-year study with new
23 scanning methods defining demonstrable damage in 80 percent
24 of the Strauss syndrome children are only two from hundreds
25 of examples why research must continue.

1 We need not force anyone disinclined to partici-
2 pate in the face of calculated risks, but just as Armstrong
3 was not denied the privilege of that first risky step on to
4 the moon, future brave parents, possibly my own daughter
5 among them, and dedicated responsible researchers should not
6 be shackled by law from pioneering on behalf of their own
7 children and posterity.

8 Thank you so much.

9 DR. RYAN: Dr. Lebacqz.

10 DR. LEBACQZ: Just one question. You indicated
11 that the abortus should be treated under codes applicable
12 to autopsy. Did you mean by that to include living abortuses?
13 Abortuses with signs of life, as well as those that are
14 obviously dead? I am not clear whether the Code of Autopsy
15 were meant to apply to abortuses across the board.

16 MRS. McMAHON: I am not a scientist and will
17 leave that question of viability to you. I think the
18 British Code mentioned 20 weeks, but I am not an expert in the
19 field.

20 DR. RYAN: Are there other questions from the
21 staff or Commission Members?

22 If not, thank you, Mrs. McMahon.

23 We will go to our next witness, Society for
24 Pediatric Research and American Pediatric Society, Inc.,
25 represented by Dr. Robert Greenberg.

1 Dr. Greenberg.

2 DR. GREENBERG: I am Robert Greenberg, Professor
3 and Chairman, Department of Pediatrics, Charles R. Drew Post-
4 graduate Medical School and Pediatrician-in-Chief, Martin
5 Luther King, Jr. General Hospital, Los Angeles. In addition,
6 I am President of the Society for Pediatric Research and a
7 member of the American Pediatric Society, and am represent-
8 ing the membership of both societies in this presentation
9 of views regarding research on the fetus. These two
10 societies are professional organizations of educators and
11 investigators, whose primary goals and functions are to
12 promote optimal child health through effective and incisive
13 education and research. Both societies are committed to
14 full utilization of their collective and individual skills to
15 further the potential of the developing fetus and child to
16 achieve normal growth and development.

17 I would like initially to briefly take a look at
18 the health status of the fetus. From my point of view and
19 from that of the societies, this is one of the major areas
20 of concern. If we look at the health status of the fetus,
21 and we do it on the basis of comparing what happens to
22 conceptions, some very interesting data has been derived by
23 a variety of individual.

24 Let's take, then, one hundred conceptions and
25 ask the question what happens to them according to current

1 information. Approximately twelve of one hundred or twelve
2 percent by current statistics, perhaps it is more now, will
3 end unsuccessfully, if you will, through induced abortion.
4 Twice that number will end through spontaneous abortion.
5 It is indeed true that of spontaneous abortions, perhaps
6 fifty percent of demonstrable abnormalities or chromosomal
7 abnormalities indicate marked abnormalities of the fetus
8 itself. It is true that fifty percent do not, indicating
9 that perhaps fifty percent may well be preventable.

10 To continue, two percent or two and a half per-
11 cent of conceptions will die currently during the last half
12 of gestation. Of those a considerable percentage may well
13 be preventable. And further, over one percent of concep-
14 tions succumb either natively or during the first year of
15 life.

16 Thus, approximately four hundred out of very
17 one thousand conceptions end in death by one year of post-
18 natal age, and if you remove induced abortions, that leaves
19 two hundred seventy out of one thousand.

20 The latest figures regarding infant mortality
21 indicate in our country in 1973, 17.6 infants out of 1,000
22 live births succumb. If you want to make any comparisons
23 between infant mortality and fetal mortality rate, it is
24 obvious the fetal losses are a staggering proportion.

25 Infant mortality is an end result of a variety

1 of associated factors, both medical and social. Of principal
2 importance is the recognition of the impact of retardation
3 of fetal growth. The infant mortality rate in low birth
4 weight infants is seventeen times that of normal birth
5 weight infants. Further, more than 70 percent of the neo-
6 natal deaths due to asphyxia occur in low birth weight
7 infants. It has been estimated, thus, that over half of the
8 infant deaths in our country are associated with low birth
9 weight. Clearly, increased understanding of factors that
10 lead to premature delivery and that regulate intrauterine
11 growth is mandatory if improvement in the infant mortality
12 rate is to occur.

13 The United States is recurrently and justi-
14 fiably criticized for its relatively high infant mortality
15 rate. Improvement in this rate cannot occur, it seems
16 evident, without continued research on those factors that
17 influence and determine fetal development.

18 Impact of previous research.

19 Significant advances have been made in improving
20 the status of fetal health. The horrible effect of rubella
21 on the fetus has been largely eliminated. The deleterious
22 effects of Rh incompatibility on late fetal development have
23 also largely been negated. The impact of respiratory dis-
24 tress syndrome on neonatal mortality is appreciable; however,
25 studies of the past few years and those in progress promise

1 to result in striking improvements in the prevention of neo-
2 natal respiratory distress. All of these advances required
3 investigative efforts involving the human fetus. None of the
4 advances that have occurred could have happened in the absence
5 of fetal research.

6 The problem of deleterious effects on subsequent
7 development.

8 The spectrum of human disease resulting from
9 aberrant events occurring during fetal and perinatal life
10 is still far from being delineated. The pervasive effects
11 of retarded intrauterine growth were previously alluded to.
12 The disastrous effects of perinatal viral infections are
13 becoming increasingly apparent. It has been shown, for
14 example, that elevations of a particular class of immuno-
15 globulins, IgM, in cord blood may serve as an indicator of
16 fetal infection. Approximately three percent of children at
17 birth have elevated IgM levels. In approximately 20 percent
18 of these children, infection with known agents can be
19 documented, leaving 80 percent unexplained. The potential
20 deleterious impact of asymptomatic infections is suggested
21 by a recent study in which inapparent congenital syto-
22 megalovirus infection was associated with significant
23 impairment in hearing and probably reduction in intelligence.
24 Other studies suggest the deleterious impact of clinically
25 inapparent viral infections on brain development.

1 The incidence of fetal infection remains un-
2 determined. On the basis of available data, clinically
3 important mental and auditory impairment may occur in one
4 out of every 1000 live births as a result of fetal infection
5 with one agent alone -- i.e., cytomegalovirus infections.
6 It is clear that the total spectrum of fetal infection is a
7 much larger and more significant one than previously recog-
8 nized. The capacity for the fetus to withstand infection is
9 clearly different and less effective than during subsequent
10 developmental periods. There needs to be much attention
11 urgently paid to developmental periods. There needs to be
12 much attention urgently paid to answering the many questions
13 that exist concerning the incidence and nature of infectious
14 processes that affect the mother and fetus.

15 Effect of Socioeconomic factors.

16 In the previous discussion the deleterious impacts
17 of retarded fetal growth and intrauterine infection on sub-
18 sequent development of the child have been emphasized. The
19 incidence of low birth weight infants is markedly increased
20 in the low-income and minority population. Further, the
21 risk of recognized intrauterine infection is also appreci-
22 ably increased in lower socioeconomic groups.

23 Thus, the fetus of the mother who lives in a
24 socioeconomically deprived environment is at increased
25 jeopardy, for not only succumbing at an increased rate

1 during infancy, but also for experiencing persistent
2 deleterious effects on central nervous system function as a
3 consequence of adverse intrauterine events.

4 Unanswered questions regarding fetal development.

5 On the basis of these and other data character-
6 izing health problems currently existent during fetal life
7 and early infancy, it is possible to define, in general, the
8 nature of biologic questions which must be solved by research
9 if improvement in the health status of the fetus and infant
10 is to be achieved. Such questions include, but are not
11 restricted to, the following:

12 Delineation of factors regulating intrauterine
13 growth, including placental transport of nutrients.

14 Defining the mechanisms whereby socioeconomic
15 deprivation impedes optimal fetal growth.

16 Definition of mechanisms productive of congenital
17 malformations.

18 Elucidation of the significance of intrauterine
19 infections on both intra and extra-uterine growth and
20 development, and defining means of both identifying
21 and treating such infections.

22 Developing methods of protecting the fetus from
23 the consequences of maternal disease.

24 Utilization of advanced techniques for the
25 diagnosis of fetal abnormalities, and development of

1 methods of medical and surgical therapy.

2 These areas of requisite research mandate certain
3 investigative approaches which necessitate preservation of
4 the right of the mother to provide informed consent. We have
5 indicated that the current health status of the fetus is
6 shocking, in terms of both mortality and morbidity rates.
7 The long-range effects of aberrations in fetal development
8 may extract a huge toll of human suffering. Improvements
9 in the health status require continuation of responsible,
10 incisive research.

11 We urge the Commission to consider the fact that
12 genuine concern for the fetus requires marked improvements
13 in health care available to the developing human during
14 intrauterine life. Such improvements in health care, both
15 preventive and therapeutic in nature, require acquisition
16 of increased understanding through research.

17 Thank you.

18 DR. RYAN: Any questions from the Staff?

19 Do the Commission members have any questions?

20 DR. JONSEN: Dr. Greenberg, could you tell us
21 what sort of interventions in the fetus would be of use for
22 the clarification of the nature of interuterine viral
23 infections?

24 DR. GREENBERG: In thinking through that
25 question, the issue that Dr. Cooke raised formerly, I think,

1 is quite clear. It becomes quite evident, for example,
2 that significant advances in detection of infection may require
3 sampling of fetal blood. We are then perhaps in a similar
4 situation where we were ten years ago. Namely, we were look-
5 ing for sampling of amniotic fluid at that time, with the
6 same fears and concerns. It may be now necessary to sample
7 fetal blood. Fetal blood is different because there is no
8 question that that is a component of the fetus.

9 I would submit to you that is quite a great
10 likelihood, that it will require a sampling of fetal blood
11 in order to significantly advance detection and treatment of
12 infection. Perhaps that is a significant example.

13 DR. JONSEN: This might possibly involve pro-
14 cedures which would have to be used some time before an
15 induced or planned abortion. If one were attempting to do
16 studies in immunization, one might want to intervene some
17 time before the time of an abortion.

18 DR. GREENBERG: The issue I am referring to has
19 nothing to do with abortion.

20 DR. JONSEN: Would it not be valuable to attempt
21 to do studies of this sort before elective abortion?

22 DR. GREENBERG: I think the issues that Dr.
23 Nathan raised are germane. The problems of development of
24 technology previously discussed. I would agree with every-
25 thing he said. Extending that, the application of that has

1 nothing to do with abortion.

2 DR. JONSEN: I am thinking here of the change of
3 mind problem, again, that Dr. Nathan mentioned.

4 DR. GREENBERG: I think you are talking about
5 the development of the methodology for fetal blood sampling,
6 correct?

7 DR. JONSEN: That is one possibility.

8 DR. GREENBERG: If we extend your question, then,
9 to the index case, if you will, that individual who would
10 be suspected or asked to bear long-range implications, would
11 be an individual who would be designated by further research
12 as being likely to have an infected fetus. By criteria,
13 that has been approved.

14 DR. RYAN: Dr. Cooke.

15 DR. COOKE: Bob, I will not dispute the fact
16 that there might be some circumstances with regard to fetal
17 infection where fetal blood sampling might be necessary. But
18 that certainly would be unusual at the present time in our
19 knowledge of viral infections or other infections, since the
20 mother's blood seems to be a far better indicator or, at
21 lease, some specific response to viruses or other infections.

22 If one were to set up a program of detection of
23 fetal infection, it would be possible, it seems to me, to do
24 this by maternal screening, at least with our present state
25 of the art.

1 DR. GREENBERG: That is not the interpretation
2 of my reading of the more recent studies with respect to
3 herbies.

4 DR. COOKE: Those are the toughest ones.

5 DR. GREENBERG: But they are the more common.

6 DR. COOKE: Let's assume that that is a pos-
7 sibility. Would you make some comments as to the order of
8 magnitude of increase, and what one would call comparative
9 obstetrics? It puts us in a position where much more work
10 would be done on the animal than on the human. What order
11 of magnitude are we talking about to have such an expansion?

12 DR. GREENBERG: As I understand, and I feel
13 reasonably comfortable about this, when you speak of the
14 use of primate methodology, technologically in terms of the
15 development of techniques capable of fetal blood sampling,
16 then, I think everyone in this room would be in complete
17 support. When it comes to the issue of, for example, the
18 infectious agents that invade the fetus, the primate simply
19 is completely different. We would enter a study of the
20 infectious diseases of the primate, but that would have
21 nothing to do with the infectious diseases of the human.
22 The infectious agents are completely different. That raises
23 an unstoppable problem. The human fetus remains the only
24 viable substrain in order to investigate those illnesses that
25 invade the human fetus.

1 MR. LOUISELL: In your concluding statement,
2 as I understand it, you said that genuine concern for the
3 fetus requires a continuation of many of these types of
4 research. You were there using the, the word "fetus" in a
5 general sense. That is, improvement of the condition of an
6 on-coming fetus. You were not attempting to direct that
7 remark specifically to the necessity of research in regard
8 to a particular fetus?

9 DR. GREENBERG: I have. Actually, in preparing
10 this testimony, I was myself impressed with the "health data"
11 that currently is available about the human fetus. I think
12 they are shocking. I think, also, the data that begins to
13 suggest the incidence of relatively minor illnesses that have
14 deleterious subsequent impact is of very critical importance.
15 Therefore, I can't answer your question directly because I
16 think in an increasing number of incidences, as our capacity
17 for recognizing and diagnosing fetal growth is increased,
18 it will be directed to treatment, diagnosis, et cetera.

19 MR. LOUISELL: But the interest or the rights
20 of a particular fetus under the logic that you conclude with
21 may have to be subordinated to the general interest of fetal
22 research much, much, more than you would be willing to
23 subject the particular interests or rights of a given born
24 individual to research?

25 DR. GREENBERG: No, I don't believe that is true.

1 I believe when the Commission, for example, responds to the
2 issue as it will, of research in minors, the same issues
3 will be extant and the same position would be appropriate.
4 That that research needs to conform to the type of safe-
5 guards, concerns, guidelines, procedures that have been
6 developed and will be continued to be implemented regarding
7 the safeguards for human research. I don't believe there is
8 any difference.

9 DR. COOKE: I don't think I framed my question
10 properly, I guess.

11 At the present time we can learn relevantly
12 little about viral infections in a human from the study of
13 animals. I think we could have said four years ago we might
14 learn very little about the trizome from the study of
15 animals. Now we know there are animals in which it exists.

16 What I am saying is, I think, maybe it is a
17 rhetorical question, if we had much greater support for
18 animal research, could we not have a very substantial part
19 of research that has been done in the past, at least, on
20 humans performed in animals? I am not saying all.

21 Would you want to comment on that?

22 DR. GREENBERG: I would answer it in this way:
23 I think that if there were support, facilities, and the
24 capacity for much more effective primate research, then I
25 think it would be safe to say that part of the procedure

1 should be the development as far as is possible of research
2 questions in primate models. My own feeling is no matter
3 how well developed funding is, accessibility, the primate
4 models will in no way lead to much resolution of those
5 questions that I posed in the latter part of the testimony.
6 That is my own feeling.

7 DR. RYAN: Do any other Commission members or
8 Staff have questions?

9 * * * * *

10 Dr. Greenberg's prepared statement follows:
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Introduction: Members of the National Commission, my name is Robert Greenberg, M.D.

I am Professor and Chairman, Department of Pediatrics, Charles R. Drew Post-graduate Medical School and Pediatrician-in-Chief, Martin Luther King, Jr. General Hospital, Los Angeles. In addition, I am President of the Society for Pediatric Research and a member of the American Pediatric Society, and am representing the membership of both societies in this presentation of views regarding research on the fetus. These two societies are professional organizations of educators and investigators, whose primary goals and functions are to promote optimal child health through effective and incisive education and research. Both societies are committed to full utilization of their collective and individual skills to further the potential of the developing fetus and child to achieve normal growth and development.

Summary:

- 1) Appraisal of current statistics regarding the health status of the fetus indicates extremely high fetal mortality and morbidity rates, when compared to post-natal data.
- 2) A significant percentage of fetal and perinatal deaths are preventable.
- 3) There is increasing evidence suggesting that processes occurring during fetal life (i.e. intrauterine infection, retarded fetal growth) may have a deleterious impact on post-natal growth and development.
- 4) In the poverty-stricken and minority populations, the incidence of adverse fetal development is further increased, as is the presumed incidence of aberrant post-natal development caused by intrauterine events.
- 5) The above considerations indicate that a number of biologic questions must be solved if improvement in the health status of the fetus is to be achieved. Such questions include, but are not restricted to the following:
 - Delineation of factors regulating intrauterine growth, including placental transport of nutrients .
 - Definition of mechanisms productive of congenital malformations.
 - Elucidation of the significance of intrauterine infections on both intra- and extra-uterine growth and development, and defining means of both identifying and treating such infections.
 - Developing methods of protecting the fetus from the consequences of maternal disease.
 - Utilization of advanced techniques to diagnosis and treat fetal abnormalities.
- 6) In order to solve these basic questions, it is necessary for research in the fetus to continue and the right of the mother to provide informed consent for investigation must be preserved. We are in complete agreement with and fully support all efforts to protect the rights and interests of the mother

and her fetus. Full protection of the fetus, however, mandates that further research be carried out in order that optimal intrauterine and post-natal development can be achieved for each individual.

Position Statement in Greater Detail:

The membership of the Society for Pediatric Research and American Pediatric Society are deeply concerned about and supportive of the safeguards that must continue to be implemented and developed in order to protect the fetus and mother. It is our firm opinion, however, that full protection of the fetus and mother requires comprehension of those factors that lead to the high rates of morbidity and mortality that characterize fetal life. Prevention of the untoward effects on subsequent development produced by intrauterine events is a task of critical importance. In order to accomplish these major advances in child health, human fetal research must be continued.

1. Analysis of the health status of the fetus.

Based on the current level of live births and consideration of reproductive loss, it has been estimated that approximately 5,168,000 conceptions occurred in our country last year (1,2). Many of these conceptions did not survive the full period of gestation; others who were born alive died soon after birth; still others were significantly impaired by events occurring during early fetal development.

Based on available information, approximately 630,000 pregnancies were terminated by parental decision. Although these losses are considerable, the incidence of spontaneous abortion is even higher. Approximately 1,220,000 spontaneous abortions were estimated to occur during 1973. There is an increased incidence of congenital malformations or chromosomal abnormalities in fetuses who are spontaneously aborted. However, there remains a large percentage in which no discernible fetal abnormality can be detected; these must be considered, then, as potentially preventable deaths.

During the last half of gestation, about 118,000 babies die annually. Causes of late fetal deaths have been evaluated in other countries as follows:

(PERCENTAGE)

	<u>DEFECTS OF PLACENTA/CORD</u>	<u>DEFECTS OF FETUS</u>	<u>TOXEMIA MATERNAL DISEASE</u>	<u>AT DELIVERY</u>	<u>RH</u>	<u>OTHER</u>
CANADA	47.7	17.3	10.2	9.3	9.2	6.3
NETHERLANDS	34.2	14.1	21.0	12.9	5.7	12.1
ENGLAND & WALES	33.4	22.7	20.8	12.5	5.4	5.2
NEW ZEALAND	40.7	16.9	20.9	7.5	7.1	6.9

At least one out of five of these deaths are preventable, based on current knowledge.

After birth, approximately 40,000 babies died in the first four postnatal weeks. 12% of these deaths occur in the first hour, 59% of the first day, 91% the first week. An additional 19,000 died between four weeks and one year of age.

To summarize these data, the following table depicts the percentage of conceptions that ended in death at various developmental periods:

	NUMBER PER YEAR	% TOTAL CONCEPTIONS
INDUCED ABORTION	630,000	12.2
SPONTANEOUS ABORTION	1,221,000	23.6
FETAL DEATHS (last half of gestation)	118,000	2.3
NEONATAL DEATHS	40,000	0.8
POSTNEONATAL DEATHS	19,000	0.4
	TOTAL	39.3

Thus, approximately 400 out of every 1000 conceptions end in death by one year of postnatal age. If induced abortions are excluded, approximately 270 out of every 1000 conceptions end unsuccessfully. The latest figures regarding infant mortality indicate that the rate in the United States in 1973 was 17.6 deaths per 1000 live births. (4) The fetal losses, when expressed in terms of conceptions, are of staggering proportions.

2. Deleterious impact of intrauterine events on subsequent development

a) Appraisal of causes of infant deaths.

In 1968, the causes of infant deaths in the U.S. were identified as follows:

Congenital anomalies	14.5%
Asphyxia of newborn	13.4
Immaturity	12.3
Influenza and pneumonia	10.4
Complications of labor and delivery	9.5
Hyaline membrane disease	6.0
Respiratory distress syndrome	4.9
Other causes	29.0

Infant mortality is an end result of a variety of associated factors, both medical and social. Of principal importance is the recognition of the impact of retardation of fetal growth. The infant mortality rate in low birth weight infants is 17 times that of normal birth weight infants. Further, more than 70% of the neonatal deaths due to asphyxia occur in low birth weight infants. It has been estimated, thus, that over half of the infant deaths in our country are associated with low birth weight. Clearly, increased understanding of factors that lead to premature delivery and that regulate intrauterine growth is mandatory if improvement in the infant mortality rate is to occur. The United States is recurrently and justifiably criticized for its relatively high infant mortality rate. Improvement in this rate cannot occur, it seems evident, without continued research on those factors that influence and determine fetal development.

b) Impact of previous research.

Significant advances have been made in improving the status of fetal health. The horrible effect of rubella on the fetus has been largely eliminated. The deleterious effects of rH incompatibility on late fetal development have also largely been negated. The impact of respiratory distress syndrome on neonatal mortality is appreciable; however, studies of the past few years and those in progress promise to result in striking improvements in the prevention of neonatal respiratory distress. All of these advances required investigative efforts involving the human fetus. None of the advances that have occurred could have happened in the absence of fetal research.

c) The problem of deleterious effects on subsequent development.

The spectrum of human disease resulting from aberrant events occurring during fetal and perinatal life is still far from being delineated. The pervasive effects of retarded intrauterine growth were previously alluded to. The disastrous effects of perinatal viral infections are becoming increasingly apparent. It has been shown, for example, that elevations of a particular class of immunoglobulins, IgM, in cord blood may serve as an indicator of fetal infection. Approximately 3 per cent of children at birth have elevated IgM levels. In approximately 20% of these children, infection with known agents can be documented, leaving 80% unexplained. The potential deleterious impact of asymptomatic infections is suggested by a recent study in which inapparent congenital cytomegalovirus infection was associated with significant impairment in hearing and probable reduction in intelligence (6). Other studies suggest the deleterious impact of clinically inapparent viral infections on brain development (7).

The incidence of fetal infection remains undetermined. On the basis of available data, clinically important mental and auditory impairment may occur in one out of every 1000 live births as a result of fetal infection with one agent alone (i.e. cytomegalovirus infections). It is clear that the total spectrum of fetal infection is a much larger and more significant one than previously recognized. The capacity for the fetus to withstand infection is clearly different and less effective than during subsequent developmental periods. There needs to be much attention urgently paid to answering the many questions that exist concerning the incidence and nature of infectious processes that affect the mother and fetus.

d) Effect of socioeconomic factors.

In the previous discussion, the deleterious impacts of retarded fetal growth and intrauterine infection on subsequent development of the child have been emphasized. The incidence of low birth weight infants is markedly increased in the low-income and minority population (8). Further, the risk of recognized intrauterine infection is also appreciably increased in lower socio-economic groups.

Thus, the fetus of the mother who lives in a socio-economically deprived environment is at increased jeopardy, for not only succumbing at an increased rate during infancy, but also for experiencing persistent deleterious effects on central nervous system function as a consequence of adverse intrauterine events.

3. Unanswered questions regarding fetal development.

On the basis of these and other data characterizing health problems currently existent during fetal life and early infancy, it is possible to define, in general, the nature of biologic questions which must be solved by research if improvement in the health status of the fetus and infant is to be achieved. Such questions include, but are not restricted to, the following:

- Delineation of factors regulating intrauterine growth, including placental transport of nutrients.
- Defining the mechanism(s) whereby socioeconomic deprivation impedes optimal fetal growth.
- Definition of mechanisms productive of congenital malformations.
- Elucidation of the significance of intrauterine infections on both intra- and extra-uterine growth and development, and defining means of both identifying and treating such infections.
- Developing methods of protecting the fetus from the consequences of maternal disease.
- Utilization of advanced techniques for the diagnosis of fetal abnormalities, and development of methods of medical and surgical therapy.

These areas of requisite research mandate certain investigative approaches which necessitate preservation of the right of the mother to provide informed consent. We have indicated that the current health status of the fetus is shocking, in terms of both mortality and morbidity rates. The long-range effects of aberrations in fetal development may extract a huge toll of human suffering. Improvements in the health status require continuation of responsible, incisive research.

We urge the Commission to consider the fact that genuine concern for the fetus requires marked improvements in health care available to the developing human during intrauterine life. Such improvements in health care, both preventive and therapeutic in nature, require acquisition of increased understanding through research.

* * * * *

DR. RYAN: The next speaker, we do not have a submitted statement for. I wonder if he is in attendance? Mr. McKenna. He has not signed in as yet. We will move on to the next speaker. I believe the presentation has been distributed. The American Academy of Pediatrics.

Dr. Yaffe, I know you have a long presentation. Our time is limited, so are you going to read it?

DR. YAFFE: No. I am going to read part of it, because you do have the entire statement, although, if I were to read this I would come within the ten minutes limitation.

I am Sumner J. Yaffe, M.D., Professor and acting chairman of the Department of Pediatrics at the State University of New York

at Buffalo and the Children's

1 Hospital of Buffalo. I am pleased to appear before the
2 National Commission for the Protection of Human Subjects of
3 Biomedical and Behavioral Research on behalf of the American
4 Academy of Pediatrics.

5 The Academy is the national organization of more
6 than 16,000 board certified physicians specializing in the
7 care of infants, children and adolescents. The Academy was
8 organized in 1930 for the primary purpose of ensuring "the
9 attainment by all children of the Americas of their full
10 potential for physical, emotional and social health." From
11 its inception, the Academy has been striving to foster
12 excellence in pediatric education and practice.

13 The Academy correlates all aspects of work
14 involved in caring for children and its members are engaged
15 in teaching, research, and the provision of medical care to
16 infants, children and adolescents. Essentially, we are a
17 group of physicians working actively to improve the quality
18 of life for children by establishing standards.

19 In keeping with this tradition, we have recently
20 developed a code of ethics for the conduct of research
21 involving fetuses. The code is attached to my written pre-
22 sentation which has been distributed to you.

23 Research on the fetus and newborn is of the
24 greatest importance in contributing to the health and welfare
25 of the entire population and should be continued and fostered,

1 subject to adequate and clearly defined safeguards.

2 The American Academy of Pediatrics is aware of
3 the benefits which have accrued from fetal research and
4 recognizes the need for continuing studies to sustain and
5 enhance these benefits. Therefore, the Academy supports
6 fetal research. Examples of the proven benefits and also of
7 future research needs are cited in the following paragraphs.
8 Since my research and clinical experience was concentrated
9 on drugs, this will be emphasized.

10 The past several decades have witnesses a sig-
11 nificant decline in maternal mortality and morbidity. During
12 the same time period, the decline in perinatal mortality and
13 morbidity has been less dramatic because diseases that effect
14 the fetus and newborn infant have been relative refractory
15 to both prophylaxis and therapeutics. As our understanding
16 has been furthered by research in this age group, efforts
17 directed at therapy of the fetus have increased. A new
18 concept of fetal therapeutics has arisen because of our
19 ability to diagnose and treat the fetus in utero.

20 In addition to these sophisticated approaches,
21 fetal therapeutics is also the care or lack of care that the
22 mother receives during pregnancy and even before conception.
23 We are just now beginning to learn the effects on the fetus
24 of such variables as the external environment, maternal
25 medication, diet, activities, emotions, physical and

1 behavioral illness. Much more research is needed to optimize
2 fetal development so that infants are born free from disease.

3 The future of any society rests with its children;
4 this truism is the foundation of our nation and deserves the
5 highest priority of attention. Fetal research, which
6 benefits future generations of children, will considerably
7 enhance this objective.

8 In pregnancies complicated by maternal or fetal
9 disease the initial goal of treatment is the delivery of a
10 viable fetus at a gestational age compatible with extra-
11 uterine survival. In the management of these pregnancies,
12 frequently the physician must consider induction of labor
13 and delivery of a premature infant. This question is
14 answered by determination of the benefit/risk ratio from
15 remaining in the uterus versus functional immaturity in the
16 nursery.

17 The marked advances which have occurred in the
18 care of the newborn and premature infant have permitted
19 infants to be delivered earlier in gestation and thus removed
20 from the risks of continued existence in utero. The next
21 several paragraphs are intended to demonstrate how fetal
22 research has permitted major therapeutic advances with sub-
23 sequent production of healthier babies.

24 The Rh-positive fetus of an Rh-negative sensit-
25 ized mother is at risk from an acquired hemolytic anemia which

1 may be severe enough to cause death. The management of this
2 anemia, as with most anemias, is via blood transfusion, but
3 since this could only be performed at birth the most
4 severely affected infants died in utero. The introduction
5 of amniocentesis and the subsequent demonstration of a
6 correlation between the amniotic fluid concentration and
7 extent of fetal hemolysis permitted a new form of therapy,
8 intrauterine transfusion, with marked improvement in intra-
9 uterine mortality. While these clinical approaches to the
10 already sensitized Rh-negative pregnant patient were being
11 developed, concurrent investigations were directed at pre-
12 vention of the initial formation of Rh-positive antibodies in
13 the Rh-negative woman at risk.

14 The fundamental approach was based on the concept
15 of antibody-mediated immune suppression. It was proven that
16 passive immunization of high anti-D antibody-specific
17 immunoglobulin G fraction prevented isoimmunization to the
18 Rh-antigen. The method is presently recommended for use
19 in the immediate post-abortal or postpartum Rh-negative
20 unsensitized patient. The conscientious application of this
21 prophylaxis will result eventually in the infrequent occur-
22 rence of erythroblastosis fetalis secondary to Rh sensi-
23 tization. It is obvious that none of this progress would
24 have been possible without research in the human fetus.

25 Pregnancy complicated by diabetes mellitus is

1 a consequence of modern medicine. The administration of
2 insulin to diabetic girls and adolescents has resulted in
3 their survival up to and through childbearing. Unfortunately,
4 for the 2-5 percent of the population which is diabetic or
5 prediabetic, pregnancy is not without risk particularly to
6 the fetus and newborn infant. The mortality rate itself is
7 0 percent and 9 percent of the offspring of diabetic women
8 have major congenital malformations. It is not entirely
9 apparent why such high mortality/morbidity exists. Recent
10 research in glucose metabolism during pregnancy and in the
11 fetus has provided some answers, but much more research is
12 needed to enable diabetics to produce normal offspring. In
13 order to practice optimal fetal therapeutics, it is essential
14 to understand the special problems and the delicate balance
15 in the metabolism of the diatetic who is pregnant.

16 In spite of intensive therapeutic efforts, the
17 fatality rate in respiratory distress syndrome of the new-
18 born infant remains high. It now appears that prediction
19 and possibly prevention of this disease is imminent. By
20 examining the concentration of phospholipids in amniotic
21 fluid, it is possible to predict the potential for respira-
22 tory difficulty in the newborn infant.

23 Relative lung maturity can now be diagnosed by
24 amniocentesis and the physician can employ this in managing
25 pregnancy. Very recently the administration of corticosteroids

1 to the mother prior to delivery has been shown to accelerate
2 fetal lung maturation and thus significantly reduce the
3 occurrence of respiratory distress syndrome in treated
4 infants. Much more research in this phenomenon needs to be
5 done both concerning the mechanism as well as regarding the
6 short and long term side effects of hormone therapy.

7 The advances in fetal therapeutics described in
8 the preceding paragraphs are examples of the successful
9 application of knowledge which was derived from basic clinical
10 experimentation. Continued advancement is limited by the
11 relative lack of information about the normal and pathological
12 processes of fetal and infant development. This information
13 gap is most acutely felt in pediatric drug therapy.

14 In the past several decades a series of extra-
15 ordinary mishaps attributable to commonly used therapeutic
16 agents has focused attention upon the unique responses of
17 developing organisms to many pharmacologically active com-
18 pounds. The Thalidomide disaster with which you are familiar,
19 led to the 1962 amendments to the Food, Drug and Cosmetic Act
20 which authorized the FDA to ensure that drugs be effective
21 as well as safe under the conditions in which they will be
22 used. It has been estimated that 75 percent of all thera-
23 peutic agents are not approved for use in infants, children
24 and pregnant women because conclusive evidence of their
25 safety and efficacy in this population is not available.

1 Many of the therapeutic agents used during pregnancy are
2 administered in an aura of ignorance with potential hazard
3 to the fetus as well as the mother. As we enter the era of
4 sophisticated fetal therapeutics, it is most important to
5 resolve this problem through increased clinical pharmacologic
6 investigation.

7 A recent report from the National Academy of
8 Sciences details some of these research needs. A copy of
9 this report has been submitted for the Commission's perusal.
10 I have also transmitted a report which the Committee on
11 Grust of the American Academy of Pediatrics has submitted to
12 the Food and Drug Administration concerning the evaluation of
13 drugs which are to be used during pregnancy and for the
14 treatment of infants and children. This report is an
15 expression of the Committee on Drugs' concern regarding the
16 evaluation of drugs to be used during pregnancy. Thus, we
17 clearly appreciate the need for an increase in clinical
18 investigation as this is the only means to provide more
19 rational and safe therapy for the fetus.

20 Legal compliance with the Food, Drug and
21 Cosmetic Act requires research on the human fetus and
22 pregnant woman if the use of pharmacologic agents in this
23 special population is to be based on valid scientific data
24 instead of empiricism.

25 I might say one word before I conclude about the

species or the value of other species, the question having been raised by Commissioners in the past several testimonies. I think with drugs there is a unique situation in which no species that I know of, except perhaps the subhuman primate, and we are just entering this area, can furnish any information regarding drug metabolism. In other words, below the primate there is absolutely no information permissible from species research.

As far as the law is concerned, the law requires that research be performed in the human fetus in pregnant women.

Thank you.

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Dr. Yaffe's prepared statement follows:

PRESENTATION OF THE AMERICAN ACADEMY OF PEDIATRICS
TO THE NATIONAL COMMISSION FOR THE PROTECTION OF HUMAN SUBJECTS
CONCERNING RESEARCH ON THE FETUS - FEBRUARY 14, 1975

I am Sumner J. Yaffe, M.D., Professor and Acting Chairman of the Department of Pediatrics at the State University of New York at Buffalo and the Children's Hospital of Buffalo. I am pleased to appear before the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research on behalf of the American Academy of Pediatrics. The Academy is the national organization of more than 16,000 board certified physicians specializing in the care of infants, children and adolescents. The Academy was organized in 1930 for the primary purpose of ensuring "the attainment by all children of the Americas of their full potential for physical, emotional and social health". From its inception, the Academy has been striving to foster excellence in pediatric education and practice. The Academy correlates all aspects of work involved in caring for children and its members are engaged in teaching, research and the provision of medical care to infants, children and adolescents. Essentially, we are a group of physicians working actively to improve the quality of life for children by establishing standards. In keeping with this tradition, we have recently developed a code of ethics for the conduct of research involving fetuses. The code is

attached to my written presentation which has been distributed to you.

Research on the fetus and newborn is of the greatest importance in contributing to the health and welfare of the entire population and should be continued and fostered subject to adequate and clearly defined safeguards. The American Academy of Pediatrics is aware of the benefits which have accrued from fetal research and recognizes the need for continuing studies to sustain and enhance these benefits. Therefore, the Academy supports fetal research. Examples of the proven benefits and also of future research needs are cited in the following paragraphs. Since my research and clinical experience has concentrated on drugs, this will be emphasized.

The past several decades have witnessed a significant decline in maternal mortality and morbidity. During the same time period, the decline in perinatal mortality and morbidity has been less dramatic because diseases that effect the fetus and newborn infant have been relatively refractory to both prophylaxis and therapeutics. As our understanding has been furthered by research in this age group, efforts directed at therapy of the fetus have increased. A new concept of fetal therapeutics has arisen because of our ability to diagnose and treat the fetus in utero. In addition to these sophisticated approaches, fetal therapeutics is also the care or lack of care that the mother receives during pregnancy and even before conception. We are just now beginning to learn the effects on the fetus of such variables as the external environment, maternal medication, diet, activities, emotions, physical and behavioral illness. Much more research is needed to

optimize fetal development so that infants are born free from disease. The future of any society rests with its children; this truism is the foundation of our nation and deserves the highest priority of attention.. Fetal research, which benefits future generations of children, will considerably enhance this objective.

In pregnancies complicated by maternal or fetal disease the initial goal of treatment is the delivery of a viable fetus at a gestational age compatible with extra-uterine survival. In the management of these pregnancies, frequently the physician must consider induction of labor and delivery of a premature infant. This question is answered by determination of the benefit/risk ratio from remaining in the uterus versus functional immaturity in the nursery. The marked advances which have occurred in the care of the newborn and premature infant have permitted infants to be delivered earlier in gestation and thus removed from the risks of continued existence in utero. The next several paragraphs are intended to demonstrate how fetal research has permitted major therapeutic advances with subsequent production of healthier babies.

The Rh-positive fetus of an Rh-negative sensitized mother is at risk from an acquired hemolytic anemia which may be severe enough to cause death. The management of this anemia, as with most anemias, is via blood transfusion but since this could only be performed at birth the most severely affected infants died in utero. The introduction of amniocentesis and the subsequent demonstration of a correlation between the amniotic fluid concentration and extent of fetal hemolysis permitted

a new form of therapy, intrauterine transfusion, with marked improvement in intrauterine mortality. While these clinical approaches to the already sensitized Rh-negative pregnant patient were being developed, concurrent investigations were directed at prevention of the initial formation of Rh-positive antibodies in the Rh-negative woman at risk. The fundamental approach was based on the concept of antibody-mediated immune suppression. It was proven that passive immunization with high anti-D antibody-specific immunoglobulin G fraction prevented isoimmunization to the Rh-antigen. The method is presently recommended for use in the immediate postabortal or postpartum Rh-negative unsensitized patient. The conscientious application of this prophylaxis will result eventually in the infrequent occurrence of erythroblastosis fetalis secondary to Rh sensitization. It is obvious that none of this progress would have been possible without research in the human fetus.

Pregnancy complicated by diabetes mellitus is a consequence of modern medicine. The administration of insulin to diabetic girls and adolescents has resulted in their survival up to and through childbearing. Unfortunately, for the 2-5% of the population which is diabetic or pre-diabetic, pregnancy is not without risk particularly to the fetus and newborn infant. The mortality rate itself is 9% and 9% of the offspring of diabetic women have major congenital malformations. It is not entirely apparent why such high mortality/morbidity exists. Recent research in glucose metabolism during pregnancy and in the fetus has provided some answers but much more research is needed to enable diabetics to produce

normal offspring. In order to practice optimal fetal therapeutics, it is essential to understand the special problems and the delicate balance in the metabolism of the diabetic who is pregnant.

In spite of intensive therapeutic efforts, the fatality rate in respiratory distress syndrome of the newborn infant remains high. It now appears that prediction and possibly prevention of this disease is imminent. By examining the concentration of phospholipids in amniotic fluid, it is possible to predict the potential for respiratory difficulty in the newborn infant. Relative lung maturity can now be diagnosed by amniocentesis and the physician can employ this in managing pregnancy. Very recently the administration of corticosteroids to the mother prior to delivery has been shown to accelerate fetal lung maturation and thus significantly reduce the occurrence of respiratory distress syndrome in treated infants. Much more research in this phenomenon needs to be done both concerning the mechanism as well as regarding the short and long term side effects of hormone therapy.

The advances in fetal therapeutics described in the preceding paragraphs are examples of the successful application of knowledge which was derived from basic clinical experimentation. Continued advancement is limited by the relative lack of information about the normal and pathological processes of fetal and infant development. This information gap is most acutely felt in pediatric drug therapy. In the past several decades a series of extraordinary mishaps attributable to commonly used therapeutic agents has focused attention upon the unique responses of developing organisms to many pharmacologically active compounds. The thalidomide disaster with which you are familiar

led to the 1962 amendments to the Food, Drug and Cosmetic Act which authorized the FDA to ensure that drugs be effective as well as safe under the conditions in which they will be used. It has been estimated that 75% of all therapeutic agents are not approved for use in infants, children and pregnant women because conclusive evidence of their safety and efficacy in this population is not available. Many of the therapeutic agents used during pregnancy are administered in an aura of ignorance with potential hazard to the fetus as well as the mother. As we enter the era of sophisticated fetal therapeutics, it is most important to resolve this problem through increased clinical pharmacologic investigation. A recent report from the National Academy of Sciences details some of these research needs. A copy of this report has been submitted for the Commission's perusal. I have also transmitted a report which the Committee on Drugs of the American Academy of Pediatrics has submitted to the Food and Drug Administration concerning the evaluation of drugs which are to be used during pregnancy and for the treatment of infants and children. This report is an expression of the Committee on Drugs concern regarding the evaluation of drugs to be used during pregnancy. Thus, we clearly appreciate the need for an increase in clinical investigation as this is the only means to provide more rational and safe therapy for the fetus. Legal compliance with the Food, Drug and Cosmetic Act requires research on the human fetus and pregnant woman if the use of pharmacologic agents in this special population is to be based on valid scientific data instead of empiricism.

The AAP code of ethics for the use of fetuses and fetal material for research that was referred to by Dr. Yaffe in his testimony is as follows:

AAP CODE OF ETHICS FOR THE USE OF
FETUSES AND FETAL MATERIAL FOR RESEARCH

Introduction

Research on the fetus and newborn is of the greatest importance in contributing to the health and welfare of the entire population. Such research, motivated by humane concern, should be continued and fostered, subject to adequate and clearly defined safeguards.

The American Academy of Pediatrics recognizes that through research involving previable fetuses, new knowledge may be gained which would ultimately benefit viable infants. The American Academy of Pediatrics also recognizes that some of these areas of research, while not jeopardizing the health and welfare of the fetus, are not of direct benefit to that particular fetus. In such cases express consent should be obtained from the parent. "The whole previable fetus has offered an important opportunity that cannot be obtained in any other way for making observations of great value on the transfer of substances across the human placenta, the reaction of the immature fetus to drugs, and on the endocrinological development of the fetus and the development of the placenta."¹

Research activities involving the fetus in utero, or pregnant women may be undertaken¹ for the purpose of benefiting that particular fetus or to respond to the health needs of the mother,² as part of the procedure to terminate the pregnancy and for the purpose of evaluating or improving methods of prenatal diagnosis, methods of prevention of premature birth, or methods of intervention to offset the effects of genetic abnormality or congenital injury or to ascertain the safety and efficacy to the fetus of drugs which might be needed by pregnant

women. 2

For the purposes of this code of recommendations, the following definitions have been accepted:

Viability of the Fetus means the ability of the fetus, after either spontaneous or induced delivery, to survive (given the benefit of medical therapy) to the point of independently maintaining heart beat and respiration. If the fetus has this ability, it is viable and therefore a premature infant.

Abortus means a fetus when it is expelled whole, prior to viability, whether spontaneously or as a result of medical or surgical intervention. The term does not apply to the placental fetal material which is macerated at the time of expulsion; or cells, tissue, or organs excised from a dead fetus. 3

Because of the rapid changes taking place in medical knowledge, the definition of viability should be reviewed regularly in order that it be consistent with these rapid changes.

Determination of viability entails a subjective and objective judgment by the physician attending labor or examining the product of conception, and must be made by a physician other than the investigator wishing to use fetal tissue in research. In general, and all other circumstances notwithstanding, a beating heart alone is not sufficient evidence of viability. At least one additional necessary condition is the possibility that the lungs can be inflated. Without this precondition, no currently available mechanisms to initiate or maintain respiration can sustain life; and in this case, though the heart is beating, the fetus or abortus is in fact non-viable. 4

CODE1. Research on the Fetus in Utero (where delivery of a pre-viable fetus is not contemplated)

Investigations and tests may be carried out with the intention of benefiting the mother, her expected child, or both. For these investigations and tests, informed consent should be obtained.

2. Research on the Viable Fetus

When the fetus is viable after delivery, the ethical obligation is to sustain its life so far as possible. It is both unethical and illegal to carry out any experiments which are inconsistent with treatment necessary to promote the life of the fetus. It is recognized that in many instances the techniques used to aid a distressed fetus may be so new that in some degree they may be considered experimental.

3. Research on the Pre-viable Fetus in Utero (where abortion is planned) or Abortus

This research is permissible providing:

- (a) animal studies, if appropriate, have been completed;
- (b) the mother and father are legally competent and have given their consent, except that the father's consent need not be secured if his identity or whereabouts cannot reasonably be ascertained;
- (c) individuals engaged in the research will have no part in:
 - 1) any decisions as to the timing, method or procedures used to terminate the pregnancy, and
 - 2) evaluating the viability of the fetus at the termination of the pregnancy;
- (d) such research is only carried out in departments directly related to a medical institution and with the express sanction of its committee on human experimentation;

(e) before permitting such research the committee on human experimentation satisfy itself: 1) on the validity of the research;

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2) that the required information cannot be obtained in any other way, and 3) that the investigators have the necessary facilities, skill and integrity;

(f) dissection of the dead fetus or experiments on the fetus or fetal material do not occur in the operating theatre or place of delivery;

(g) there is no monetary exchange for fetuses or fetal material, and

(h) full records are kept by the relevant institution.

4. Research on the Dead Fetus or Abortus

This research is permissible provided the conditions in paragraph 3 (b)-(h) above are observed and the research conducted in accordance with any applicable State or local laws governing autopsies.

If the abortus is an organ or tissue donor, the research shall be conducted in accordance with any applicable State or local laws governing transplantation or anatomical gifts. Thank you.

DR. ALEXANDER: With respect to the perinatal research to which you referred, in trying to consider this in the light of what Dr. Nathan indicated, and as far as the problem of a mother changing her mind is concerned, can the pharmacological research be conducted if it is limited to a period of time right around the induction of an abortion, or is it the time of research you prefer have initiated earlier?

DR. YAFFE: I don't have the answer to the question, I must say. I think I personally would be happy with the research regarding, let's say, a transmission of drugs from the mother to the fetus, where this procedure began after the abortion procedure was instituted. I think you

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1 could derive enough information. I am not sure, of course,
2 there will be circumstances for longer acting compounds in
3 which one might have to introduce these into the mother,
4 which is the usual means, but as techniques develop, we will
5 have drugs which will be introduced directly into the fetus.

6 DR. RYAN: Dr. Cooke.

7 DR. COOKE: One of the two approaches to the
8 study of transmission of drugs in humans, it seems to me, in
9 regard to the fetus, one might be characterized as an oppor-
10 tunistic approach, where you have a woman who has a serious
11 illness and requires the drugs, and by coincidence she is
12 going to need an abortion and so forth, or one could carry
13 it out more systematic investigation, which is what you are
14 essentially suggesting.

15 Would you care to hazard a guess as to the success
16 of the first approach, the difficulties and so forth? This
17 has been suggested as one way we could get this kind of
18 information.

19 DR. YAFFE: The difficulties have to do with
20 organization and the logistics of knowing where that woman
21 was and when she was going to undergo a procedure terminating
22 pregnancy. She has, by your definition, been on this drug
23 for purposes which are her own. She is ill and requires the
24 drug. It seems to me that woman should, of course, take
25 advantage of that situation. But logistically it is not as

1 readily done as if one were to introduce in a prospective way
2 drugs into the mother whose pregnancy has been -- who decided
3 to terminate her pregnancy. Therefore, one could get at
4 some of the data which are required regarding the transmission
5 across the placenta. You can alter the time at which the
6 drug can be given to the mother prior to the delivery of
7 the fetus.

8 DR. COOKE: The delays would be several years in
9 accumulating the information to have statistical information?

10 DR. YAFFE: Yes, I would think that one could
11 systematically approach this and shorten the time interval
12 whereby this information is provided by several years, at
13 least.

14 I wanted to go on for a minute, because I didn't
15 want to leave the impression that the only concern we have is
16 for placental transport. We do have a great deal of concern
17 for what the fetus itself is doing to the drug. In other
18 words, metabolism on the drug only occurs in the human
19 fetus. It doesn't occur in any other subhuman species that
20 I know of. It has been speculated and there is now data
21 accumulated that perhaps the mechanism for the production
22 of congenital malformations result from the metabolism of
23 a drug which the mother has been given by the fetus into the
24 production of a very highly reactive metabolism.

25 DR. RYAN: I just wanted to point out, I am sure

1 you are aware of the collaborative drug surveillance program
2 that goes on. In the name of therapy, if you will, the research
3 that goes on, is to screen large populations. In that sense
4 they can turn up things which would not turn up, as you have
5 said, in the opportunistic situation on a one on one basis.
6 The best example is the increased incidence of congenital
7 anomalies on a statistical basis in women who have epilepsy.
8 Then, the added problem is we don't know whether the disease
9 itself is also contributed. These are the things that
10 cannot be easily sorted out, but they are providing informa-
11 tion in the name of therapy, research being the observation
12 of patients under therapy. It does pose a problem in the use
13 of any drug in the pregnant women, and how to get about
14 determining safety, when the drug is being used for her benefit
15 or for the benefit of the unborn child.

16 DR. LEBACQZ: Your comments this morning were
17 directed to the fetus in the hope of providing therapy for
18 the fetus. Are there kinds of research you would not
19 consider to be feasible? Research to design abortion
20 technology, or whether it is possible to make such distinc-
21 tions?

22 DR. YAFFE: I am not an obstetrician, so I would
23 rather not answer that question. But if you would allow a
24 pediatrician to comment on it --

25 (Laughter.)

1 DR. LEBACQZ: I think that is what I am asking
2 for.

3 DR. YAFFE: Well, I don't see, personally, any
4 great impediment to this type of research, provided, of
5 course, it has gone through the traditional preclinical
6 evaluation in animals. And here I am not knowledgeable
7 about species, differences do exist with respect to the
8 response in the uterus to different drugs.

9 DR. RYAN: Dr. Lebacqz, did you throw in the issue
10 of research on the abortion process itself?

11 DR. LEBACQZ: Yes.

12 DR. LOUISELL: I was wondering if you feel able
13 to generalize, as I understood the preceding witness to do,
14 that the balancing of risks for fetal research are essentially
15 the same or should be the same as they are for balancing of
16 risks of children?

17 DR. YAFFE: Yes, I support Dr. Greenberg's
18 statement.

19 DR. JONSEN: I assume that certain of the studies
20 to which you would be interested might be carried out
21 efficiently in fetuses whose life is purposely stabilized,
22 pre-viable fetuses, whose life is purposely sustained in
23 order to do the studies, that studies might be efficiently
24 done in such fetuses. If that were the case, would you
25 approve of sustaining life of a fetus for the purpose of

1 research?

2 DR. YAFFE: If I understood your question, you are
3 discussing research during that, let's say, stage of preg-
4 nacy in which the fetus has been agreed upon to be pre-
5 viable, and instituting that research for the sake of research?

6 DR. JONSEN: I am directing this to the abortus.
7 That we have an abortus which is not viable, but which can be
8 sustained alive for a certain period of time to do metabol-
9 ic studies and so forth.

10 DR. YAFFE: After it has been delivered?

11 DR. JONSEN: Yes, after delivery.

12 DR. YAFFE: You are asking whether or not I
13 support that type of research?

14 DR. JONSEN: Yes. First of all, I will split my
15 question and say, do you think that certain of the studies,
16 certain studies could be done more efficiently in this way,
17 and secondly, whether you would consider such studies
18 ethical?

19 DR. YAFFE: I don't know. But the answer to the
20 first portion of your question -- this is not what I meant
21 before. I don't think when I was discussing this with
22 Dr. Cooke the efficiency of risk of undertaking fetal drug
23 research, I don't see that this enhances our efficiency for
24 many of the kinds of pharmacological investigation one can
25 conduct. You can conduct this without keeping the abortus

1 alive by artificial means. So that this is not necessary
2 for drug research.

3 Now, as far as my personal ethics are concerned
4 about this, I have never participated in this research and I
5 don't believe I would.

6 DR. RYAN: Our time is up. Thank you very much,
7 Dr. Yaffe.

8 The next speaker will be Lois Schiffer from the
9 Center for Law and Social Policy.

10 If you will give us an opportunity to -- do we
11 have the statement?

12 Will you please proceed?

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14
15 Ms. Schiffer read her prepared statement which follows:
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INTRODUCTION

We submit these Comments on behalf of three organizations concerned with the rights of women.

Women's Equity Action League (WEAL) is a nationwide membership organization established in 1968 to promote non-discriminatory treatment of American women; it has recognized the crucial importance of health issues, which affect all aspects of women's lives.

Women's Legal Defense Fund (WLDF) is an organization which provides legal and paralegal services for the protection of the rights and interests of women. WLDF has had a continuing concern with the effect on the pregnant woman of procedures for protecting the subjects of fetal research promulgated by the Department of Health, Education and Welfare.^{1/}

Human Rights for Women (HRW) is an organization devoted to the achievement of equality between men and women. It has had a continuing interest in the rights of women to good health care, and has participated as amicus curiae in several Supreme Court cases involving the rights of women to contraception and abortion.

^{1/} "Protection of Human Subjects - Proposed Policy", 38 Fed. Reg. 27882 (Oct. 9, 1973) (Comments filed January 22, 1974); "Protection of Human Subjects - Proposed Policy", 39 Fed. Reg. 30618, et seq. (August 23, 1974) (Comments filed November 22, 1974).

As lawyers with the Women's Rights Project of the Center for Law and Social Policy, we have had a continuing interest in and involvement with issues concerning women, especially in the area of health.

By this Comment we wish to stress to the Commission the importance of considering the interests of women, and in particular the pregnant woman, as well as the fetus, in drafting and promulgating procedures concerning fetal research pursuant to §202(b) of the National Research Act, P.L. 93-347. Most considerations of the appropriateness of fetal research and the conditions under which it may be undertaken focus on giving protection to the fetus. Often, the serious interest of the pregnant woman, including the effect which procedures for fetal research may have on her physical health and psychological well-being, are overlooked. WEAL, WLDF and HRW limit their comments to the area of their primary concern and expertise, matters which affect the rights and interests of pregnant or potentially pregnant women, and do not address other aspects of fetal research.

In implementing fetal research, not only is consideration of the pregnant woman's interest desirable, it is mandated. For these rights and interests in physical and psychological health and well-being are extremely important and are protected by the United States Constitution, as the Supreme Court has recognized in its decisions in Roe v. Wade, 410 U.S. 113 (1973) and Doe v. Bolton, 410 U.S. 179 (1973). Failure of the Commission to recognize these rights in its recommendations

may lead to laws which abrogate these constitutionally-protected interests. Generally, the rights of the pregnant women must be regarded as paramount -- ethically as well as constitutionally.

SUMMARY

We make the following recommendations to this Commission regarding its report on fetal research:

1. biomedical research which may affect the fetus in utero must be permitted in order to assure that proper and effective medical care and treatment are available to the pregnant woman;
2. any recommendations regarding fetal research must not limit the right of a pregnant women to relief from experimental therapy to save her own life or health;
3. a policy regarding fetal research must expressly provide for the pregnant woman's rights to be fully informed of the effect on her own health and well-being of research practices on the fetus in utero, and should provide for appropriate follow-up care for the pregnant woman;
4. a policy on fetal research cannot require the consent of the father or the pregnant woman's husband before the pregnant woman can submit to research involving the fetus as part of a procedure to terminate the pregnancy without limiting rights and interests of the mother recognized by Supreme Court decisions;
5. a policy on fetal research should permit a pregnant woman to participate in research to improve abortion procedures; and

6. any ethical review committees or other bodies recommended by the Commission to administer a fetal research policy at the national or local level should expressly include women members.

I. Biomedical And Behavioral Research Which May Affect The Fetus In Utero Must Be Permitted In Order to Assure That Proper And Effective Medical Care And Treatment Are Available To The Pregnant Woman.

Curtailement of biomedical research affecting the fetus in utero seriously limits the possibility for developing sound scientific data on the effects of medicines, drugs, nutrition, and environmental stress on the developing fetus. Without such information, because of the special interrelationship between the pregnant woman and the fetus, the pregnant woman is forced to rely on guessing and rumor in determining what medicine and food to use for her own health and comfort during her pregnancy. The result is that she may often forego the use of medicine and foods essential to improve her own health and comfort for fear that they may adversely affect the fetus. Similarly, without such research she may eat foods which can adversely affect her own health in the undocumented belief that they assist fetal development. Without scientific biomedical and behavioral research on these matters, the health of the pregnant woman can be seriously and adversely affected.

The policies of the Supreme Court expressed in Roe, supra, and Doe, supra, are that the interest of the woman and the state in the health of the pregnant woman must be given precedence over the fetus throughout the entire term of the

pregnancy.^{2/} That policy supports the need for biomedical and behavioral research affecting fetuses which affect the health of the pregnant woman.

Therefore, biomedical and behavioral research on the effect of drugs, nutrition, and environmental stresses on the fetus in utero must be permitted in order to protect the health of the pregnant woman. The moratorium on such research imposed by §213 of the National Research Act should be lifted immediately in order to realize this goal.

II. Any Recommendations Regarding Fetal Research Must Not Limit The Right Of A Pregnant Woman To Relief From Experimental Therapy To Save Her Own Life Or Health.

Any policy regarding fetal research (even a policy prohibiting it) must necessarily entail a decision about permitting a pregnant woman to submit to federally-sponsored therapy affecting her own life or health. In addition, any policy permitting fetal research will necessarily entail establishment of procedures for determining when fetal research is appropriate and conditions under which it can be carried out. Such

2/ In Roe v. Wade, supra, 410 U.S. at 164-5, the Supreme Court holds that during the first trimester of pregnancy, the interest of the pregnant woman in consultation with her doctor is the only interest to be weighed; during the second trimester, some weight may be given by the state to its interest in the health of the mother; during the third trimester, the state may protect the potentiality of life except when abortion is necessary to preserve the life or health of the mother, Roe, supra at 410 U.S. 164-5. Throughout the pregnancy, the interest of the pregnant woman and the state in the life and health of the pregnant woman takes precedence over any interest of the state in protecting the potentiality of life of the fetus.

policy and procedures must permit a woman to participate in life and health-saving treatments. For example, a woman who finds in the second month of a pregnancy that she has a cancer which can be treated only by an experimental chemical which may affect the fetus must be permitted to undertake such treatment to save her own life and health.

The Supreme Court has held that during the first three months of a pregnancy, the decision about an abortion, which obviously affects the fetus, must be left to the pregnant woman and her attending physician; that decision must override any concern for the fetus. During the second trimester of pregnancy, the state may regulate the abortion procedure only in ways that are reasonably related to maternal health; again, protection of the fetus must be subordinate to the interest of the pregnant woman. Finally, during the last trimester, a state may balance the interest in protecting the potentiality of life (the fetus) with the pregnant women's interest; but even at this stage, the state cannot elevate its interest in protecting the unborn fetus above a medical judgment that the abortion is required to preserve the life or health of the mother. Roe, supra, 410 U.S. at 164-5.

Any policy which treated the protection of the fetus throughout the pregnancy as a more important interest than the desire of the mother to terminate the pregnancy for whatever reason, or the interest of the pregnant woman and the state in the woman's health, would abrogate the constitutional rights of the mother to make her own determinations about continuation of the pregnancy in the first six months, and to

have her life and health protected in the last three months.^{3/} That any other policy may be motivated by "ethical" concerns for the protection of the fetus does not change its unconstitutional effect on the mother's rights. In addition, a policy failing to protect the pregnant woman's interest in her own health may force a woman who wishes to participate in a particular research program for life-saving, health-saving, or any other reason, to undergo an abortion she might not otherwise choose in order to be free from restraints on participation.

A sensible and constitutional policy requires that the pregnant woman be as fully informed as possible of the potential risk of the research to the fetus and then be permitted freely to choose whether to participate. At the least, a policy regarding fetal research should incorporate the principle that the interests of the pregnant woman in continuing the pregnancy, or in her own health, may be exercised throughout her pregnancy in accordance with the constitutional principles set forth by the Supreme Court.

III. A Policy Regarding Fetal Research Must Expressly Provide For The Pregnant Women's Rights To Be Fully Informed Of The Effect On Her Own Health And Well-Being Of Research Practices On The Fetus In Utero And Should Provide For Appropriate Follow-Up Care For The Pregnant Woman.

Any policy regarding fetal research should require that

^{3/} The Supreme Court in Roe v. Wade leaves open the possibility that a state may choose to permit a mother to make an unfettered choice about abortion throughout her pregnancy; the decision simply sets forth the most restrictive statute a state may enact. Therefore, in some jurisdictions, the state may determine not to protect the potentiality of human life at any time.

maternal consent be obtained, and that it be informed consent.^{4/}

The policy should specify that maternal consent (or informed consent) can be given for research on the fetus in utero only when the mother has full and adequate information about the effect of the research on her own health and body, as well as on the health of the fetus. Certainly, in each instance in which research is undertaken on a fetus in utero, because of the special interrelationship between the pregnant woman and the fetus, full information about the effect of the research on the pregnant woman's health -- the risks and benefits to her -- is an essential prerequisite to meaningful consideration or consent by the pregnant woman. Encouragement of investigation of effects on the mother so that sufficient information can be communicated to provide the pregnant woman with a basis for decision would be a desirable side-effect of this policy.

In addition to providing (and developing) information on the risks and benefits to maternal health of the research undertaken, this Commission should require that research protocols make adequate provision for follow-up care for the

^{4/} One of the tasks of this Commission is to review the procedures for informed consent used in federally-funded research. Because that inquiry will be extensive, we do not anticipate it here, but note that generally-adopted procedures for securing informed consent, including a notion of "transmitting adequate information", should be explicitly incorporated into fetal research policies and regulations. In the interim, the definitions of informed consent set forth in the HEW Regulations on Protection of Human Subjects, 39 Fed. Reg. 18917 (May 30, 1974) at §46.3, should be explicitly incorporated into any statement of policy on fetal research. In addition, in both cases the policy should provide mechanisms for adequately insuring that procedures for such informed consent from pregnant women involved in fetal research studies will be enforced.

pregnant woman who is the subject of research involving the fetus in utero. Since the health of the pregnant woman as well as the fetus may be affected by these studies, care for that health should be routinely provided.

IV. A Policy On Fetal Research Cannot Require The Consent Of The Father or Pregnant Woman's Husband Before The Pregnant Woman Can Submit To Research Involving The Fetus As Part Of A Procedure To Terminate The Pregnancy Without Limiting Rights And Interest Of The Mother Recognized By Supreme Court Decisions.

A policy regarding fetal research cannot lawfully require paternal or spousal consent for research activities undertaken to save the life or health of the pregnant woman or undertaken at the time of a procedure to terminate pregnancy. For the Supreme Court has recognized in Roe, supra, and Doe, supra, the right of the pregnant woman to make decisions about pregnancy termination, including method of pregnancy termination, in consultation with only her doctor. Therefore, a policy which limits that right by imposing a constraint of paternal or spousal consent when a pregnancy termination will result contravenes the Constitution.^{5/}

^{5/} Although the Supreme Court reserved decision on the question of paternal rights in Roe, supra, 410 U.S. at 165 n. 67, it would seem that the right of the father to protect the fetus cannot be any greater than the right of the fetus -- an unprotectible interest during the first two trimesters. Lower courts have consistently held that the putative father and the husband have no right to restrain a pregnant woman from having an abortion. See, e.g., Doe v. Bellin Memorial Hospital, 479 F.2d 756, 759 (7th Cir., 1973) (putative father); Coe v. Gerstein, 376 F.Supp. 695, 697-8 (S.D. Fla., 1974) (3-judge court), cert. denied 94 S.Ct. 2246 (1974) (husband); Doe v. Rampton, 366 F.Supp. 189, 193 (D. Utah, 1973) (3-judge court) (husband and father); Doe v. Doe, 43 U.S.L.W. 2029 (Supreme Court of Massachusetts, July 3, 1974) (husband).

In addition, any paternal or spousal consent required before pregnancy termination in conjunction with fetal research serves no legitimate interest of the father or husband. Certainly, the father has a substantial and protectible interest in the health and well-being of any child which may be born, in part because the father may be obligated to support the child; that interest may support a requirement that the father consent to research activity on a fetus in utero which anticipates that the fetus will be carried to term.^{6/} When, however, the research is undertaken at the time of the termination of the pregnancy, the father's interest in a potential child is not present. Therefore, a requirement for his consent or that of the husband in such circumstances has no basis, and a policy on fetal research should not provide for it.^{7/}

Further, any policy which does not give primacy to the strong life-and-health interest of the mother by recognizing that paternal consent cannot be required before the mother can participate even in research to save her own life would violate constitutional principles set forth in Doe v. Bolton and Roe v. Wade. Although the interest of the father in the health and well-being of his child is an important one, balancing of that interest with the mother's interest in preserving her own life or health requires a determination that the mother's

^{6/} Such interest inheres only in the putative father, not in the husband of the pregnant woman.

^{7/} This exclusion of a father's consent provision would cover, inter alia, research for the purpose of evaluating or improving methods of abortion. See pp. 11-12, infra.

interest in this narrow area of therapeutic research is paramount.^{8/}

At the least, therefore, a policy regarding fetal research should permit a pregnant woman to participate in research which could save her life or health, even if such research may adversely affect the fetus. Nor should the consent of the father or husband be required if the research will end in termination of the pregnancy. Also, out of concern for the independence and self-determination of the pregnant woman, paternal consent should in no event be required if the father cannot be identified or found.

V. A Policy On Fetal Research Should Permit A Pregnant Woman To Participate In Research To Improve Abortion Procedures

In Roe v. Wade, 410 U.S. 113, 164-5 (1973), the Supreme Court held that for the first trimester of pregnancy, the abortion decision and its effectuation must be left to the medical judgment of the pregnant woman's attending physician; in the second trimester, the state may additionally regulate the abortion procedure in ways reasonably related to maternal health; in the third trimester, the state may limit abortions to those cases in which they are required to preserve the life or health of the mother. Throughout the pregnancy, method of pregnancy termination is a matter for choice between a woman and her doctor, limited only by standards for protecting the

^{8/} That the pregnant woman's interest in her own health is sufficiently great to overcome any requirement of paternal consent in research to save her own life or health has been recognized by the Department of Health, Education and Welfare in its most recent draft of regulations regarding Protection of Human Subjects in fetal research. 39 Fed. Reg. 30618 et seq. at §46.306.

woman's health. A policy on fetal research must recognize that right by providing the opportunity for a woman who seeks to terminate her pregnancy to participate in research conducted for the purpose of evaluating or improving methods of abortion -- research which affects only the method of pregnancy termination. Moreover, a policy which permits research in the area of abortion affects the interests not only of the pregnant woman who may want to participate, but of all women who may wish at some time to have an abortion by safe, effective means.

VI. Any Ethical Review Committees Or Other Bodies Recommended By The Commission To Administer A Fetal Research Policy Should Expressly Include Women Members.

Any general policy on fetal research will have to be implemented through an administrative body or bodies which apply the policy to a series of decisions on particular research projects. Because pregnancy and the fetus in utero are matters which particularly affect women, and affect them in a manner which male decision-makers cannot always adequately reflect, the views which women would bring to decision-making bodies are unique and important. Therefore, we suggest that any policy on fetal research provide in the section on implementation that affirmative efforts be made to include women among the members of bodies which administer the policy, and that a general provision explicitly barring discrimination on the basis of sex in selection of members of such bodies be made part of the implementation policy.

CONCLUSION

This Commission should adopt a report which permits research

on the fetus in utero to be carried out so that information on medicine, drugs, nutrition and environmental stress may affect the life and health of the pregnant woman as well as the fetus may be developed. The report should expressly provide that such research be conceived and conducted to protect the health and other interests of the pregnant woman as well as the fetus in the manner which we have specified herein.

I think the arguments made by the position about it. The ACLU that the mother is the obvious best of her to give consent to such procedures is epistemic. MR. DIXON: I have two questions I would like to ask.

First, in your opinion, would any law which limits research on the fetus, which could have preserved the woman's access to medical care, could you find that unconstitutional? MS. SCHIFFER: It would also have to keep clear

MR. DIXON: Secondly, in your discussion of the Supreme Court's decisions in Roe and Doe, since both of those decisions apply, where you are assuming that women as a class have a right to abortion without regard to fetus? MS. SCHIFFER: I am sorry.

MR. DIXON: Do you think that the Supreme Court's decisions, Roe and Doe, imply, on the other hand, that women as a class have a right to abortion?

1 Thank you.

2 DR. RYAN: Could you respond to one question,
3 and that is, in your conclusion you talk only about the fetus
4 in-utero. Do you have an opinion about research in the
5 living fetus after abortion?

6 MS. SCHIFFER: My clients have taken no particu-
7 lar position about it. I think the arguments made by
8 the ACLU that the mother is the obvious next of kin to give
9 consent to such procedures is appropriate.

10 MR. DIXON: I have two questions I would like
11 to ask.

12 First, in your opinion, would any law which
13 limits research on the fetus, which could have preserved
14 the woman's access to medical care, could you find that
15 unconstitutional.

16 MS. SCHIFFER: It would also have to keep clear
17 her access to abortion, or the law would be unconstitutional.

18 MR. DIXON: Secondly, in your discussion of the
19 Supreme Court's decisions in Roe and Doe, since both of those
20 decisions apply, where you are assuming that women as a class
21 have a right to abortion without regard to fetus --

22 MS. SCHIFFER: I am sorry?

23 MR. DIXON: Do you think that the Supreme Court's
24 decisions, Roe and Doe, imply, on the other hand, that women
25 as a class have a right to abortion?

MS. SCHIFFER: In other words, can the woman be a subject of experimentation? I think the Roe and Doe decisions don't speak to this.

MR. LOUISELL: In connection with your statement on page 3, under your second principal point, "Therefore, even if an experimental drug or therapy may adversely affect the fetus in utero, if it is necessary to save the life or health of the pregnant woman any policy on fetal research must permit her to use that experimental drug or therapy throughout the pregnancy." How do you define "health" for purposes of that?

MS. SCHIFFER: Those are the words the Supreme Court used. I don't purport to construe that here. I think there are some general understandings in the medical community what the health of the mother means. I think the life and health standard has been part of the law of many states long before the Roe and Doe decision, and that term has been applied by many doctors and the courts for some time.

MR. LOUISELL: Then, as I get the implication of that statement, your position really boils down to the fact that the fetus isn't entitled to any consideration in the balancing of the risks of experimentation?

MS. SCHIFFER: I have not said that. I think that certainly, if the research is undertaken in conjunction with a pregnancy termination during the first two trimesters,

1 it is true pursuant to the Supreme Court's decisions that the
2 interests of the fetus are not to be taken into account.
3 During the third trimester, the interests of the state in
4 protecting the life and health of the mother are clearly
5 paramount to the interests of the fetus. I think, however,
6 that within those constraints that the fetal interest is
7 certainly one which is recognized by the Supreme Court and
8 can be recognized by this Commission.

9 MR. LOUISELL: You don't see any way during the
10 first two trimesters of being consistent with the Court's
11 holding in the Roe and Doe cases and still giving any account --
12 taking into account in any way the relative risk to the fetus?

13 MS. SCHIFFER: Not in connection with research
14 which involves a pregnancy termination. In connection with
15 research which involves a continuation of the pregnancy,
16 that is not covered by my statement and I think some interest
17 could be given to the fetus there. We would urge you not to
18 use language of giving personhood to the fetus which would
19 cut back on the Doe and Roe decisions.

20 MR. LOUISELL: Does your stand take into account
21 a changed decision on the part of a woman who agreed to an
22 induced abortion?

23 MS. SCHIFFER: My clients, as I said in my state-
24 ment, have limited themselves to research involved at the
25 time of the pregnancy termination, so the changed decision

1 would not come into play. For myself, it seems to me this
2 is possibly an issue which we don't know very much about and
3 a possible solution might be to permit a woman to make
4 a decision, undergo research in connection with a proposed
5 pregnancy termination, for some limited period of time
6 before, and just see if this change of mind occurs empirically.
7 And this Commission could make at that time a reassessment
8 on the basis of whether these changes in mind occurred.

9 DR. RYAN: Of course, there is one problem that
10 is troubling us up here. You are asking questions about
11 potential risks to the fetus. The risk to the fetus is to
12 have the abortion done. There may be other perceived
13 activities with respect to the fetus which is of concern to
14 people. But that is a risk that is written within the law
15 so that --

16 MR. LOUISELL: The ultimate risk is that of the
17 abortion. But even within that ambit, it seems there are
18 other risks. For example, risks of unnecessary infliction
19 of suffering. And the relative risk of the -- what is done
20 to the fetus as the number of witnesses have put it -- as I
21 understand it -- on this basic premise that the problem is
22 the same for children, any born children essentially as it is
23 for the fetus. We have got to take into account all the
24 types of situations that may develop, including that of a
25 changed decision.

1 DR. RYAN: Mr. Mangel wants to ask a question,
2 but you should bring out that distinction, the risk of having
3 an abortion itself, and then the risk of the other areas that
4 are of concern to you.

5 MR. LOUISELL: It is extremely important, because
6 for one thing, I am unable at this point to draw this sharp
7 dichotomy between the problem of fetal experimentation and
8 the problem of abortion. It seems to be subsumed in so much
9 of the discussion of the problem.

10 DR. RYAN: There is one aspect, of course, and
11 that is the research while the fetus in-utero, which you are
12 trying to maintain as a right for a woman?

13 MS. SCHIFFER: Completely apart from the abortion
14 proceeding?

15 DR. RYAN: No.

16 MS. SCHIFFER: No, not unless it was involved in
17 saving the life or health of the woman.

18 MR. MANGEL: I would like to explore just how
19 binding you feel the decisions in Roe and Doe are, with
20 respect to the considerations of the Commission with regard
21 to quite distinct and different considerations. The
22 implications are clear. But I wonder if it is not possible
23 to read Roe and Doe as not requiring the preclusion that
24 I feel it does. Is it not possible to read Roe and Doe as
25 saying that where a state attempts to regulate a

1 constitutionally protected right, it must have a compelling
2 interest in doing so, and that in looking at the pre-viable
3 fetus, the Court determined that the state had no such
4 compelling interest in the pre-viable fetus. And if you go
5 along with me so far, that when you turn it around, do you
6 have such an attempt, for instance, by the Government in
7 regulating the kind of research that can be done on a pre-
8 viable fetus, inasmuch as you are not attempting in all cases
9 to regulate the constitutionally protected right that the
10 woman has to an abortion? So that the focus is different,
11 you need such a compelling difference to regulate research
12 on a pre-viable fetus.

13 MS. SCHIFFER: I understand. I think that
14 certainly the focus is different. I think, however, that
15 insofar as regulation of research cuts back on what the
16 Supreme Court has recognized as constitutionally protectable
17 rights, there must be shown a compelling interest to do it.
18 The Supreme Court has specifically said any interest in the
19 life of a pre-viable fetus is not such a compelling interest.
20 I think that that really is dispositive of the issue on
21 research which is involved at the time before a pregnancy
22 is terminated, or involved with the life or health of the
23 mother. If you are talking about research which will not
24 result in a pregnancy--undertaken in a context which will not
25 result in a pregnancy termination, leaving aside the life and

1 health of the mother, then I think it is right. The context
2 in which the Supreme Court decision is phrased does not go
3 to that issue.

4 MR. MANGEL: Suppose the state decided it was bad,
5 it didn't want to support the research?

6 MS. SCHIFFER: If the state said that, they
7 would not need the same kind of compelling justification
8 required in regulating a woman's right to an abortion?
9 Roe and Doe don't say there must be field research.

10 DR. RYAN: Dr. Cooke has one compelling question.

11 DR. COOKE: Dr. Lebacqz referred earlier to the
12 issue of experimentation with the abortion procedure. And
13 you addressed yourself specifically to that on page 5 of
14 your statement. I would like to ask this question: In the
15 study of the abortion procedure techniques, et cetera, one
16 of the possible outcomes of such experimentation is what I
17 would call infective abortion, namely, the non-death of the
18 fetus with subsequent birth with defect. Should there be
19 opportunity for claims against the mother, claims against
20 the doctor, claims by the father against the mother, and
21 should there be damages provided in coverage for damages
22 for such experimentation in light of that possibility?

23 MS. SCHIFFER: To my knowledge insofar as those
24 cases have arisen and have been considered by the courts,
25 there has not been success in suits against the doctor.

1 MS. SCHIFFER: I think that careful medical
2 procedure should be used, that the normal practice kinds of
3 consideration_{S:-}

4 DR. COOKE: These are experimental techniques.
5 I am taking issue with you on the question of new procedures
6 for inducing abortions. Experiments.

7 MS. SCHIFFER: I think that the way that human
8 experimentation has been conducted in the past is to use
9 appropriate informed consent procedures, and to rely on those
10 procedures. People know they are being subjected to experi-
11 ments. They should know, if the informed consent is being
12 administered properly, that there is some risk involved.
13 That is then assumed by the person who undergoes the pro-
14 cedure.

15 DR. COOKE: The fetus is the one having the risk
16 in this instance.

17 MS. SCHIFFER: Not if there is a pregnancy
18 termination within the limitations of the Supreme Court
19 decision of Doe and Roe, then that is not a valid or
20 constitutional consideration to be taken into account.

21 DR. RYAN: If I can address that, because it is
22 an area involved in obstetrics, one of the prime examples
23 are the so-called interreceptives, the medication taken
24 within the first five days of possible conception. And the
25 interest there is to protect the fetus and the patient and

1 the state, depending on whose interests one is looking at,
2 that should abortion not -- should pregnancy eventuate, even
3 though an attempt was made to prevent it, other means of
4 abortion would be used. All of this in the pre-viable
5 period. So many of the questions that you ask could be
6 addressed with respect to timing of the abortion and
7 appropriate back-up safeguards. That is what is done with
8 all abortion research now. Research into the abortion
9 procedure.

10 DR. LEBACQZ: I don't believe that was speaking
11 to the way I understood Dr. Cooke's question.

12 I did notice also in your testimony on page 4,
13 under your fourth point, that you speak about paternal
14 or spousal consent as serving no legitimate interest of
15 a father or husband in the health and well being of the
16 child since there will be no child. I think the question that
17 is being asked now is, suppose a woman consents to an
18 experimental pregnancy termination procedure which in fact
19 results in a living child, rather than resulting in the
20 death of an aborted fetus?

21 MS. SCHIFFER: I don't think the situation is
22 any different than if the woman were being subjected to what
23 would be regarded as a non-experimental abortion procedure.
24 It would be the same considerations that were applied.
25 It is my understanding under the laws -- it is clear under

1 the laws at present that neither spousal or paternal consent
2 can be legally required in a non experimental context.
3 When one is talking about experimental methods of abortion,
4 I think that it is true that efficacy, whether it will
5 produce an abortion or not, is one factor of the experimental
6 method. But as has been pointed out, there are back-up
7 methods. If the woman has made a determination to go forward
8 under an experimental method, she can then terminate the
9 pregnancy by another means.

10 DR. LEBACQZ: The question is not whether the
11 attempt to terminate pregnancy fails, but whether the
12 attempt results in a dead or a living viable fetus. Once
13 a fetus has been delivered from the mother's body if it is
14 in fact viable and living, then it doesn't do any good to
15 talk about back-up abortion procedures. The abortion has
16 been successful in that it has expelled the fetus.

17 MS. SCHIFFER: The same considerations would
18 apply as are presently applicable under non-experimental
19 methods. Presently the consent of the father or the spouse
20 is not a legitimate consideration.

21 DR. RYAN: I perhaps can help you. The only
22 safeguard is with the timing with respect to experimental
23 procedures. And that timing would clearly be countervened
24 in many existing or soon to exist state laws with respect to
25 viability.

1 MR. LOUISELL: Have we gotten to the heart of the
2 problem? Suppose the child is born with a serious defect,
3 like a missing arm as a result of the earlier attempted
4 abortion procedure and he continues to live with this
5 disability?

6 DR. RYAN: Right. This has happened.

7 MR. LOUISELL: Who, if anybody, is responsible
8 for that abnormal state of physical disability?

9 DR. RYAN: Yes. I am not sure that this
10 Commission sitting around this table talking to our witnesses
11 today are going to be able to resolve that question.

12 DR. COOKE: That is one of the questions we have
13 to address ourselves to, whether or not the subjects of
14 experimental research should be protected and whether there
15 should be compensation and so forth. I am raising the question
16 with regard to the fetus.

17 DR. LOWE: That is a departmental concern, but
18 not a charge.

19 DR. RYAN: Thank you very much.

20 MS. SCHIFFER: Thank you.

21 DR. RYAN: Unfortunately, Dr. Aubrey Milunsky,
22 who was to present at this time has suffered an injury and
23 will not be here. The person who was supposed to speak in
24 his behalf was in an auto accident this morning and will
25 not be here this morning either.

So we will go on to the next speaker, Kay Katz, from the National Tay-Sachs Foundation. If you will give us a minute to identify your testimony.

Please proceed.

MRS. KATZ: Doctor Ryan and Members of the Commission, I would like to introduce myself and thank you for the opportunity to testify in opposition to proposals intended to outlaw fetal research in the United States.

My name is Kay Jacobs Katz, and I reside in Silver Spring, Maryland. I am the mother of a child who has died of Tay-Sachs disease. I appear heretoday to express my personal beliefs and to represent the National Capital Tay-Sachs Foundation, an organization committed to public education, cure research, health care, and prevention of Tay-Sachs disease and its allied disorders.

These genetic diseases, known as sphigolipidoses or lipid storage diseases, are characterized by inborn errors of lipid metabolism. In each disease an enzyme necessary for normal human function is either deficient or inactive. In Tay-Sachs disease the crucial enzyme is hexosaminidase-A, the lack of which results in neurological deterioration and early death.

It is estimated that one in every 30 American Jews of Eastern European ancestry is a carrier of this trait. A carrier is totally unaffected by the disease, but a blood

1 test can determine that the amount of activity of "hex-A"
2 is somewhat less than that of most individuals. Statistic-
3 ally, one in every 900 Jewish marriages is between two
4 carriers who are, therefore, capable of producing a child
5 with Tay-Sachs disease. One in every 3600 births to Jewish
6 couples will be afflicted with Tay-Sachs disease, and every
7 child born with this disease will die by the age of five.

8 I am here to help develop an understanding of
9 the need to preserve the right to amniocentesis when a fetus
10 is at risk for having Tay-Sachs disease or a comparable
11 disorder. There are a great many people who wish to deny
12 potential parents of infants with fatal genetic disorders
13 the option to diagnose in utero affected pregnancies.

14 However, once a doomed baby is born, these same people who
15 insist on his birth disappear, leaving total responsibility
16 to his parents. Besides the heartbreak, mental anguish, and,
17 quite frankly, physical burden that the parents must endure,
18 there is the problem of finding willing or qualified people
19 to help in caring for such a child.

20 In most cases the families seek out institution-
21 alization at some point because of increasing medical
22 problems or simply overwhelming demands on the parents' time.
23 Most retardation centers are inappropriate, and hospital care
24 costs are prohibitive. Most insurance companies refuse to
25 cover prolonged hospital care on the basis that it is

1 custodial care -- even though the medical profession dis-
2 agrees. Even those insurance companies that do cover a
3 prolonged hospital stay will not cover the cost of a nurse
4 at home, which for many families would be a much more
5 acceptable form of help. For those afflicted families
6 fortunate enough to live in a five county area in Maryland,
7 there is a very progressive state-operated retardation
8 center whose hospital is very satisfactory and whose nursing
9 staff is loving and caring. But to place one's child in
10 even such a fine center is a terribly sad event as it is an
11 admission that one more aspect of normalcy is being stolen
12 from the child's life. I strongly urge every member of
13 this Commission to visit the patients in the Great Oaks
14 Center Hospital Building in Silver Spring, Maryland, and
15 see for yourself exactly whom you will be deciding about.

16 It all started for us about five years ago when
17 we had our first baby. She was beautiful and, we were
18 assured, healthy and normal. She grew and developed very
19 normally for several months -- or so we were told. There
20 were a few little problems such as a pronounced startle
21 response which she never outgrew, but the doctor reassured
22 us that she was normal. By ten months of age she had begun
23 to grow weak and to lose some of the skills she had learned,
24 and once again I pleaded with the pediatrician to tell me
25 what was wrong. Again, as before, I was put off.

1 Finally, a couple of weeks prior to her first
2 birthday, he admitted that her development was not progressing
3 normally, and we were referred to a specialist at Children's
4 Hospital here in Washington. We brought Joann home the day
5 before her first birthday with the knowledge that she had
6 Tay-Sachs disease, that the birthday cake placed in front of
7 her the next day would be the only one she would ever see,
8 and that she would no doubt be dead before her fourth birth-
9 day.

10 We made every effort possible for Joann's sake
11 to continue to provide a normal environment for her. As
12 she continued to lose skills and awareness, we adapted our
13 lifestyle and care of her to her needs. I took her for
14 physical therapy and learned the exercise program myself so
15 I could prevent stiffness from taking over her body as she
16 moved about in her crib less and less.

17 Although we made a valiant attempt to believe
18 that a cure would come along in time to save her life and
19 restore some of her intelligence, each passing week took
20 more and more away from her. So as not to dwell on her
21 deterioration, I will summarize by stating that by the
22 time she died on May 20, 1973, she was a blind invalid,
23 seizing and drowning in her own secretions, requiring
24 daily enemas, naso-gastric feeding (fed a liquid diet via
25 a tube plunged down the nose into the stomach) and

1 spending more time in oxygen and on antibiotics than not.
2 These were the very real events we had to stand by and
3 helplessly witness, and when you love someone the way we
4 loved Joann, you would do anything to reverse the insidious
5 process that was taking her away from you, and short of that,
6 anything to prevent its recurrence.

7 When Joann was diagnosed, we learned that Tay-
8 Sachs disease is an incurable degenerative disease of the
9 nervous system, uniformly fatal by the fifth year of life;
10 beyond all that it is hereditary. Not only was it going to
11 kill my daughter, it would mean that if I were to conceive
12 again there would be a 25 percent chance of any fetus being
13 affected with the disorder.

14 We also learned that in the case of this particu-
15 lar genetic disease, and a growing number of others, prenatal
16 diagnosis was now possible, and that if the fetus in question
17 were affected, safe, legal termination of the pregnancy was
18 also possible. We had a big decision to make because we
19 desperately wanted more children of our own. After several
20 months of soul-searching, we decided to go ahead and plan a
21 second pregnancy, as I came to the decision that even
22 abortion was better than bringing another Tay-Sachs baby
23 into the world. We had, after all, established a love
24 relationship with Joann before her illness had become
25 apparent. With a subsequent baby we would know from the day

1 of his birth of his impending death and could never give him
2 the same loving kind of care we gave Joann and feel we owe
3 our children. At some point the instinct of self-
4 preservation forces one to protect himself from pain.

5 All this information is really background
6 material to help you understand why we feel so strongly that
7 by depriving couples like us of the option of having child-
8 ren unaffected by such serious and hopeless disorders, you
9 are really depriving us of having children at all. Most of
10 us would simply not be foolhardy enough to knowingly risk a
11 pregnancy without this alternative. We now have a healthy,
12 normal three year old son, and six month old daughter. If
13 fetal research is permanently banned, I will be one of the
14 lucky few who had the freedom to have such a family in the
15 few short years while the medical and scientific capability
16 was available and legal.

17 As soon as we learned of its existence, we
18 joined the National Capital Tay-Sachs Foundation which was
19 composed of parents whose children were dying or had died of
20 Tay-Sachs disease. Until shortly before our entry into the
21 group, its main purpose had been one of mutual moral support
22 for the parents, but it had just become involved in planning,
23 supporting, and executing the first community screening for
24 a genetic disease, which took place on May 2, 1971, in
25 Bethesda, Maryland. For the first time it was theoretically
possible for a carrier couple of a genetic disease to

1 selectively have a normal family of its own without first
2 suffering the heartbreak of having a baby afflicted with the
3 disorder. If you think this idea was not popular, you are
4 mistaken. Over 1300 people came to roll up their sleeves
5 and have a sample of their blood drawn in order to avoid
6 personal tragedy.

7 These voluntary testings have continued under
8 the auspices of Johns Hopkins Hospital, and they are held
9 about twice a year in the D.C. area. Each couple needs an
10 appointment for the test, and they are given preliminary
11 information over the phone. We try to make certain that
12 everyone who comes to be tested understands what the test is
13 for, and what the results will mean. At the testing center,
14 genetic counselling is available. This plan has been copied
15 in major metropolitan areas all over the United States, and
16 in other countries as well.

17 Tay-Sachs is only one of a number of related
18 disorders; it is also the most common. For parents of
19 children suffering with some of the allied diseases, there
20 is as yet no prenatal diagnosis, and these couples are
21 hopeful that medical research will find the means to make it
22 available so they too may have children with a fair chance
23 of survival. It is these families that a ban on fetal research
24 will be punishing more than anyone else, as it will force
25 them to give up hope of having more children.

1 The suggestion has been made that two known
2 carriers simply not marry each other. This idea rings of the
3 same simplistic reasoning that I have heard again and again
4 in anti-abortion thinking. This is not the beginning of
5 time; marriages between carriers already exist. My husband
6 and I are an example of this. Would it suit society's needs
7 better if we dissolve our marriage to avoid having children
8 together? Not only is the argument simplistic, it is
9 fallacious. A couple who decides against marriage because
10 they share one of 2,000 currently identifiable lethal genes
11 might separately marry someone else with whom they share the
12 potential for some other genetic disease in their offspring
13 as it is a well-established medical fact that each of us
14 carries between five and ten such traits. This idea is
15 unreasonable as well because the law would then be denying
16 individuals a very basic human right in our society -- the
17 right to marry the person of one's choice. Once again we
18 confront the conflict of exactly whose rights are to be
19 protected, those of the fetus or those of the couple who
20 conceived it.

21 Were prenatal diagnosis and safe, legal abortions
22 unavailable, we would once again be caught in a vacuum
23 offering few alternatives. We do not believe that amnio-
24 centesis and abortion are the final answer; we would prefer
25 it if the odds were better, if therapy were available, or

best yet if our sick children could be made well. Because of this, my husband and I with the help and support of family and friends, have established the Joann Katz Foundation for Neuroscientific Research and Education to keep cure research alive, however successful therapy may never be possible without continued fetal research.

It would seem also that calling a halt to fetal research would force us to undergo sterilization because no means of contraception is totally effective for everyone, and we wish to avoid having doomed children. If we are faithfully practicing birth control, and our method fails us, we are then forced to bring a child into the world whose life and death will break our hearts, or forced, as in earlier days, to terminate all pregnancies, not just the affected ones, as there would be no way to differentiate between them. As Dr. John Fletcher, Associate Editor of the Encyclopedia of Bioethics, has stated, "Those who are in favor of banning fetal research will cause more abortions than would otherwise occur."

The decision to attempt a second pregnancy and utilize amniocentesis was a difficult one for me. Please understand that what we wanted was not an abortion, but a viable baby. Difficult though the decision may be I demand the right to make that decision for myself, and I want that right preserved for others. I refuse to sit idly by and

1 watch pressure groups exert their influence on my government
2 to erode my rights as an American citizen, and I implore you
3 and your colleagues to reject these efforts in favor of the
4 individual freedom upon which our society is based.

5 I would like to read you a letter written to
6 the editor of the Washington Post by a mother of a
7 child with Down's Syndrome. The author's name is Marilyn
8 Trainer.

9 "Amidst the often strident voices of the anti-
10 abortionists there are other quieter voices which must be
11 heard. These are the voices of those who speak for the
12 genetically afflicted for whom medical research -- including
13 fetal research -- offers the only hope for the future. If
14 certain fringe elements of the anti-abortion groups have
15 their way, there will be no more fetal research, no more
16 hope.

17 "It is incredible to us that there are those who
18 are actually making a concerted effort to take this hope
19 away. In attempting to limit fetal research these zealots
20 are jeopardizing chances of finding possible ameliorative
21 treatment for many victims of genetic disorders.

22 "We believe that study of the fetus/embryo and
23 fetal/embryonic material is absolutely essential if the
24 ultimate cause of genetic afflictions such as Down's Syndrome
25 or Tay-Sachs Disease, for example, is ever to be found. To

1 prohibit such study seems to us an attack on every family who
2 has had or will ever have a defective child born to them.
3 While it may be too late for our own children, research may
4 help thousands like them yet unborn -- provided such research
5 is not thwarted.

6 "Among those anti-abortionists on Capital Hill
7 recently were many parochial school children bused in as
8 part of the body count. Seeing those nice, normal-looking
9 kids, we couldn't help but wonder how many of them had been
10 immunized against polio, measles, and German measles?
11 Immunization against these diseases is the result of original
12 studies with human embryonic tissues. (New England Journal
13 of Medicine, May 23, 1974.)

14 "But there was no one marching that day to stop
15 the immunizations those kids were benefitting from.

16 "Amniocentesis now makes it possible for those
17 of us who have had a defective child to know whether ensuing
18 pregnancies will result in another such child, or a longed-
19 for normal child. We who live with the problems of raising
20 an afflicted child feel that it is our inalienable right to
21 choose whether or not we will take on a second or third,
22 et cetera, responsibility. No groups nor individuals -- none --
23 have the right to impose their convictions on us in this
24 matter, for we are the ones who must live with it day by day.

25 "If those in Congress should vote to limit fetal

1 research, including amniocentesis as some are urging, they
2 will then be dealing a triple blow to families like ours.
3 First, they will be reducing the chances to improve the lives
4 of our genetically afflicted children already born.

5 Second, they will be limiting chances for find-
6 ing the cause of these afflictions.

7 Third, they will be forcing families to risk
8 bringing more such children into the world, or rather than
9 endure that risk, forego the joy of having a normal child.

10 "It is our earnest plea that Congress will not
11 be misguided by those who surely know not what they do, not
12 only to the research they would destroy but to those
13 families for whom such research is a lifeline of hope."

14 The fact that my oldest child had Tay-Sachs
15 disease is important, but this was something over which we
16 had no control. What is equally important, however, is that
17 my two subsequent children are not so afflicted. The fact
18 that they are not ill is also a matter over which we had no
19 control, But the fact that they are alive at all is due
20 to fetal research done in the recent past. Because,
21 without prenatal diagnosis made possible by fetal research,
22 we would never have had the courage to attempt another child.

23 This testimony has been endorsed by the National
24 Tay-Sachs and Allied Diseases Association.

25 Thank you.

1 DR. RYAN: Any questions?

2 MRS. KATZ: If there are no questions, I might
3 just mention something that has happened in the last couple
4 of days while I was busy preparing this. My husband took a
5 phone call that came from a couple to our home. They are
6 strangers to us, but they received our name from one of the
7 doctors we worked with. They have a three year old son with
8 cystic fibrosis. They have subsequently aborted a pregnancy,
9 not knowing whether or not that fetus would be afflicted.
10 And I know that certain people are on the verge and are
11 saying that it is quite possible to diagnose cystic fibrosis
12 in utero. However, this is not an established procedure
13 right now. And it can't be done because of the ban. This
14 family is in fact being deprived of having children because
15 of this ban.

16 DR. RYAN: Thank you very much.

17 The next presentation is the American Society
18 for Experimental Pathology, Dr. Arthur Silverstein.

19 Will you allow us a minute while we be sure we
20 have your testimony?

21 Please address yourself to the question of fetal
22 research.

23
24 Dr. Silverstein read his prepared statement which follows:
25

Mr. Chairman and Members of the Commission:

I am Dr. Arthur M. Silverstein, Professor of Ophthalmic Immunology at The Johns Hopkins University School of Medicine. I am an immunologist and experimental pathologist, and have been engaged for the past fifteen years in experimental animal studies on normal and abnormal fetal development and its implications for human congenital infectious disease processes. I speak today on behalf of the American Society for Experimental Pathology, an organization of some 1300 pathologists and other biomedical scientists. I am grateful for the opportunity to appear before this Commission to speak for the importance and continuing need for a rational program of fetal research, and of the contributions that such a program can make to the present and future health needs of this country.

The fetus is unique in many biological respects. During the period of its rapid intrauterine growth, it is susceptible to the deleterious effects of many drugs and infectious agents that do not harm the adult. It manifests almost uniquely in its rapidly differentiating tissues a number of genetic and metabolic patterns, the elucidation of which will be critically important to our understanding not only of the nature of certain diseases, but indeed of the nature of health itself. Finally, fetal tissues--and only fetal tissues--can be used for certain experimental purposes. For example, rapidly growing fetal tissues provide a better model for cancer growth than does any other normal tissue, and permit a wide variety of studies on growth rate and growth regulation so important in understanding what distinguishes a tumor cell from a normal cell.

One may validly ask why all fetal research cannot be performed upon experimental animals. The answer to this is quite simple: much useful information

can be obtained from animal models, and the expansion of support in this area should be encouraged. However, the human fetus is not exactly like any other animal fetus. Its placental relationship to its mother and many of its physiologic and endocrinologic processes are different from those of most other animals, and it suffers from a number of diseases peculiar to the human. Thus, animal data can only take us so far before their applicability to the human situation must be tested. A good example of the importance of the availability of human fetal tissue lies in the growth of poliomyelitis virus for vaccine purposes. This virus grows best in fetal tissues. Initially, fetal monkey tissues were employed for this purpose, until it was learned that most of these tissues were contaminated with the ubiquitous Simian Virus 40, which is known to transform human cells to tumors, and should certainly not be introduced into humans. It was important, therefore, to switch production of the vaccine virus to human fetal tissue cultures which were not contaminated with this viral impurity.

In discussing experimental work using tissues from the dead fetus, we may consider together the specimens derived from spontaneous abortions and those from elective abortions. (We must rigidly separate here the question of the moral decision on abortion from the diagnostic or research uses to which the resultant tissues are put; society will presumably define the legal and ethical questions involved, and biomedical science will assuredly operate within these rules.)

It is important that biomedical science not be deprived of the opportunity to study the tissues of dead abortuses. Just as society accepts the use of cornea, kidney, or heart transplants derived from a human cadaver, or the use of cadaver tissues for pathological diagnosis or for other purposes, so it should not be

unwilling to permit analogous fetal cadaver tissue to be used for similar purposes. Let me give you several examples of how these tissues are used, and of the importance of continuing their availability. Most spontaneous abortuses, because of the varying states of deterioration of the tissues, are useful only for chromosomal studies. It is estimated that 10% of all pregnancies end in spontaneous abortion, mostly during the first trimester. Of these, some 40% prove to be chromosomally abnormal and could not survive. This is nature's way of getting rid of chance reproductive errors. But think how important it is to permit study of these fetuses, since the detection of some of these sporadic chromosomal abnormalities can serve to reassure the parents that the abortion was accidental and "not their fault", so that they may feel free to have other children. These and other important statistics on chromosomal abnormalities would not have been known without fetal research.

It is even more important to maintain the availability (again under reasonable legal safeguards) of the fresher fetal materials obtainable at elective abortion. Such tissues can be used in culture to study the special susceptibilities of fetal tissues to the harmful effects of certain drugs, to study normal cell regulatory mechanisms such as growth and differentiation, the mode of enzyme action, hemoglobin formation, etc., whose understanding will have future importance in disease therapy. Further, certain fetal tissues such as the thymus are uniquely suitable for transplantation, as a replacement therapy for certain human diseases. An example of this is the recent success experienced in the reconstitution with fetal thymus of immunologic activity in several children suffering from the immunologic impairment due to defects in the development of

I mentioned above that this research might be carried out on the living fetus, and this may sound a little odd. But any other comment should be remembered also, that the fetus which is the subject of beneficial to the adult may be extremely toxic to the fetus. I can best illustrate with the example of a research project on the effects of some chemical agents. Where there is premature rupture of the fetal membranes, there is always the danger of infection. It had always been a matter of concern that the fetus should be protected in all its activities. It is equally difficult to control the fetus in the laboratory. A controlled study was performed, in which one group of fetuses got chloramphenicol, and another group was not given this antibiotic. The results of the study demonstrated a far greater mortality in those getting chloramphenicol than those not getting the drug. This research showed conclusively that while chloramphenicol might be valuable in the treatment of adult infections, it was extremely toxic to the developing infant and should not be used. Only by studies of this type will it be possible to find out what is safe to use in the fetus, and to make sure that the fetus is not harmed. It is for the reasons cited above among many others, Mr. Chairman, that I appeal to the Commission to recognize the continuing importance of fetal research, and the fact that not only biomedical science but society in general owes to the developing human being a recognition of the special problems existing from the moment of conception. Only through the type of research described above will we be able to solve these problems and do justice to the special needs of the fetus.

I mentioned above that drug research might be carried out on the living fetus, and this may sound somewhat sinister. But my other comment should be remembered also: that certain drugs which are harmless or beneficial to the adult may be extremely toxic to the fetus. I can best illustrate this with the example of a research project carried on some fifteen years ago. Where there is premature rupture of the fetal membranes, there is always the danger of fetal infection. It had always been a matter of faith that the antibiotic chloramphenicol, so useful in adult infections, was equally useful in combating fetal infection following premature rupture. A controlled study was performed, in which one group of newborns got chloramphenicol, and another group was not given this antibiotic. The results of the study demonstrated a far greater mortality in those getting chloramphenicol than in those not getting the drug. This research showed conclusively that while chloramphenicol might be valuable in the treatment of adult infections, it was extremely toxic to the developing infant and should not be used. Only by studies of this type will it be possible to find out what is safe to use in the fetus, and only this type of research will prevent our making tragic errors in applying to the fetus inapplicable data derived from the adult, or from animal studies.

It is for the reasons cited above among many others, Mr. Chairman, that I appeal to this Commission to recognize the continuing importance of fetal research, and the fact that not only biomedical science but society in general owes to the developing human fetus a recognition of the special problems arising from its biological uniqueness. Only through the type of research described above will we be able to solve these problems and do justice to the special medical problems of the fetus.

Thank you.

1 DR. RYAN: Thank you, Dr. Silverstein.

2 Are there any questions from the Staff?
3 Commission Members?

4 DR. JONSEN: Dr. Silverstein, on page 3 of your
5 testimony you indicate that a study is being done in fetal
6 materials, being done by elective abortion. What is your
7 opinion about the use of abortuses whose life is artificially
8 sustained for such studies as these? The necessity or the
9 utility of studies of that sort?

10 DR. SILVERSTEIN: I have not addressed that
11 question in my testimony. I would say the following: that
12 there are, from the scientific point of view, certain
13 studies that could be done more effectively, where much more
14 compelling evidence could be obtained in answer to whatever the
15 questions are that are asked.

16 However, I personally would not be in favor of
17 that. If one is talking about the delivered, still beating
18 fetus.

19 DR. JONSEN: Thank you, Doctor.

20 MR. LOUISELL: Doctor, on page 2 you make the
21 statement parenthetically, "We must rigidly separate here
22 the question of the moral decision on abortion from the
23 diagnostic or research uses to which the resultant tissues
24 are put;" I think I understand the sense in which you may
25 mean that, but it seems to me there is some ambiguity there.

1 You would not argue, as a scientist, that society should
2 encourage completely permissive abortion because thereby you
3 obtain more material for scientific reseatch? You would not
4 argue that?

5 DR. SILVERSTEIN: Absolutely not.

6 MR. LOUISELL: That would be like arguing we should
7 favor capital punishment because it increases the cadavers
8 available for inspection. You would not mean that.

9 DR. SILVERSTEIN: No.

10 MR. LOUISELL: What exactly do you mean by that
11 statement? Do you mean we perform our judgment, society
12 does, on the legitimacy of induced abortion, and then as a
13 consequence of that decision we have some additional tissue
14 available for scientific purposes?

15 DR. SILVERSTEIN: I don't think the decision on
16 abortion entered the question of fetal research. Not
17 exactly and directly. I think the decision on abortion is
18 one for which the society will set up the legal and ethical
19 rules, and is in fact in the process of doing this,

20
21 And I argue that those decisions, the moral and ethical and
22 legal decisions on whether or not there should be abortion,
23 what the timing shall be, and when life begins or ends, is
24 not the issue here. That those are decision that will be made
25 apart. The issue here is that given a society which

1 permits abortion, for whatever reason, will the
2 research scientist be permitted access to the tissue, and
3 under what rules? I am suggesting society will make what-
4 ever rules required,

5
6 And then
7 biomedical science will operate from there.

8 MR. LOUISELL: Isn't it possible that after
9 increasing obtainability of abortuses, induced abortuses,
10 that the research community will get a vested interest in
11 this that may then have sort of an overstill into the
12 societal judgment on legitimacy of induced abortions?

13 DR. SILVERSTEIN: I can only answer the question
14 this way, sir: I don't know the number of people working in
15 the field, but I can assure you right now, given that I
16 understand to be the number of abortions going on in this
17 country, the number of workers operating in the field of
18 fetal research that might avail themselves of these tissues,
19 that there is more than enough to go around. And I couldn't
20 conceive the vested interests would call for more abortions.
21 I can point out because of the moratorium today and the
22 problems imposed or belived rightly or wrongly to exist,
23 good medical scientists who are doing important work are not
24 able to get the tissues they need to do that work.

25 MR. LOUISELL: Isn't there enough material from
spontaneous abortions?

1 MR. SILVERSTEIN: Spontaneous abortions in
2 general are not suitable for this because they come out with
3 varying degrees of reservation. It is impossible often even to
4 get a chromosomal analysis. It is rare that the tissues will
5 be suitable.

6 MR. LOUISELL: So in this sense it can hardly be
7 disputed, can it, that there is a vested research interest
8 in the procurement of induced abortions?

9 DR. RYAN: Doctor Louisell, what did you ask
10 him?

11 MR. LOUISELL: Isn't it really to be conceded
12 that under this approach there is a vested research interest
13 in the availability of induced abortions?

14 DR. RYAN: Are you stating that as an opinion
15 or asking a question?

16 MR. LOUISELL: I am asking.

17 DR. SILVERSTEIN: There are vested interests in
18 this world. Dentists could be accused of having vested
19 interests in eating candy. I don't think this is a fair
20 approach to take up with the researchers.

21 MR. LOUISELL: Prior to the day of your modern
22 almost current complete freedom of abortion decision, were
23 spontaneous abortuses used for research purposes?

24 DR. SILVERSTEIN: No, sir. Well, they are
25 occasionally under certain very special conditions, but prior

1 to the time when abortions were permitted in this country, most of the
2 significant fetal research was done in Sweden and elsewhere.

3 MR. LOUISELL: So it is the fact of induced
4 abortion that has made available these additional research
5 projects?

6 DR. RYAN: Dr. Silverstein, would you respond
7 to that?

8 DR. SILVERSTEIN: I think that is fair.

9 DR. STELLAR: I would like to make a historical
10 appeal to Dr. Louisell, I think we have learned how to live
11 with the use of cadavers in the education of medical students
12 without resorting to murder to produce them. Although this
13 was done at an earlier point in history, before we learned
14 to live with this. Grave robbins and other unsavory means
15 of producing cadavers is something that the human being
16 is capable of. Fortunately our society has succeeded in
17 regulating it very well.

18 I think basically in my estimation you are
19 discussing the same issue in asking the question of whether
20 we will be tempted to produce abortions in order to do
21 research that requires the live abortus. I think that we
22 have the capability of managing that issue just as we did
23 in the case of cadavers.

24 DR. RYAN: It should also be recorded as a matter
25 of history that the thrust for freer abortions didn't come

1 out of the research establishment. It came out of women who
2 were obtaining abortions illegally with a high death rate to
3 the women having the abortions. Those fetuses were not
4 undergoing any research. If that is of any consolation.

5 DR. LOUISELL: I don't think it is of any
6 relevance.

7 DR. LEBACQZ: I appreciate your careful expo-
8 sition, particularly for those of us without medical back-
9 grounds. I find myself feeling a bit frustrated because it
10 seems to me you, like several others, have spoken largely
11 to the question of goals or end of fetal research. That
12 research will be helpful in providing therapy. Many of us
13 might well adopt those same goals, but might want to make
14 some question about alternative means available to achieve
15 those goals.

16 I wonder if you have any guidance for us with
17 regard to different means, different kinds of research,
18 whether you set limits on certain kinds of research, and so
19 on?

20 DR. SILVERSTEIN: Well, I think I must answer
21 that I lack the competence to
22 speak to other than the question of the research goals and
23 what one would like to accomplish if one is permitted to have
24 access to fetal materials and fetuses under certain carefully
25 prescribed conditions.

1 I would say, as I said in my testimony, that I
2 think that the Government ought to further support and
3 encourage fetal research in experimental animals. Certainly
4 many of the ideas, many of the preliminary approaches, can best
5 be obtained in them. But, as I point out also, there are
6 certain questions that can only be asked and answered in the
7 human fetus. I think there are certain restrictions that
8 ought to be put on fetal research. But I am not sure that
9 they are other than the restrictions that a moral and ethical
10 and I hate to use the term, proper kind of society would
11 want to see put on any form of research, any human research,
12 even what is put on the animal research.

13 What I am trying to say is there is nothing
14 special about the fetus, except its biological problems.
15 It is these we are concerned with.

16 DR. RYAN: I would like to close up the
17 morning session in a few minutes. But we have two other
18 Commissioners that would like to address questions to you.
19 If you could try to keep your exchanges brief. First Mr.
20 Turtle and then Dr. Cooke.

21 DR. TURTLE: Going back to the point you make,
22 there are certain researches that can only be carried out on
23 human fetuses is a very compelling point. They you continue
24 with an example that says rapidly growing fetal tissues
25 provide a better model for cancer growth than any other

1 normal tissue. We expect it is better in terms of degree,
2 or are you telling us it is absolutely impossible to carry
3 out the same type of research without using the fetal tissues?

4 Another example of that, on the second page, you
5 tell us animal data can only take us so far and we have to
6 use human fetal tissue in connection with the growth of
7 polio virus. You say this virus grows best in fetal
8 tissues. Is it a matter of best, or is it really impossible?

9 DR. SILVERSTEIN: One has to ask a specific
10 question. This is a general question which has many answers.

11
12 It would be possible to grow polio viruses in monkey tissues
13 if they are developed in a very elaborate condition to make
14 sure they were pure. It would be possible to grow SV virus,
15 which may have tremendous importance in the understanding of
16 a number of human diseases. It may be possible one will
17 ultimately find another tissue in which to grow the virus.
18 But thus far it can only be grown in primary liver cultures
19 from a human fetus. The only way to know about the virus is
20 to study it. For that, one needs a human fetus.

21 There are other instances in which I think a
22 substitute for the human fetus could be found. But it is a
23 spectrum at the one end which you don't need a human
24 fetus, and at the other end you must have a human fetus.

25 DR. TURTLE: The cancer growth example you gave

1 us, would that fall at one end or the other? You seem to
2 indicate you could grow that in other tissues, other than
3 fetal tissues. I am concerned about -- I hear the statement
4 over and over again that there are certain research items
5 that can only be accomplished with fetus tissues. The
6 very examples you give seem to be examples where you concede
7 it is merely a better approach at the present time. How do
8 you make that distinction?

9 DR. SILVERSTEIN: We don't even know enough yet
10 to be able to answer your question about making a dis-
11 tinction. The only way we will find out is to find out.
12 That is the way science works, unfortunately.

13 DR. RYAN: Dr. Cooke, please.

14 DR. COOKE: I would like to return to Dr.
15 Louisell's problem. That is, the problem of vested interest
16 in the researcher. Would it be helpful from your point of
17 view, if there was a distinct separation of the researcher
18 from the decisionmaker regarding the abortion?

19 DR. SILVERSTEIN: Sure.

20 DR. COOKE: You feel this would protect the public
21 interest?

22 DR. SILVERSTEIN: Yes. I must say I don't know
23 of any researcher that is not divorced from that.

24 DR. COOKE: I believe that came up in an earlier
25 discussion and there was a different point of view presented

1 at that time.

2 DR. RYAN: I think you are referring to Dr.
3 Christian's testimony in which he talked about perhaps the
4 researcher, if I could editorialize, I think we may have
5 been concerned occasionally with the individual who is
6 providing obstetrical care in a clinical research situation
7 concerned perhaps with the health of the mother, in which
8 the investigator might very well also be providing clinical
9 care. Most institutions are concerned about conflict of
10 interest with respect to this.

11 With respect to the products of abortion, almost
12 everyone would agree that those two events ought to be
13 completely separated. I think Dr. Christian was really
14 talking about the individual caring for the mother and
15 perhaps doing research which might affect the utero but was
16 not espousing the cause of having the clinician and researcher
17 be one and the same in all instances.

18 I guess he was also sensitive, as I perceived it,
19 that just because someone does occasionally do research, he
20 would be sensitive not to feel that in other circumstances
21 he might be perceived as unfeeling in a situation in which he
22 was conducting research. But there is potential conflict.

23 I didn't understand the exchange between Dr.
24 Louisell and myself to be a conflict of interest, about the
25 individual case, but whether or not the pressures of fetal

1 research were creating a number of demands for abortions.

2 DR. LOUISELL: Apparently all of the witnesses,
3 why are they so reluctant to keep an abortus alive for
4 purposes of further experimentation if, by definition,
5 it is not entitled to any protected rights? Why are they
6 so concerned?

7 DR. RYAN: You didn't ask them that. Most of
8 them had responded they would not. I wanted to ask the
9 rhetorical question, perhaps of the questioners, we didn't
10 have enough time to ask the witnesses, but how absolute is
11 that conviction? How far could you press that issue? If
12 by doing that form of research, is there anything conceivable
13 that would benefit mankind, for example, which would justify
14 it? Under any circumstances?

15 I think when you start pushing that extreme
16 and you say in maintaining the pre-viable fetus alive for
17 five days and then stopping experiment you could provide a
18 cure for cancer for all of mankind, would it be worth it?
19 Would it be ethical? I think it is unfair to ask just the
20 rhetorical question, because under the guise of public
21 pressure your people are going to say no.

22 I was surprised that the unanimity of all the
23 people who testified, that no one would back off and say I
24 hate to make an absolute statement, and that there may be
25 some times, some ways, that this would be justifiable and

1 would be of such overwhelming benefit to all of mankind that
2 this would serve its need. I don't know that that would
3 ever come to pass.

4 DR. COOKE: We know that such studies have been
5 done.

6 DR. RYAN: That have provided that benefit,
7 that you would consider justified?

8 DR. COOKE: Research of this type.

9 DR. RYAN: And most people don't like it.

10 What I am trying to point out --

11 DR. COOKE: Some do.

12 DR. RYAN: We have not heard testimony to that
13 effect today. But we have not pushed the question to its
14 extreme position, and that is -- and perhaps that will form
15 some of the basis of our deliberation.

16 I want to thank all of the witnesses for
17 bearing with us and the Commissioners and Staff and say we
18 will reconvene at 2:00 o'clock and continue with our
19 testimony.

20 (Whereupon, at 12:45 p.m., the meeting was
21 recessed, to reconvene at 2:00 p.m.)

A F T E R N O O N S E S S I O N

2:05 p.m.

DR. RYAN: I wonder if we could convene the afternoon meeting.

For the Commission Members, the testimony for this afternoon is arranged in order, under your name tag.

If we can come to order, I would like to ask that the Reverend James McHugh from the United States Catholic Conference, please proceed.

* * * * *

Monseigneur McHugh read his prepared statement which follows:

Appearing here today on behalf of the United States Catholic

Conference, I welcome this opportunity to add to the continuing discussion concerning research and experimentation on human fetuses and infants.

Research and experimentation on the human fetus must be seen in the context of the U.S. Supreme Court decisions in Roe v. Wade and Doe v. Bolton, in which the Court held that the fetus is not considered a person, and is not entitled to any legal protection during the first six or seven months of pregnancy. The majority opinion of the Court offered no justification for its conclusion--which is essentially a moral judgment--that the fetus is not a person in the whole sense, and "at most, represents only the potentiality of life."

All else aside for the moment, the Court's majority opinion has denigrated the human fetus and reduces it to the status of little more than an experimental animal for the first six or seven months of life in the mother's womb. Although the major concern of these hearings is the establishment of ethical norms governing fetal experimentation, it remains true that attitudes toward abortion overshadow and becloud the discussion of experiments on the fetus. Nonetheless, the fetus is a human being in the earliest stages of human growth and development, and the ethical norms governing experiments on the fetus derive from the basic ethical principles governing experimentation

on all human subjects, especially infants and children.

A second point I wish to make at the outset is that the work of this Commission in regard to fetal experimentation must occasion a fresh reexamination of and independence from the ongoing efforts of DHEW to establish regulations governing fetal experimentation. Less than two years ago a major official at NIH declared that there was no foreseeable reason why NIH would fund research on live aborted fetuses. But the process of writing, revising and rewriting regulations seems almost calculated to reverse that purported NIH policy. The regulations that have been published thus far have moved toward vagueness rather than precision, virtually assuring that they will have little or no legal effectiveness. For instance, the fetus is defined as "the product of conception from the time of implantation to the time of delivery." But pregnancy is defined as the "time from confirmation of implantation until delivery." Within the same regulations there are two designations as to when fetal life begins.

Thirdly, it seems that this Commission must clarify the existing public misunderstanding as to the nature and purposes of fetal experimentation, and the reasons for some guidelines in this area. In preparation for this hearing, I reviewed some of the press reports on fetal experimentation, particularly those concerning four Boston doctors who are being prosecuted for violating a state law in Massachusetts. The New York Times reported (April 21, 1974) that the doctors were indicted by a grand jury "for illegally dissecting legally

aborted fetuses." The Times' writer described this as "using standard medical techniques . . . However, the doctors are reported to have given chemicals to the mothers prior to abortion and then dissected the fetuses to measure concentration of the chemicals in the fetus."

There are two questions involved here. First, is such pre-abortion chemical experimentation consistent with human dignity? I contend that it is not, since it involves giving a potentially harmful drug to a living fetus, not for the good of the fetus, but for the experimentation purposes allied to scientific investigations. In most cases, the drug is given while the fetus is living a normal fetal life, which, if uninterrupted, will culminate in the birth of a healthy human infant. Consent by the mother is a mockery, since the mother has presumably already decided to extinguish the life of the fetus. However, such experiments also practically eliminate any possible last-minute change of mind for the mother.

The second question raised by such experiments has to do with the responsibilities that our society has in regard to unborn human life. Does a doctor ever have a responsibility to the unborn fetus? If so, what are the requirements of that responsibility, and when do they cease? Shall we allow the pursuit of scientific information to outweigh the value that society places on unborn human life? Finally, should not experiments on live aborted fetuses be subject to the same ethical and/or legal restrictions applicable to other human cadavers? If not, why not?

The Washington Post reports (January 11, 1975) that Congress has placed a moratorium on fetal research until May 1, 1975. "What members of Congress had in mind," says the Post, "were experiments on living fetuses in mothers about to have abortions, or in the small number of middle pregnancy fetuses that are aborted intact and live for a few moments." But the Post also quotes scientists as interpreting the Congressional ban as prohibiting "amniocentesis" and "fetoscopy." Although these procedures may be utilized experimentally on women scheduled for abortion, there is no consensus that such procedures are purely experimental. Though somewhat risky, they can be justified--and perhaps medically indicated--procedures to protect fetal and maternal health and assure a safe delivery. Clearly, the ethical propriety of these procedures would depend on the reason for which they are used.

At any rate, charges have been made that "the Boston cases" will lead to controls on fetal experimentation and that "curtailing such experimentation now will seriously retard medical progress in many other areas." We contend that there is no proof for this assertion. Moreover, no serious person has called for an absolute ban on all fetal research, but some distinctions must be made and some regulation is necessary and possible.

These cases are instructive because they clearly raise the question of the humanness of the fetus, and the judiciousness of ethical and/or legal restraint on experiments on the fetus.

First of all, the humanness of the fetus is assumed by all concerned about fetal research, and the basic reasons given for any experiments on fetuses and infants are: (1) to gain knowledge about the development of the fetus during pregnancy so as to insure a safe birth and healthy childhood, and (2) to broaden our informational base concerning human genetics so as to discover the causes and possible cures for genetic diseases. No doubt the objectives of most researchers are good, i.e., the elimination or treatment of disease. However, the good intention does not resolve the problem, and thus the need for discussion of the methods used, i.e., the specific experiments. A simple utilitarian calculus is not sufficient.

The second issue is the judiciousness of ethical or legal restraint on fetal experiments. Here we are in the area of public policy decision-making. Up until the last few years, there were virtually no laws regulating fetal experiments. With the escalation of the abortion debate and the increased scientific and technological competence in dealing with the unborn, a need for some type of regulation became apparent. One of the best examples of this was the effort in Massachusetts to write a law regulating fetal research. This effort, described in Science magazine (24 January 1975 and 7 February 1975) showed that legislators and scientists could work out a law that respected fetal life and legitimate scientific investigation. However, fetal experimentation has been taking place, and there has been no effort to pry into the research of or police the efforts of scientists. Even

the Boston case affecting the four doctors resulted from an article they published in a scientific journal.

It is entirely appropriate that governmental agencies examine the ethical implications of the use of public funds. The debate within HEW has centered not on the ethical propriety of fetal research, but on the criteria under which NIH would fund such research. The government is responsible for protecting human rights as well as maintaining a social system that respects individual liberties. When there is a conflict, the minimal role of law is to protect human rights, even if some personal liberties are restrained. Moreover, the government serves the people by safeguarding society from the possible harm that may be inflicted by an individual or group of individuals. Again, law is a teacher, and it has the capacity to direct the energies of society in socially constructive efforts. On the other hand, silence or inaction on the part of government can readily be regarded as tacit consent, endorsement or approval of what an individual or group may feel is appropriate in a particular case.

Thus, government funding of experiments on aborted fetuses and infants constitutes something of approval and encouragement of experiments which place the fetus or infant in the category of experimental specimen. The issue is not simply the right or wrong of fetal experimentation--an ethical problem that exists regardless of federal funding--but rather the

responsibility of government to encourage respect for human life, even when the unborn child or aborted infant has been rejected by its parents. The government must not accede to those who say that since a woman has decided on having an abortion, the fetus is of no value but to be experimented on, or the life of the aborted child is of diminished value and need not be sustained. Granting that some information may be gained by such experiments, the far-reaching implications are too great for government to abandon its responsibility to impose some restrictions.

Therefore, the first responsibility of government is to act as the guardian of every fetus from conception on. This is the basis for good maternal and child health care. It is the basis for developing alternatives to abortion. Thus, when the mother decides on an abortion, the government, through appropriate structures of guardianship, shall insure that no experiments take place on the fetus prior to the abortion, unless such experiments are to insure the survival of the fetus. Moreover, such a guardianship system would also provide consent for the use of therapeutic procedures--even those which are deemed experimental--to assist the living aborted infant to maintain life and health with a view to survival.

There are also other supportive reasons for a government policy of restriction rather than of encouragement or permissiveness. First of all, there is a tendency to overestimate the projected results of fetal experiments. Yet, much of the knowledge that is to be gained by experiments on

the fetus or infant can also be gained by animal research. It may be more expensive and more demanding, but where the choice exists, animals should be used instead of fetuses or infants. There do not seem to be any genetic diseases where experimentation on live fetuses is required in order to continue present research efforts. Before proceeding then, we need much more specific scientific information as to what is possible and what are the attendant risks and dangers.

Secondly, much of the information needed to overcome genetic diseases is gained by sampling the amniotic fluid, not from fetal research. The basic research data in the efforts to overcome sickle-cell anemia and Tay-Sachs disease was accumulated prior to the recent use of the live fetus as a research specimen. Moreover, the presence of Tay-Sachs disease can be detected by sampling the amniotic fluid.

There is a serious question among specialists as to whether any serious gains can be achieved by widespread experimentation on aborted fetuses. Dr. James Miller, professor of pediatrics at the University of British Columbia, maintains that very little can be gained from general experimentation on therapeutically aborted fetuses. Dr. Kurt Hirshhorn of Mt. Sinai Hospital in New York agrees that therapeutic abortions do not yield much valid information. In April, 1973, Dr. Robert Berliner, NIH Deputy Director for Science, stated that "NIH does not now support research on live aborted human fetuses and does not contemplate approving the support of such

research. We know of no circumstances at present or in the foreseeable future which would justify NIH support of research on live aborted human fetuses."

Fourthly, a basic requisite for any experiment is the informed consent of the patient. That is impossible in cases of experiments on the aborted fetus or infant, because the fetus cannot consent and the mother has already decided on the death of the fetus. Thus, some system of guardianship, along the lines outlined above, is necessary to satisfy the requirement of informed consent for the fetus.

There is certainly a need for considerably more dispassionate discussion than has taken place up till now. We are told that fetal experimentation is necessary to save children's lives, to gain scientific knowledge, to overcome genetic disease. These generalizations must be tested and proven before any effective dialogue can take place. Moreover, even when the individual assertion can be proven to some degree, it is often basically a utilitarian argument. If experimentation on the fetus is justified to gain knowledge or overcome genetic disease for others, then the same principle can be applied to experiments on other human beings, sick or well, old or young, dying or growing better, abandoned or rejected by others.

Granting that much more attention must be given to what is meant by fetal experimentation, what can reasonably be expected in terms of results and dangers, how some consent system can be fairly arrived at, and what

are the long-range implications of federal funding of fetal experiments, we submit the following as basic principles to guide the ongoing discussion.

1. Experimentation on the unborn fetus in the womb of its mother is to be prohibited unless such experimentation is necessary to insure the survival of the fetus or insure its health and well being after birth.
2. All experiments and procedures on the fetus that survives an abortion are to be prohibited unless such actions are directed toward preserving the life of the fetus. This allows the use of techniques to save the fetus even though the chances of success are slim.
3. All experiments on the fetus, prior to or in the process of abortion are also to be prohibited. The rules of informed consent for human experimentation apply here, and the fetus cannot give consent. Moreover, the consent of the mother, who has already decided to end the life of her yet unborn offspring, cannot be accepted as a fair or just decision on behalf of the unborn.
4. Experiments on the fetus prior to abortion that are to be completed after the abortion and death of the fetus are also to be prohibited. Once again, the unborn child cannot consent, nor can anyone else presumptively consent in his or her behalf.

5. There should be a general predisposition against experiments on dead fetuses after abortion. However, some distinctions must be made:
- a) Experiments on the stillborn child or spontaneously aborted fetus are permitted to determine the cause of death or spontaneous abortion and to insure survival of other infants. The norms apply here as would apply to an autopsy of an adult.
 - b) Experiments on dead fetuses that are purely speculative and are performed simply to describe the human organs to scientists or medical students should be prohibited. The type of experiment considered here would be surgical exploration of organs, measured reactions to drugs, etc. The knowledge gained in this type of experiment can be gained from animal studies or from other cadavers. The reason for a more severe limitation of such experiments on dead fetuses is that in light of the value judgment reached by the U.S. Supreme Court in Wade and Bolton, the human fetus can too easily be reduced to the status of an experimental animal. Government should not allow this to happen.
 - c) Specific experiments directed toward the elimination of a particular disease, may be permitted on the dead fetus, e.g., tissue culture. In such a case, the intended purpose of the experiment should be carefully spelled out, there should be

reasonable hope that specific scientific information that is otherwise unavailable will be obtained, and no other experiments may be carried out. Consent of the parents should be obtained. Once the scientific hypothesis is verified satisfactorily, such experiments should no longer be permitted.

- d) The physician who performs the abortion should never be allowed to perform or participate in the experiments on a dead fetus.

In conclusion, the preponderant scientific evidence establishes that the fetus is a living human being in its mother's womb, and often continues to live for at least a short time after certain abortion techniques such as hysterotomy. This procedure is the one usually employed when preservation of the fetus for experimentation is anticipated. However, we cannot allow a dedication to scientific inquiry to blind us to the reality of existing human life, nor can we justify denying the unborn child the rights and dignified treatment accorded other human beings simply for utilitarian reasons. The observation of the NAS group of molecular biologists calling for self-restraint by scientists engaged in specific genetic experiments can be helpful in this area also. The group acknowledged that their concern was based on judgments of potential rather than demonstrated risk, and that adherence to their recommendations might entail postponement or possible abandonment of certain types of scientifically worthwhile experiments. Nevertheless, the group concluded that their concern for the possible unfortunate consequences

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5 of indiscriminate application of certain techniques prompted them to urge
6 fellow scientists to withhold specific experiments "until attempts have
7 been made to evaluate the hazards and some resolution of the outstanding
8 questions has been achieved." Many outstanding questions pertinent to
9 the value of human life at every stage of its existence and the responsibilities
10 of society to protect that life demand consideration before we embark on a
11 permissive course in regard to fetal experimentation. I trust that this
12 Commission will provide some direction in this area.
13

14 * * * * *

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16 DR. RYAN: Thank you.

17 MS. MISHKIN: On page 10, in your item -- most
18 of the items there, I notice that you use the word
19 "experimentation" rather than research. Is it fair to con-
20 clude from that or not that you would not oppose necessarily
21 research which is not an experiment in the sense of being
22 evasive, but is simply observational?

23 REV. McHUGH: It seems to me most of the research
24 involves experimentation, we know so little.

25 MS. MISHKIN: I am thinking of weights,

1 measuring, data collection, monitoring certain functions
2 which might result in information but is not an experiment
3 in the sense of doing something to the fetus, other than
4 observational data processing?

5 DR. COOKE: Would you, for example, include the
6 recording of the electrocardiogram?

7 REV. McHUGH: I don't think those types of observations should
8 be prohibited. We are talking of direct activity on the fetus
9 itself. Science trying to find out something they don't
10 already know or verify some type of hypotheses. If they are
11 observing what is going on, there is no ethical reaction to
12 that, providing it will not harm the fetus or mother.

13 MS. MISHKIN: You use the term from time to time
14 of preserving the life of a fetus. Would you also be opposed
15 to experimentation, to use your term, the purpose of which was
16 to safeguard the health?

17 REV. McHUGH: I think I used the words "safe-
18 guarding the life " or "preserving of health".

19 MS. MISHKIN: There was one instance in which
20 you did.

21 REV. McHUGH: That is the general thrust. What-
22 ever is done to save life or preserve health is not considered
23 "experimentation."

24 DR. RYAN: Are there questions by any of the
25 Commission Members?

DR. TURTLE: I believe that you asked the question
shall we

1 shall we allow the pursuit of scientific investigation to
2 outweigh the weight society places on the human life. You
3 later state that government should act as the guardian for
4 the fetus in the case of an elected abortion. Would you
5 allow the government to undertake that balance, and if so,
6 under what circumstance?

7 REV. McHUGH: I presume that was the reason for
8 the hearings and for the charge, the mandate given to this
9 Commission, that there is a question of what the government
10 is going to do. Right now the government has placed a
11 temporary ban, presumably and the end of the time limit the
12 ban ceases. It seems to me there is going to be some kind of
13 regulation, restriction, or legislation, and those who are
14 going to draw the legislation are going to have to balance
15 some interests. It is my concern in the balancing process
16 that the legislator or the person who draws the regulations
17 goes through, attention will be paid to ethical, philosophical
18 and theological matters, as well as the sciences.

19 DR. TURTLE: The balancing you are talking about
20 would take place in the legislation. Is there a possibility
21 that the government as guardian of the unwanted fetus, the
22 balance might take place in an ad hoc situation? The review
23 of a particular case, or research project? If that were
24 sufficiently aired and all sides had an opportunity to express
25 their interests, which side seemed to be more important?

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REV. McHUGH: You are talking about something like a due process situation in practically every case?

DR. TURTLE: Perhaps with regard to each research protocol.

REV. McHUGH: Presumptively that is going to happen because most of this is located within the context of the existing HEW or NIH regulations. I would be happy to have a due process situation for each and every experiment, but I also think the law does two things: it tries to work out the balancing by reason of due process, but it also sets a general tone. And it is the setting of the general tone that I thought was a more prominent interest right now. That is why the government or its agencies should be taking the positive role of protecting and enhancing the unborn human life rather than disregarding it and simply putting on restrictions that will evade the more gross results or the more gross examples we are sometimes exposed to.

DR. JONSEN: I didn't hear you mention, and I don't see on a cursory reading of your testimony, any mention of experimental procedures which may be of extremely low risk. Do you consider that an irrelevant issue in fetal experimentation?

REV. McHUGH: No, I have to distinguish it. I would be generally negative even on that type of procedure in regard to a living fetus. I think permissiveness in that

1 regard sets a tone. That is, that a fetus can be experi-
2 mented on, provided it is proportionately unlikely the
3 experimental procedure will do any harm. I think that all
4 of our discussion of the fetus is set in the context of the
5 attitudes set in the Supreme Court's decision in the
6 abortion cases, which I think are generally negative with
7 regard to the fetus.

8 Now, within the guidelines that I specified here,
9 I did recognize that in terms of the dead fetus, certain
10 experiments, such as tissue culture, might be allowed, under
11 appropriate circumstances. So that type of non-harmful and,
12 also, I would consider non-threatening in terms of the
13 dignity of the human cadaver, should be able to be allowed.

14 DR. RYAN: Can I pursue that? I was thinking of
15 the studies which you referred to that took place in Boston,
16 which I don't want to talk about specifically because they
17 have not come to trial yet, but perhaps the hypothetical
18 question, which Doctor Johnsen raised, the question of, in
19 which the risk to the fetus is relatively small, would you
20 ever weigh that against the potentiality of substantial
21 benefit to mankind in general or to all fetuses of the future?

22 REV. MCHUGH: Yes, I would weigh those things.
23 But, at the present time I would still be very conservative
24 or cautious on it, because I think we are dealing in a society
25 which has, by reason of the Supreme Court's opinion, deprived

1 the human fetus of any sense of humanity. That can be
2 redressed and I think that appropriate regulations will do it.

3 DR. RYAN: You would not exclude that consider-
4 ation?

5 REV. MCHUGH: I would not exclude it.

6 DR. LEBACQZ: That was to be my first question.

7 I would like to tack on to that one other point
8 for clarification.

9 Would you consider puncture of the amniotic sac
10 to constitute experimentation on the fetus, or are we to
11 separate out the fetus from experimenting with the amniotic
12 fluid and its contents?

13 REV. MCHUGH: I would not consider tapping the
14 sac an experiment on the fetus. In the testimony I made
15 the observation that fetusscopy should not be considered
16 experiments on the fetus. Once again --

17 DR. LEBACQZ: Then I have one other more sub-
18 stantive matter.

19 In your recommendations you have indicated at
20 several points that where a woman plans an abortion,
21 experimentation may not be done, in part because the unborn
22 child cannot consent nor can anyone presumptively consent
23 on behalf of the unborn child.

24 I am wondering whether you would allow presumptive
25 consent on the part of the mother or the parents for the

1 child which is still in the womb and for which no abortion
2 is scheduled? We do allow parents presumptive consent for
3 doing all kinds of things while the woman is pregnant. I am
4 wondering whether you would set more restrictions on
5 scientific research than on other kinds of activities that
6 parents might like to engage in during the time the woman is
7 pregnant?

8 REV. McHUGH: That is a long question, but as
9 I understand it what you are saying is let's set the question
10 of fetal experimentation on a possible abortus aside, and
11 talk about the experimentation on fetuses or unborn children
12 generally.

13 DR. LEBACQZ: Yes.

14 REV. McHUGH: I see no reason why the mother
15 cannot give consent and presuming that consent by her
16 physician, on the basis he has some reason to presume she
17 would be in agreement with, I would not see any problems in
18 those kinds of experiments. However, I might also make a
19 point that I think too much experimentation goes on without
20 parents being properly informed about what the experiment
21 is about. I would be opposed to that.

22 DR. LEBACQZ: May I just clarify this now?

23 On your point 1, on page 10, you indicate
24 experimentation is to be prohibited unless necessary to
25 assure the survival of the fetus in the womb. I am asking

1 whether experimentation on the unborn fetus in the womb may
2 be permitted on the assumption that parents may give
3 presumptive consent for the fetus? In other words, experi-
4 mentation that is not necessarily for the survival and well-
5 being of the individual fetus, but is for the purpose of
6 gathering scientific data of some kind?

7 REV. MCHUGH: If the fetus is not to be aborted,
8 it seems to me no experimentation is permissible unless the
9 parents give consent, which seems logically possible to do in
10 most instances. I don't see how an experimental design can
11 be drawn for a research project where we can't get permission
12 from the parents. That is difficult to imagine.

13 Secondly, if the fetus is to be aborted, and
14 that is what we are talking about, then I do not think that
15 presumptive consent or even the mother's consent really
16 matters very much since the decision has already been made
17 to kill the child.

18 DR. LEBACQZ: I am still not clear. My question
19 must not be very clear.

20 Let me see if I can give you an example that
21 will clarify what I am asking here.

22 Let us assume that I am pregnant and have no
23 intention of aborting my fetus. I am aware of the fact that
24 some research is going on at the moment to develop means for
25 removing samples of tissue from the fetus in the womb. May

1 I give presumptive consent for my unborn child to partici-
2 pate in such an experiment which will put my child at a
3 certain amount of risk but has potentially great benefit for
4 the class of all children?

5 REV. MCHUGH: You may give consent, and I would
6 not want to restrict you from giving the consent or the
7 scientist from doing it. Presumptive consent means they
8 don't ask you. They presume you would be agreeable. I see
9 no reason why they have to presume that. They can ask you.

10 DR. LEBACQZ: I should have said proxy consent.

11 REV. MCHUGH: All right.

12 DR. RYAN: Dr. Louisell, very briefly, please.

13 DR. LOUISELL: I just have one question.

14 Sometimes we hear reports that the very methods
15 selected to do an abortion, that that method is selected
16 because of considerations of enhancing the use of the abortus
17 for experimental purposes, as, for example, in the hyster-
18 otomies allegedly performed in Sweden. Have you seen any
19 evidence to confirm those reports? We neglected to go into
20 that with the physicians this morning. I was just wondering
21 if those reports can really be verifiable? Have you hear of
22 any such evidence?

23 REV. MCHUGH: I would think that they would be
24 difficult to verify in the United States because there has
25 been a general ban on fetal research in this country.

1 However, I have spoken to scientists engaged in this type of
2 research, they have told me they would like to see a clari-
3 fication in the law and regulations permitting them to use
4 that type of abortion so as to perform research on the fetus.
5 So I think from speaking to scientists I would feel they
6 would be positively inclined that there is a body of opinion
7 out there sustaining that kind of an opinion. But I think
8 you could not say that we have any hard data right now
9 because generally there has not been that much fetal experi-
10 mentation going on in the United States.

1 DR. JONSEN: I get the impression that the major
12 thrust of your testimony has to do with experimentation on
13 aborted or about to be aborted fetuses. And your position
14 with regard to experimentation on fetuses in other situ-
15 ations is not the main thrust.

16 REV. McHUGH: Yes, I would say you are right.
17 The main thrust is the fetus that has been aborted or is soon
18 to be aborted. That is what the regulations were all about.
19 And that was why the charge, I believe, was placed upon this
20 Commission to take this up as the first item of business.
21 I also think that generally, from the scientists I have
22 spoken to, they have an ethical reason to use fetuses not to
23 be aborted.

24 DR. RYAN: Thank you very much.

25 If we may now proceed, Dr. Jo Anne Brasel,

1 **from the Endocrine Society.**

2
3 Dr. Brasel read her prepared statement which follows;

4
Mr. Chairman and Commission Members:

Thank you for the opportunity to present the views of the Endocrine Society on the importance of fetal research. The Endocrine Society consists of approximately 3000 persons interested in the role of hormones in health and disease. Membership consists of physicians-internists, pediatricians, obstetricians and gynecologists, of physiologists, biochemists, pharmacologists and others who have made significant contributions to the welfare of the fetus in the past and who have the interest and expertise to make further advances in unsolved problem areas in the future. This testimony will focus on past research which has led to important improvements in fetal care and on future needed research which could be affected by the deliberations of this Commission. I am personally qualified to speak on behalf of the Endocrine Society in this matter on the basis of my past training and present position. I am an Associate Professor of Pediatrics at the Columbia University College of Physicians and Surgeons and Director of the Division of Growth and Development in the Department of Pediatrics and the Institute of Human Nutrition. I have had three years of formal postdoctoral fellowship training in Pediatric Endocrinology at Johns Hopkins University School of Medicine and have held full time faculty positions at Cornell University Medical College and Johns Hopkins prior to coming to Columbia. My time is divided between patient care, teaching and research activities.

The contributions of endocrinologic research to fetal welfare and survival are many, but time restrictions limit us to only a few examples. Past research on normal and abnormal pregnancies, i.e. pregnancies where threatened or actual fetal death occurred, demonstrated that certain hormones made by the placenta and/or the fetus were reduced in the at risk pregnancies. The measurement of levels of these hormones, that is estrogens, progesterone compounds and the placental growth hormone, called placental lactogen, is now a part of standard obstetric practice in following the course of a pregnancy where there is concern over fetal welfare. Low levels alert the physician that the mother and fetal pair deserve special attention and often specific treatment if further complications and fetal loss are to be prevented. The initial studies required the study of levels in normal pregnant women, as well as in women at risk, and might have been prevented depending upon the interpretation of the present regulations. Future studies of a similar nature to provide even more sensitive indicators of complications of pregnancy in their earliest stages are needed and should not be prevented if improved fetal welfare is the ultimate aim.

Based on the earlier studies that low hormone levels occurred in at risk pregnancies, physicians began to treat women with threatened fetal loss with the hormones which were at low levels. This perfectly reasonable step has now been shown by subsequent research to be unproductive since the low levels were the result of the threatened loss and not the cause. Furthermore, in some instances, such treatment has been shown to have serious, deleterious effects on the fetus. Twenty years later certain female children of women who received estrogens to prevent a threatened abortion are now developing vaginal cancer, a very unusual cancer and an obvious unintended side effect. Other women were given compounds of a progesterone nature for similar reasons; certain of their infant daughters

were masculinized by the medication so that at birth a question of the infant's sex arose. In some the wrong sex assignment was made initially and in many corrective plastic surgery was required to correct the abnormal genitalia. You can imagine the concern and anxiety such a problem creates in the parents' minds. You have already heard or will hear from others today about the importance of understanding the handling and effects of drugs given to the mother upon the fetus. The same is true for hormones, even those given in every expectation of benefit for the fetus. Thus there is continued need for careful evaluation of any forms of hormone treatment given to pregnant women whether for their benefit or for the benefit of the fetus. Future attempts to prevent a threatened abortion, to correct fetal deficiencies, to treat fetal diseases or to treat the mother should only be carried out in association with or after careful studies done to assess the effects of the agents on the unborn. Only in this manner can we prevent tragedies like those following estrogen and progesterone from occurring in the future. It is extremely important that such research not be prohibited if we are to make progress in these areas.

There are many areas where further hormonal research is needed to improve fetal welfare. Time allows mention of only a few of them. Premature labor and birth is still one of the commonest causes of fetal loss; the factors which control the onset of labor are poorly understood at best. They are, in large part, hormonal in nature and deserve much more extensive study. There are certain hormonal deficiencies which begin before birth and have long term consequences on fetal development; it is conceivable that the future will bring the possibility of treatment before birth if research provides the right answers. For example, thyroid hormone deficiency at birth is probably more common than phenylketonuria; if untreated, it leads to permanent mental retardation. If treated early

enough, complete recovery is possible. We are now aware that some cases require treatment even before birth if we are to reverse the abnormalities. New sensitive techniques are available for diagnosis at birth and should be applicable prenatally as well; however further research as to normal thyroid hormone levels in the fetus are required before any progress in this area can be made. A final example of particular poignancy is the diabetic pregnancy. Diabetic women have greater difficulties becoming pregnant in the first place; they have a higher rate of spontaneous abortions and congenital defects; when born, their babies have a high incidence of complications in the first few days of life which cause death or serious long term complications including mental retardation. This is an area of intense interest and research aimed at improving the pregnancy outcome of these mothers. Past evidence has led us to believe that the severity of the symptoms immediately after birth relate to the severity of the maternal diabetes, especially to the control of the blood sugar, so that high maternal blood sugar levels lead to a particularly rocky course for the infant characterized by abnormally low blood sugar levels and seizures. Very recent data suggest that the pancreas of these infants may not be responding to blood glucose levels after all and that other signals may be responsible for the excessive insulin release of the infant after birth. If this is the case, we must rethink our whole approach to these infants and much more research on the nature of the factors which affect the fetal pancreas must be performed if we are to make significant inroads into the fetal losses in this condition.

The Endocrine Society shares the concerns of many research workers, society as a whole and the Congress which mandated your study of this issue. We wholly support your efforts to see that ethical considerations are met in the conduct of human research. We feel equally strongly,

however, that the welfare of future mothers and infants will not be met by interdicting research wholesale. We hope this brief testimony has served to make the point that endocrine research of the fetus is directed at saving fetal life and not taking it. The goal is improvement in both the quantity and the quality of life. We look forward to meeting some of the unmet needs in this area and trust that your thoughtful deliberations will result in a climate for investigation which will allow us to meet this goal.

Thank you.

1
2
3 DR. RYAN: Thank you.

4 Questions from the Staff?

5 DR. COOKE: Jo Anne, on page 3, you cite two
6 examples of serious consequences of administering chemical
7 agents on the child born as a consequence of the administra-
8 tion of those agents. You further indicated there was need
9 for research on the fetus to avoid this in the future and
10 so forth.

11 In those two examples, would you say that much
12 more extensive animal research should have been done, and if
13 it had been done, would have given some clues as to the
14 possibility of these complications?

15 The second question relative to that is how would
16 you decide in your own mind whose fetuses were to be volun-
17 teered to carry out such studies on the effects of estrogen?

18 DR. BRASEL: To attempt to answer your first
19 question, I think in these particular instances, perhaps
20 additional primate work might have provided some information.
21 But, perhaps, these particular instances, in light of this
22 particular question, might not have been the best examples
23 for me to choose to bring before the Commission in regard to
24 the applicability of animal research. These are good examples
25

1 to show how careful we should be in administering medicines to
2 pregnant women. There are other instances in endocrinology where,
3 as in other examples cited to the Commission today, when
4 animal studies would not provide the answers. Only certain
5 amounts of limited information can be obtained, and if what
6 we are interested in is human physiology, with respect to
7 certain problems, humans will have to be studied.

8
9 With regard to your second question, again, you
10 know, perhaps we are dealing with examples that don't serve
11 the point you want to make with your question. Obviously,
12 I don't think there is anybody in their right mind
13 would want anybody to volunteer a fetus for experiments or
14 research that might answer this question. I don't think that is a
15 germane question. That has not come up in terms of the type
16 of research that I am talking about. This was a situation
17 where later in retrospect we found there were very serious
18 side effects in a place where we were trying to do good.

19 It makes those of us who use medications to treat a pregnant
20 episodes or are involved in the care of pregnancies very
21 hesitant about using medication. Each time one of these
22 things occur, we get more and more hesitant and concerned
23 that everything must be done to find out what possible
24 deleterious effects may happen.

25 To wait for reports to appear in a registry would
provide information years later, or waiting for reports to

1 appear in The New York Times, I don't find that satisfactory.
2 There are more direct methods of getting at this information
3 in situations where we can do so before hand.

4 DR. RYAN: May I interject? The two situations
5 you described were results that occurred in connection with
6 therapy given to patients. Not really the outgrowth,
7 necessarily, of research-evaluation?

8 DR. BRASEL: They were done to prevent an
9 abortion.

10 DR. COOKE: The point made was that research
11 on the fetus might have predicted such consequences and I
12 would challenge that at the present time, that those particu-
13 lar examples, I don't know what fetal research that people
14 are doing would have predicted those outcomes.

15 DR. BRASEL: Prior to the termination of a
16 pregnancy, administration of some of these compounds might
17 have revealed the masculinization of the female fetus.

18 DR. COOKE: Animal work could have done that.

19 DR. BRASEL: In part, but not for all of these
20 agents. The fact they are not virilizing for the mother, but
21 are for the fetus, points out how vulnerable the fetus is.
22 I am not sure I would accept that negative animal work means
23 we are safe as far as the human fetus is concerned. Particu-
24 larly with hormones, which can be seen differently
25

1 in the fetal organism ----- than in the mother.

2 DR. LEBACQZ: This issue of long-term risk is
3 one we have not brought out until now. We have heard a
4 great deal about the possible long-term benefits of continu-
5 ing fetal research. But I am now hearing there will be
6 things we might do with the fetus which may have long-term
7 consequences we wouldn't know about for possibly 20 years.

8 I am wondering whether the Endocrine Society
9 takes a position on the issue of balancing long-term risks
10 and benefits? I would gather from your statement that you
11 would nonetheless feel that the long-term benefits are such
12 as to outweigh the long-term risks, but I would like to have
13 some clarification on how you approach this question of
14 balancing long term consequences, both sides of the issue?

15 DR. BRASEL: The point that I attempted to make
16 in this testimony is that
17 there are a number of questions that remain to be answered,
18 some of which have, as you have seen in the past, led to
19 deleterious effects. The plea is for the research be done
20 now so we know what is going to happen when the agents are
21 given to a mother. Some effects which relate to relatively
22 acute short-term risks, can and should be studied.

23 Quite frankly, I am not sure, based on current
24 medical knowledge in the state of the art, that we are going
25 to, based on a few even very carefully well conducted short-

1 term experiments, prevent the estrogen carcinoma business
2 from occurring again at a later date. It takes 20 years.
3 But there are things we certainly can do, that should be
4 done, with any agent before it is given to a pregnant woman
5 to make sure they are going to have no acute deleterious
6 side effects we are missing. We must forever and ever watch
7 subsequently in terms of other treatments to make sure the
8 risk is not greater than the benefit.

9 DR. LOUISELL: In your concluding statement on
10 page 5, where it is said that endocrine research in the fetus
11 is directed at saving fetal life and not taking it, as a
12 general pronouncement I certainly understand that. But can
13 we interpret that to mean that there are no instances of
14 this kind of research that run a severe risk of terminating
15 the life of the fetus?

16 DR. BRASEL: I am not sure I really understand
17 what you are saying, but the Endocrine Society as a whole
18 has done research to benefit fetal welfare in circumstances
19 where fetal life is no longer a consideration. That is, we
20 are not talking about dealing with viable fetuses. That is,
21 a premature infant. And research on the premature infant
22 should fall under the same sorts of regulations that meet
23 research in the young child, adult or prisoner. We are
24 talking about research in previable fetuses.

25 DR. LOUISELL: Which in many cases proceeds on

1 the basis of an election having been made to have the
2 abortion.

3 DR. BRASEL: That would be the situation. There
4 are other circumstances which have been alluded to elsewhere
5 today in testimony where there is a case to be made by the
6 Endocrine Society and pediatricians that certain types of
7 research which carry no significant risk to the fetus will
8 provide additional information, information beyond the point
9 of previability, into the area of viability. We think this
10 should be allowed, assuming that the risk is negligible and
11 informed consent has been obtained. We are not talking
12 about fetal research whose purpose is to stop fetal life.

13 DR. RYAN: Dr. Turtle, briefly?

14 DR. TURTLE: You indicated that some of these
15 projects that are shown on page 2 could have been done on
16 primate research, but some fetal research would be necessary.

17 DR. BRASEL: Human.

18 DR. TURTLE: Human as opposed to fetal. What
19 experiments would you have done or set up, possibly, involv-
20 ing humans?

21 DR. BRASEL: There are specific aspects of the
22 hormonal system, which is what endocrinology is all about.
23 In the human population, it is unique. It does not exist
24 in the primate. Therefore, one has to sift the questions
25 about aspects about fetal endocrinology. One cannot ask

1 them in the primate system.

2 DR. TURTLE: You are not restricting it to fetal
3 research?

4 DR. BRASEL: If it is human fetal endocrinology,
5 yes. You can't look at a two year old child.

6 DR. RYAN: Can I take one crack at that?

7 It is quite possible that had appropriate fetal
8 endocrinology research been done, those forms of treatment
9 would never have been given.

10 DR. TURTLE: My question is, what would appropri-
11 ate fetal research consist of in that situation?

12 DR. RYAN: In many of these instances drawing
13 of small amounts of blood, or urine from the mother, to
14 determine appropriate levels and dynamics of the steroids
15 as they normally secreted a normal pregnancy without any
16 manipulation to the fetus and minimal risk.

17 DR. COOKE: Isn't it fair to say that you could
18 say exactly the same thing about appropriate animal research?
19 What I think is the scientific community --

20 DR. RYAN: Not with respect to the endocrinology
21 of human pregnancy.

22 DR. COOKE: The two examples given here. We are
23 not accustomed in human biomedical research to consider that
24 the human being is an animal in biologic terms, and that
25 there are animals out there somewhere that must have endocrine

1 systems partly different, but also partly similar, that have
2 enzymatic systems that are similar. And if you search hard
3 enough, you will find animal systems that are very, very
4 close to humans. We know, for example certain aspects of
5 rat kidney functions are identical to those of humans,
6 some aspects aren't. But we have not searched very much
7 because it costs a lot of money.

8 DR. RYAN: We are not arguing about that point.
9 I want to illustrate one aspect of it, and that is
10 the genesis of giving the agent which caused masculinization
11 in the female fetus was based on animal work in which it
12 worked. It caused harm without have efficacy in the human.
13 Had appropriate research been done, it would not have been
14 used in therapy. In that example no one would quarrel with
15 you about the need for very extensive animal research before
16 going on to the human, when appropriate.

17 But there are some instances in which you have
18 to make that gap, that short gap before it is put into
19 therapy for the human. I don't think we have crossed for
20 these purposes.

21 MS. KING: Did I understand you to say that you
22 are advocating research on the previable fetus?

23 DR. BRASEL: I think the pre-viable fetus should be
24 made available for research, given the fact we meet current
25 ethical standards as society defines them. We attempt

1 to obtain consent from the mother. I speak in this way as
2 an individual and not as a representative of the Endocrine
3 Society.

4 MS. KING: A further question would be, are you
5 talking about research in pre-viable fetuses, with the idea
6 of preserving life, or with the idea of benefitting mankind,
7 womankind, benefitting fetuses, in general?

8 DR. BRASEL: Benefitting fetuses as a class,
9 which requires not only the study of precise disease processes
10 which we know may affect fetal development, but also
11 obtaining baseline information. One cannot determine what
12 is abnormal if one does not know what the normal is. There-
13 fore, much of what people in medicine are doing in certain
14 projects is obtaining what the normal is so they can say this
15 lies outside the normal and means that something is wrong
16 and let's see if we can understand what is wrong and go
17 about correcting it.

18 In that broad context, I recommend that the pre-
19 viable fetus be available for study.

20 MS. KING: Would that include using a previable
21 fetus whose "life signs" are being artificially maintained in
22 order to perform the research?

23
24
25 DR. BRASEL: No, I am out of time, but I think

1 the whole problem in the definition of viability is a dif-
2 ficult one that has been tackled in part by the regulations
3 in the Register, in which the point was made that most of us
4 would completely agree with that the state of the art changes.
5 What is previable today may be viable later on. It is
6 important that strict number requirements with regard to
7 viability not be listed and that one looks at the state of
8 the art and what is possible in terms of maintaining fetal
9 survival.

10 What I am speaking about is assuming that based
11 on those definitions, whatever they are and how often or
12 how extensively they change, if the previable, meaning there
13 is nothing in the current state of the art we can do to
14 maintain survival, that those tissues should be used.

15 DR. RYAN: Thank you.

16 We are running behind time and I want to be fair
17 to those who have yet to be heard.

18 The next speaker is Nancy Raymond, representing
19 Maryland Action for Human Life.

20 MS. RAYMOND: I am also going to be reading the
21 testimony of Dr. Sean O'Reilly, who is, I understand from
22 his wife, not very well. So I will read his, but not com-
23 ment on it. I wanted to give an introduction to his.

24 I received my BS from Cornell in Nursing in
25 1963. I have been doing public speaking for the last five

1 years. My husband is a physician in the Navy, and I am the
2 mother of four adopted children, one of whom has cystic
3 fibrosis.

4 Daniel Callahan, Director of the Institute of
5 Society, Ethics and the Life Sciences, recently said: "There
6 is nothing harder than distinguishing 'right' from 'wrong',
7 'good' from 'bad'. 'better' from 'worse', but nothing is so
8 imperative as to make the attempt, just as all other
9 generations have had to do."

10 Maryland Action for Human Life, whose goal is the
11 protection and respect for human life at all stages of its
12 development, feels in agreement with Daniel Callahan that the
13 new ethical issues in medicine and biology must be treated in
14 a sober systematic and professional way.

15 Our basic belief is that the unborn young in the
16 womb be treated with fairness and dignity irrespective of
17 whether he or she is a desired child or one scheduled for
18 abortion. We feel that the living, premature infant or fetus,
19 delivered spontaneously or through a planned abortion, be
20 accorded the same measure of respect, no matter his mode
21 of entry into the world. We feel the method -- normal
22 delivery or abortion -- of the child's presentation should in
23 no way affect his candidacy for experimental research.

24 We believe that a doctor should not knowingly
25 harm his patient or the subject of his research. We feel

1 that it would be damaging to society in general if the human
2 fetus be treated as a creature with no intrinsic value and
3 relegated for use without controls as a convenient and
4 highly specialized laboratory animal.

5 Even if the decision to abort has been made,
6 we feel the fetus is entitled to full protection from poten-
7 tially harmful or painful research and look to this
8 Commission to set up guidelines for its protection.

9 We ask consideration of the following guide-
10 lines:

11 1. That laws pertaining to human fetal research
12 be considered part of the civil courts rather than the
13 criminal courts.

14 2. That research conducted on dead human
15 fetuses be allowed with the mother's consent, as long as
16 the researcher is not the same person who performs the
17 abortion with the promise of the use of the dead human
18 fetus for research.

19 3. That research on living human fetuses,
20 whether within or without the womb, be prohibited -- with
21 the following exceptions:

22 (a) This prohibition would not apply to
23 diagnostic tests, such as amniocentesis, to determine
24 the state of health of the human fetus.

25 (b) This prohibition would not apply to remedial

1 procedures intended to preserve the life or health of
2 the fetus or mother.

3 (c) This prohibition would not apply to non-
4 diagnostic procedures incident to the study of the
5 human fetus within the womb if such procedures do not
6 substantially jeopardize the life or health of the
7 fetus, and if the fetus is not a candidate for a
8 planned abortion.

9 (d) This prohibition would not apply, even if the
10 fetus is the subject of a planned abortion, to normal
11 diagnostic tests to be made on him, if they did not
12 substantially jeopardize his life or health.

13 (e) This prohibition would not apply to
14 necessary experimental diagnostic tests -- amnioscopy --
15 if they are judged to be in the best interest of the
16 particular human fetus and provide the mother with
17 specific information about her particular fetus even
18 though an abortion may be contemplated.

19 4. That a permanent board of medical and legal
20 persons be created to advise scientists in the area of human
21 fetal research.

22 Thank you.

23 DR. RYAN: Thank you.

24 Does Staff have any questions?

25 MS. MISHKIN: One minor question: I am a mother,

as you are. Neither one of us have anything to do with lawyers, but you specify only medical and legal persons be on the board.

MS. RAYMOND: Yes.

MS. MISHKIN: Why is that?

MS. RAYMOND: That was an oversight. If I had gone through your roster here, I would have included everything. I was typing at three in the morning which is the only quiet time in my house. I meant really for it not to be just in the arena of medicine. I think today medicine has to share the arena of ethical issues with many other philosophies. You could name 12 or 13 areas. I didn't mean to limit it.

DR. COOKE: I think it interesting and thoughtful, your statement. Could you amplify a little bit on the limitations on normal diagnostic tests?

MS. RAYMOND: Limitations on --

DR. COOKE: What do you mean by that? What would be the scope of normal diagnostic tests?

MS. RAYMOND: Maybe I could clarify your question, because I also talk about non-diagnostic procedures. Is that what you are talking about?

DR. COOKE: I would like to know what you encompass by those. There is a lot riding on that.

MS. RAYMOND: Diagnostic tests would be, even if

1 you separated them from experimental tests, if they deal
2 with a particular fetus concerned, would be used to diagnose
3 conditions that a particular fetus have. If they don't
4 jeopardize his life or health, we find that to be allowable.
5 Sampling through the blood, that is all right.

6 DR. COOKE: Sampling of fetal blood you would
7 consider normal diagnostic tests?

8 MS. RAYMOND: Yes.

9 DR. COOKE: I see.

10 MS. RAYMOND : I mentioned the only illustration
11 I gave for a diagnostic test was the amniocentesis. If it
12 benefits that particular human fetus whose condition is to
13 be known from that test, then it would be allowable. I
14 think that the main thrust of my question 3, that research on
15 the living human fetus be prohibited, the one prohibition I
16 think I mentioned is if the fetus is not a candidate for a
17 planned abortion we feel nothing should be done. This is the
18 easiest way for society to control research of this nature,
19 if the mother intends to have this child viable and live born.
20 If she allows the research, you look to her judgment and the
21 researcher's judgment to create a climate where there would
22 be controlled research. And the reason we say this is
23 because a mother who is definitely planning on an abortion
24 would sometimes have the sky be the limit.

25 We think the easiest way to control an ethical

issue is to have experimental research done on a mother whose child is to be live born, that would be the easiest way to control it,

MR. YESLEY: Would you elaborate briefly on your first recommendation that laws pertaining to fetal research be considered as a part of the civil court system rather than in the criminal court system?

MS. RAYMOND: I think in terms of ethical issues, this should all be in the civil court system. We are treading in a gray area where a lot of people, doctors and scientists, are afraid they are going to be breaking the law without knowing future guidelines. I think for quite a long time, not ten years, THAT this should be the domain of the civil courts. I think it is an issue that is such a gray area, it should definitely not be considered in the criminal courts.

DR. LEBACQZ: I am a little puzzled about the situation of fetuses that are scheduled to be aborted. You have used the phrase here "substantially jeopardizing life or health." I am assuming you would allow a fetus that is not going to be aborted to be put at some risk, perhaps minimal risk, but at some risk, so long as it isn't substantial jeopardy. If then a fetus which is to be brought to term may be put at some risk, especially in a non diagnostic procedure, then why not also a fetus that is to be aborted?

1 This seems strange to say the ones who may have to live with
2 whatever harm there is may be subjected to it, whereas those
3 that will die anyway would not be subjected to it.

4 MS. RAYMOND: I think this gets back to my term
5 of internal controls or specific controls. We have to realize
6 of course you would have to get consent from the mother,
7 and hopefully, it would be advised consent, so you would not
8 be subjecting her fetus to unusual things. I merely put
9 the control in because we assume that bizarre or harmful or
10 painful research would not be done on the unborn if the
11 mother had full intentions of having the child be live born.
12 It is an inner control type mechanism. But for future
13 controls this might be the safest route. I did mention
14 that necessary experimental diagnostic tests can be per-
15 formed on a fetus scheduled for abortion. But I think when
16 you get in the realm of a child, you know you will not have
17 to come to a hearing such as this, and say I am
18 sorry I did that to him. Look how awful he looks now. If
19 you know that child is not going to make it, I am afraid it
20 then gives science researchers a little too much leeway,
21 because the mother, as was said before, has already abrogated
22 her rights to the child's future wellbeing. So we are con-
23 cerned with protecting the child's wellbeing and feel the best
24 way to do that is to have fetal research limited to
25 mothers who are expecting a live birth. We feel that is a

form of inner control. Not that the two children would be physiologically different or fetuses would share any differences. That is a very subjective decision by the mother.

DR. RYAN: I wonder if perhaps you might go on to Dr. O'Reilly's testimony now.

MS. RAYMOND: All right. Fine.

DR. RYAN: This will be read for us as a courtesy to Dr. O'Reilly. His wife drove a long way to present this testimony.

(Testimony of Dr. Sean O'Reilly, George
Washington University Medical Center,
Read by Ms. Nancy Raymond.)

MS. RAYMOND: I don't know Dr. O'Reilly, but I will read it well.

I am Dr. Sean O'Reilly, Professor of Neurology and Director of a Neurobiology Research Training Program at the George Washington University. I am also a member of the standing Committee on Human Experimentation of the George Washington University Medical Center.

This introduction is simply for the purpose of identifying my interest and competence in requesting the opportunity of testifying before the Commission.

In this testimony I do not represent the University, the Committee on Human Experimentation of the

1 Medical Center nor the members of our Neurobiology Research
2 Training Program. I am here on my own recognizances, so to
3 speak. I wish to put before you a summary of what I consider
4 to be the essential scientific 'Facts of Life', followed by
5 my views on the application of ethical principles to the
6 question of fetal experimentation in the light of the impli-
7 cations of these facts.

8 A. Here are the scientific 'Facts of Life':

9 1. One of the unique and distinguishing char-
10 acteristics of living matter is its ability to reproduce
11 its own kind. The biological details of this repor-
12 ductive process have been fairly well-established in
13 the past century and a half in the case of mammalian
14 and human reproduction.

15 2. It is now known that a new and unique indi-
16 vidual comes into existence when a spermatozoan and
17 a mature oocyte intermingle their chromosomes at
18 metaphase of the first mitotic division of the zygote.

19 3. This new entity is an unique individual,
20 specifically human. This statement is not in dispute
21 among reputable biologists, geneticists and medical
22 scientists.

23 4. This new individual, although receiving one
24 half of his or her chromosomes from each parent, is
25 really unlike either of them, in a fundamentally

biological sense, and is distinct from either parent.

It is, I repeat, a unique individual.

5. The events that follow fertilization are self-generated by the new individual under the guidance of a new and absolutely unique hereditary plan which determines the pattern of that individual's constitutional development and his capacity to respond to exogenous influences.

6. The presence of this new individual can be established within a few days of fertilization, and probably before implantation, by demonstrating the presence of a hormone, human chorionic gonadotrophin, in the maternal blood serum. This hormone is manufactured, not by the mother, but by the rapidly growing new individual.

7. This new individual is also an autonomous individual in many fundamental respects.

8. From its beginning at fertilization this new individual's life is a continuum, without any fundamental change from the scientific point of view.

9. If this individual is not by itself a full human being it could never become such, because something would have to be added to it, and we know that does not happen.

B. The Ethics of Human Experimentation.

In our work on the Committee on Human Experimentation at the George Washington University Medical Center, I attempt to apply the following principles in the scrutiny of each research proposal that involves human subjects.

These principles are:

1. No one shall have experimental procedures of any kind performed on him or her without explicit consent.

2. This consent must be fully informed. The subject must be capable of understanding at least in a recognizably adequate way the nature, the risks, and the possible benefits, either to himself or to other patients, of the proposed procedure, and must freely consent to allow it. By 'freely' is meant freedom from undue pressure.

3. In the case of subjects unable to be fully informed or to give free consent, that is, unconscious patients, the next-of-kin may give consent on his or her behalf only in the circumstance that the proposed experimental procedure is expected to benefit the patient, and the risk-benefit ratio favors the patient. The consent from the next-of-kin in this circumstance must be as fully informed and free as in the case of the patient himself. It is presumed that the next-of-kin have the interest of the patient at heart.

These principles essentially express a right to be protected from experimentation without informed consent,

1 a right derived from the fundamental right to life that
2 inheres in the human person because of his intrinsic nature,
3 conceded to him by civilized thought and guaranteed by the
4 Constitution of the United States. The phrase 'a full human
5 being', used in the presentation of the known scientific
6 facts, implies personhood, a term with definitive and
7 inescapable implications.

8 I maintain that the scientific facts warrant
9 the conclusion that the unborn child is a human person
10 endowed with all the rights of a human person. There is no
11 doubt that an unborn child cannot give consent, informed or
12 otherwise.

13 The parents can give informed consent on behalf
14 of their unborn child only for procedures expected to benefit
15 that child, as in the case of post-natal children. It is
16 true that the Supreme Court of the United States in effect
17 declared the unborn person a non-person, by virtue of what one
of its members called an exercise of "raw judicial power."
But so did the Supreme Court in its Dred Scott decision
declare the Negro a non-person. And so did the Third Reich
deprive Jews and other unwanted groups in Germany of their
legal personhood, and withdrew from them the protection of
the law.

The Nazis drew the logical conclusion that since
these non-persons were going to be killed, it was legitimate,

1 may laudable, to use them as guinea-pigs. The verdict of
2 civilized society on such logic is enshrined in the judgment
3 and sentences handed down by the Nuremberg Tribunal.

4 We cannot concede to any Court, anywhere, the
5 right to declare any one a non-person on grounds of age,
6 physical dependence, or the presumed 'quality' of his
7 life, or on the grounds that he has been condemned to death.

8 Experimentation on the unborn human, who cannot
9 give informed consent, on the grounds that he is doomed to
10 die anyhow by abortion, may be given legal sanction. It
11 cannot be given ethical approval by those standards and prin-
12 ciples enshrined in the Nuremberg Code and in the HEW Guide-
13 lines governing the issue of experimentation on human subjects.

14 Nor may parental informed consent be held to allow
15 such experimentation since the parents have already dis-
16 qualified themselves: they cannot be said to have the inter-
17 ests of their unborn child at heart since they have already
18 decided he is to be deprived of his right to life."

19 DR. RYAN: Thank you very much, Mrs. Raymond.

20 There will be no discussion of Dr. O'Reilly's
21 testimony since he is not here.

22 DR. COOKE: Could we ask questions of the
23 Commission with regard to some points?

24 DR. RYAN: I wonder if it would be all right to
25 do that, Tom, which will be an open session. I would be

1 happy to do it after we have all of the speakers through.
2 Would that be acceptable?

3 Thank you.

4 Chris Mooney, representing the Pregnancy Aid
5 Centers, Inc.

6 MS. MOONEY: Chris Mooney.

7 DR. RYAN: Right.

8 MS. MOONEY: Thank you. It is a privilege to be
9 here and I am happy to submit my name, since I am the only
10 one testifying from the point of view of the pregnant woman
11 who is distressfully pregnant.

12 My name is Chris Mooney and I am speaking to
13 you as President of Pregnancy Aid Centers, Inc., a non-profit,
14 service organization which provides support on all levels to
15 women experiencing untimely pregnancies and to their pre-
16 born children.

17 My everyday dealings are with women carrying
18 within themselves the possible subjects of future experi-
19 mentation, and it is with concern for the welfare of these
20 women and their children that I find myself here today.

21 It seems the day is about to dawn when experi-
22 mentation which may be harmful or lethal may be legally
23 perpetrated against live, human beings in the earliest stage
24 of their development. As I am sure you are aware, this type
25 of research on a massive scale has become possible largely

1 because of legalized abortion. If the subjects of these
2 experiments were not readily available, the research could
3 not be conducted.

4 Because I am vitally concerned with trying to
5 find solutions to problems which all too often result in
6 problem pregnancies, I am also very disturbed with these
7 procedures, attitudes, laws, et cetera, which continue to
8 mask the true problems of our society and which provide only
9 temporary relief from the very complex problems which result
10 in unwanted pregnancies and hardship for women. Legalization
11 of experimentation on the live, pre-born human being will
12 have the indirect effect of further entrenching our dependence
13 pseudo solutions such as abortion, and thus further retard-
14 ing progress toward tackling the real problems in our
15 society which bring about distressful pregnancies. Because
16 experimentation on the pre-natal human depends largely on
17 continued legalized abortion, I would like to present the
18 following for your consideration:

19 Abortion is as effective in preventing problems
20 related to pregnancy, as shaving your legs is to stopping the
21 growth of hair. Abortion is not a solution to pregnancy
22 problems, but no solution will be found as long as easy,
23 profit-making pseudo-solutions continued to be condoned. I
24 have yet to meet a person genuinely concerned with women's
25 problems who believes that abortion can provide lasting

1 solutions to the difficulties faced by women. It is no secret
2 that abortion does not cure the problems which force
3 unwanted pregnancies to occur. Even those who counsel for
4 abortion with whom I have spoken unanimously agree that
5 abortion is only an expedient, and that they would welcome
6 the day when abortion is no longer necessary -- when our
7 society will supply adequate aid and services before the
8 distressful pregnancy occurs. But our present society
9 continues to avoid giving a troubled woman viable alternatives
10 to abortion and makes the choice extremely one-sided in favor
11 of abortion.

12 For instance: the vast majority of health insur-
13 ance policies cover abortion for unmarried women, but not
14 delivery or pre-natal care; the profit-making nature of
15 abortion makes it readily available, while services to the
16 woman who is continuing her pregnancy are grossly inadequate
17 because they are by their very nature, non-profit making;
18 the Federal Government provides enormous sums of money on
19 projects and institutions which promote narrow, chauvinistic
20 ideals rather than enlightened humanitarianism, but
21 comparatively little to stop the gross inadequacies and
22 inequalities in our society which make abortion seem a
23 desirable out for many economically underprivileged,
24 sexually uneducated or emotionally troubled women; and we, as
25 a society, continue to allow stigmatization on many levels of

1 the unmarried, pregnant woman.

2 On top of all this, I foresee the further pos-
3 sibility of having yet another inducement toward abortion --
4 that is the argument that the woman will be contributing to the
5 betterment of mankind by donating her developing child, alive
6 or dead, to the cause of science.

7 Those who work in certain medical and biological
8 fields who might benefit from such experimentation may be
9 biased toward further encouraging abortion. This possibility
10 contains all the ingredients for an inevitable double-standard
11 in medical ethics, a grave conflict of interest situation
12 for many physicians and medical counselors, and a further
13 threat to the freedom and dignity of the human female in
14 choosing to deal with her distressful pregnancy. If we
15 legalize experimentation on the live, pre-born human being,
16 it will have the indirect effect of further entrenching
17 abortion, thus further delaying action to alleviate the true
18 problems of our society which bring about the need for abortion
19 in the first place. How can the medical profession encourage
20 legal experimentation on the pre-born human, and yet be
21 concerned and active in ending the need for abortion?

22 Further, in my constant interaction with
23 counsellors for such difficulties as drug abuse, suicide and
24 emotional disturbance, an marked increase in the number of
25 female clients suffering from post-abortion guild underlying

1 their disturbance has been related to me. Very often the
2 self-persecution or self-doubt will not manifest itself
3 until several years following an abortion and, according
4 to many counselors, a majority of these women were given
5 standard counseling on abortion and alternatives before the
6 procedure was performed.

7 With the above in mind, I must implore you to
8 consider the possibility that the full psychological
9 consequences of the surrender of her unborn child through
10 abortion by a troubled, pregnant woman may not yet be known.
11 I sincerely request that no monetary or altruistic induce-
12 ment be proposed to women aborting who consider submitting
13 their unborn children for experimentation.

14 Thank you.

15 DR. RYAN: Thank you.

16 MS. MISHKIN: In your experience in working with
17 these women, can you tell us the extent to which you find
18 that experimentation and the possibility of having women's
19 fetuses available is a factor in abortion for a woman?

20 MS. MOONEY: You mean if the woman is presented
21 with the opportunity --

22 MS. MISHKIN: I gather that you say that the
23 possibility of having this be an inducement is going to
24 increase the number of abortions. I wonder to what extent you
25 have seen this?

1 MS. MOONEY: It is more my own conjecture. I have
2 not seen a large number of women who have had this experience
3 of being prompted to abort for these reasons.

4 MS. MISHKIN: It has not happened to your personal
5 knowledge. Do you think if one were to say that a woman
6 could not be approached about experimentation until after
7 the decision to abort has been reached, would that solve the
8 problem?

9 MS. MOONEY: Perhaps it would. My main concern
10 in giving this speech is as long as a woman is given --
11 all right, let me sort out my thoughts.

12 What I am saying is that in order for these
13 experiments to take place, a large number of fetuses must be
14 available for experimentation. And if there is no inducement
15 by the doctors to do this, the fact -- it is kind of a double
16 effect thing. You have in the one sense a large number of
17 fetuses available which makes it possible to do the research.
18 On the other hand, you have women having successful preg-
19 nancies who could be induced to abort by the promise of
20 contributing to mankind.

21 MS. MISHKIN: I was just wondering if this
22 inducement could be precluded by saying you could not talk
23 to her about it until after the decision was made?

24 MS. MOONEY: Certainly, I think that would be
25 advisable.

1 DR. KING: On page 2 of your testimony you allude
2 to the profit making nature of the abortion makes it readily
3 available. Would you explain what you mean by the profit
4 making nature?

5 MS. MOONEY: There was front page headline
6 articles on the Wall Street Journal in early '74 which the
7 headline read "Abortion is Billion Dollar Business." It
8 was because over \$1 billion in abortions was reported being
9 earned by private individuals.

10 DR. KING: You do not mean in any way you are
11 talking about profit making -- the sale or use of induce-
12 ments?

13 MS. MOONEY: No, that is not what I was talking
14 about.

15 DR. RYAN: If there are no other questions, I would
16 like to thank you very much.

17 We will be on next to the testimony of Dr. Walter
18 L. Herrmann of the University of Washington, Seattle.

19 DR. RYAN: You have a very thick presentation.

20 DR. HERRMANN: You must have somebody else's.
21 I only have three pages.

22 DR. RYAN: Okay.

23 DR. HERRMANN: I was instructed to attach my CV.

24 DR. RYAN: Please proceed.

25 DR. HERRMANN: I am speaking as a representative

1 for the Society for Gynecologic Investigations, representing
2 individuals engaged in investigation in the reproduction
3 and prenatal field. I am primarily speaking as an obstet-
4 rician who has dedicated his career for the last 25 years to
5 the care of women. During these years I have witnessed
6 much progress in our ability to understand the natural process
7 of growth and development of the unborn baby and the intricate
8 processes of the interaction between the maternal and fetal
9 organism. In fact, I would like to state at this time that
10 the recognition of the interrelationship between the mother
11 and fetus constitutes one of the scientific milestones in
12 our past and in our ongoing quest for knowledge. It thus
13 must be borne in mind that the anatomical and biochemical,
14 physiological or psychological interdependence is so great
15 that no investigation of the fetus in utero is possible
16 without involving the mother. Neither is there a possibility
17 of maternal investigation without considering the fetus,
18 with few exceptions of minor significance.

19 The recent and ever growing fund of knowledge
20 must not be considered as having served primarily the enjoy-
21 ment and satisfaction of the scientific community. On
22 the contrary, there has been much immediate benefit to the
23 patient; and, through association with such disciplines as
24 pharmacology, the sciences dealing with infections, with
25 defense mechanisms of the organisms, epidemiology, demography,

1 engineering, just to name a few, it has become possible for
2 us to change our role from one of technical facilitator of
3 the birth process to one of far greater challenge and
4 responsibility: to work towards an improved environment,
5 for the health and comfort of the mother and her child before
6 conception, throughout pregnancy and the birth process.

7 A few examples of progress through research
8 which would not be possible under the present rules, to
9 substantiate this claim may be in order.

10 1. First and foremost, the evaluation of agents
11 to stimulate labor. These agents prevent the long labors
12 that formerly led to maternal morbidity and mortality. These
13 agents usually induce or control unternal contractions. If
14 evaluated improperly, they can lead to suffocation of the
15 baby and rupture of the uterus and loss of the baby.

16 2. The evaluation of new anesthesia techniques
17 for vaginal delivery and cesarean section, making these
18 procedures safer for mother as well as child.

19 3. The evaluation of madalities for the therapy
20 of preeclampsia, a toxic reaction to pregnancy associated with
21 high blood pressure, convulsions, and kidney damage, which
22 have decreased the rate of eclampsia and resultant maternal
23 death.

24 4. The evaluation of different regimens which have
25 so greatly reduced the danger to the woman with heart disease

1 or metabolic disease in pregnancy.

2 5. The evaluation of timing of delivery and
3 antibiotic use for premature rupture of the membranes which
4 have kept the infection rate to a minimum.

5 It is indeed gratifying to compare the amount of
6 knowledge required of the young physician striving for
7 certification of specialist in obstetrics with the informa-
8 tion available to me 20 years ago.

9 Nonetheless, most gratifying is the decline of
10 death and disease during pregnancy and childbirth, although
11 not equal for all women in this country. Gratifying also
12 is the attitude and confidence of the modern woman contem-
13 plating pregnancy.

14 If we must pause today to avoid the temptation of
15 self-righteousness, we must ask for the developments which
16 have led to undisputable progress. Among these are foremost
17 the scientific achievements and the social awareness and
18 recognition of the right of women to expect an equal share
19 of the benefits of our health care system.

20 Is this fact really so? Does the national
21 research effort in health care bring justice to the women
22 and mothers in this country? Is maximal effort being sup-
23 plied to support an ongoing determined process of scientific
24 and social development to give all women the rightful
25 opportunity to a healthy body before, during and after

1 pregnancy, and a healthy child?

2 I am afraid that the answer is not an unqualified
3 "yes". In fact, there is a general lack of awareness of the
4 importance of the unanswered questions that decide the future
5 of generations of women and their offspring. The proposed
6 policy for protection of human subjects now before us provides
7 some evidence for this argument. I am aware that the Com-
8 mission is not responsible for its current content. Time is
9 of the essence, however, and I must emphasize the need for
10 revision in order to provide not only the scientist but
11 also the public with a set of rules conceived to direct
12 science to its only function: to serve mankind and in this
13 instance the mother and child.

14 There is in these rules and regulations a mis-
15 placed emphasis in the order of priority as suggested in the
16 title, "Subpart C -- Additional Protections Pertaining to
17 Biomedical Research, Development, and Related Activities
18 Involving Fetuses, Abortuses, Pregnant Women, and In Vitro
19 Fertilization."

20 This peculiar sense of relevance is demonstrated
21 again under, "Definitions", where pregnancy merely appears as
22 a concept of a period in time from confirmation of implant-
23 ation until delivery. There is no scientific method to con-
24 firm the moment of implantation; and, if pregnancy is con-
25 ceived only as the passing of days, there is no way to

1 distinguish the tumorous and sometimes malignant degeneration
2 of the placenta -- without an identifiable fetus -- or the
3 blighted ovum -- the empty egg consisting of membranes,
4 placenta, but no fetus -- from a normal early pregnancy. Yet
5 this definition and concept of pregnancy is used when guide-
6 lines in prohibition for research are established.

7 My most serious objections, however, deal with
8 Paragraph 46306 entitled, "Activities involving fetuses in
9 utero or pregnant women." It is an impediment to the
10 acquisition of additional biomedical information pertaining
11 to human gestation. Wording of this section seems to be
12 directed at regulation of research at the time of abortion.
13 It does not take into account that the vast majority of new
14 knowledge of pregnant women is being and has been acquired
15 without involving the need for abortion or women seeking
16 abortions.

17 It speaks of termination of pregnancy without
18 consideration of the induction of labor at term or near term
19 for the purpose of preventing intrauterine damage or death.
20 This is practiced in patients with diabetes, Rh disease,
21 placental insufficiency, et cetera. Specifically, there is
22 no distinction of medical or scientific activity in the third
23 trimester where abortion is never a question under legal
24 circumstances.

25 This section also forbids the participation of

1 an obstetrician in a research project investigating, for
2 example, carbohydrates metabolism in pregnancy, if he is
3 the one to deliver the patient before term, a procedure
4 often necessary in diabetic women to ensure survival of the
5 baby.

6 I doubt that the authors of this article had this
7 situation in mind. Considering the wording, however, one
8 must ask why a true interpretation of the full meaning of
9 pregnancy was not taken into account.

10 Worst of all, however, seems the confusion
11 existing between empirical treatment and scientific pro-
12 cedure. This limitation excludes the accumulation of
13 normative data. Thus, for instance, if we are to use a new
14 technique, ultrasound, to establish growth retardation in
15 utero, we must have information on normal growth with the
16 same technique for comparison.

17 Considering the diversity and multi-disciplinary
18 complexity of current ongoing research to benefit pregnant
19 women without even a remote connection with an abortion
20 procedure, this paragraph clearly suggests a rather careless
21 approach to regulation for safety and progress.

22 There is no question in our minds that proper
23 rules and regulations to safeguard individual rights and
24 irreproachable standards of ethics are most welcome to our
25 scientific community. We would like to urge, however, that:

1 A. The abortion issue be kept separate so as to
2 not prejudice or influence the general rules and regulations
3 governing investigations in human pregnancy.

4 B. That consideration be given to the complexity
5 of multidisciplinary research in pregnant women so as to
6 avoid summary prohibition without the benefit of careful
7 analysis of relative risk factors and scientific gain.

8 C. That in the appropriate sections of these
9 regulations, full emphasis be placed on the pregnant women
10 as the subject to be protected so as to not infringe upon
11 her rights nor deprive her from gain of scientific discovery.

12 DR. RYAN: Thank you, Dr. Herrmann.

13 DR. ALEXANDER: One question: you deal directly
14 with this in your testimony, impliedly. We have heard it
15 suggested several times today that in order to have available
16 fetuses for research, physicians might encourage the use of
17 abortion. Do you have figures from your institution or
18 elsewhere suggesting the numbers of abortions that occur or
19 available fetuses and the actual percentage or number of
20 fetuses that might be used in fetal research?

21 DR. HERRMANN: You want to know the number of
22 abortuses which are being used in my institution for research?

23 DR. ALEXANDER: Percentage of number of actual
24 fetuses available?

25 DR. HERRMANN: I think very few. Because for one

1 we are doing relatively few abortions. Furthermore, all of
2 our abortions for all practical purposes are really abortions
3 using the suction method, which yields very little material
4 for anybody's scientific use. Whatever is being used in
5 Seattle is usually coming from other hospitals.

6 DR. ALEXANDER: Any idea as to the percentage
7 of the available fetuses that might be used for research?
8 In other words, would the percentage be large enough that it
9 would suggest that there is an inducement on the part of
10 physicians to encourage abortions to obtain material for
11 research?

12 DR. HERRMANN: I would not see how the percent-
13 age -- the percentage really is an expression of how early
14 an abortion is done. All early abortions are done by
15 suction and, therefore, there is very little material. And
16 if you have a larger number of older fetuses for research,
17 this means there is something wrong somewhere else in terms
18 of either education of the public or whatnot.

19 As far as any inducement for physicians, to the
20 best of my knowledge, and I can vouch for this in my own
21 institution, the people that are doing fetal research, they
22 are not involved in doing the abortions. That would
23 eliminate that factor. I am not saying if they were involved
24 in doing the abortion that this would constitute an induce-
25 ment. This is a point I just can't agree with. If we

1 assume this sort of thing, we must also assume the physician
2 would let a patient sit with pneumonia because he is study-
3 ing without giving treatment to serve the scientific inter-
4 est. I think the question is very basic in ethics.

5 DR. RYAN: Dr. Cooke.

6 DR. COOKE: Would you -- I gather you would sup-
7 port the notion that the people who are involved in the
8 decisionmaking regarding the abortion should be distinct
9 and uninfluenced by the individuals that might be carrying
10 out research on that fetus or fetus material?

11 DR. HERRMANN: There should be differences?

12 Not necessarily.

13 DR. COOKE: May I ask, then, would you feel that
14 there has been, not necessarily in this country but elsewhere,
15 influence in the kind and possible timing of an abortion
16 to suit the particular needs of investigators studying the
17 fetus?

18 DR. HERRMANN: Yes, I think there are a few
19 well publicized examples which most likely constitute the
20 reason for your question. I don't think these isolated
21 instances really represent the standard of practice.

22 DR. COOKE: What percentage? How many?

23 DR. HERRMANN: There were a few papers. The
24 enormous amount of abortions going on, this has been taken
25 out of context.

1 DR. COOKE: There is a limited amount of field
2 research, let's face it. But of the amount of fetal research
3 that has been done, how much as the need for a particular
4 type of fetal material influenced the kind of abortion?
5 That is different from the number of abortions being done
6 in the world.

7 DR. HERRMANN: The kind of abortions, you are
8 talking techniques?

9 DR. COOKE: Yes.

10 DR. HERRMANN: Well --

11 DR. COOKE: Let me say a few years ago, before
12 I was sensitive to some of these problems, we were involved
13 in the planning of a rather extensive research project
14 involving the study of the trisomic (phonetic) fetus. The
15 experimental design required the intact fetal brain. In the
16 planning of that work, which was not implemented, but in the
17 planning of that work consideration of the kind of abortion
18 that was performed was very important. If it had and were
19 performed -- and we had nothing but essentially liquid
20 material to work with, the research would have been impos-
21 sible. And so the investigators planning the research on
22 the fetus were concerned about the type of abortion to be
23 performed.

24 DR. HERRMANN: In broad terms I think any mani-
25 pulation of the patient or any handling of the patient which

1 for the sake of research would subject her to a greater risk,
2 and is not proper medicine. I don't think that is correct.
3 And as far as I am concerned, I would not approve or permit
4 that.

5 DR. RYAN: Dr. Cooke, are you aware of such
6 things taking place?

7 DR. COOKE: They have occurred. Certainly.
8 You can find a good deal of material in the Swedish studies.

9 DR. RYAN: Let's talk about the United States.

10 DR. COOKE: I don't know.

11 DR. RYAN: With respect to the Swedish studies,
12 part of the problem in delay in getting abortions in Sweden
13 were associated with the formalities with respect to consent
14 which were quite strict. And inevitably they delayed the
15 doing of the abortion until later period of time. This is
16 part of the Code they had to get through the legal process
17 to get an abortion. Are you telling me you are aware of many
18 instances in which --

19 DR. COOKE: Some instances.

20 DR. RYAN: One?

21 DR. COOKE: More than one.

22 DR. RYAN: I would like --

23 DR. COOKE: Studies done where the hysterotomy
24 was done to have an intact fetus.

25 DR. RYAN: I grant you that almost anything you

1 can think of quite possibly could have happened, but that
2 is a non issue, is it not? Or is it an issue? Is that so
3 much of a problem that anyone has asked for that? I think
4 that Dr. Herrmann's response -- I am trying to clarify the
5 probing in that direction.

6 DR. COOKE: I think we could say the same thing
7 about all biomedical research. I believe that the bio-
8 medical research community has been extraordinarily respon-
9 sible. It doesn't mean there haven't been a few violations.
10 And the Commission was set up for exactly that purpose. I am
11 exploring whether or not there may be some safeguards to
12 violations, even though extraordinarily rare, that may seem
13 somewhat monstrous to people sitting around this table,
14 but they have occurred. One might be an interrelation to the
15 influence on the kind of abortion procedure performed to
16 determine the product. As I say, the research group I was
17 involve in actually gave some consideration to the kind
18 of procedure that might be done to have a fetal material
19 that was more satisfactory. Consideration was given to
20 that. It was not executed. But I want to point out that
21 consideration was given to that. I believe that has come
22 up before.

23 DR. HERRMANN: Can I respond to one comment?

24 DR. RYAN: Let's get a quick and easy to and fro.

25 DR. HERRMANN: I think a request for research of

1 this sort would not make it past my department. My office
2 certainly would not let it pass the hospital ethics commission.
3 It would not make it past the study section of HEW at the
4 present time.

5 DR. LOUISELL: If you are right, Doctor, as
6 you put it on page 3, paragraph A, that the abortion issue
7 should be kept separate, doesn't it logically follow that
8 the criteria for the experimentation on a fetus when a
9 planned abortion is in contemplation, or has been arranged,
10 those criteria should be the same as they are on a fetus for
11 which no induced abortion is planned? Shouldn't the criteria
12 be the same?

13 DR. HERRMANN: The criteria to be used for fetus
14 that is obtained through an abortion should be the same as
15 the criteria used for a baby at term? Is that what you are
16 asking, or for fetus from a spontaneous abortion?

17 DR. LOUISELL: Shouldn't the criteria as to
18 experimentation on a fetus for which no abortion is planned --

19 DR. HERRMANN: A fetus in-utero.

20 DR. LOUISELL: Shouldn't they be the same
21 criteria as for a fetus for whom an induced abortion is planned?
22 Or do you think the criteria for experimentation should be
23 more liberal in respect to the fetus for whom an abortion
24 is planned?

25 DR. HERRMANN: You are asking my personal opinion,

1 now?

2 DR. LOUISELL: In your capacity as an expert.

3 DR. HERRMANN: I have not addressed myself to the
4 issue, but it has come up before today several times. You
5 are asking me, then, would it be permissible to conduct
6 research on a fetus in utero with the idea that this fetus
7 will be aborted, a research you would not conduct on a fetus
8 who is not going to be aborted.

9 I think it would be permissible, in view of the
10 need of society and of our current law, I think it could be
11 permitted, yes.

12 DR. LOUISELL: Once the decision has been made to
13 have an induced abortion, there is something about that
14 particular fetus that is different for experimental purposes --

15 DR. HERRMANN: That's correct.

16 DR. RYAN: Doctor Jonsen.

17 DR. JONSEN: Just a comment on your question
18 about the choice of technique of abortion, whether it is or
19 is not an issue. I just suggest if the choice of technique
20 is dictated by a research protocol, there are two possibilities
21 that might make an issue. One is that the attempt to deliver
22 an intact fetus might deliver a living fetus which gives us
23 that problem. Secondly, that the choice may dictate a pro-
24 cedure which would be, as Dr. Herrman pointed out, poor
25 medical procedure, subjecting a patient to something more

1 drastic than may otherwise be done.

2 DR. LEBACQZ: A footnote to that issue would be,
3 also, whether in fact the woman is asked to give consent to
4 the particular method for procuring an abortion, whether she
5 understands that there are alternatives and so on. I have
6 not heard that issue specifically addressed, either.

7 DR. RYAN: Are there other comments?

8 If not, I want to thank you, Dr. Herrmann.

9
10 Dr. Herrmann's prepared statement follows:
11

12
13 I am speaking as an obstetrician who has dedicated his career for
14 the last 25 years to the care of women. During these years I have
15 witnessed much progress in our ability to understand the natural process
16 of growth and development of the unborn baby and the intricate processes
17 of the interaction between the maternal and fetal organism. In fact, I
18 would like to state at this time that the recognition of the interrelation-
19 ship between the mother and fetus constitutes one of the scientific
20 milestones in our past and in our ongoing quest for knowledge. It thus
21 must be born in mind that the anatomical and biochemical, physiological
22 or psychological interdependence is so great that no investigation of
23 the fetus in utero is possible without involving the mother. Neither is
24 there a possibility of maternal investigation without considering the
25 fetus, with few exceptions of minor significance.

26 The recent and ever growing fund of knowledge must not be considered
27 as having served primarily the enjoyment and satisfaction of the scientific
28 community. On the contrary, there has been much immediate benefit to the
29 patient; and, through association with such disciplines as pharmacology,
30 the sciences dealing with infections, with defense mechanisms of the
31 organisms, epidemiology, demography, engineering, just to name a few, it
32 has become possible for us to change our role from one of technical
33 facilitator of the birth process to one of far greater challenge and
34 responsibility: to work towards an improved environment, for the health
35 and comfort of the mother and her child before conception, throughout
36 pregnancy and the birth process.

A few examples of progress through research (which would not be possible under the present rules) to substantiate this claim may be in order.

1. First and foremost, the evaluation of agents to stimulate labor. These agents prevent the long labors that formerly led to maternal morbidity and mortality.

2. The evaluation of new anesthesia techniques for vaginal delivery and cesarean section, making these procedures safer for mother as well as child.

3. The evaluation of modalities for the therapy of preeclampsia, a toxic reaction to pregnancy associated with high blood pressure, convulsions, and kidney damage, which have decreased the rate of eclampsia and resultant maternal deaths.

4. The evaluation of different regimens which have so greatly reduced the danger to the woman with heart disease or metabolic disease in pregnancy.

5. The evaluation of timing of delivery and antibiotic use for premature rupture of the membranes which have kept the infection rate to a minimum.

It is indeed gratifying to compare the amount of knowledge required of the young physician striving for certification of specialist in obstetrics with the information available to me 20 years ago. A note of humility, however, is unavoidable because all that is known is not mastered and much that needs to be studied has defied our probing.

Nonetheless, most gratifying is the decline of death and disease during pregnancy and childbirth, although not equal for all women in this country. Gratifying also is the attitude and confidence of the modern woman contemplating pregnancy.

If we must pause today to avoid the temptation of self-righteousness, we must ask for the developments which have led to undisputable progress. Among these are foremost the scientific achievements and the social awareness and recognition of the right of women to expect an equal share of the benefits of our health care system.

Is this fact really so? Does the national research effort in health care bring justice to the women and mothers in this country? Is maximal effort being supplied to support an ongoing determined process of scientific and social development to give all women the rightful opportunity to a healthy body before, during and after pregnancy, and a healthy child?

I am afraid that the answer is not an unqualified, "yes". In fact, there is a general lack of awareness of the importance of the unanswered questions that decide the future of generations of women and their offspring. The proposed policy for protection of human subjects now before us provides some evidence for this argument. I am aware that the Commission is not responsible for its current content. Time is of the essence, however, and I must emphasize the need for revision in order to provide not only the scientist but also the public with a set of rules conceived to direct science to its only function: to serve mankind and in this instance the mother and child.

There is in these rules and regulations a misplaced emphasis in the order of priority as suggested in the title, "Subpart C--Additional Protections Pertaining to Biomedical Research, Development, and Related Activities Involving Fetuses, Abortuses, Pregnant Women, and In Vitro Fertilization."

This peculiar sense of relevance is demonstrated again under, "Definitions", where pregnancy merely appears as a concept of a period in time from confirmation of implantation until delivery. There is no scientific method to confirm the moment of implantation; and, if pregnancy is conceived only as the passing of days, there is no way to distinguish the tumorous and sometimes malignant degeneration of the placenta (without an identifiable fetus) or the blighted ovum (the empty egg consisting of membranes, placenta, but no fetus) from a normal early pregnancy. Yet this definition and concept of pregnancy is used when guidelines in prohibition for research are established.

My most serious objections, however, deal with Paragraph 46306 entitled, "Activities involving fetuses in utero or pregnant women." It is an impediment to the acquisition of additional biomedical information pertaining to human gestation. Wording of this section seems to be directed at regulation of research at the time of abortion. It does not take into account that the vast majority of new knowledge of pregnant women is being and has been acquired without involving the need for abortion or women seeking abortions.

It speaks of termination of pregnancy without consideration of the induction of labor at term or near term for the purpose of preventing intrauterine damage or death. This is practiced in patients with diabetes, Rh disease, placental insufficiency, etc. Specifically, there is no distinction of medical or scientific activity in the third trimester where abortion is never a question under legal circumstances.

This section also forbids the participation of an obstetrician in a research project investigating, for example, carbohydrates metabolism in pregnancy, if he is the one to deliver the patient before term, a procedure often necessary in diabetic women to ensure survival of the baby.

I doubt that the authors of this article had this situation in mind. Considering the wording, however, one must ask why a true interpretation of the full meaning of pregnancy was not taken into account.

Worst of all, however, seems the confusion existing between empirical treatment and scientific procedure. This limitation excludes the accumulation of normative data. Thus, for instance, if we are to use a new technique (ultrasound) to establish growth retardation in utero, we must have information on normal growth with the same technique for comparison.

Considering the diversity and multi-disciplinary complexity of current ongoing research to benefit pregnant women without even a remote connection with an abortion procedure, this paragraph clearly suggests a rather careless approach to regulation for safety and progress.

There is no question in our minds that proper rules and regulations to safeguard individual rights and irreproachable standards of ethics are most welcome to our scientific community. We would like to urge, however, that:

A. The abortion issue be kept separate so as to not prejudice or influence the general rules and regulations governing investigations in human pregnancy.

B. That consideration be given to the complexity of multi-disciplinary research in pregnant women so as to avoid summary prohibition without the benefit of careful analysis of relative risk factors and scientific gain.

C. That in the appropriate sections of these regulations, full emphasis be placed on the pregnant woman as the subject to be protected so as to not infringe upon her rights nor deprive her from gain of scientific discovery.

We will go on. The next speaker is Mary O'Donnell, National Pro Life Coalition and Maryland Right to Life. I presume that is different from the Maryland Action for Human Life?

My name is Mary O'Donnell. I live at 9504 Edgeley Road, Bethesda, Maryland. I am a nursing student at the Catholic University of America. I appreciate this opportunity to testify on the subject of fetal research. I am here today as an interested individual and while I believe that my views are probably representative of the National Youth Pro-Life Coalition, an organization founded on the principle that all human life merits our respect, and to which I belong, I am not testifying formally on behalf of NYPLC.

I realize that the term fetal research is very broad and often misunderstood, and I hope that this hearing

1 will, among other things, clarify the meaning of that term
2 and help to assess the ethical implications of the public
3 funding of fetal experimentation.

4 A proper and scientific assessment of fetal
5 experimentation and, indeed, of fetal life itself, has been
6 made difficult by the Supreme Court's decision on abortion.
7 The Court has said in effect that life before birth has no
8 substantial, legally recognized value. It would not be too
9 difficult to conclude from this that there are no legal
10 restrictions on fetal experimentation -- and to take that a
11 step further it would not be a purely Huxlian dream to think
12 that fetuses may indeed replace the cats, frogs, and mice
13 now commonly used in our laboratories.

14 The scientific mind, it seems, is more discerning
15 of human life in its embryonic stage and, we can be glad,
16 still keenly aware of the obligation to respect and preserve
17 that life. In this respect, I am reminded especially of the
18 recent change of heart and attitude of Dr. Bernard N.
19 Nathanson, who described himself as having been "outspokenly
20 militant" in favor of abortion. After resigning from the
21 Center for Reproductive and Sexual Health, the largest
22 abortion clinic in the Western world, Dr. Nathanson said
23 he was "deeply troubled by my own increasing certainty that
24 I had in fact presided over 60,000 deaths." In his article
25 in The New England Journal of Medicine, November 28, 1974,

1 Dr. Nathanson wrote:

2 "Life is an interdependent phenomenon for us
3 all. It is a continuous spectrum that begins
4 in utero and ends at death -- the bands of the
5 spectrum are designated by words such as fetus,
6 infant, child, adolescent, and adult."

7 I mention this simply to show that fetal life is
8 human life deserving of our respect and protection, and,
9 consequently, fetal experimentation or research must be care-
10 fully restricted and monitored. To be more specific, these
11 are the kinds of experimentation procedures that I think would
12 be acceptable:

13 1. Diagnostic procedures on unborn children
14 such as sampling of fetal blood and/or amniotic fluid when
15 these are undertaken to insure survival, health, and the
16 well being of the child before and after birth.

17 2. All life-preserving procedures and experi-
18 ments performed on a fetus surviving an abortion, regardless
19 of whether the abortion was spontaneous or induced.

20 3. Autopsies on stillborn children or spontan-
21 eously aborted fetuses to discover the cause of death.

22 4. Tissue cultures taken from a dead fetus
23 for the purpose of combating a specific disease and/or
24 obtaining certain knowledge that would otherwise be unobtain-
25 able.

1 I would support these forms of fetal experimenta-
2 tion because they represent legitimate scientific inquiry
3 aimed at the conquest of disease while at the same time
4 carefully regarding the humanity and dignity of the fetus.

5 There are experimentations, however, that fail to
6 recognize the fetus for the developing human being he or she
7 is or was. Among these is the experimental injection of
8 drugs and chemical substances into the fetus directly or
9 through the mother in order to observe fetal reaction both
10 in the womb and after an abortion. Experiments of this type
11 are unacceptable for a number of reasons:

12 1. They deprive the woman assenting to such
13 experimentation the opportunity to change her mind before
14 the abortion is performed.

15 2. They violate the Geneva Protocol of 1925
16 which barred the use of bacteriological and chemical sub-
17 stances as instruments of war. Also, President Ford said
18 last week that the United States would not use any form of
19 chemical warfare. If enemies of the state have been so
20 protected, should not the unborn child -- who has been cast
21 in the role of "enemy of the Bureau of the Budget" -- be
22 accorded the same protection?

23 3. They violate our most basic moral values.
24 The United States Senate voted last summer by a margin of
25 76 to 12 to protect beagle puppies for humane reasons from
chemical research and experimentation. We make a mockery of

1 human life if we are more concerned with our pets than we
2 are with our own offspring.

3 We need, and soon, a code of ethics for fetal
4 experimentation, a code that will protect the fetus just as
5 it would any other human being. For living fetuses only
6 those experiments that preserve, protect, and enhance the
7 life of the individual should be permitted; for dead fetuses,
8 only specific techniques with limited and clearly defined
9 objectives should be allowed.

10 Indiscriminate experimentation on fetuses should
11 be opposed for the same reason we oppose such experimentation
12 on condemned criminals and terminal cancer patients: respect
13 for human life. The "he's going to die anyway" justification
14 for such experiments may be logical but it is hardly ethical.
15 Those in Government and in medicine have a fundamental
16 commitment to the preservation and protection of human life.
17 We have seen a bewildering lapse in this commitment by our
18 Supreme Court in their abortion decision; we must hope and
19 pray and do all we can in a practical way to redress the
20 harm done by this decision and prevent further dire and
21 unethical inroads that may be made in the name of fetal
22 experimentation.

23 Thank you very much.

24 DR. RYAN: May I ask you one question to sort
25 of check your attitudes on one or two areas?

1 You feel that diagnostic procedures such as
2 sampling blood or fluid are all right. You feel that the
3 injection of chemical substances are always harmful or
4 create ill effects. I didn't mention it with Monsignor
5 McHugh, but many times the agents being used are an anti-
6 biotic which are life sustaining, and the determination is
7 made as to whether it will get to the baby in a large
8 enough concentration to help it, so that in the future,
9 if one wanted to treat a pregnant women with child, one would
10 risk that sort of thing. What about that kind of research,
11 where the only difference is taking a blood sample? Would
12 you throw that in the same category with chemical warfare?

13 MS. O'DONNELL: I think, if I understand you
14 correctly, if they are administering chemicals that would
15 help that particular child, then I go along with it.

16 DR. RYAN: It might not help that particular
17 child, but help children in a class. I am wondering whether
18 you object to the procedure, or if there is some degree of
19 latitude in terms of the intent, the objective, and the
20 nature of the research procedure?

21 MS. O'DONNELL: Well, I am thinking, if the sub-
22 stance that is going to be injected already is very well
23 categorized as something that is not harmful, that would not
24 harm that particular child even though that child would not
25 need it, I can see it for that purpose. But if it is a

1 chemical being tried out, I would object.

2 DR. RYAN: Are there other questions?

3 Parenthetically, I want to set the record straight.
4 The Senate law on beagle dogs was related to chemical welfare,
5 and not biomedical research. They are used to screen for
6 breast cancer. So I think that perhaps that should be kept
7 in some perspective.

8 Dr. Cooke.

9 DR. COOKE: I would like to follow up on Dr.
10 Ryan's question a little more.

11 Aspirin is fairly common. We are interested in
12 finding out whether or not aspirin accumulated in the fetus.
13 Certain fetuses might possibly have defects in which some
14 accumulation of aspirin might lead to the death of the fetus
15 or produce injury.

16 How would you look at the study of that particular
17 problem?

18 MS. O'DONNELL: Is there a substantial number of
19 children, unborn children, that would be harmed by this type
20 of thing?

21 DR. COOKE: We are not sure how much harm. We
22 know aspirin is a widely used agent. Yet we don't know
23 whether aspirin produces some difficulties to the fetus, or
24 to particular types of fetuses. But we are worried about
25 that. There is some suggested information that maybe aspirin

1 might do something.

2 MS. O'DONNELL: I think if it is not necessary
3 for that child to have it, since there is that possibility.
4 I think that that should be very limited. I would not
5 favor administering aspirin to see if it would harm the
6 child, to find out if it was harmful.

7 DR. RYAN: Thank you very much.

8 May we proceed now to Dr. LeRoy Jackson, a
9 physician from Washington, D.C.

10 DR. JACKSON: Thank you, Dr. Ryan.

11 I thank you for the opportunity to meet with
12 the Commission today to discuss certain aspects of fetal
13 research. I come both as an instructor of medical students
14 and Obstetrical and Gynecological residents, as well as a
15 private practitioner of Obstetrics and Gynecology in the
16 Washington, D.C. area. From the academic aspect, I have
17 participated in research involving the pregnant patient
18 and certain abnormal conditions such as exlampsia and
19 infertility. As a private practitioner I have used estab-
20 lished procedures resulting from basic fetal research, i.e.,
21 amniocentesis and fetal monitoring.

22 There are four areas of fetal research accept-
23 able at this time. (1) The dead fetus and products of
24 conception; (2) The non-viable fetus in utero; (3) The
25 viable delivered fetus; (4) The viable fetus in utero.

1 Use of the dead fetus and products of conceptions
2 is a well established practice. Fetal products, i.e., fetal
3 membranes, are a basic part of viral research and have been
4 used in establishing the diagnosis of viruses pathogenic to
5 man. In addition, the use of tissue culture is essential
6 in cancer research. It is with this tissue culture that
7 changes in the anatomic and metabolic states of human cells
8 may be studied and the effects of drugs on these cells which
9 simulate the malignant changes evolving from cancer can be
10 evaluated. It is with this type of research that cures from
11 some forms of malignancy have been effected and death from
12 some viruses has been prevented.

13 Use of the non-viable fetus in utero offers the
14 opportunity to study the developing human in its natural
15 state. This kind of research has been limited until recent
16 years because of the lack of availability of research
17 material, i.e., the non-viable fetus. However, with changes
18 in the abortion laws and the resulting increased availability
19 of legal abortions, often done by Obstetricians and
20 Gynecologists in University Hospitals and Outpatient
21 Clinics. This kind of valuable research is increasing.

22 A new field of medicine, Fetology, was developed
23 using the viable delivered fetus as its primary research
24 vehicle. The prevention of blindness in the premature
25 infant by altering incubator oxygen concentration and the

1 prevention of death in the premature infant by increasing
2 one's knowledge of pH and acid base balance are examples
3 of the benefits from this kind of research.

4 The viable fetus in utero offers the best oppor-
5 tunity to study drug effects, disease processes and anatomic
6 and physiologic growth in the human. During these 240 days
7 new and vulnerable cells are formed, new systems are
8 developed, all leading toward the formation of new human
9 life. Along with this great research potential should come
10 the great desire to do no harm. Certainly, amniocentesis
11 and its benefits in preventing death from Rh disease and
12 predicting fetal maturity prior to delivery have increased
13 fetal salvage. Fetal monitoring has decreased brain damage
14 secondary to fetal anoxia by detecting early fetal distress
15 and dictating cessation of labor and early delivery. How-
16 ever, it is in this area of fetal research that the question
17 of informed consent and controlled research become extremely
18 important.

19 There seems to be little problem involving the
20 utilization of products of conception in tissue culture since
21 these tissues are usually destroyed when not used as research
22 vehicles. In the instance of the non-viable fetus in utero,
23 once it has been established that the pregnancy is no longer
24 desired the parents rarely care what happens to the products
25 of conception so long as the mother is unharmed during the

1 termination procedure. However, a discussion of termination
2 of pregnancy should include a discussion of disposition of
3 the products of conception.

4 The last two categories represent areas in which
5 the need for guidelines and controls are greatest. The
6 "no harm" doctrine is essential in research in both categor-
7 ies. Only a few congenital malformations are known to be
8 incompatible with life, notably anencephaly, therefore,
9 researchers must constantly be aware of the harmful effects
10 of research and the parent who has the responsibility of
11 giving consent must indeed be informed. This places a
12 tremendous responsibility on the part of the researcher to
13 overcome ethnic, language and intellectual barriers to be
14 sure that the person giving consent knows exactly what is
15 to be done and all ramifications of the procedures.

16 Unfortunately, the intellectual capabilities of
17 researchers are not always paralleled by patient concern.
18 The patient or the fetus in this instance becomes a number
19 and that number as history has written is often a black
20 number or an Indian number or a Mexican number. It is
21 impossible to determine how high the number goes, but we
22 can try to prevent this number from increasing. How can
23 this be effected?

24 1. Government agencies must become as zealous
25 in their review of research as they are in establishing

1 criteria for approval of grants, not only reviewing the
2 number of cases involved but, also, the integrity of the
3 researcher.

4 2. Making sure Review Committees contain
5 members that are:

6 (a) Trained in the area of the research being
7 done;

8 (b) Capable of communicating with the individu-
9 als on which research is done, i.e., pregnant mothers;

10 (c) Conduct detailed reviews of Research
11 Projects, including the wording of consent forms and
12 consent procedures, i.e., interviews with patients;

13 (d) Racially representative of the individuals
14 on whom research is being done.

15 3. Appeal to non-government supported research
16 facilities to follow national guidelines which protect the
17 rights of individuals.

18 4. Establish guidelines to prevent research
19 which will result in the separation of the viable fetus
20 from its mother with resulting death of the fetus.

21 4. Make illegal any research which includes
22 withholding established therapeutic principles to establish
23 the life history of disease processes.

24 It is a poor commentary that the legal profession
25 has had to make the country suit conscious to control the

1 activities of an overzealous few and to awaken the ethical
2 conscience of those of us with the potential to do so much
3 good.

4 Thank you.

5 DR. RYAN: Thank you very much, Dr. Jackson.

6 Any questions?

7 MS. KING: On page 3 -- I want to thank you for
8 raising for the first time today the problem of obtaining
9 informed consent.

10
11 In terms of who should give consent to experi-
12 mentation on the fetus, you say the parent. And for the
13 record, are you suggesting that it can be the mother,
14 father, both, or what do you mean?

15 DR. JACKSON: That area of consent involving
16 both parties is a very good one. Often times we can only
17 obtain the mother's.

18 MS. KING: If the father is available for consent,
19 are you suggesting that consent has to be obtained from both
20 parents?

21 DR. JACKSON: If both --

22 MS. KING: Or would it be sufficient to have the
23 consent of the mother?

24 DR. JACKSON: If both are available, both should
25 be consulted.

1 MS. KING: You said consulted.

2 DR. JACKSON: The final decision is that of the
3 mother.

4 DR. LEBACQZ: I have some confusion. At the
5 bottom of page 1, you talk about the non-viable fetus in-
6 utero, suggesting that this kind of research was limited
7 until recent years because of the lack of availability of
8 such non-viable fetuses in-utero. Then you mention the
9 change itself in the abortion laws. Do I understand, then,
10 that when you talk about permissible research being research
11 on a non-viable fetus in-utero, you, in fact, mean research
12 that begins with the non-viable fetus in-utero, but eventu-
13 ally it is in the abortion of that fetus?

14 DR. JACKSON: I think that that classification
15 of fetus generally involves the fetus that is to be aborted.

16 DR. LEBACQZ: Is there any category of fetus you
17 are excluding from research? You did not specifically
18 mention the non-viable fetus ex-utero.

19 DR. JACKSON: That classification is included in
20 dead fetuses and products of conception.

21 DR. LEBACQZ: There may be a difference between
22 a living viable fetus ex-utero and a dead fetus ex-utero.
23 Would there not be a period of time when one could have a
24 non-viable fetus outside the uterus that has signs of life?
25 I am sorry to press you so hard, but I need to get the

1 distinction.

2 DR. JACKSON: This is cutting the line close as
3 to the question of viability. If that fetus shows signs of
4 life, that that is a viable fetus.

5 DR. COOKE: What would you give as signs of life?

6 DR. JACKSON: Heartbeat, brain waves.

7 DR. COOKE: Beating heart and brain waves? Just
8 beating heart?

9 DR. JACKSON: And brain waves.

10 DR. LEBACQZ: So a fetus ex-utero with a beating
11 heart would be, by your definition --

12 DR. COOKE: And brain waves.

13 DR. LEBACQZ: -- would be a viable fetus, What
14 about a fetus with a beating heart but without evidence of
15 brain waves?

16 DR. JACKSON: That is very close. I would have
17 to say one or the other. If both criteria -- in my mind,
18 and this is my definition as I define viability, my defin-
19 ition is that both must be present.

20 DR. COOKE: Let's say there is no lung develop-
21 ment. There is beating heart, brain wave, and no lung
22 development, so that independent survival is impossible.
23 Would that be a viable or non-viable fetus?

24 DR. JACKSON: To use the example of the low
25 figures meaning -- if that ratio is low, that fetus cannot

1 survive or has a very, very poor chance. In that particular
2 instance we are talking about a fetus we are going to do
3 everything possible to help survive. The only distinction
4 I make is the fetus with absolutely no chance of survival.
5 We are talking about a fetus less than 500 grams, or 300
6 grams, historically to have no chance of survival. One or
7 two instances perhaps. We are talking about a fetus of
8 1500 grams, 2000 grams, with only one or two of the criteria,
9 but with improved medical care that would get an increase
10 in this rate.

11 To go back to where I mentioned earlier in the
12 testimony, the basic point in research is once the definition
13 of viability has been established as a criteria, then the
14 research should be designed not to harm the fetus. If you
15 are doing a research product on a four week old pregnancy,
16 conception, that has been decided by the parents to be
17 terminated, if that baby is delivered at four weeks, if it
18 could be, that baby would not survive. So that we know
19 whatever research is done on that infant by a predetermined
20 policy of the parents is different from the fetus born pre-
21 maturely at 16 or 20 weeks that has at least a better chance
22 of survival. Not as much as 28 weeks or 32 weeks, but
23 increasing chance of survival with the term of gestation.

24 MR. MANGEL: May I follow up on Mrs. King's
25 question? What is your experience with respect to what

1 consent is required, if any, with respect to the use of
2 fetal material?

3 DR. JACKSON: None. Placental material, no
4 consent.

5 MR. MANGEL: Similarly, with respect to a dead
6 fetus?

7 DR. JACKSON: Religiously there becomes a
8 question involving the dead fetus. Some of the religions
9 in the Washington area, the intent of the parent is to have
10 a funeral for that fetus. That parent must be asked about
11 this infant prior to any research being done.

12 MR. MANGEL: Now, which parent? Either? Both?

13 DR. JACKSON: The one that is available. The
14 mother is available. If both are available, then both
15 are asked.

16 MR. MANGEL: I guess the point is, with respect
17 to a dead fetus, you would not defer to the decision of the
18 mother, as you would say with a fetus in utero? You are
19 saying either parent might suffice with respect to a dead
20 fetus?

21 DR. JACKSON: Psychologically with a dead fetus,
22 it is difficult to discuss the disposition with the mother.
23 The father is often times the one who gives the consent,
24 even for an autopsy. If there is no father, the mother is
25 the only one from whom consent can be obtained.

1 MR. MANGEL: I have two more questions. I am
2 trying to have these answers expressed so your answers
3 would be non-incriminating.

4 With respect to a delivered but non-viable
5 fetus, what is your experience, and perhaps what thoughts
6 would you have with consent? From whom?

7 DR. JACKSON: Non-viable delivered?

8 MR. MANGEL: But alive, if I may use that sense.
9 In other words, not a dead fetus.

10 DR. JACKSON: My experience with consent for
11 research on that kind of fetus is limited. In the private
12 practice of medicine this is something you rarely have, in
13 this area.

14 MR. MANGEL: You mean research with a non-viable?

15 DR. JACKSON: Yes.

16 MR. MANGEL: And similarly, a viable abortus,
17 would your answer be the same?

18 DR. JACKSON: The question goes back to really
19 the age of abortion. You are getting into hysterotomy versus
20 suction. The procedure for producing a non-viable live
21 fetus involves primarily very, very early spontaneous
22 delivery of hysterotomy as part of the legal abortion. The
23 hysterotomy procedure is becoming decreasingly significant
24 in the Washington area.

25 MR. MANGEL: Is your answer, then, there are not

1 enough viable abortuses really to form an answer?

2 DR. JACKSON: I would say, yes, there are not.

3 DR. LEBACQZ: I am sorry, it is getting late
4 in the day and I think I am getting more obtuse as time
5 goes by. I am still not clear as to whether the four
6 areas of acceptable fetal research that you list on page 1
7 are in fact intended to cover research on the pre-viable
8 aborted fetus? So that, for example, could a researcher
9 take an aborted fetus that is pre-viable but not dead, that
10 has at least one of those signs of life you mentioned, and
11 perform an experiment on that? It is not listed here
12 explicitly, and I wanted to know whether you meant to exclude
13 that?

14 DR. JACKSON: I did not. The probability
15 would be minus 3. I think the important thing would be the
16 consent portion be intact before any research is done.

17 DR. RYAN: Thank you very much, Dr. Jackson.

18 We should next hear from National Abortion
19 Rights Action League, Karen Mulhauser.

20 MS. MULHAUSER: Dr. Ryan, Commissioners and
21 Staff, I work as co-director of the National Abortion Rights
22 Action League in the Washington office. I have had previous
23 experience as a trainer for people doing pregnancy alterna-
24 tive counselling and have had myself considerable experience,
25 probably with counselling several hundred women who were

1 searching with the decision as to whether or not to abort
2 a fetus. But my professional training was in biochemistry
3 and have had some limited experience with research, although
4 I don't think I could respond to any scientific questions.

5 The National Abortion Rights Action League --
6 NARAL -- is the only national membership organization dedi-
7 cated to the single purpose of preserving the Supreme Court
8 decisions which legalized abortions. In preparing these comments I was
9 concerned with the possible effect of an agency supporting abortion responding
10 to the questions surrounding fetal research. But it becomes clear to me today,
11 considering the testimony you have heard, especially from the anti-choice
12 groups speaking to the fetal research issue, that it is indeed
13 appropriate that you hear from a pro-choice group.

14
15 The Supreme Court decisions of January 1973 --
16 have made it possible for all women -- not just the rich --
17 to choose abortion for whatever reason. We do not advocate
18 abortion. We recognize that 1,000,000 women a year in this
19 country during the 1960's chose abortion rather than continu-
20 ing an unwanted pregnancy. Most of these abortions were
21 illegal or self-induced and were done at the risk of the
22 woman's life. Most illegal procedures have now been replaced
23 by medically safe legal abortions. I want to draw your
24 attention to the attached article from the Center for Disease
25 Control's Morbidity and Mortality Weekly Report of January

1 18, 1975, which clearly demonstrates that deaths from abortion
2 --- dropped dramatically once illegal abortions were
3 replaced with legal procedures.

4 The National Abortion Rights Action League has
5 been drawn into the debate over the question of fetal research.
6 We wish to point out that abortion rights and the ethics of
7 fetal research are two distinct issues.

8 It is apparent that our opponents in the abortion
9 rights struggle have become involved in the controversy for
10 different reasons. Some appear to have a genuine concern
11 for the "right to life" of fetal tissue, while others are
12 equally concerned with the use of contraception and fertility
13 control in general. There are some leaders opposed to
14 abortion who publically express their true concerns, such
15 as Representative John Zwach at the Senate hearings on
16 abortion, March 6, 1974, when he stated that there is a
17 sickness in this country that we seem to need to have inter-
18 course.

19 Consider also the remarks of Dr. K. F. Gunning,
20 an international leader against abortion, at the World
21 Population Conference in Bucharest: "It is a pity there is
22 no mention of moderating sexual behavior anywhere in the
23 World Plan of Action." Many others may share their fear
24 that by removing the threat of pregnancy by the use of birth
25 control methods, including abortion, we will change the moral

1 climate of our country.

2 Women have always used abortion as a backup
3 method so that they can plan when to have children they want.
4 For example, an International Planned Parenthood Federation
5 study of abortion tells us that in 1971 55 million women
6 in the world had abortions, and 38.5 million were not legal.

7 National Abortion Rights Action League does not
8 believe abortion should be used as a primary method of
9 family planning. However, while contraceptive failures
10 continue to occur and birth control information remains
11 unavailable to many individuals of childbearing age, we
12 maintain that abortion must be viewed as a backup method
13 of family planning to prevent an unwanted pregnancy.

14 It is important to realize that most abortions
15 are now performed in the first trimester. As education
16 about abortion and the availability of the procedure
17 increases, we will find that 95 percent or more are per-
18 formed in the first ten weeks, as is the case in Washington
19 State. The women who seek second trimester abortions fall
20 into two main groups:

21 1) Teenagers who deny the fact that they are
22 pregnant -- even to themselves -- for two or three
23 months, and women for whom abortion services are
24 not readily available either because of the lack
25 of nearby facilities or bureaucratic red tape.

1 2) Women who must wait until the 14th week of
2 pregnancy to undergo amniocentesis to determine if
3 the fetus carries a genetic disorder. If a disorder
4 is detected and the woman chooses to abort the fetus,
5 it is of necessity a second trimester abortion.

6 It is rare, indeed, now to find third trimester
7 abortions, except in cases where a woman's health is con-
8 cerned. The center for Disease Control reports only 2% of abortions occur
9 after 21 weeks. These are usually considered to be premature deliveries.

10 I would like to stress that the issues involved
11 in the choice to have an abortion differ from those in the
12 area of fetal research. Abortion is a human and civil right
13 that was confirmed two years ago by the Supreme Court. The
14 Court ruled that the right to privacy guaranteed by the 14th
15 Amendment is broad enough to include the decision of abortion.
16 The Court noted that the word "person" as used in the 14th
17 Amendment "does not include the unborn." Thus, a woman makes
18 a personal decision concerning her present and future life
19 and responsibilities in consultation with her physician.

20 While abortion is inherently a personal decision,
21 the complex medical considerations of fetal research fall in
22 the public realm. The far reaching health benefits derived
23 from research on the human fetus makes the disposition of
24 fetal tissue a concern not only of the woman involved but of
25 the scientists performing experiments and of the public that

2) Women who must wear the full veil of

and the maintenance of the veil is essential to

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1 will profit from the research.

2 The so-called Right to Life groups have focused
3 their attention to overturning the Supreme Court decisions
4 legalizing abortion. As mentioned above, the health benefits
5 of legal versus illegal abortion are obvious. The same groups
6 now are directing their attention to banning fetal research
7 when the real medical advances from this essential research
8 are advantageous to infants, children and adults. Attached
9 to this testimony is a letter from L. Stanley James, M.D.
10 to Representative Rogers, Chairman of the Health Subcommittee
11 in the House of Representatives, including a policy statement
12 of the American Academy of Pediatrics and highlighting
13 necessary fetal experimentation.

14 Study of the previable fetus provides information
15 to improve the care, growth and development of premature
16 infants, develop vaccines for well children, increase the
17 understanding of fetal organ development and function, to
18 improve the early detection of genetic disorders, and to
19 learn more about drug metabolism and effects in pregnant
20 women and fetuses. Obviously, some of this research must
21 be initiated prior to termination of pregnancy and we hope
22 the Commission suggests that there be no limitations on such
23 in utero research when adequate informed consent is received
24 from women who choose abortion.

25 Further, NARAL opposes any limitation of research

1 on abortion procedures at the time of pregnancy as this
2 inhibits development of improved and safer abortion tech-
3 niques.

4 It is interesting to note that those groups which
5 purport to have a concern for the "right to life" expressed
6 at their June 1974 annual meeting that they are opposed to
7 the March of Dimes, an organization dedicated to preventing
8 disabling children's diseases.

9 The Supreme Court recognizes that until viability
10 the fetus does not have the rights of "persons". It is
11 extremely unlikely that medical science will develop tech-
12 niques in the near future to keep a pre-viable fetus
13 artificially alive long enough to insure its independent
14 existence. National Abortion Rights Action League hopes,
15 therefore, that the Commission will recommend that experi-
16 mentation be permitted on human fetal tissues with no more
17 restrictive limitations than exist for other research
18 practices.

19 Thank you.

20 DR. RYAN: You meant research practices con-
21 cerning other forms of human beings?

22 MS. MULHAUSER: Yes.

23 MS. MISHKIN: You alluded to it, but didn't
24 really specify, can you clarify in your report, by women
25 who intended to have abortions, to what extent, if any,

1 are you concerned with the woman's possibility of changing
2 her mind? Or have you found in your experience this does
3 not arise?
4

5 MS. Mulhauser: I am concerned with that question. It is
6 obviously an important concern. It is not going to be easy for this
7 Commission to write guidelines, but I do know from my experience in
8 counselling women that it is very easy to determine which women with 99.99
9 probability, will not change their minds. Women who show signs of some
10 ambivalence obviously should not be asked to participate. I don't know how
11 we can guarantee protections against a change of mind. As Dr. Ryan
12 mentioned earlier, we may find in the future that the balance of health
13 benefits from this kind of research outweigh the possible problems
14 resulting from a change of mind. We should not close the door nor should
15 we write legislation that will make it impossible to carry on this kind
16 of research.
17

18 As others have suggested, I would agree that there should
19 be an ongoing ethical advisory committee to allow for changes in the
20 future.
21

22 DR. LOUISELL: Do you have any source to cite
23 for your statement on page 1 that during the 1960's there
24 were one million abortions a year in this country?

25 MS. MULHAUSER: I don't have the article with me.
There are several medical articles by reputable medical

1 groups and physicians that say -- many of them say this is
2 a conservative estimate.

3 DR. LOUISELL: Do you know of any such organi-
4 zations by name?

5
6 DR. RYAN: The Population Council in New York
7 has all of the data, obviously, with the illegal abortions,
8 some of them are estimates. But there was a time not too
9 long ago when the leading cause of maternal death in the
10 City of New York was that having to do with the abortive
11 process.

12 DR. COOKE: There is a panel of medical sciences
13 that is studying the consequences of illegal abortion. That
14 study you refer to should be ready.

15 DR. LOUISELL: We should obtain that.

16 MS. MULHAUSER: It is not ready yet, but should be very soon
17 if you are referring to the study by the National Academy of Sciences.

18 DR. COOKE: I think that portion, to answer your
19 question, is available.

20 DR. LOUISELL: My recollection is that Dr. Tetse
21 took serious dispute with the claims being torn out of the
22 air about the number of deaths.

23 DR. RYAN: He is the most conservative one in
24 estimating these and would refer you, the Commission, to
25 him, if that number is of importance.

1 May I ask a question, because it has been asked
2 of researchers whether or not they thought the research was
3 used as an inducement for abortion. What do you think is
4 the motivating force for abortion by women, and do you
5 think research is an important issue?

6 MS. MULHAUSER: I think that would be the very
7 last line on a woman's consideration as to whether or not to
8 have an abortion. Women seek abortions for a variety of
9 reasons.

10 Some of them are women who thought they were
11 beyond their reproductive life and ceased using contracept-
12 ives. These are women whose children are grown and they
13 find themselves pregnant.

14 I think the statistics show that most of the
15 women seeking abortions are not married, and their lives
16 would be disrupted by having a child. They would not be able to
17 continue a career or an education.

18 There are an increasing number of teenagers that
19 are receiving abortions, and the argument we often hear
20 against abortion is that legal abortion causes promiscuity. It is
21 suggested that we are causing teenagers to get involved in sexual activities
22 that they would not otherwise be involved in. I think the evidence goes
23 against this, because the teenagers who find their ways to an abortion
24 clinic have been involved in sexual activity for
25

1 other reasons, not because of the availability of abortion,
2 or the ready availability of contraceptives. There are
3 other factors in our society that have nothing to do with
4 abortion.

5 DR. RYAN: I don't want us to get too far off
6 the track.

7 MS. MULHAUSER: To answer your question, no I don't think
8 women are motivated to choose abortion because of fetal research.

9 DR. STELLAR: Does anybody have any more inform-
10 ation on the position of the woman changing her mind? If a
11 woman changes her mind and has lost that chance, is that a
12 common matter, in your experience, or perhaps anybody else's
13 experience?

14 DR. RYAN: I can give you a certain amount of
15 anecdotal and real experience in large institutions. I
16 think it is becoming much less of a problem because the
17 interval between the time that the woman makes the decision
18 and the time that the abortion is offered to her has been
19 shortened. Now, some people might say it has been made
20 too short, as they have with the sterilization procedure
21 in which they require now for people on welfare to have a
22 72 hour interval between the time they make the decision and
23 the time the procedure is done, so that they have the right
24 to change their mind and are better informed.

25 In days previously, when the request for the

1 abortion had to go through an abortion committee, and the
2 interval was prolonged, the opportunity for this was
3 increased. Occasionally women would in fact change their
4 minds.

5 DR. STELLAR: Is this something that happens
6 one percent of the time, ten percent, a quarter of one
7 percent?

8 DR. RYAN: My feeling with reference to this is
9 it is a very small percentage at the present time. But I
10 think it is hazardous to give a figure on this. I think the
11 whole environment in which the abortion is being requested
12 and done has changed over the last five or ten years, and
13 experiences that were perhaps pertinent or valid ten years
14 ago are no longer valid.

15 MS. MULHAUSER: In addition to this, one of the
16 reasons that women may have changed their minds earlier,
17 when it was against the law, or she had to get consultation
18 with two physicians or three psychiatrists, she was under
19 the pressure of thinking she was doing something wrong. Now
20 she does not have the second thoughts.

21 DR. STELLAR: I am thinking of how we make up
22 our minds as to what kinds of regulations are needed for the
23 special cases that we are concerned about, where there is an
24 abortion decided upon and then some form of experimentation
25 which may provide some risk to the fetus, and then a change

1 in mind. That is a rare combination, it would seem. If it
2 is rare, we ought to think of it one way. If it is the kind
3 of thing that would happen a lot, we ought to think of it
4 another way in trying to arrive at a wise guideline.

5 DR. RYAN: Do you have anything to add sub-
6 stantively to that?

7 DR. KELTY: Just a reference as to where to get
8 the information, the Trans National Family Research Institute,
9 AIR, in Silver Spring. They have an abortion information
10 clearing house. Dr. David is quite well informed on the
11 abortion literature.

12 DR. STELLAR: I would like to know.

13 DR. KELTY: There are studies on attitudes
14 toward abortion after the fact. I don't know if this answers
15 your question.

16 DR. RYAN: Mr. Turtle, please.

17 DR. TURTLE: I came in the middle of the question
18 addressed to you. It seems to me you are saying these
19 same people making abortion decisions now, previously could
20 not make valid decisions on other matters. The unwanted
21 pregnancy was fouling them up. A large percentage of the
22 same group of people is concerned, and why do we now seem
23 to think that we should let them make decisions with regard
24 to this unwanted fetus, when before we relied on the fact
25 that they were in such poor emotional state that they could

1 not do it?

2 MS. MULHAUSER: That was due to the nature of
3 the law before. Most of the articles just referred to--
4 which we could find at the Trans-National Family Research
5 Institute -- show that when the law required a woman
6 go through five different steps before she could have what
7 the supreme Court says she can have by talking to a physician,
8 it added several layers of trauma to the decision now made
9 very easily. The woman may discuss it with the father, or
10 others significant in her life. It is a simple decision.
11 The studies of the post-abortion emotional situation of
12 women now are interesting. The Commission should have access to
13 the articles. Psychiatrists found 10 years ago women did
14 have emotional problems with their decision to abort. Now,
15 the problems are not there.

16 DR. TURTLE: Suppose we accept one of the recom-
17 mendations we heard here today to the effect there should
18 not be any fetal research done in a situation where there
19 is an induced abortion, because use of the internal check
20 or control of having the researcher being potentially
21 responsible for the abortion, would that concern your
22 organization?

23 MS. MULHAUSER: I can't really understand that.

24 DR. TURTLE: The line of language is that perhaps
25 you can even view it in terms of informed consent. Perhaps

1 the parent or guardian of the child would be able to make a
2 decision for the benefit of that child, might be able to
3 make some decisions for the health or benefit of children
4 as a class. Now, we are talking about allowing somebody who
5 is not interested in assuming that responsibility ultimately
6 to make the decision, or give informed consent, so to speak,
7 as to what can be done with the aborted fetus. Do they
8 really have an interest, and would they have in the judicial
9 sense standing to make a decision on that matter?

10 MS. MULHAUSER: Correct me if I am wrong, but
11 for other medical research on human subjects, an arm is
12 severed or something, the patient has to sign some kind of
13 waiver or consent or something for the disposition of the
14 tissue. If the woman who went through the abortion did not
15 sign such a waiver or be involved in the decision of the
16 disposition I don't know who would. I would think that
17 fetal research, the necessary type we have been hearing about
18 all day, should be allowed. But most of the fetuses now
19 are from abortions, not from miscarriages, and where would
20 you be getting the tissue to do the research if not from an
21 aborted fetus?

22 DR. COOKE: On page 5 you say that you oppose
23 any limitation of research on abortion procedures. Does
24 your organization support the awarding of financial damages
25 to the infant through the mother or through some funds that

1 are established by the granting agencies in case the abortion
2 techniques that are experimental produce damage to an infant
3 that survives?

4 MS. MULHAUSER: I think this was discussed
5 earlier, that if a woman participated in an experimental
6 procedure for a new abortion technique and it did not work,
7 she would still have available the other abortion techniques
8 we know work, and we would not have a viable fetus.

9 You are referring to if the abortion --

10 DR. COOKE: I am talking about a viable product
11 of this procedure. We do it, let's say, fairly late. May
12 I set up a situation?

13 We are interested in a safe procedure -- safer
14 procedure -- for a mid trimester, maybe late mid-trimester
15 abortion. We set up another method. And it takes a little
16 while to make sure the procedure works in terms of killing
17 the fetus, but the fetus comes out alive.

18 MS. MULHAUSER: This is still at the pre-viable
19 stage.

20 DR. COOKE: It comes out alive and viable. We
21 know that we are having abortions on live, viable babies now.
22 So out comes one damaged by this experimental procedure.
23 Should there be damages against the mother for agreement?
24 Should the father be involved in the decision? Should there
25 be a fund to protect the infant that is damaged?

1 MS. MULHAUSER: I don't feel competent to answer.
2 I am not completely clear of the kind of situation you are
3 referring to. I can envision a damaged premature infant.

4 MR. MANGEL: A case like this occurred in New
5 Jersey, where the question was what damages do you get by
6 virtue of the fact you are accidentally allowed to live.
7 The Court said it so boggled the mind to try to calculate
8 damages for someone who would have been killed otherwise.

9 DR. COOKE: It is easy to accept damages for
10 premature induction labor, because there have been such
11 suits with very large settlements. So we have a situation
12 here where there might be some kind of damages involved.

13 I think the question I am leading to is that
14 when a woman recommends, let's say, no limitations of
15 research on abortion procedures, that is undertaking a
16 very substantial statement that has some consequences and
17 I would think that before that is made, the consequences would
18 be worked out.

19 MS. MULHAUSER: My problem with this conversa-
20 tion is that in my mind a third trimester procedure is not --
21 I do not think of that as an abortion.

22 DR. COOKE: Late second.

23 MS. MULHAUSER: Then it is non-viable.

24 DR. COOKE: Let me ask my second question, then.
25 Would you be in favor of research on the artificial uterus,

1 which makes it possible for the non-viable fetus to suddenly
2 assume personhood and become a viable fetus?

3 MS. MULHAUSER: I am curious --

4 DR. COOKE: With all the consequent damages
5 possible?

6 MS. MULHAUSER: Damages from living in an
7 artificial uterus?

8 DR. COOKE: Being prematurely induced.

9 MS. MULHAUSER: It is the next step from the
10 incubator.

11 MS. MULHAUSER: This kind of work is being done,
12 or was.

13 DR. RYAN: I was going to ask you --

14 DR. COOKE: Has been.

15 DR. RYAN: It was in Life Magazine, I assume it
16 is not being done in the United States now.

17 DR. COOKE: It is in the world being done.

18 DR. RYAN: Doctor Mahoney should inform us of
19 that.

20 I want to thank you for having been with us. Our
21 time is up and I want to allow some time for our three other
22 speakers.

23
24 Ms. Mulhauser's prepared statement follows:
25

The National Abortion Rights Action League-NARAL-is the only national membership organization dedicated to the single purpose of preserving the Supreme Court decisions which legalized abortions. These Court rulings of January 1973 have made it possible for all women-not just the rich-to choose abortion for whatever reason. We do not advocate abortion. We recognize that 1,000,000 women a year in this country during the 1960's chose abortion rather than continuing an unwanted pregnancy. Most of these abortions were illegal or self-induced and were done at the risk of the woman's life. Most illegal procedures have now been replaced by medically safe legal abortions. I want to draw your attention to the attached article from the Center for Disease Control's Morbidity and Mortality Weekly Report of January 18, 1975, which clearly demonstrates that pregnancy related deaths dropped dramatically once illegal abortions were replaced with legal procedures.

NARAL has been drawn into the debate over the question of fetal research by those anti-abortion individuals who link abortion and fetal research. We wish to point out that abortion rights and the ethics of fetal research are two distinct issues.

It is apparent that our opponents in the abortion rights struggle have become involved in the controversy for different reasons. Some appear to have a genuine concern for the "right to life" of fetal

tissue, while others are equally concerned with the use of contraception and fertility control in general. There are some leaders opposed to abortion who publically express their true concerns, such as Rep. John Zwach at the Senate hearings on abortion, March 6, 1974 when he stated that there is a sickness in this country that we seem to need to have intercourse.

Consider also the remarks of Dr. K.F. Gunning, an international leader against abortion, at the World Population Conference in Bucharest:

"It is a pity there is no mention of moderating sexual behavior anywhere in the World Plan of Action." Many others may share their fear that by removing the threat of pregnancy by the use of birth control methods including abortion we will change the moral climate of our country.

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NARAL 3

It is important to realize that most abortions are now performed in the first trimester. As education about abortion and the availability of the procedure increase, we will find that 95% or more are performed in the first ten weeks, as is the case in Washington State. The women who seek second trimester abortions fall into two main groups:

--teenagers who deny the fact that they are pregnant-even to themselves themselves-for two or three months and women for whom abortion services are not readily available either because of the lack of nearby facilities or bureaucratic red tape.

--women who must wait until the 14th week of pregnancy to undergo amniocentesis to determine if the fetus carries a genetic disorder. If a disorder is detected and the woman chooses to abort the fetus, it is of necessity a second trimester abortion.

It is rare indeed now to find third trimester abortions except in cases where a woman's health is concerned. These are usually considered premature deliveries.

I would like to stress that the issues involved in the choice to have an abortion differ from those in the area of fetal research. Abortion is a human and civil right that was confirmed two years ago by the Supreme Court. The Court ruled that the right to privacy guaranteed by the 14th Amendment is broad enough to include the decision of abortion. The Court noted that the word "person" as used in the 14th Amendment "does not include the unborn". Thus, a woman makes a personal decision concerning her present and future life and responsibilities in consultation with her physician.

While abortion is inherently a personal decision, the complex medical considerations of fetal research fall in the public realm. The far reaching health benefits derived from research on the human fetus makes the disposition of fetal tissue a concern not only of the woman involved but of the scientists performing experiments and of the public that will profit from the research.

The so called Right to Life groups have focused their attention to overturning the Supreme Court decisions legalizing abortion. As mentioned above, the health benefits of legal verses illegal abortion are obvious. The same groups now are directing their attention to banning fetal research when the real medical advances from this essential research are advantageous to infants, children and adults. Attached to this testimony is a letter from L. Stanley James, M.D. to Rep. Rogers Chairman of the Health Subcommittee in the House of Representatives including a policy statement of the American Academy of Pediatrics and highlighting necessary fetal experimentation.

Study of the preivable fetus provides information to improve the care, growth and development of premature infants, develop vaccines for well children, increase the understanding of fetal organ development and function, to improve the early detection of genetic disorders, and to learn more about drug metabolism and effects in pregnant women and fetuses. Obviously some of this research must

be initiated prior to termination of pregnancy and we hope the Commission suggests that there be no limitations on such in utero research when adequate informed consent is received from women who choose abortion.

Further, NARAL opposes any limitation of research on abortion procedures at the time of pregnancy as this inhibits development of improved and safer abortion techniques.

It is interesting to note that those groups which purport to have a concern for the "right to life" expressed at their June 1974 annual meeting that they are opposed to the March of Dimes, an organization dedicated to preventing disabling children's diseases.

The Supreme Court recognizes that until viability the fetus does not have the rights of "persons". It is extremely unlikely that medical science will develop techniques in the near future to keep a pre-viable fetus artificially alive long enough to insure its independent existence. NARAL hopes therefore that the Commission will recommend that experimentation be permitted on human fetal tissue with no more restrictive limitations than exist for other research practices.

DR. RYAN: Dr. Hopkins, please? Howard University
College of Medicine.

Dr. HOPKINS: Mr. Chairman, I am Dr. Ernest

1 Loyd Hopkins, Professor of Obstetrics and Gynecology at
2 Howard University. I am interested in this problem of the
3 protection of the fetus from several standpoints. I have
4 been called a "hospital bum" in that I have been trained
5 in Internal Medicine, and particularly I have been trained
6 in the Post-Ob-Gyn residency in human reproduction.

7 For the past ten years I have been working at
8 Howard with a mostly black population of poor people. And
9 we have all of the problems that are attendant with poor
10 prenatal and near natal statistics, as I have tried to
11 dramatically indicate in the first paragraph of my summary
12 testimony.

13 The black mother dies three to four times more
14 frequently than the white mother during the childbirth
15 period. The black newborn dies twotimes more frequently than his
16 white counterpart. During the first day of life, the black baby dies
17 at a rate which is 28 times greater than his caucasian mate.
18 Perinatal factors carry much responsibility for these disparities.

19
20
21 There are geographical discrepancies and economic
22 differences which are also apparent. A baby born in
23 Mississippi dies at a rate which is 50 percent higher than
24 the counterpart born in Utah. A baby born to a poor family
25 is destined to be premature and/or a perinatal mortality

1 statistics in 50 percent of the cases.

2 The answers to these problems may be obtained
3 from well designed research models which probe into the
4 normal physiology of pregnancy and study the altered
5 physiology which exists during late pregnancy, labor and
6 delivery. Emphasis must be placed upon the relationship
7 between maternal and fetal adjustment during late pregnancy,
8 labor and delivery.

9 Too often the goal of knowledge is considered
10 to be of such importance as to override the fundamental
11 rights of patients. Historically patients of all classes
12 have shown a willingness to undergo risks in order to pro-
13 vide models for experimental design to answer specific
14 questions. The information provided by the research is
15 essential. The protection of the rights of the patient
16 subjects is mandatory.

17 The provision of information must be surrounded
18 by safeguards which will provide the following:

19 1. Information to the patient about the nature
20 of the research to be performed, the risks involved,
21 and the potential information to be derived from the
22 study.

23 2. Data to the patient on the status of such
24 research in the medical care spectrum and where possible
25 the estimated likelihood that useful information will be

1 obtained to help the patient subject and others of
2 similar health status.

3 3. Total information to patient should be
4 provided in a language and format that the patient
5 understands. Proof of patient understanding as provided
6 by return explanation given by the patient and docu-
7 mentation in the patient's own language to insure full
8 understanding.

9 4. Clearly stated policy and implementation
10 which permits non-resistant withdrawal of patient at
11 any time from any project to which she may have pre-
12 viously consented.

13 5. Collaborative exchange of positive results
14 with the entire medical community. This is essential
15 to provide entry into the health care delivery process
16 especially as it relates to indigent and poor patients.

17 6. The association of an established clinical
18 unit in collaboration with every facility in which
19 intricate experimental designs in human reproduction
20 are carried out.

21 Complex and intricate design would not be the
22 goal, but only a means whereby data is obtained, which becomes
23 a part of the ongoing health delivery process.

24 The non-viable fetus is a part of the mother,
25 inseparably tied to her survival. The mother has the right

1 and responsibility to decide what types of procedures may
2 be performed upon her. She further has the right and the
3 responsibility to determine the fate of fluid or tissues
4 which may be removed for research purposes. The greatest
5 safeguard for the mother and fetus is to be found in the
6 integrity, judgment and technical skill of her physician.
7 These are reinforced by a peer review process which requires
8 review of experimental procedures to be performed upon the
9 pregnant woman. There should be direct access of the patient
10 to the peer review body for consultation.

11 I have been very much impressed with the hearing
12 today and I have heard some things which I would like to
13 dispell as a summary statement.

14 Number 1, I have sat for many hours and cried
15 with women who were in the process of deliberating over
16 whether ot have an abortion. These were women who were
17 locked into a societal situation where they could not afford
18 to have babies. Many of them were married and they were
19 honorable people who were looking at their lifestyle and
20 looking at the possibility for future survival of themselves
21 and in a very realistic way. They knew they did not have the
22 wherewithall to survive themselves, and to bring a baby into
23 the world under these circumstances would have been catos-
24 trophic. These women, on the other hand, are intelligent
25 and in fact many of them had no formal education, but they

1 had the kind of wisdom which was extremely satisfying.

2 Now, if one relies on the principal of informed
3 consent to sit before such a woman and discuss with her a
4 very concerned and a very, very emotionally involved woman
5 with the pregnancy that she had, if one sits down and has to
6 explain to her the kind of experimental design he has in mind
7 to perform on the fetus that she has within her, she is not
8 going to accept any outlandish or bizarre treatment of that
9 baby that she has to get rid of. And I think that one of the
10 very important aspects of this deliveration has to consider
11 the fact that many women get rid of pregnancies or terminate
12 pregnancies because they have no other alternative. And
13 this is true of most of the poor people that I have had
14 contact with. In many instances there is no way for these
15 people to change their mind. They have no other choice.

16 DR. RYAN: Thank you very much, Dr. Hopkins.

17 I am intrigued by your last statement. It has been men-
18 tioned many times in the testimony today that women seeking
19 the abortion are somehow disqualified from the human race
20 with respect to making judgments about what might be harmful
21 or might be an extreme type of research. And the import is
22 that one cannot have an abortion with love, if you will.
23 That it is an act of hate or destruction. Certainly the
24 society has to come to grips with this sort of conflict about
25 whether, because the woman says she wants an abortion she

1 now loses the right to make any decisions about the well being,
2 if you will, of the fetus during that process. And you have
3 rejected that. I think you are the only one who has so
4 far. I am intrigued by that comment.

5 DR. ALEXANDER: In view of the statistics that
6 you cite on your first page in your testimony, and based on
7 your experience and your practice, could you indicate for
8 the Commission how a ban on fetal research might be viewed
9 by the population you serve?

10 DR. HOPKINS: I think that for the population
11 that I serve it would be a catastrophic situation. The
12 efforts that most of us are pushing for now, particularly in
13 terms of interuterine diagnosis, would be certainly
14 beneficial for the most part to the poor and the indigent
15 people of this country. And I think that where the thrust
16 has to be is in the area of total and informed consent.
17 These people have to given the opportunity of making the
18 decision to participate. Because of the fact the patient has
19 the right and the responsibility, we feel, to make a respon-
20 sible judgment in this area, they very often do.

21 DR. RYAN: Dr. Cooke.

22 DR. COOKE: The statistic on the first page
23 astounds me. The black newborn who survives has a 50/50
24 chance of being alive at the first year. Is that in the
25 United States?

1 DR. HOPKINS: Yes.

2 DR. COOKE: After 30 days?

3 DR. HOPKINS: He has a 50/50 chance after being
4 alive in one year.

5 DR. COOKE: I take it that means a baby who has
6 gone through the newborn period?

7 DR. HOPKINS. I should have said the black infant
8 that survives birth.

9 DR. COOKE: That is a fantastic mortality figure.

10 DR. HOPKINS: That's right. It is true for the
11 poor population. I would be glad to furnish the data to
12 the Commission.

13 DR. RYAN: Dr. Hopkins. I think you should.

14 MS. HEIGHT: I was going to say there has been
15 released just recently a study on the black population in
16 the United States, and the figures on mortality, infant
17 mortality and the early years were absolutely astounding.
18 These are based on Bureau of the Census.

19 I want to ask Dr. Hopkins today earlier we heard
20 of a Code which is -- this Code was presented and dealt with
21 this whole question of informed consent. I noticed the
22 kind of things that you have suggested. I would be interested
23 in knowing whether you find that dealing with people in the
24 lower socio-economic groupings with limited education and
25 other opportunities, whether there have been any real studies

1 made or efforts made in the direction of seeing how the words
2 "informed consent" are made to have real meaning?

3 DR. HOPKINS: At Howard we have been looking into
4 the matter for the last three or four years with some vigor.
5 We found that among our own people conducting research in
6 human reproduction that we had been somewhat remiss with
7 respect to our responsibilities in terms of informed consent,
8 in that we went through the motions with respect to informing
9 a patient, but then when we had some studies which had to do
10 with patient explanation of what they understood from what
11 they were told, we found that in many instances an earnest
12 effort was made to inform the patient, but the patient had
13 no idea exactly what was going on with respect to what she
14 had been told.

15 So we have instituted a procedure now which
16 involves the patients, to be told before the procedure is
17 done exactly what she understands from the explanation that
18 has been given her. We think that is very important when
19 we are dealing with people who have limited academic back-
20 grounds.

21 DR. COOKE: Could we get the exact figures on
22 this? I think it would give the public utterly the wrong
23 impression. It is impossible that half the babies who
24 survive the newborn period die in the first year of life in
25 the United States. It just is not possible.

1 DR. RYAN: I have asked Dr. Hopkins to get the
2 figures. That seems relatively steep to me. We should
3 verify that.

4 DR. JONSEN: Your presentation, Doctor, presents
5 something of a dilemma that faces the Commission. I would
6 like to comment on this.

7 The statistics relative to the status of newborns
8 and children in the black community, regardless of this one
9 point, are obviously overwhelming. The compromised birth
10 weight, nutritional basis, all of that. That community,
11 because they suffer those problems, very likely have to bear
12 the burden of the research. A great deal of it will have
13 to be done there. And taking advantage not only of the
14 presence of those problems, but also sometimes of the
15 "availability" of such populations for research purposes.
16 So on the one hand we are faced with the need to advance
17 research in these problems, and on the other hand faced with
18 the problem of if our regulations are lax, adding still
19 greater burdens to such a population.

20 DR. HOPKINS: Yes. And that is, I believe, where
21 we feel the heart of informed consent lies. That recognizing
22 that there is a problem in a particular population, very often
23 that population becomes a target for zealous research. And
24 not infrequently the zeal of the researcher becomes so great
25 he overrides the rights of the individual. This is what we

1 are saying. In spite of the fact that much good would
2 come from the research, that the individual patient ought to
3 have and must have the right to determine if that particular
4 research model will be utilized on her.

5 DR. JONSEN: Thank you.

6 DR. LEBACQZ: I appreciate very much the stress
7 that you have put on obtaining full informed consent,
8 particularly for women who may exist in what I consider to
9 be specially vulnerable population.

10 I want to know whether, in addition to the
11 requirement of informed consent, you would set other kinds
12 of restrictions on fetal research, and if so, what those
13 would be?

14 DR. HOPKINS: I think the basic restriction,
15 as indicated, has to be in the integrity and judgment and
16 skill of the physician. I don't think that you can get away
17 from that. I believe that the physicians in the community,
18 they are by and large a responsible group.

19 Beyond the particular physician, I would
20 certainly look at the peer review groups that comprise
21 the research committees in the established institutions
22 which usually have very rigid guidelines for human repro-
23 duction experimentation, and from the standpoint of the
24 broad look at it, I would certainly look toward groups such
25 as this with broad expertise who would set general guidelines

1 and review protocols from time to time and hold hearings
2 of this kind from time to time to keep a sensitivity level
3 at such a peak that we all would benefit.

4 DR. RYAN: Thank you very much.

5 May we now hear from Dr. J. M. Klavins

6 DR. KLAVINS: Mr. Chairman, Members of the
7 Commission, ladies and gentlemen. My name is J. V. Klavins
8 and I thank you for giving me the opportunity to present my
9 views on research on the fetus. I will present my views in
10 ten parts.

11 The first part will be introduction of
12 myself, but I think it is relevant to my views, which I will
13 be presenting later.

14 DR. RYAN: You may give it in ten parts, if you
15 give it in ten minutes.

16 DR. KLAVINS: Yes.

17 1) I have studied to obtain M.D. and Ph.D. degrees
18 and a diploma in music. In addition, I am diplomate of
19 American Boards of Anatomic Pathology, Clinical Pathology,
20 and Nutrition.

21 Presently I am Director of Laboratories at
22 Queens Hospital Center, Long Island Jewish-Hillside Medical
23 Center Affiliation, and I hold the following academic
24 appointments: Professor of Pathology, Health Science Center,
25 State University of New York at Stony Brook; Professorial

1 Lecturer in Pathology at the Downstate Medical Center; and
2 Lecturer of Pathology at Columbia University, College of
3 Physicians and Surgeons.

4 Over a 20 year period I have made 111 printed
5 contributions to the biomedical field with my present efforts
6 concentrated on cancer research.

7 Because of my philosophical interests in the
8 future of mankind, for the annual meeting of the American
9 Institute of Biological Sciences in 1973 at the University
10 of Massachusetts I organized and chaired a symposium on
11 "Perspectives of Biological Evolution." Scholars from
12 biological sciences, arts, political sciences, and religion
13 participated at this symposium.

14 2. According to the present practice research
15 on human subject is carried out with the consent of adults,
16 and consent of parents when minors are involved. I suggest
17 that research on the fetus can be performed with the consent
18 of the mother, and father when available. It is the right and obligation
19 of the parents to determine the development of their offspring. Research
20 on children is performed to develop technologies so that
21 the parents can most effectively exercise their right to
22 determine the best interest of the children. The only
23 logical consequence is to perform research on the fetus as
24 well.

25 3. Since the Supreme Court in 1973 ruled that a woman

1 has the right to procure an abortion of her fetus in the
2 first two trimesters for any purpose, there is no reason
3 why, within the confines of this legality, research on the
4 fetus could not be conducted. When the Department of Health,
5 Education and Welfare declared a moratorium on research on
6 the fetus, in my opinion it exceeded the concern for the
7 rights of children and adults. I do not believe that the
8 majority of our society can tolerate the paradox whereby
9 the destruction of the fetus is permitted but research which
10 causes no harm or suffering is prohibited.

11 4. The merits of research on the fetus are
12 immense for the benefit of the individual involved. Cor-
13 recting of genetic disorders of a fetus in the distant future
14 will indeed save traumatic experiences of abortion for those
15 parents who are presently much concerned about it. Con-
16 tinued research on fetuses planned for abortion in the very
17 near future will result in such benefits as, for example,
18 development of an amnioscope and ability to diagnose sickle
19 cell anemia or thalassemia -- Cooley's anemia -- prenatally.
20 The studies with rubella vaccine can be carried out only on
21 human subjects. All such studies are urgent on the basis
22 of a morality that every child has a right to be born healthy
23 in all respects.

24 5. The benefits of research on the fetus for
25 future generations will be even greater than for the

1 fetus involved. Any additional knowledge on human fetal
2 development will supplement our present information on both
3 beneficial and adverse conditions which during gestational
4 period predetermine the entire post-uterine life of an
5 individual.

6 6. In the biological evolution the emergence of
7 man has signified the end of the Darwinian period and the
8 beginning of an evolutionary consciousness. This period of
9 increasing evolutionary consciousness invariably will bring
10 into the existence technologies according to a rational
11 species to evolve in chosen directions. Before, from our
12 present view, the future dramatic changes will have taken
13 place in terms of human desires, we all bear a deep pri-
14 mordial instinct of the survival of species. Therefore, not
15 out of concern about our own destiny, but of concern about
16 the future of mankind, in some distant future humanity will
17 have to resort to technologies for a rational adaptation to
18 environmental pressures. This argument adds an additional
19 justification of research on the human fetus.

20 7. It has been argued that some prospective
21 technologies particularly as they relate to embryonic research,
22 may dehumanize our lives. Let us look, for example, at the
23 artificial insemination or artificial fertilization in
24 connection with the presently available technologies for
25 relieving childlessness. Clearly, this procedure deletes

1 the union of two people physically and spiritually in the
2 act of procreation. But there is no reason to assume that
3 by carrying out the rational laboratory procedure of
4 reproduction in isolated instances we will condition
5 mankind to become dehumanized.

6 8. What moral or religious objections could
7 there be on research on the fetus if we follow the ancient
8 principle of "primum non nocere" -- first of all, do not
9 hurt. It is this moral principle that has guided mankind
10 over centuries and will guide it in the future.

11 9. The question can be raised, who oversees that
12 the research meets the moral and legal standards? We all
13 know that the most common practice to satisfy this require-
14 ment has been local institutional research committees or
15 local peer review. Such practice has functioned well in the
16 past and can continue as well in the future.

17 10. In my views, society should not have the
18 right to intervene in an individual's self-determined
19 destiny; also not in the parents' right to their procreative
20 behavior and their decisions concerning the best interests
21 of their offspring.

22 I believe in the sanctity of life, however, a
23 quote from Jean Rostand's book "A Biologist's Notes on the
24 Future of Mankind" -- Saturday Review Press, New York, 1973 --
25 is worthy of remembrance, "in some cases a total, inalterable

1 respect for human life can lead to an impasse or a contra-
2 diction, and that in certain circumstances it can even
3 result in advocating conduct that would be contrary to the
4 true interests of human life.

5 Thank you.

6 DR. LOUISELL: Do you, Doctor, see anything
7 wrong when a fetus is expelled still living? Do you see
8 anything wrong in maintaining the life of that fetus for
9 experimental purposes?

10 DR. KLAVINS: I do not believe in such a situa-
11 tion as you present, Doctor, where I will find a viable fetus.

12 Anybody would design an experiment and would do that?

13
14
15
16 DR. LOUISELL: You are aware that such circum-
17 stances have been fulfilled in the past? That the fetus
18 was alive when expelled and has been maintained living in
19 order to conduct experiments?

20 DR. KLAVINS: I do not believe so.

21
22 well, the first question is,
23 what is life? I think there may have been instances in
24 planned abortions where the fetus may have shown certain
25 physiological functions which are considered part of life.

1 But ultimately this particular fetus was not capable of living or the
2 researcher was not capable to maintain the life. In situations where in the
3 opinion of the investigator there is even minimal probability of
4 viability, I think this question has been brought up earlier, I would have
5 great qualms of doing research. However, it must be weighed against the
6 merits of such research.

7 DR. LOUISELL: 'Why would you have qualms about
8 that type of research?

9 DR. KLAVINS: I would , because of
10 my personal ethical convictions. On the other hand, we have
11 seen hundreds, thousands of people destroyed, adults, for
12 some certain reason. If there were justifiable reasons, I
13 would do it.

14 DR. LOUISELL: By justifiable --

15 DR. KLAVINS: Reasons that would be of great
16 importance. Immense merit.

17 DR. RYAN: Mr. Turtle.

18 DR. TURTLE: Would you have made that decision
19 as to whether the research ends might justify the actions?

20 DR. KLAVINS: As I pointed out, the first
21 judgment has to be made by the researcher and by the mother,
22 and father if available. One must obtain the consent. Then we
23 have a peer review, which considers all research.

24 DR. TURTLE: We are talking about a situation
25 where you deposit this semi-viable fetus which was the

1 result of the planned abortion -- the mother had made the
2 decision to abort the fetus. You have some sort of viable
3 fetus. You still say at that point in time the consent for
4 that semi-viable fetus should come from the mother, is that
5 correct?

6 DR. KLAVINS: Yes.

7 DR. STELLAR: I am on the same point. I think
8 Dr. Louisell and Dr. Turtle have brought up the questions in
9 my mind. There are two sorts of "living". One is where the
10 living tissue is not viable and won't at some time in the
11 future. Then there is the viable.' You try to find a
12 gray area in between there. Those words are all emotionally
13 loaded. One of the troubles when they testify is when we
14 asked them if they will work on a living fetus, it is not
15 entirely clear as a listener they are answering the question
16 about a living non-viable fetus, or a living viable fetus.
17 We should be careful.

18 Dr. KLAVINS: Let me attempt to clarify this subject
19 with my personal views. I believe that some research procedures
20 which would not be considered normally acceptable by a researcher,
21 would be permissible in planned abortion situations.

22
23
24 The other question is, is it permissible to do
25 such research after the fetus has been removed from the
mother. I think we are dealing with this question, and

1 several times we have expressed some hesitation to this.

2 Analyzing the situation, the fact that the fetus
3 has been predestined, and let us assume the fetus is by no
4 means, with the present technology we are not able to
5 sustain the life of this fetus which is taken out of the
6 mother's uterus, the question is can we do now the same kind
7 of research, or not?

8 I think we can do it, because if we
9 can do that kind of research while the fetus is in the
10 uterus why can we not do it when it is out? In order
11 morally and ethically, should we put the
12 fetus back in the uterus and then continue the research?

13 DR. STELLAR: Let me turn the question around.
14 I ask you now again whether the informed consent of the
15 mother means anything? Why should it? It is now a detachment
16 of the mother, whatever value or relevance it has it seems
17 not to relate to the mother at all. It might be of interest
18 to the researcher or the government or Washington. Why has
19 the mother to make the choice?

20
21 DR. KLAVINS: Our present practice in medicine is such
22 that for example to perform autopsies we need consent from the
23 next of kin. I proposed earlier that the consent of the mother
24 and father if available should be obtained. I would consider this
25 in the same context as for example in the performance of autopsies.

1 DR. LOUISELL: Once the fetus is expelled and
2 we are no longer concerned with her bodily protection, why
3 should the consent of the mother be any more significant
4 than that of the father?

5 DR. KLAVINS: In my written presentation I have indi-
6 cated mother alone, but in my talk I included father. There
7 may be situations, for example, that the gestation is carried
8 out in a foster mother. The foster mother is simply pro-
9 viding nourishment to develop. I think in this, which is not
10 developed, we are close to it, in such a situation the father's
11 decision would be extremely important and would be equally
12 important as the mother's.

13 DR. RYAN: Mr. Mangel.

14 MR. MANGEL: You suggest in your presentation,
15 as a number of people have today, that the issue of research
16 in the fetus be likened to the issue of research in children.
17 Is that based on your assumption that parents may consent to research
18 on children? Parents alone?

19 DR. KLAVINS: Yes, that is my assumption.

20 MR. MANGEL: You would then extrapolate and
21 say parents should be able to consent?

22 DR. KLAVINS: Yes.

23 MR. MANGEL: If the law in this country were to
24 develop so that the courts recognize some right in children,
25 so that parents could not consent to research in children

1 that was not for their own best interests, which I suggest
2 is not exactly unlikely, would you still say that the non-
3 viable fetus in utero should also be subject to -- let's
4 suggest the court says you have to get court approval of
5 research in a child, if it is not in the child's best
6 interest, would you similarly extrapolate and say that would
7 be true of research in the fetus?
8

9 DR. KLAVINS: Mr. Mangel, that becomes a different situation.
10 If courts and not the parents will determine the behavior of their
11 offspring then I would assume, this would be extrapolated also
12 to fetuses.

13 MR. MANGEL: It is not altogether clear. Many
14 people assume, but it is not clear, that the law today in
15 this country is that a parent can consent to research on a
16 child. There is much research on children that is going
17 forward on that assumption. There is no basis to conclude
18 that will be the case. So I am wondering when you and others
19 suggest that the consent procedures ought to be the same with
20 respect to children and fetuses, whether you are taking into
21 account that the law might develop in the area of children so
22 that parents cannot consent without some kind of additional
23 safeguard?

24 DR. KLAVINS: Mr. Mangel, as a law abiding
25 citizen I would have to follow the law. But morally I

1 think no government has the right to infringe on these
2 personal individual decisions. The consequences of
3 government infringement on individual's rights are well
4 known to us.

5 DR. LOUISELL: You mean to say no government has
6 the right to take special precautionary means to protect
7 children?

8 DR. KLAVINS: I am not saying that. The govern-
9 ment should not have the right to determine the destiny of
10 a child. That is the prerogative of the parent.

11 DR. LOUISELL: Do you think since a parent could
12 consent to an experiment on himself he is thereby qualified
13 to consent to an experiment on a minor child?

14 DR. KLAVINS: If yes, it is in the best interest of the
15 child. That is a qualification.

16 MR. MANGEL: My question is with respect to
17 clinical research that would be for the best interests of
18 mankind and only some small benefit accruing to the child.
19 We know that an adult can consent for themselves to partici-
20 pate in a clinical research project for the interest of man-
21 kind. I am saying there is some question as to whether a
22 parent can consent to a risk procedure not for the benefit
23 of the child. I am just wondering, when you say that fetuses
24 at all stages and children should be treated the same, whether
25 you would be willing or also would include that kind of a

protection?

1 DR. KLAVINS: No, parents should not consent to a procedure
2 which is a risk for the child. But there should be no restrictions
3 of research in cases of planned abortion.

4
5 DR. RYAN: Thank you very much.

6 We have one more speaker, if he is still here.
7 Dr. Myron Winick, representing the American Institute of
8 Nutrition.

9 DR. WINICK: The American Institute of Nutrition
10 and the American Society for Clinical Nutrition are two
11 organizations comprised of a membership of 1700 physicians
12 and Ph.D's in Nutrition. These two organizations represent
13 the major clinical and research arm of the nutrition com-
14 munity and are therefore vitally interested in learning more
15 about the relationship of nutrition to good health in all
16 age groups, including the fetus.

17 I am presently R. R. Williams Professor of
18 Nutrition, Professor of Pediatrics, and Director of the
19 Institute of Human Nutrition and the Center for Nutrition,
20 Genetics and Human Development at Columbia University,
21 College of Physicians & Surgeons. My major scientific
22 interest has been, and still is, the effect of malnutrition
23 during prenatal and early postnatal life on development of
24 the brain.

25 Animal and human data have demonstrated that

1 during early development, severe malnutrition will result
2 in a permanent reduction in the number of brain cells. In
3 addition, the nerve sheaths and connections are reduced and
4 substances necessary for the conduction of nerve impulses
5 are produced in smaller quantities. What is of more concern,
6 however, is that the brain does not function properly.
7 Infants who have been malnourished very early in life are
8 destined to become children who are unable to learn properly
9 in school and adults who will not have acquired the skills
10 to break the poverty cycle.

11 Thus we have learned, partly by studying
12 animals and partly by studying children, that there is a
13 critical time during development when the brain is extremely
14 vulnerable to undernutrition. During this period permanent
15 damage may be induced. When does this critical period occur?
16 Animal studies have suggested that it begins before birth.
17 Malnourishing pregnant rats or dogs will result in the birth
18 of pups with a reduced number of brain cells, with micro-
19 scopically visible brain damage, and with behavioral
20 abnormalities which persist throughout life. In addition,
21 the dogs born of such mothers are extremely prone to con-
22 vulsions and show an epileptic pattern in their electro-
23 encephalograms.

24 What happens to the human fetus subjected to
25 maternal undernutrition? We know from epidemiologic studies

1 that he grows more slowly and will be smaller at birth. This
2 in itself is alarming. The smaller the infant at birth, the
3 higher the mortality rate. In fact, the difference in
4 infant mortality between poor and rich, between black and
5 white, can be entirely explained by the fact that poor
6 babies and black babies have a lower birth weight than
7 rich babies or white babies. Pound for pound, the poor baby
8 does as well as the rich baby, the black baby as well as the
9 white baby. We know from food supplementation studies in
10 poor populations that we can significantly increase birth
11 weight by improving the mother's diet. We have learned this
12 from studies which would be categorized as fetal research.

13 The key issue is whether or not research involv-
14 ing human fetuses or fetal tissues is necessary to under-
15 stand the consequences of nutrient deficiencies or excesses
16 during pregnancy. And if so, can this understanding be
17 translated to therapeutic programs aimed at better fetal
18 nutrition, thereby increasing not only the quantity but
19 the quality of life. I believe the answer to both questions
20 is yes. For example, we do not know whether malnutrition
21 of the human fetus will result in a reduced cell number
22 and other biochemical brain abnormalities. Such information
23 is crucial to our setting therapeutic priorities. The avail-
24 ability of tissue specimens coupled with an assessment of
25 the mother's nutritional condition is the only direct way of

1 answering the question.

2 If, indeed, the data demonstrate that brain
3 growth and maturation is affected by maternal malnutrition,
4 several important lines of investigation should be pursued.
5 Can we diagnose fetal malnutrition early enough in pregnancy
6 so that intervention programs can be useful in speeding up
7 fetal growth? What kind of feeding program is necessary to
8 allow normal fetal brain development?

9 The study of amniotic fluid in addition to fetal
10 tissues may help answer these questions. This fluid con-
11 tains fetal urine and cells and other material. Its
12 composition could give us a clue to the state of fetal
13 nutrition. Hopefully we could develop simple tests by which
14 the malnourished fetus could be detected early and rational
15 feeding or other therapeutic programs could be introduced
16 which would increase fetal growth and decrease neonatal
17 death and brain damage.

18 The area of how the placenta transports nutri-
19 ents is virtually uncharted. We do not know how essential
20 substances such as vitamins reach the fetus. We do know
21 what constitutes a "fetal vitamin deficiency", or what high
22 doses of vitamins, a current American craze, may do to the
23 developing fetus. For example, recently two infants have
24 been reported to have developed scurvy, severe vitamin C
25 deficiency, within the first six weeks of life. Scurvy at

1 this age is almost unheard of since normal fetal reserves
2 of vitamin C take longer to be exhausted. Why then did
3 these infants develop the disease? History revealed that
4 their mothers had taken large doses of vitamin C during
5 pregnancy. Could there be a relationship? Studies were
6 undertaken in the pregnant guinea pig. Mothers on high
7 doses had pups who developed lethal scurvy more easily.
8 Why? The pups metabolized vitamin C more rapidly. In
9 essence, exposure to high doses of vitamin C in utero had
10 "tuned up" in some way the machinery normally involved in
11 vitamin C breakdown.

12 Is this true in the human? This is no theoret-
13 ical problem. How many Americans are taking high doses of C?
14 How many are pregnant? Our dilemma is a real one. If we
15 continue vitamin C, the newborn may have this abnormality.
16 If we stop it in a woman who has already been taking it,
17 will we induce deficiency in the fetus? We cannot answer
18 these questions without fetal research.

19 The human handles vitamin C differently than
20 almost all other animals. We know almost nothing about how
21 the human fetus handles this vitamin and equally little
22 about how the human placenta transports the vitamin. We
23 know that high doses are perfectly safe for the mother.
24 Thus, the means are at hand to study the placenta and fetal
25 tissues of women taking high doses of vitamin C - a direct

1 way to solve a problem which by indirect means might never
2 yield the necessary information and even if it could might
3 take years.

4 What I have just said about vitamin C is
5 equally true about many other nutrients. We have no
6 knowledge of how the human fetus gets and uses many essential
7 nutrients. Should we wait until two or ten or hundreds of
8 newborns get the equivalent of scurvy? The means of study-
9 ing the nutrient requirements of the human fetus are now
10 available. If we are truly interested in promoting optimal
11 fetal development, we must find a way with maximum protec-
12 tion for all concerned, to utilize this opportunity.

13 Finally, it should be stressed that nutritional
14 research in fetuses is aimed at increasing fetal growth,
15 reducing infant mortality and improving the quality of life.
16 The aim in identifying a malnourished fetus is to introduce
17 rational nutritional interventions, not to terminate the
18 pregnancy.

19 Thank you.

20 DR. RYAN: Thank you.

21 DR. JONSEN: Doctor Winick, the studies you
22 described, perhaps more than others that have been mentioned
23 today, are ones that in theory would seem to be susceptible
24 to various sorts of control experiments, randomization,
25 for example. And yet this brings up certain problems,

1 deprivation of one population and so forth.

2 Do you have any thoughts about controlled experi-
3 mentation in the area in which you work?

4 DR. WINICK: Yes, I do. I think firstly, it is
5 very, very important to not deprive any population of any-
6 thing that we feel is necessary for that population. So
7 that the experiment must be superimposed on what we think
8 is the best medical or feeding situation that is available.

9 Now, once that is established, then if one does
10 not know whether one form of intervention might be better
11 than another form of intervention to make the situation even
12 better, then it becomes reasonable to go ahead and set up
13 a controlled program. To me it is not reasonable to deprive
14 any population of any nutrient that we know is necessary.

15 We know that vitamin C, or think that vitamin C
16 certainly in high doses is safe for adults. It would be
17 logical then in a woman who is to undergo a therapeutic abortion,
18 to give her, with her consent, a high dose of vitamin C,
19 and then look and see how the fetal tissues metabolized the
20 vitamin C. This would tell us a tremendous amount of
21 information I don't see any other way of getting.

22 DR. TURTLE: From what I have heard here today,
23 there could not have been much research going on before we
24 had all these therapeutic abortions, is that correct?

25 DR. WINICK: The unavailability of fetal tissues

1 precluded a certain kind of research on fetuses. The kinds
2 of research that were done were by people that went to
3 Sweden and Finland and did work there or the people in those
4 countries. Certain fetal tissues, as was pointed out
5 earlier, are really not useful for this kind of research if
6 the abortus is spontaneous. Because by the time you get
7 the tissue it doesn't work out.

8 The second thing is, if I can just make another
9 point, in the nutrition area particularly, there are a number
10 of fads, call them, I guess, which occur and which have no
11 great medical experimentation, to say the least, to back
12 them up. But literally hundreds of thousands of people are
13 doing this. And large numbers of them may very well be
14 pregnant. And some means of finding out how the fetus
15 handles nutrients is now becoming available. I would hate to
16 see those means lost. That is the one individual we don't
17 know about. We don't know what the amino acid requirements
18 of the fetus are. We know it for the child and the adult,
19 but not the fetus.

20 DR. COOKE: I am a little troubled by your
21 vitamin C example, because it concerns me we are about to
22 embark on a large amount of research because the effectiveness
23 of the large doses of vitamin C were never established in
24 any scientific study, they never should have been given in
25 large amounts to anyone, adult or otherwise, as far as I

1 can determine, in terms of effectiveness. Here we are
2 studying in fetuses the effects of excessive doses of vitamin
3 C that never should have been given.

4 I am troubled by the example of why we need
5 fetal research.

6 DR. WINICK: We are dealing with this, this is
7 a fact of life. This is not only in vitamin C, but every-
8 thing else. We must address ourselves to what is happening
9 to these fetuses. In the case of vitamin C, not very good
10 things may be happening.

11 DR. COOKE: On the other hand, we can predict
12 pretty well when you give something that shouldn't be
13 given, you are liable to run into trouble. And I think
14 that emphasis ought to be placed on controlling or properly
15 studying potential consequences of the use of agents that
16 have not been properly evaluated. One of them would be
17 large doses of vitamin C. It was exploited by the drug
18 companies and so forth and possibly may have serious
19 consequences.

20 Now, I am not denying there are many problems
21 nutritionally that have to be studied. I would like to ask
22 how you would approach this particular problem which cuts
23 across a number of lines. We know that the off-spring of
24 homozygotes PKU's, female, will have 100 percent chance of
25 defective infants. Good data for that. We have as effective

1 measures for dealing with this permanent or temporary materi-
2 alization of these women, or abortions, or their giving birth
3 to defective babies regardless of whom they marry.

4 The other alternative is the appropriate study
5 of the metabolism in the fetus born, conceived in a PKU
6 mother. Can you see how that problem can be studied in the
7 absence of fetal experimentation?

8 DR. WINICK: Well, probably if I say I can't
9 you are going to give me the way it can be done.

10 DR. COOKE: No, I am not.

11 DR. WINICK: I don't think, first of all, that
12 we want to -- I don't want to get involved in what course
13 this family should take. That is another issue.

14 DR. COOKE: But they have no option of having
15 normal children unless we solve this problem.

16 DR. WINICK: That has to be made clear to her,
17 that at this particular point there is no option of her
18 having a normal child. If she were to elect to terminate
19 her pregnancy because of that, the next question is should
20 we study the metabolism in this homozygotes infant?

21 DR. COOKE: I am saying medicine has that
22 responsibility.

23 DR. WINICK: I would think the answer would be
24 that such a fetus, if it could be available, we should study.
25 You ask me if there is another way we can get the same

1 answer, I can't think of one offhand.

2 DR. COOKE: I am just asking if you can visualize
3 any other way.

4 DR. WINICK: I can't. The fetus is very specific
5 to a human. I don't know of a satisfactory model animal.

6 MS. HEIGHT: What I was hearing, too, in what
7 you were saying is that this whole question within particular
8 minority groups and the poor, the low birth weight and the
9 impact of hunger and malnutrition, somehow we still -- as
10 I hear what you are saying, that needs to be understood
11 before birth. I think this is what I was hearing. It seems
12 to me that it raises a question about -- takes you back to
13 the question Dr. Hopkins raised about the unevenness of people
14 that was established long before. That seems to me to be
15 important. I can't speak on the vitamin C, but it seems
16 to me there is something you are speaking to there that is
17 a problem that really is critical, especially in a world
18 with the food problems we have. But also with the fact
19 that there are these dilemmas about the high rates of infant
20 mortality, and then the relationship between the food and
21 malnutrition and growth.

22 DR. RYAN: Dr. Stellar.

23 DR. STELLAR: Dorothy made my point. I wanted
24 to broaden the base of your remarks to include the econ-
25 omically disadvantaged, not only in this country but around

1 the world, and partly because of special dietary aversions
2 or practices which lead to a self-imposed malnutrition which
3 may not be necessary.

4 DR. WINICK: If I can introduce a statistic,
5 there are 300 million people by conservative estimates today
6 that have suffered a serious bout with malnutrition within
7 the first year in life.

8 DR. STELLAR: If we had a clearer idea of the
9 consequences of such malnutrition or other dietary regimen
10 for a pregnant woman, on the fetus, I think we might view
11 the problem even more differently and with more alarm and
12 more concern than we do today.

13 DR. RYAN: Unless there are other questions,
14 Dr. Winick, thank you very much.

15 DR. LOUISELL: Before we adjourn, I would like
16 to suggest to legal counsel that more thought be given,
17 perhaps more research, to the proposition that we seem to
18 have gotten on a tack here that is not so tenable, that a
19 parent has the right to consent to experimentation on his
20 minor child. To me the best expression on that is still
21 that of Mr. Justice Douglas in Prince v. Massachusetts, that
22 the parent may have a right to make a martyr of himself, but
23 not of the child. I am afraid we have gotten off on some
24 serious misconceptions today in that area. We should be
25 straightened out on that.

1 DR. RYAN: Mr. Yesley tells me that is an area
2 that will be gone into.

3 I would like to adjourn us until 9:00 o'clock
4 tomorrow morning.

5 (Whereupon, at 5:55 p.m., the hearing was
6 adjourned, to reconvene at 9:00 o'clock, Saturday,
7 February 15, 1975.)

DR. HYAM: Mr. Yastey tells me that is an idea
that will be gone later.

I would like to adjourn us until 9:00 o'clock

tomorrow morning.

(Whereupon, at 2:55 p.m., the hearing was

adjourned, to reconvene at 9:00 o'clock, Saturday,

February 12, 1972.)

DR. HYAM: I would like to adjourn us until 9:00 o'clock

tomorrow morning.

(Whereupon, at 2:55 p.m., the hearing was

adjourned, to reconvene at 9:00 o'clock, Saturday,

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(Whereupon, at 2:55 p.m., the hearing was

adjourned, to reconvene at 9:00 o'clock, Saturday,

February 12, 1972.)

Dr. Milunsky was unable to present his testimony at the
 February 14, 1975 meeting of the National Commission for the
 Protection of Human Subjects. His prepared statement, which was
 submitted in advance, follows.

[The following text is extremely faint and largely illegible. It appears to be a prepared statement or testimony, possibly related to genetic testing or human subjects research. Key words that are faintly visible include "genetic testing", "family", "children", "research", "ethical", "protection", "subjects", "information", "consent", "rights", "privacy", "discrimination", "employment", "insurance", "education", "marriage", "relationships", "stigmatization", "psychological", "harm", "benefit", "risk", "benefit", "weigh", "balance", "autonomy", "dignity", "respect", "treatment", "care", "support", "counseling", "education", "employment", "insurance", "education", "marriage", "relationships", "stigmatization", "psychological", "harm", "benefit", "risk", "benefit", "weigh", "balance", "autonomy", "dignity", "respect", "treatment", "care", "support", "counseling".]

Position Statement and the Philosophy of Prenatal Genetic Diagnosis

Dr. Aubrey Milunsky

The fundamental philosophy, aim and essential thrust of prenatal genetic diagnosis should be underscored. It is the assurance to prospective parents of selectively having unaffected offspring when the procreative risk for having defective children becomes unacceptably high. The emphasis then is not on the removal of defective offspring, but on the provision of life for children who may never even have been born. Indeed, about 95% of all prenatal diagnostic studies conclude at present with the demonstration of fetal normalcy. Studies in our laboratory of well over 1,000 cases (the largest single experience in the USA), repeatedly demonstrate that parents who otherwise would not have children do so following the selective reassurance provided by prenatal diagnosis. Indeed in our experience, very many more pregnancies would have been terminated than continued, but for the availability of the reassuring answers so often provided by prenatal genetic studies.

Recent technologic advances through fetal research now allow for the prenatal diagnosis of an increasing number of serious/fatal genetic diseases. Enormous efforts over a relatively short period have lead to these advances in diagnosis. Unfortunately, the only option to those parents found to have an affected fetus is therapeutic abortion. This clearly is far from an optimal approach. In the classic tradition of medicine, a primary option would rather be to treat the affected fetus where possible. Such opportunities are currently exceedingly rare. The pregnant phenylketonuric woman (with a risk of almost 100% for having retarded or malformed offspring) and those prospective mothers with galactosemia, can be managed by dietary techniques which ultimately may allow for the birth of undamaged offspring. Just last year and for the

first time, it became possible to treat the fetus via injection therapy of the mother (in methylmalonic aciduria). This first breakthrough in the treatment of the fetus has given rise to much hope for continued progress in therapy. In the promulgation of laws to regulate fetal research, the greatest care should be exercised not to interdict the critical research aimed at ultimate fetal treatments. Preventing such research would represent a grave disservice to those patients affected by genetic disease, all prospective parents and to society.

The Burden of Genetic Disease:

Almost 2,000 genetic diseases have been categorized affecting some 15 million Americans. Over half the US population have first-hand family contact with an affected individual. Over 20,000 live births each year are infants with chromosomal abnormalities. In 1973 less than 75 such cases are estimated to have been diagnosed prenatally. Some 2-3% of all live births are found to be infants with major birth defects. Some 25-30% of all admissions to major teaching hospitals in the US and Canada are for genetic disease or genetically related disorders. The prevalence of moderate to severe mental retardation (IQ \leq 50) is roughly 5.4 per 1,000 of the population. Genetic disease or malformations rank as one of the most important causes of perinatal death and death in early infancy today.

What Fetal Research Has Accomplished for Prenatal Diagnosis of Genetic Disorders:

It was only 15 years ago that the first known chromosomal abnormality (mongolism) was described. No one guessed then that it would be possible within some years thereafter to virtually diagnose all chromosomal abnormalities in utero - as is the case today (others will testify about the pioneering work on amniotic fluid which led to the intrauterine

transfusions for Rh incompatibility disease and the subsequent prevention by administration of Rh immunoglobulin).

(a) Current Status of Prenatal Diagnosis

Sex-Linked Disease

About 20 years ago following the crucial observations by Barr and Bertram of morphologic sex differences in the nerve cell nuclei of cats, the feasibility of fetal sex determination from amniotic fluid cells became apparent. While efforts were made to utilize this approach to prevent X-linked disease, only after successful amniotic fluid cell culture had been achieved did it really become possible to reliably and consistently demonstrate not only the fetal sex but the fetal chromosomes. The ability to consistently and successfully culture amniotic fluid cells and thereby determine the fetal sex, karyotype and other biochemical parameters is not yet a decade old. Indeed there are some states in the union where such studies are still not available. The achievement of fetal sex determination alone now allows for prenatal genetic diagnostic studies of the about 150 different sex-linked disorders. Only 3 of these disorders however, can be specifically diagnosed in utero (Hunter's syndrome, Fabry's disease, Lesch-Nyhan syndrome). For all other sex-linked disorders, it remains possible only to determine fetal sex - and if it is a male, then a 50% risk still obtains that that fetus may be free of the disease. A great deal more of research is required to change the unsophisticated approaches we must make do with today in this group of disorders.

Chromosomal Abnormalities

It is now possible to make the prenatal diagnosis of virtually all known chromosomal abnormalities today. The specific indications for

chromosomal studies today are largely those for

1. translocation carriers
2. advanced maternal age - for mothers 35 years and over (about 10% of all births are to mothers who are 35 years and over representing roughly about 400,000 women)
3. those parents who have previously had a child with Down's syndrome (mongolism)

Biochemical Disorders of Metabolism

Barely five years have elapsed since the first prospective prenatal diagnosis of a biochemical disorder of metabolism. It is positively remarkable that within the space of five years some 65 biochemical disorders of metabolism are now diagnosable in utero. It should be noted that the vast majority of these disorders are, in life, characterized by irreparable mental retardation and/or serious or fatal genetic disease. While individually rare these inborn errors of metabolism represent generally a 25% risk to those parents who are known carriers of the disease in question. Many disorders however are not diagnosable prenatally in this category and include cystic fibrosis - the commonest genetic killer in childhood. Fetal research will ultimately be necessary for the prenatal diagnosis and intrauterine treatment of cystic fibrosis.

Miscellaneous Disorders

Just over two years ago during fetal research studies, it was noticed that a particular protein (alpha-fetoprotein) was elevated in the amniotic fluid belonging to fetuses affected by neural tube defects (anencephaly, myelomeningocele, spina bifida.). Just over one year after such observations were made we began offering diagnostic studies to parents who had previously had offspring with these defects. Today using the alpha-fetoprotein test, it is possible to make the prenatal diagnosis of 90% of such defects, a yield which can be increased some 5% by the additional

use of ultrasound and amniography. Hence for a group of disorders not diagnosable prior to two years ago, it is now possible to make the prenatal diagnosis of some 95% of cases. It should be noted that roughly 8,000 affected offspring are born each year in the US. The serious limitation of the alpha-fetoprotein test however, is that presently it is applied only to those families where a prior tragedy has occurred.

Very recently, research studies have indicated that testing the mother's blood may prove to be a valuable screening approach as part of routine obstetric care. Research studies now underway should be able to confirm preliminary observations suggesting that anencephaly and spina bifida could be suspected (or predicted) in 80% and 50% respectively of affected fetuses by testing maternal blood early in pregnancy. More research studies are urgently needed.

(b) Critical Problems - Present and Future

Investigation of the Causes

In patients with moderate-severe mental retardation, no clue to the etiology is apparent in excess of 40% of such cases. The need to know about the control mechanisms of labor and delivery as well as the physiological and pathophysiological aspects of pregnancies at risk require continued attention if any inroad is to be made into the still high figures for perinatal morbidity and mortality.

The causes of congenital malformations (other than chromosomal) for the most part remain unknown. While the effects of common drugs in the experimental situation on the animal fetus have been recognized (and include teratogenic effects of aspirin, tranquilizers, antibiotics, etc.), the effects of such medications on the human fetus are much more difficult to discover. Recently attention has been drawn to the effects of the

commonly used drugs (Librium, Meproamate) which it appears may have associations with a higher frequency of malformations in the human fetus. Without pharmacologic fetal research, we will remain ignorant of the dangers of fetal exposure to many drugs needed in the care of the mother that may inadvertently or coincidentally be administered during pregnancy.

The effects of atmospheric pollution are not really understood in regard to fetal wellbeing. Pause for reflection is provided by observations made from cord blood samples with elevated lead concentrations in one study. We have recently found both nicotine and cotinine (the metabolic products of smoking) in the amniotic fluid of smoking mothers in early pregnancy. We already know that smoking mothers may give birth to low birth weight infants, but we have been given cause to worry that there could be more and other sinister effects.

The effects of maternal diseases on the fetus provide an area of continuing concern, because so often the fetus is at high risk in such cases. In the maternal diabetes for example, where the fetus has a clearly poorer prognosis for survival there is also a five times increased frequency of congenital heart disease (transposition of the great vessels) as well as indications that the syndrome of sacral agenesis occurs also more commonly. There is data to show that women with thyroid disease bear offspring with an increased frequency of chromosome abnormalities. These lone two examples simply indicate the need again to be fully knowledgeable of the physiological and pathophysiological aspects of fetal metabolism in order to provide parents with the opportunity of having quality offspring.

Prenatal Genetic Diagnosis

Major efforts are in progress to recognize genetic diseases and to

attempt to characterize their defects in red blood cells, white blood cells, tissues in culture, etc. Once characterized in a particular tissue system, such advances can be applied to the fetus in utero, thereby insuring increasing progress towards greater abilities for prevention through carrier detection and prenatal diagnosis and ultimately treatment of genetic disease.

The development of fetoscopy (presently more potential than development) will have remarkable benefits for those at risk for having offspring with genetic disease. By using a tiny caliber instrument introduced into the uterus via the abdominal wall, it should be possible consistently, reliably and safely to obtain fetal blood. In this way it will be possible to determine the chromosomes of the fetus in 3-5 days (instead of 2-4 weeks) and to determine the presence of enzymatic deficiencies within a few hours instead of as long as six weeks. Indeed the occasional instances of obtaining no result at all through inability of the cells to grow or the occurrence of culture contamination could be removed. Obtaining fetal blood safely will also allow for the first time the prenatal diagnosis of sickle cell anemia (the commonest genetic killer of Blacks) and other hemoglobinopathies (most commonly affecting individuals of Mediterranean descent). Fetal research has thus far brought the prenatal diagnosis of these disorders to the point of reality. - By directly visualizing the fetus (after more research studies at instrument development) it should be possible to make the prenatal diagnosis of over 60 malformation syndromes not now diagnosable in utero. Ultimately, muscle biopsy (for muscular dystrophy) or indeed of other organs may be possible where there is risk of serious or fatal genetic disease. The fetuscope would indeed open up a variety of avenues to diagnose genetic disorders not

approachable in utero at this time.

Treatment

The vast majority of genetic disorders are irreversible and irremediable. For most of these disorders, genetic disease has become established very early in fetal life and indeed microscopic or macroscopic evidence of disease can be detected early in gestation in the fetal brain. Only a handful of genetic disorders are presently treatable, e.g. phenylketonuria, Wilson's disease, galactosemia, vitamin dependent disorders.

We are still mainly in an era of morphologic recognition and only now beginning to move to questions of treatment for genetic disorders affecting the fetus. I have referred to treatment of the fetus via the mother. Real possibilities exist for treating the fetus directly, for example by administering enzymes (gene therapy) entrapped in gels or in liposomes. (Liposomes are minute biodegradeable spheres that consist of one or more concentric phospholipid bilayers alternating with aqueous compartments within which water soluble substances (such as enzymes) can be accommodated.). Following the perfection of a fetoscopic technique, it is conceivable that liposomes can be administered directly into the fetal circulation thereby opening up possibilities of enzyme therapy for the fetus. Major problems however require resolution first. For example will these liposomes with their contained enzymes really reach the diseased area (e.g. the brain) where the disease is manifesting. Enormous efforts in fetal research are still required to move from hypothesis to reality for fetal enzyme therapy. The use of tissue transplantation as another therapeutic approach will require much greater understanding of normal immune mechanisms and techniques for their modification. We

must first however, study and know the normal, for how else can we recognize and treat those affected?

The first priority of genetic diagnosis is to establish the clinical picture. For most of these disorders, genetic diagnosis is not established very early in fetal life and indeed, diagnosis of many genetic evidence of disease can be detected early in gestation with the brain. Only a handful of genetic disorders are present in the fetus. Phenylketonuria, Wilson's disease, galactosemia, and other disorders. This procedure is essential in order to detect a fetus with a genetic disease. We are still early in an era of genetic diagnosis and only now beginning to move to questions of treatment for genetic disorders. I have referred to treatment of the fetus in the other. Real genetic tests exist for treating the fetus directly, for example by administering enzymes (such as lipase) to a fetus in the uterus. (Lipase is a pancreatic enzyme that breaks down fats.) of one or more congenital phenylketonuria patients. Several components which may be present in the fetus. Following the performance of a genetic test, it is conceivable that lipase can be administered directly into the fetal circulation thereby opening up another therapeutic window for the fetus. Major problems however involve extraction of lipase for example with these lipases which could be administered directly into the fetus (e.g. the brain) where the disease is manifested. Serious efforts in fetal research are still required to make this procedure a reality for fetal enzyme therapy. The use of fetal transplantation as another therapeutic approach will require more extensive research. of normal human metabolism and techniques for fetal transplantation.

Dr. Aubrey Milunsky was born in South Africa and had his medical education there and in England. He is a Board Certified Internist and Board Certified Pediatrician, a Fellow of the Royal Society of Medicine, a member of the Royal College of Physicians (England), and a member of the Society for Pediatric Research. His laboratory is the single state facility for prenatal genetic diagnosis in Massachusetts, and is located at the Walter E. Fernald State School in Waltham. He is the author of the monograph entitled "The Prenatal Diagnosis of Hereditary Disorders," published by Charles C. Thomas, Springfield, Illinois. In 1974 he edited the second volume of "Clinics in Perinatology" published by W.B. Saunders Company. His latest book due to be published March 1975 by W.B. Saunders Company is entitled "The Prevention of Genetic Disease and Mental Retardation." In addition he has published scientific papers extensively on genetic disease and fetal research.

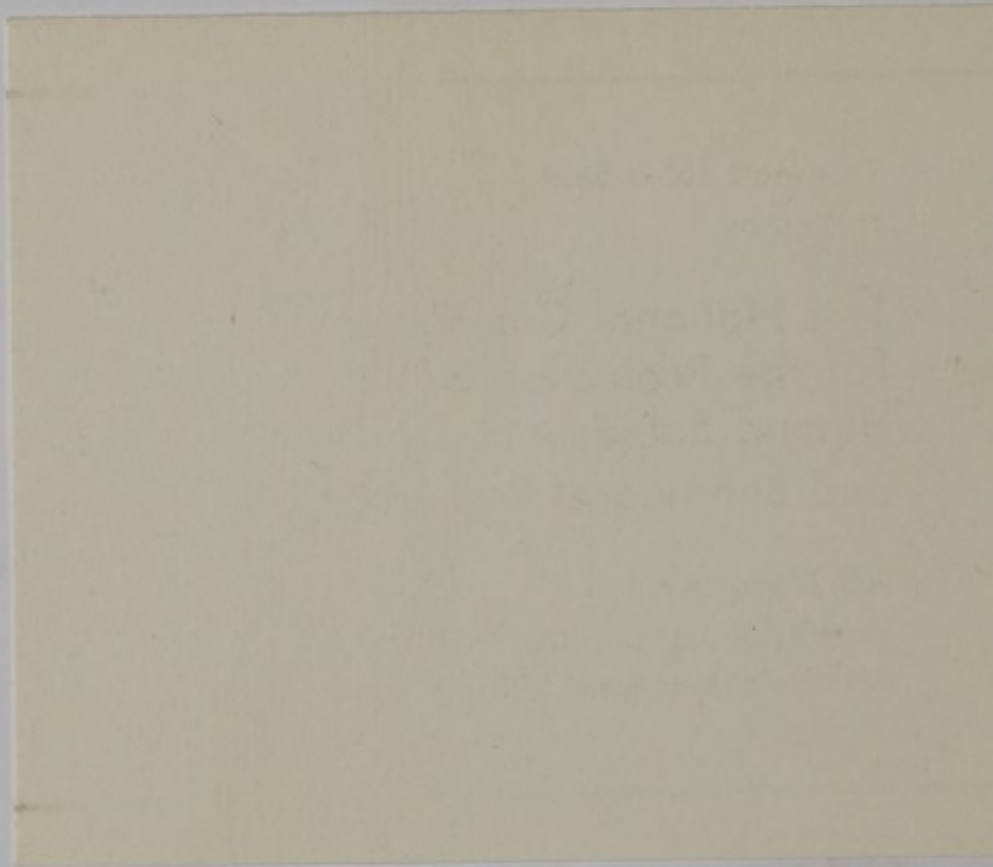
Dr. Aubrey Hilditch was born in Kent, England, and his medical education there was in England. He is a Board Certified Psychiatrist and Board Certified Pediatrician, a Fellow of the Royal Society of Medicine, a member of the Royal College of Physicians (England), and a member of the Society for Pediatric Research. His laboratory is the single best facility for genetic diagnosis in Washington, and is located at the Walter E. Fernald State School in Baltimore. He is the author of the monograph entitled "The Prenatal Diagnosis of Hereditary Disorders," published by Charles C. Thomas, Springfield, Illinois, in 1974. He edited the second volume of "Clinical Pediatrics," published by W.B. Saunders Company. His latest book due to be published March 1975 by W.B. Saunders Company is entitled "The Identification of Genetic Disease and Mental Retardation." In addition he has published several papers extensively on genetic disease and fetal research.

Saturday, February 12, 1875

This Material is Sent
to You by

The National Commission
for the Protection of
Human Subjects of Biomedical
and Behavioral Research,

U.S. Department of
Health Education, and Welfare
Bethesda, Maryland 20014



1 In vitrofertilization, for example, we embark on a
2 program of vitrofertilization with a certain number of program
3 dollars. Should the possible long-term consequences be looked
4 at and that be essentially mandated before one embarks on such
5 a program? I think that is the issue I am raising here.

6 MR. RYAN: How do you propose that the Commission
7 deal with that concept, Bob?

8 DR. COOKE: It would seem to me this is the kind of
9 sticky problem that one probably again ought to take some
10 historical perspective, if possible, or attempt to take a few
11 selected areas and ask individuals expert in those areas and
12 others possibly expert in the social consequences and so forth,
13 look at a few of these to see whether or not indeed it is
14 practicable.

15 But it would seem to me that out of that might come
16 a kind of conceptualization of the importance of long-term
17 consequences of present research and impress someone enough
18 with the fact that this may be a necessary ingredient in
19 research funding.

20 MR. RYAN: I think perhaps the best way to deal with
21 that again is to make staff note of it and see if this is not
22 covered in any of the areas which have been mandated by the
23 Congress and already implemented in some of the contracts.

24 It may not be starred and may not have as much
25 attention as Dr. Cooke is focusing on it, but I think we should

1 take cognizance of it and see where it fits in our total
2 activity.

3 MR. STELLAR: I am thinking of the general problem you
4 are raising. There will be a whole host where we want infor-
5 mation and we would like a chance to talk to each other to
6 arrive at a consensus and possibly changing our opinions radi-
7 cally after such a discussion.

8 I wonder how we will cope with the issue of which
9 one do we embark on first. If we do this now we will not be
10 able to do another thing later because of the lack of time and
11 resources.

12 I am hoping we might have some time today, Ken, as
13 you and I have talked informally in planning out this aspect
14 of our future work and having a way of laying it out. I am
15 a little hazy.

16 I think I see the whole fetal research issue and what
17 lies after us and what we have to do, but in these other areas
18 I have no feeling for how big they are or how long they will
19 take.

20 This is a very good and important area, but it seems
21 to me there are a whole lot of others on the docket. We really
22 have not lined up in terms of how we get to them or whether we
23 use a contract or simply ask the staff to provide us with some
24 basic information and so on.

25 I would like to see that part of our planning.

1 MR. LOUISELL: In some ways as I get to Dr. Cooke's
2 thesis here it is really a problem that inures in our overall
3 approach from the ethical viewpoint to all the charge we have,
4 except you add to it the very significant thing of tying it to
5 each research project as a part of the project, which might be
6 the most satisfactory way that it is not neglected.

7 But which number of them we would pick, like fertili-
8 zation as an example, might become a crucial point, the
9 selection of which specific topics to pick.

10 So, maybe we should again, as you suggested, Dr.
11 Ryan, note this as a subject matter for final disposition as a
12 basic plan at the next meeting.

13 MR. RYAN: Dr. Kelty.

14 DR. KELTY: I wanted to ask Dr. Cooke if you feel
15 that the special study gets at some of the kinds of issues
16 that you are dealing with? The special study says an analysis
17 and evaluation for both individuals and society. Implications
18 could conceivably be interpreted in terms of consequences,
19 utility and whatever. I saw it as being in that part of the
20 legislation.

21 MR. RYAN: Dr. Kelty, I felt the same thing when I
22 referred to other parts of our activity. I think, however,
23 unless the intent that Dr. Cooke has put on this particular
24 area is put into the contract and worked on specifically, it
25 may not satisfy them.

1 DR. COOKE: That is possible.

2 MR. RYAN: It may not.

3 MR. JONSEN: If staff wants to do a little early
4 research on this problem, they might look to the effort carried
5 out by the National Heart and Lung Institute on the assessment
6 of the implications of the totally implantable artificial heart
7 which was done last year.

8 I think it is the only example of an explicit attempt
9 to do that in connection with a biomedical development. Dr.
10 Ringler, who is still head of that Institute, was very much
11 involved in the design of that assessment program.

12 DR. COOKE: Is that now published?

13 MR. JONSEN: Yes, it was published last year.

14 MR. LONG: I think such a critical one for the kind of
15 problem we are dealing with would be of tremendous help to me
16 to have copies. Can the staff get ahold of those without
17 difficulty?

18 MR. JONSEN: They should.

19 MR. RYAN: I would like to talk about a few adminis-
20 trative matters just to begin with. We will conduct our meet-
21 ings as long today as is necessary to get our work done.
22 Luncheon may be a problem for us. We will deal with that as an
23 issue when it arrives because there are no food services within
24 the building on Saturday. That is number one.

25 Number two, we will have three preliminary reports

1 today from Drs. Mahoney, Behrman and Burkhart.

2 Dr. Mahoney is here and I would like to get to their
3 reports fairly soon. Before we start on that Mr. Yesley can
4 review the contents of our black book with you and refer you to
5 things which you may want to look at as various materials are
6 presented.

7 MR. YESLEY: Under item 1, entitled, "Ethical and
8 Legal Issues of Contracts," we have included the work scopes
9 and the curriculum vitae of the different contractors or con-
10 sultants whom we contacted in response to requests made at the
11 last meeting of the Commission.

12 MR. RYAN: Don't go into detail.

13 MR. YESLEY: I would just note that the work scope
14 for Dr. Wasserstrom is not there because he has the identical
15 assignment as the other ethicists.

16 The next item, "The Historical Contract," is the one
17 which we have entered into in response to the request for a
18 study of the possibility of reasonable alternatives of the use
19 of human fetuses in connection with certain advances that have
20 resulted from such research. That contract was entered into
21 with the Batelle-Columbus Laboratory.

22 The third item is composed of two requests which
23 went out, one to the General Council and one to the Pharmaceutical
24 Manufacturers Association. The request to the General Council
25 was to clear up the conditions which should be imposed for the

1 Food and Drug Administration to transmit information to this
2 Commission which might be comprised of trade secrets or other
3 confidential material.

4 We have not yet received responses to either of these
5 requests.

6 The fourth item is a list of 80 groups roughly evenly
7 divided between commercial organizations and institutions of
8 higher learning who have responded to the announcements of the
9 special study seeking statements of interest and capability.

10 We have a voluminous response to those announcements
11 which were published during most of January in part because of
12 reprints due to typographical errors and in part due to going back
13 with a slightly different announcement suggesting people might
14 want to indicate their interest in conducting only part of the
15 study.

16 I would propose toward the end of our agenda we
17 discuss the possibility of contracting for the special study
18 based on the memorandum which we mailed out unfortunately only
19 at the beginning of this week.

20 The fifth item is composed of the preliminary drafts
21 of either three or four ethicists who will be presenting their
22 final drafts hopefully in time to be mailed in advance of the
23 March meeting.

24 In addition to those drafts we received after the
25 agenda book had already gone to press, and those were distributed

1 and should have been at your places this morning.

2 MR. STELLAR: Can you tell us what they are?

3 MR. YESLEY: Siegel, McCormick and Dr. Ramsey's
4 final draft.

5 DR. COOKE: Those were distributed last night?

6 MR. YESLEY: Yes, those were distributed last night.

7 The sixth item is comprised of the correspondence
8 which has been received in one form or another by the Commission
9 or by certain commissioners who forwarded it to the Commission
10 staff for wider distribution.

11 This generally comprises all substantive correspon-
12 dence that we have received. There is a brief index which
13 identifies the items preceding it.

14 DR. COOKE: May I make one comment about that index,
15 please. In fairness to the Genetic Society and the American
16 Society of Human Genetics, what is listed as number 22, materials
17 sent to Dr. Cooke, it says, "Statement on Fetal Research."
18 That tends to give the impression that this may not have the
19 weight of any organization.

20 I would like to call your attention to the fact that
21 the statement on fetal research is from the Genetic Society of
22 America, the American Society of Human Genetics, and is one
23 on which they spent a great deal of time and effort.

24 I think it should be properly noted so the Commission
25 members would not possibly miss it.

1 MR. YESLEY: I am sorry that was not identified. We
2 will try not to in the future.

3 The seventh and eighth items were developed by the
4 commissioners to be kept abreast of ongoing trials and ongoing
5 reportage that might be of interest to the Commission.

6 Neither the newsclips nor the case register are
7 intended to be comprehensive. We will be glad to add any cases
8 to the case register that you are aware of and about which we
9 can get information.

10 The clips are intended to be perhaps a subjective
11 selection of those that are more significant. We will continue
12 both items seven and eight for each Commission meeting.

13 MR. RYAN: Mr. Yesley, with respect to item 6,
14 "Correspondence," is that all of the correspondence that the
15 staff has received?

16 MR. YESLEY: I believe that is correct.

17 MR. LEE: There are other letters requesting a copy
18 of letters from members or requesting a copy of the Act.

19 MR. RYAN: Was there a list of correspondence in our
20 last book

21 MR. LEE: This starts from the beginning of our
22 first meeting.

23 MR. RYAN: I think some correspondence is not
24 included in here and, as you recall, the commissioners did
25 vote last time to review all such correspondence and then act

1 on any they felt appropriate so that the general public felt
2 the Commission was paying attention to the input it received.

3 MS. HEIGHT: I did not realize we were leaving the
4 hearings. I would like to go back to them for a moment.

5 I had the feeling within the context of our work,
6 it may be difficult to acquire, but I had the feeling yesterday
7 that getting the scientific data was presenting one kind of
8 thing. For example, we heard several people who referred to
9 the deleterious effects and impact of socio-economic factors.

10 For example, even Dr. Hopkins' figure I think com-
11 municates differently to different people. When President
12 Kennedy said a black child has half the chance of a white child
13 to survive, people understood what he was saying.

14 I don't think it is a statistic. I think it is a
15 factor drawn out of the culture and the life of our society.
16 This Commission is apparently the result of public concern and
17 reaction in relation to people with a particular concern for
18 a history that shows that those in the lower socio-economic
19 groups and those with minority backgrounds have pretty clearly
20 played a great part in the selection of human subjects.

21 Therefore, I made some effort, but I was not
22 successful, but I feel somehow or other we will need to make
23 sure that we get what began to come through yesterday in some
24 of Dr. Greenberg's testimony.

25 I think Dr. Hopkins and others referred to it.

1 I listened very carefully when I heard someone say, if we have
2 the kinds of professionals that we can trust we can be sure
3 that things will move.

4 Having spent all my life in the society, I know that,
5 for example, black women feel that they are often treated, even
6 in the hands of some of the best institutions, in ways that
7 increase their risk over other risks.

8 I just want to register that I felt that there are
9 elements here that I don't know how we will get at, but unless
10 we do the work, this Commission will have a very strong scien-
11 tific base but its socio-economic, the reflection of the
12 problem in our culture, this would not be true.

13 If we were not living in a racist society I think it
14 would be much easier to discuss this. I don't know how we
15 get it out but I think a new thing that would be attributed to
16 the American society would be to have a group of this compo-
17 sition come through with something that is sound enough to get
18 a hearing and strong enough to make some impact on how people
19 are viewed, and how their understanding and consent becomes
20 more than a routine.

21 I just felt I had to register that because I was
22 greatly pleased with the hearing. I was glad to have as many
23 women's voices as we heard. I think some of them were soft but
24 they were saying some of the things women are saying.

25 I also feel the whole problem of those we call the

1 minority groups in this country somehow has to get before us.
2 I don't know how we will do it now that our hearings are over.

3 MR. RYAN: Ms. Height, I believe we felt these would
4 not be the end of hearings but they would be the only public
5 hearing you would have with respect to the fetal research issue
6 where we are required to prepare a report by May 1.

7 I think this issue was raised at our first meeting.
8 We asked Dr. Chalkley about it and we do have a record in our
9 transcripts that this is an area that must be looked at, who
10 is selected for research and the whole question of informed
11 consent.

12 The whole question of prisoners, mentally retarded
13 and others in the deliberations of the proceedings, there
14 should be ample opportunity for this. I think you ought to
15 keep after the Commission to be sure that you are satisfied
16 that we are paying enough attention to it as we go along.

17 MS. LEBACQZ: I want to second that concern very
18 strongly and say it too seems to me it really comes out in the
19 two ways we have discussed but one we will need to keep
20 redirecting our attention to.

21 One of those is the issue Dr. Jonsen raised yesterday
22 in suggesting that the very groups which are most vulnerable
23 to abuses in research may also be the roots for whom research
24 is needed so as to tackle special kinds of problems.

25 I think also with regard to the abuse of women who

1 have language or cultural differences, I think we will need also
2 to keep those two things before us. Even with this issue, with
3 the fetal research issue, we have a tendency to talk about
4 fetuses as though they had no color.

5 Fetuses do have color and they exist in women who have
6 color. We will need to be very careful to talk about the women's
7 consent, how careful we are. I find myself wondering if we
8 can get at the kind of data base that will help us get a handle
9 on this issue in terms of knowing who becomes a research sub-
10 ject, and also in terms of knowing how consent is obtained and
11 whether there are differences in comprehension of people geo-
12 graphically, by race, by whatever kind of criteria. I don't
13 know how we go about that.

14 MR. RYAN: We have an expert down at the end of the
15 table who is itching to talk. First, I would like to ask Dr.
16 Cooke to comment.

17 DR. COOKE: I think Miss Height's statement brought
18 something which I should ask in the form of a question. A
19 number of interesting issues were raised yesterday by various
20 people in various contexts.

21 How does the staff or the chair propose to handle
22 these, to highlight them to allow additional discussion. I
23 have jotted down some notes as I went along. What will happen
24 to what issues were raised yesterday?

25 MR. RYAN: May I tackle that as a formal agenda item?

1 I would like to ask Dr. Gray if he has any comments in response
2 to what Dr. Lebacqz or Dr. Cooke mentioned.

3 DR. GRAY: I guess I can be forgiven for mentioning
4 a book which was just published which addresses some empirical
5 information derived from research subjects, two of the questions
6 raised thus far.

7 It addresses the question of what is the nature of
8 informed consent and what are the difficulties that take place
9 with informed consent. By chance, the subjects that were
10 interviewed were participating in one instance in a labor
11 induction drug study and in the other instance, the research
12 that was involved was fetal research.

13 Neither study was selected for study for that reason.
14 It just happens that some issues have become relevant sub-
15 sequently.

16 Another thing addressed in that study that is rele-
17 vant here is the differences between the selection and the
18 process by which ward patients or clinic patients become involved
19 in research as opposed to private patients of one institution.

20 It seems to me with the study, it is my own book, so
21 it is called, "Human Subjects in Medical Experimentation," and
22 perhaps ---

23 MR. RYAN: The author is who?

24 DR. GRAY: Bradford Gray.

25 MR. STELLAR: Will we get copies?

1 MR. RYAN: Yes. I was just talking to Mr. Yesley.
2 If you desire, Dr. Gray is on the staff because he has done this
3 work and because he is interested and he has expertise that
4 this Commission wants.

5 MS. LEBACQZ: We want it.

6 MR. RYAN: If you desire a copy of this, then please
7 request it from Mr. Yesley.

8 DR. GRAY: Perhaps the limitation of the study which
9 is based on one institution and on subjects in two research
10 projects -- the Commission may be interested in extending the
11 same kind of information-gathering effort to other contexts as
12 well.

13 MS. KING: That brings up a procedural problem about
14 how we proceed. It seems to me we all agree that one of the
15 problems will be with informed consent and what it means and
16 how we want to approach it. That has been left for work after
17 the May report.

18 It might be helpful if we were to read at least
19 some materials we have available because I for one do have
20 some difficulty. I don't know how to get around about having
21 anything more than a statement that informed consent with
22 respect to the fetal research subject, will be subject later
23 to the decisions of the Commission.

24 Maybe if some of us would just do some preliminary
25 reading perhaps Dr. Gray's books or other sections on

1 human experimentation, it would be a better way of approaching
2 it. I suggest it is a real issue we can't resolve before
3 April but it would be helpful to have some additional infor-
4 mation.

5 MR. RYAN: Dr. Louisell is an expert on informed
6 consent. I think what we should do is to identify those areas
7 that you feel are deficient as we proceed. I would like to
8 address the question that Dr. Cooke raised, if I may, with
9 respect to the carrying out of the Commission's duties,
10 especially as we approach the May 1 deadline.

11 DR. SELDIN: I have the same reluctance as Dr. Gray
12 in this regard.

13 MR. RYAN: We will get the information out as we
14 identify the appropriate source material. If I can just speak
15 in generalities for a moment, what I would like to propose to
16 the commissioners is that starting in March and thereafter
17 there will be desks in the Commission offices for the com-
18 missioners to stay beyond the regular meeting, probably for
19 one day, perhaps longer. At that time they can do their home-
20 work collate the material which is being accumulated in ever-
21 increasing quantities, interact with the staff and help in any
22 appropriate way in drafting materials which we can then con-
23 sider in a formal way in our meetings.

24 These extra days will not be formal meetings. No
25 meetings will be held but there will be an opportunity to work

1 on some of the materials which Dr. Cooke has raised. We have
2 had, I believe, excellent public testimony yesterday and an
3 opportunity to talk to a wide segment of society on this issue.

4 I would imagine that the staff will be able to collate
5 this material, but I am sure all of us have not had an oppor-
6 tunity to read all of the testimony as yet, to raise the ques-
7 tions and issues which we ought to bring up for public dis-
8 cussion.

9 I think that that would be the homework that we have
10 between today and the end of the March meeting. We will have the
11 ethics papers, the preliminary drafts that you will have in
12 March. You will have the public testimony and in a few minutes
13 you will have the preliminary reports of three other large
14 studies.

15 I would suggest to the Commission that those who have
16 the time and want to work that there will be desks available
17 so that we can become a more active, working Commission as well.
18 I don't know of any way, Dr. Cooke, of formalizing our inter-
19 action any more than that except to say we will have to read
20 this public testimony, digest it, ask the staff to highlight
21 those areas.

22 If we agree with the highlighting of those areas they
23 ought to be brought up for public discussion and resolution.
24 It would seem to me after the March meeting we will have to
25 start with the drafting process for the first Commission report.

1 MR. STELLAR: I wonder if we might do one more thing,
2 that is, those of us who felt moved to do so, perhaps write
3 something after we leave this meeting about the hearings and
4 our viewpoints and conclusions and perhaps send them in. If
5 enough people do that perhaps it would be worthy to get them
6 circulated.

7 I was making a list as you did, Bob, and I chose to
8 make a list of general issues that came up again. I would like
9 to try to list them and list them while they are fresh in my
10 mind.

11 In addition to everything else you have suggested I
12 wonder if anybody feels filled up enough with what we heard
13 yesterday and what we have been thinking about to feel this is
14 the time to try to set something down? Maybe it is premature
15 for some people.

16 MR. RYAN: I don't think so, Dr. Stellar. If you
17 would share the issues you and Dr. Cooke jotted down with the
18 staff then the staff can have as much input for identifying
19 current issues that have to be tackled as possible and it can
20 become part of our report. That is the process we will have.

21 We have all been concerned about how we will conduct
22 this remendous amount of business the Commission has to do. I
23 think the only way we will be able to do it is do a lot of
24 reading between the meetings and have workdays after each
25 meeting where there will be an opportunity to have the staff

1 resources and a desk for you to work on the Commission business.

2 MR. STELLAR: Where would that be physically? Is
3 it in this building?

4 MR. YESLEY: Our offices are in the westward building
5 about five miles from here, Massachusetts Avenue, extended out
6 from Westmoreland Center.

7 DR. COOKE: The day after each meeting is a Sunday.
8 Would the staff be there?

9 MR. RYAN: Some of them would be.

10 DR. COOKE: It seems to me fairly shortly it would be
11 helpful to have basically a kind of laundry list of issues as
12 the staff has perceived them. We add to that laundry list and
13 then some of the parts of the laundry list may require, I am
14 afraid, some additional studies possibly, even though it is a
15 very short time. A brief position paper might have to be
16 put together by some knowledgeable people. I don't see how
17 else we are going to be able to properly address ourselves to
18 the enormous range of things that came up yesterday.

19
20 MR. RYAN: I think the writing of the subsequent
21 reports and subsequent studies, Dr. Cooke, is going to reside
22 with the staff and the Commission from this point on unless
23 anyone can bring up specific matters that we have not addressed
24 ourselves to yet.

25 Is there any comment or response to the question of

1 the work periods after our Commission meeting?

2 MS. LEBACQZ: Would it also be possible for us to
3 come in a day early and work the day prior? I realize that
4 would probably be a little bit more difficult for staff since
5 they will be at that point getting ready for the meeting a day
6 earlier.

7 MR. RYAN: A desk would be available to you if you
8 wanted to come in a day earlier. I thought also a day after
9 would be available for Commission members. If you want to
10 stay a longer period of time I am sure they will make office
11 facilities available to you.

12 MR. STELLAR: Another aspect of this work that strikes
13 me as extremely important that we have not had time to do,
14 perhaps in a large open meeting like this that the staff can
15 bat around some of these issues among themselves, that is with
16 the Commission and the staff.

17 There are ideas that have occurred to me that I
18 would like to bounce off colleagues on the Commission and staff
19 members and perhaps send them off as Bob Cooke implied, to
20 write a position on something on which we cannot resolve the
21 issues.

22 I know we had to go through the hearings and do the
23 other things we have had to do and I have no complaint about
24 that, but I feel there is a point in time coming up very soon
25 where we will have to devote perhaps a morning or a whole day

1 to this kind of discussion that we are all full of now and try
2 to identify issues that the staff can write position papers on,
3 get us position papers on and so on.

4 I think the staff participation would be very impor-
5 tant.

6 DR. COOKE: I would think we could do it this after-
7 noon. It is a long way from the west coast and Wisconsin to
8 come back for such a thing.

9 MR. RYAN: There is a possibility if we have time
10 this afternoon we can start this. We can certainly reserve
11 time in the March meeting.

12 DR. SELDIN: I feel that is among our primary needs --
13 an opportunity for deliberative discussion based upon what we
14 think tentatively has been shown. If we let that kind of
15 deliberation go into March -- well, the longer we let it go,
16 the less opportunity there is for a reconciliation of apparent
17 conflicts in views.

18 MR. RYAN: Agreed, and in order to get on with our
19 business, what I would like to do now is have the reports from
20 the investigators that we have invited here and then whatever
21 time is left in the meeting can be used for that purpose, if
22 that is agreeable.

23 MR. TURTLE: Are there any administrative matters
24 on which you want us to take action?

25 MR. RYAN: I would prefer to allow our invited

1 speakers to speak first, go on to administrative action matters
2 and then throw it open for the kinds of discussion that Drs.
3 Stellar, Cooke and Louisell were recommending.

4 MS. LEBACQZ: I have a short administrative matter.

5 MR. RYAN: As a courtesy I think we should allow the
6 invited guests who have traveled some distance to be here to
7 be heard now.

8 We have a report from Morris J. Mahoney, dated
9 February 15, 1975. Do all of you have it in front of you? You
10 are seeing this for the first time. Dr. Mahoney, why don't you
11 tell us what your group has been doing, where you are, what
12 you have accomplished and the like.

13 MR. MAHONEY: Yes. This is a preliminary report.
14 Its body is a recapitulation of what we have derived from a
15 literature review.

16 I am not satisfied with it as yet and it is very
17 much preliminary. A final report will be with you four weeks
18 from now.

19 I would ask though as you look at this, there will
20 be considerable work of my own and people I am working with
21 in the next two weeks in terms of making this final. I have
22 found in working with the materials so far that perhaps some
23 direction from the commissioners as to how this material would
24 be most useful to you could give me guidance in writing the
25 final report.

P R O C E E D I N G S

9:00 a.m.

1
2
3 DR. RYAN: The meeting is formally begun. Dr. Cooke,
4 would you state the issues?

5 DR. COOKE: Yes. I think the question I raised yes-
6 terday was, we should consider under protection the issue of
7 financial protection in the case of damages sustained by the
8 fetus or abortion procedure research.

9 I was concerned this might not be discussed by the
10 Commission.

11 DR. RYAN: Dr. Cooke, for purposes, is it necessary
12 to consider this separately for recompense and this as a sub-
13 set of that.

14 DR. COOKE: I think as long as we recognize that the
15 fetus becomes a child, sustains the injury and the compensation
16 would be considered for him or her, is the issue I would like
17 to make sure exists. There is one statement in here that talks
18 about compensation for the mother, for example.

19 MR. LOWE: I think there is a while question of how
20 you compensate an individual injured in research. I merely
21 suggest for your consideration that it is apparently so com-
22 plex it goes way beyond the information that is now inputting
23 to the Commission. You may or may not wish to discuss it. I
24 won't enter into this.

25 DR. COOKE: The trouble is we have to give some

1 report in regard to fetal research. It would seem to me we
2 would probably not be doing our job completely if we did not
3 make reference to the fact that there may be a point where com-
4 pensation is an important issue.

5 MR. STELLAR: Can we take recognition of the fact
6 that it is a problem and indicate we will go into it more
7 thoroughly and really postpone any recommendation in regard to
8 the fetus per se until we have had an opportunity to go into
9 this thoroughly, if we should decide to do that generally.

10 MR. LOUISELL: Of course, Mr. Chairman, this problem
11 has had its counterpart in the general problem of human
12 experimentation, and the discussion of human experimentation
13 and the risks thereof -- some consideration was given to the
14 basic thesis that maybe the time had come to abandon mere com-
15 mon law liability for negligence and create an insurance
16 system of compensation as you all know.

17 Therefore in this area of fetal experimentation I
18 agree it becomes a very important phase of the problem. It is
19 an area quite discreet in its area of competence. At least
20 we require the actuarial expertise also and with the great
21 pressure we are under perhaps the best we can do is to make a
22 reservation of the problem and point out that this is some-
23 thing for subsequent study, because how we could do this in
24 addition to all else we have to do before May 1 presents a very
25 difficult obstacle.

1 DR. RYAN: Is there other discussion about this? Does
2 someone want to make a formal motion so we have in the record
3 how we are going to act on this and so that it is not left
4 uncovered.

5 Dr. Louisell, could you restate your recommendation
6 relatively succinctly?

7 MR. LOUISELL: I just wonder, Mr. Chairman, would it
8 be wiser not to try to formalize this at the moment until
9 others have had a chance to think it through.

10 MR. RYAN: Mr. Yesley, will you make special note
11 of the fact that there has been reference to compensation for
12 damages in the fetal issue and the staff has elected to take
13 cognizance of it but not render a decision on that issue until
14 it has more information. Is that a fair statement?

15 MR. LOUISELL: Excellent.

16 MR. RYAN: I am afraid if we don't star something it
17 would get lost.

18 MR. RYAN: Could we discuss any aspect of the public
19 hearings which we had yesterday which you desire to discuss,
20 while they are fresh in your mind, any aspect of them?

21 DR. COOKE: There was a point which I think I did
22 not adequately speak to. This came up a number of times some-
23 what indirectly and relates to the matter of consequences, a
24 study of the potential consequences before embarking on a
25 research program or the support of research and a statement

1 from the National Insurance Institute of General Medical
2 Sciences probably sums it up as succinctly as possible.

3 For every dollar spent on development, in that case
4 new genetic technolog, how much should be spent in assessing
5 its ultimate utility and harm or by whom.

6 As a general principle it would seem to me we ought
7 to give that consideration. That is no more applicable in fetal
8 research then any other but it certainly has not been a
9 general policy, it seems to me, of the granting agencies that
10 a certain part of the program monies look at or are used to
11 looking at the possible application and the utility or harm that
12 may accrue from the production of such research.

13 I think it is very applicable in this particular
14 situation.

15 MR. RYAN: In the total thrust of our activity that
16 finally the Congress has mandated and set aside a review body
17 to look at it in general and have a successor body look at the
18 question you are raising, not only the question of doing
19 research but now the utility and the consequences of research.
20 That is part of our social study.

21 DR. COOKE: I think I am saying as a principle this
22 should be cranked in at the beginning of our research and not
23 wait and let some other group monitor what has happened.

24 What I am saying is that some part of the research
25 dollar might address itself to possible consequences.

1 There are opportunities to highlight issues in
2 ethical terms, opportunities to pull out cases of research
3 which have raised ethical issues which we have not done.

4 I am wondering whether the Commission wants us to
5 organize our information in this way. The information so far
6 has been organized mainly in a scientific-medical way -- what
7 kind of advances have come from field research; what their
8 impact has been on the practice of medicine; on the well-being
9 of the fetus as a patient.

10 So, I would very definitely appreciate within the
11 next weeks personal contact from anybody if you feel a direction
12 different from this would be useful to you in making this
13 report final.

14 MR. RYAN: I would recommend such direction go through
15 the staff office, Mr. Mahoney, so it can be coordinated in case
16 several people have the same request. Otherwise, you may get
17 just one point of view rather than the Commission request.

18 MR. MAHONEY: The report is organized as follows:
19 The first page has a short introduction to recap for you the
20 basis of this literature review. Also, there are the defini-
21 tions which we have as a group which we have agreed upon to use.
22 Certainly these definitions might not be the ones you prefer
23 to use in the handling of the fetal research issue, but they
24 are the ones we have used.

25 For example, fetus has been used to apply to

1 everything, every stage of human life from conception until
2 parturition or the point of viability where we start calling
3 the organism a premature infant.

4 Classical people have divided these into embryonic
5 and fetal stages. We have used the word fetal to cover all
6 of these. We have used fetus to talk about the human organism
7 outside of the uterus. Others would not accept this.

8 We have not felt it usual to split our use of terms
9 that way. So the definitions are as stated. They are based on
10 the ones the English Commission under John Peale used.

11 The organization of the literature search data is
12 summarized at the bottom of page 1 and the top of page 2. We
13 divided the area of living fetal research, research on living
14 fetus in these four broad areas. There is overlap and in
15 the handling of each area you will find that there are some
16 aspects that are either repeated or treated in one section
17 which might have been treated in another section.

18 Those comments at the end of page 2 relate to areas
19 we excluded from our literature review and those were excluded
20 after the discussions that I had with you here. That is, we
21 have not addressed the problem of the first days of human
22 life, that is from conceptual until the time the embryo is
23 implanted into the uterus and we have not investigated the
24 implantation process, the research which goes on about that
25 period.

1 Of course, there are very important research issues
2 there, one of the most important ones being interruption of
3 pregnancy at this point. So, the very earliest embryos and
4 the invitrofertilization are not part of this literature
5 review.

6 Likewise, research using the purely dead fetus, and
7 in talking about the purely dead fetuses we really considered
8 the fetus to be dead only when what we felt were reasonable
9 criteria of heart, brain, muscle and lung action were no
10 longer evident.

11 A fetus whose tissues could still grow cells, where
12 not every cell was dead, we still define it as dead if there
13 is no major activity of those major body systems.

14 But, we did not try to split hairs there where a
15 fetus was alive or dead depending on whether it could take a
16 breath or not or whether it had electrical brain activity.
17 So we used a definition of death which I think almost everyone
18 would be willing to accept.

19 We excluded from our literature search essentially
20 on autopsy, the research which goes on with a clearly dead
21 fetus.

22 The fourth item there, "Research with a Viable Fetus,"
23 which we define as a premature infant, was excluded. We felt
24 the issues there, and I think you were in agreement, are the
25 issues of research on newborns, where they are born somewhat

1 prematurely or not. Again, we were very liberal with our
2 definition of viability so that the areas which we reviewed really
3 were dealing with a lot of infants which were viable and did
4 live.

5 But, some would not be viable and there is a very
6 hazy distinction of viability which changes both with progress
7 in research and with the area in which the sophistication of
8 medical technology, where the infant is.

9 I was not satisfied with our work in the first area,
10 that is the area of normal and abnormal growth of the
11 implanted fetus. I thought it was too disorganized to me to
12 be useful to you so I did not include it in this preliminary
13 report.

14 That is why on page 3 it starts with area 2 instead
15 of 1. The bibliography which we have battered is one which
16 I thought would be useful for the people working in these
17 areas, would be useful to the commissioner's if they wanted to
18 go to sources.

19 It is heavily laden with review articles, some case
20 reports of research which are meant to highlight a research
21 technology or a research approach which may have ethical
22 implications. By no means was the bibliography meant to be
23 an exhaustive search of research.

24 The bibliography as far as we gleaned it from the
25 National Library of Medicine is available to you. It is on

1 the staff here. Dr. Alexander has a copy. So, that is avail-
2 able. I think probably it would be of very limited use to you.

3 The body of the report then, in the three areas, on
4 page 2 and 3, I think it would not be of any major use for me
5 to try to summarize it for you.

6 Let me also direct your attention to the last page
7 of this report. These are the activities which my group will
8 be interested in in the next four weeks.

9 The first item which has highest priority in terms
10 of completing it and completing it earliest, is to make this
11 literature review final. That is why I say if there are
12 directions that would be useful that I take in writing this
13 up finally, please try to flow this to me through the staff.

14 In addition to making this literature review final,
15 those other three items will be addressed as well.

16 DR. COOKE: What page?

17 MR. MAHONEY: Page 28, the last page of the report.
18 That five, by the way, should have been erased better than it
19 was. There are only four items there.

20 We surveyed current fetal research in in academic
21 institutions by letter, by a lot of phone conversations with
22 investigators and by our own knowledge of the field. We
23 will make comments about what the investigators are doing
24 right now and what they wish to do in the near future, and
25 the directions we think research would go if not constrained.

1 We also specifically at the request of the Commission
2 will file our own viewpoints on an ethical base as to why we
3 do fetal research and what we feel about it.

4 The fourth item will also address what we feel will
5 be the impact on not only advances in fetal medicine but
6 general scientific bio-medical advances should there be such
7 restraints placed on fetal research.

8 We will address it as outlined there until the
9 Commission would direct us to some other outline. That is, we
10 will consider the consequences of not being permitted to do
11 research on a dead fetus or not being ablt to do research on
12 a dead fetus which was available, as the consequence of an
13 induced abortion versus available by some other process.

14 We will address ourselves to the fetus in utero,
15 addressing those four alternatives as well, that is the fetus
16 which could not be viable outside the uterus versus the fetus
17 which could be.

18 The terms theraputic research and nontheraputic
19 research are very controversial ones and many scientists feel
20 it is a false distinction. We thought we would try to use
21 them in an operational way as we outlined in that last
22 sentence, that is, that theraputic research is research where
23 the investigator has the intent to implement the viability of
24 the fetus or to help the fetus attain or maintain viability.
25 Nontheraputic research does not have that intent, even though

1 it may not be detrimental to the viability of the fetus being
2 researched.

3 We realize there are definite limitations and one
4 does find therapeutic and nontherapeutic does confuse in places.

5 The fetus that is to be aborted and the fetus that
6 is meant to continue to live will be considered as two different
7 categories and for the fetus that is to be aborted we will
8 address the issue of should research be done, or what would
9 happen if research was restrained only for the period of abor-
10 tion or where the research procedure could be started.

11 Then we will address ourselves to the fetus outside
12 the uterus, the fetus viability outside, the fetus as a pre-
13 mature infant, and have the same kind of analysis, I believe,
14 as any other premature infant would.

15 But again, the issue of spontaneous abortion versus
16 induced abortion and the process at which the fetus becomes
17 viable to the investigator is one variable which we will
18 address in the therapeutic and nontherapeutic research issue.

19 MR. RYAN: Perhaps it would be worthwhile to see if
20 the commissioners have any questions of you at this juncture.
21 You have just brought your report which has just been finished.
22 None of us has had an opportunity to read it.

23 I was leafing through it while you were talking. I
24 think it is going to highlight for the nonbio-medical members
25 of the Commission specific examples of fetal research that you

1 can refer to so that you have something more concrete to deal
2 with than the generalities which have gone across the table up
3 until now.

4 I commend to you reading areas three and four as
5 descriptions of what pharmacological research is all about and
6 what the research of the previable fetus outside the uterus is
7 all about.

8 Without offending the sensitivities of people, Dr.
9 Mahoney has described the types of specific research that have
10 been in the newspapers and have been read by people, that is,
11 profusion of the head.

12 Going from that, I am on page 20 now to something
13 that might be considered innocuous, that of measuring blood
14 from the cord which is done routinely to measure the health of
15 the infant. It could also be considered research.

16 You are beginning to provide the Commission with
17 specifics that will be helpful to the Commission in dealing with
18 the issues before it and highlighting the specific research
19 projects that people will be concerned about.

20 Dr. Cooke?

21 DR. COOKE: Jerry, your exclusion number 4, if we
22 took this literally, I think you would be excluding a very
23 important area. I doubt that you have, and that is the
24 viable fetus in utero, all the research done in the latter
25 part of pregnancy would seem important.

1 I don't think you meant to exclude it. I would guess
2 you were referring to research with a viable fetus outside the
3 uterus.

4 MR. MAHONEY: That last sentence is what we have
5 done.

6 MR. RYAN: So, your concern, Bob, he has covered?

7 DR. COOKE: Yes, the last trimester in utero.

8 MS. LEBACQZ: One of the things this Commission will
9 have to be very careful about as we do our work is defining
10 what we are talking about -- and I really appreciate the care
11 and attention you have given to some definitions here.

12 I would like to ask you to clarify for me if you can
13 another distinction that is not clear in my own mind and that is
14 whether it is appropriate to use the word "experimentation"
15 or the word "research." What is the difference between those
16 two?

17 I notice you have carefully used the word "research"
18 here and I wonder if there was a particular reason for that,
19 and if you can clarify that distinction for me.

20 MR. MAHONEY: Dr. Lebacqz, I don't recognize a
21 distinction in the use of the two words as it applies to the
22 areas we have looked at.

23 MR. RYAN: There are obviously semantic differences
24 that I am sure you are not interested in.

25 MS. LEBACQZ: No.

1 MR. STELLAR: I offer one suggestion that might be
2 helpful to you if others agree --that experimentation involves
3 the manipulation of the variable, to introduce some kind of
4 a change with a suitable control.

5 Research may include observation in which you don't do
6 anything to the situation and it is the broader term. Experi-
7 mentation is actually the manipulation of an independent variable
8 to see the effects on a dependent variable, the thing you are
9 measuring.

10 I think that is the basic distinction in my mind
11 between the two. I know we use the two interchangeably but if
12 you bear that in mind. When they are noninterchangeable you
13 are talking about a manipulation in the use of the word
14 "experiment" and possibly experimentation. But I know it is
15 not strictly adhered to.

16 MR. RYAN: Are there other comments or questions
17 that individuals would like to address to Dr. Mahoney?

18 MR. LOUISELL: I realize this comes perhaps to the
19 ultimate difficulty and not particularly for Dr. Mahoney but
20 for the Commission itself, but it seems to me -- and I can't
21 even guess preliminarily to what extent your format is already
22 planned to produce this -- but your results will be most
23 relatable to the results of the ethics studies and vice versa
24 if, despite your preliminary need, of course, of adhering to
25 accurate methodology from a medical viewpoint, it would be

1 apparent from your studies to us particularly the lay persons
2 medically speaking, how much of the techniques that you deal
3 with themselves cause the termination of life or serious risk
4 to life.

5 Secondly, if it would be clear to us how much of
6 these techniques presuppose or assume the necessity of data,
7 underlying data by way of preabortion.

8 In other words, to what extent an inhibition on an
9 abortion would be preclusive of the necessary data for your
10 study?

11 To the extent that we could perceive these things
12 I think there would be great contribution to the inter-
13 relationship of your work.

14 MR. RYAN: I did not understand your last question.
15 I don't know if other people did. Perhaps you could paraphrase
16 it or help me.

17 MR. LOUISELL: I mean, to what extent, even when
18 the technique of research or experimentaion does not in any
19 way directly cause the termination of life or serious risk to
20 the life, to what extent does it, nevertheless, presuppose the
21 availability of adequate sources of data for the experimentation
22 by way of free abortion?

23 I mean, proceeding on the assumption of free abortion
24 in society:

25 MR. RYAN: By free, you don't mean in an economic

1 sense?

2 MR. LOUISELL: Permissive induced abortion.

3 MR. RYAN: What you are really talking about is a
4 large number of abortions regardless of the mechanism by which
5 it is achieved. You are talking about numbers?

6 MR. LOUISELL: Numbers is one thing but mechanism by
7 which it is achieved. For example, we had some discussion
8 yesterday on the possibility at least of techniques of abortion
9 being selective in performing the abortion by reason of
10 guaranteeing them more suitable as research and experimental
11 materials.

12 MR. RYAN: Would the question you are raising be
13 satisfied by an analysis of research that is dependent upon
14 abortive material and one that is independent of it?

15 MR. LOUISELL: That would be one factor.

16 MR. RYAN: I think that is achievable, is it not,
17 Dr. Mahoney? That is certainly readily apparent.

18 MR. MAHONEY: We can certainly approach it from that
19 viewpoint and give comment to it. Certainly the activity in
20 fetal research, Dr. Louisell, is a consequence of the availability
21 of abortuses. I think everyone working in the area fully recog-
22 nizes it.

23 It is opportunistic research that could not have
24 been done if abortion were further restricted.

25 DR. SELDIN: Is it possible to define between

1 abortions that are from any viewpoint including the most
2 traditional, regarded as acceptable as contradistinguished from
3 those that are induced by decision?

4 MS. MISHKIN: On the final definition between
5 theraputic and nontheraputic, the people we heard yesterday,
6 there were a number of people they had to limit not simply
7 to life-saving techniques but did not oppose techniques that
8 went with clear purpose and intent to benefiting that fetus in
9 utero or ex utero.

10 I am wondering if the definition of either viability
11 or nonviability is the most useful. What would you do with
12 research involving clear category? He has defined theraputic
13 as going to viability.

14 My question is whether theraputic ought to be
15 understood to include other things than going to viability,
16 referring to his page 28.

17 MR. RYAN: I know what you are referring to and I
18 understand your question.

19 MS. MISHKIN: I thought it was something you could
20 draw your attention to.

21 MR. RYAN: I think quite possibly it would be too
22 restrictive. Is that the thrust of your comment, that it
23 would be too restrictive, that research ought to be evaluated
24 in a different sense, or therapy should be interpreted in a
25 broader sense and the beneficial effects of direct therapy,

1 or that which would be of use in a different context, but that
2 which was neither beneficial or advantageous.

3 MR. ALEXANDER: Perhaps it could be altered.

4 MR. RYAN: I think specific therapy has to be
5 kept in mind because research with the objective of sustaining
6 life or providing therapy apparently is not an issue in the
7 broad context. We ought to know when someone is doing research
8 clearly in the interest of that fetus to sustain its life to
9 viable or beyond.

10 So, I think therapeutic, beneficial, nonbeneficial are
11 the kinds of categories that have been most helpful in the past.

12 MR. MAHONEY: Is there anything beneficial to a
13 fetus except bringing it to viability? Certainly relief of
14 pain and prolonging life and so forth have definite benefits
15 where the fetus will be asked to address that? Are those same
16 concepts applicable to fetal life?

17 So whatever terms we use we will have difficulty
18 with them and we will try to address them.

19 MR. RYAN: Several other commissioners want to
20 address question to you. I want to point out that no matter
21 what we say around this table we will not significantly expand
22 your work scope unless we tell you as a Commission action that
23 we are expanding the Commission work scope.

24 Insofar as we can there is general agreement that
25 we will try to comply with dealing with data you have that would

1 be most beneficial to the Commission if you can do it within
2 the time frames we are talking about, to address yourselves
3 to the question that Professor Louisell raised.

4 We will come back to that but I think there is more
5 discussion. First, Dr. Cooke.

6 DR. COOKE: Jerry, is it within your scope, do you
7 plan to do and so forth, the matter of the prolongation of
8 life of the preivable by some support measures and HEW regs
9 in this regard? What does this do in the area of research?

10 MR. MAHONEY: We want to point out that research
11 efforts can be done to provide viable life. One can refrain
12 from actively restraining whatever time it takes for the fetus
13 to die naturally. We recognize that and will try to make
14 comment on it. We will not try to answer.

15 DR. COOKE: Do you have examples of such activities
16 and the consequences of a policy which would prevent that?

17 MR. MAHONEY: Yes, we will have examples that used
18 to mean to keep the fetus alive while information was being
19 gained and the assumption being if those means were not used,
20 such information could not be obtained.

21 Of course, that last assumption can be questioned.
22 But procedures, for example, where the baby's circulation to
23 the placenta during the period the uterus was open and studies
24 started, at that time over an hour's period -- but here the
25 process is ongoing.

1 The fetus is profused with blood in order to maintain
2 certain life functions of that fetus while other data were
3 being examined. Some examples of that are here and if more
4 are needed we will provide more.

5 DR. COOKE: Have you had the opportunity to see Dr.
6 Ramsey's statement. He spent a lot of time on this particular
7 point. It will be one of the stickier issues.

8 MR. RYAN: It might be important for the commissioners
9 to do so also?

10 DR. COOKE: Yes. But, I think it would be very
11 important for the study group to look at it, too. Dr. Jonsen
12 had a question.

13 MR. JONSEN: Your test, when we talked about the
14 work scope, does not explicitly include a discussion of the
15 ethical issues. But, we did ask that you be attentive to them
16 and we have given the specific task to others for the emphasis.

17 Just glancing at it, you have produced what looks
18 like an excellent review paper. I note on page 5 under your
19 discussion of RH incompatibility that you have a paragraph
20 explaining the research design to the extent that this research
21 was originally done, only when the fetus was severely jeo-
22 pardized by homologous incompatibility.

23 Through the rest of your paper, if you address
24 yourself from time to time to what might be the kinds of things
25 that an ethical review committee would be attempting to find

1 in looking at a protocol, to the extent that is viable in
2 the literature ---

3 For example, issues of risk benefit, the informed
4 consent problem, the selection of research subjects, the design
5 of the experiment in terms of randomization, use of various
6 kinds of controls, prolongation of surgical procedures, and
7 all that kind of thing that an experimental committee would
8 look to.

9 I think it would be helpful to try to do that for
10 us when you can. It seems to me that that is the kind of
11 information that is most frequently omitted from a scientific
12 report. It is very rare that anybody gives you that.

13 I would hope that as our Commission goes to review
14 the state of experimentation in general that we would advise
15 that formal reports of scientific work include that kind of
16 information.

17 So, I am suggesting to the extent that you can,
18 provide a model of that sort in this type of paper. It might
19 be valuable.

20 MR. MAHONEY: As you suggest, in large part it will
21 have to come from us. The literature has very little in it.

22 MR. RYAN: Dr. Jonsen, were you suggesting instead
23 of having information methods, results and conclusions that
24 each paper have a section called ethical review?

25 MR. JONSEN: Yes, I am.

1 MR. RYAN: I find that very intriguing. Dr. Seldin
2 was next.

3 DR. SELDIN: One of the point on which distinction
4 was drawn, your orientation section has to do with therapeutic
5 and nontherapeutic research. Therapeutic research is defined
6 as that kind benefiting the fetus for prolonging life. Clearly,
7 the term intent is a loaded one.

8 Nevertheless, it seems to me we can recognize
9 intent on one end of the scale and it become blurred as you
10 come toward the middle with polar extremes and unambiguous
11 therapeutic and unambiguous nontherapeutic research.

12 Nontherapeutic research when it is identified in some
13 publicly acceptable manner, nontherapeutic research which can
14 presumably be done of a type which benefits not necessarily
15 that fetus but that class of fetus -- Say you study sickle cell
16 disease and the observations of sickle cell disease might not
17 benefit that sickle cell fetus but might benefit sickle cell
18 fetuses in general or in the future, this can be contrasted
19 with some more losely defined search for truth such as central
20 blood flow.

21 This might benefit the sickle cell fetuses also but
22 the pathway is somewhat ambiguous. What I would like you to do,
23 and we discussed this at the time you made your original pre-
24 sentation, is to flag those things which you regard as thera-
25 putic in the sense that the intent is to concur viability or

1 at least the benefit; those things which are not therapeutic
2 which can confer benefit to that class of fetus, recognizing
3 the definitional problems inherent in intent of classes of
4 fetus, and so forth; and those which explore basic truth.

5 Dr. Jonsen pointed out the problem of risk benefit
6 analysis as one parameter by which research should be
7 evaluated. Another parameter would be this very complex issue
8 of intent which goes to some of the things, highlighting what
9 you raised earlier.

10 It is evident, for example, in some of the sections
11 you had in your report and several other reports that I glanced
12 at that the issue of intent is very critical. It would be
13 very worthwhile to try to do something about it since you are
14 scouring this material anyway, and see how these can be
15 classified.

16 I want to call particular attention, however, to the
17 issue of nontherapeutic research where a distinction might
18 legitimately be drawn between nontherapeutic research which is
19 nevertheless very critically pertinent to a class of distur-
20 bances of which that particular fetus is a part, versus non-
21 therapeutic research which is a little bit more disinterested,
22 even though we recognize this is only a distinction that lies
23 on a calculus of probability.

24 I think it would be helpful at least to me, that
25 this issue of intent, therapeutic and nontherapeutic benefits

1 to the fetus were flagged to some extent. This is very, very
2 pertinent in my opinion and in the discussions of people in
3 research connected with such diseases, sickle cell diseases and
4 the like.

5 It is also very pertinent to the empirical assessment
6 of what it means to do research on disadvantaged groups.

7 MR. TURTLE: Dr. Mahoney, yesterday we had public
8 hearing testimony from many people engaged in various kinds of
9 research and we heard comments that fetal research was
10 absolutely necessary and we received a series of examples.

11 I would appreciate it if it is not too difficult, if
12 your group could look at the papers and the examples provided
13 and perhaps give us some comments whether in your opinion those
14 are good examples which could be undertaken without the
15 availability of fetal research.

16 MR. RYAN: I think, Bob, the problem is that your
17 question was addressing itself to whether or not there was an
18 alternate means of doing the research.

19 MR. TURTLE: No, I did not mean it to be that broad.
20 I was saying particularly this group which has done a litera-
21 ture search. They are aware of all the research that has
22 gone on. There were examples cited yesterday.

23 I am interested in knowing if those examples are
24 opinions of scientific developments that could not have been
25 accomplished without fetal material. That is the sole

1 limitation. I recognize the other studies going on.

2 MR. RYAN: Can we kind of recap the kinds of questions
3 that have been addressed to Dr. Mahoney to see whether or not
4 they are do-able within the time frame and if we can identify
5 them. I suppose the first one was Dr. Louisell's question,
6 which was, could you identify the research which you described
7 with respect to whether or not it depended on the free avail-
8 ability of abortuses. That is one of the questions Dr. Louisell
9 asked.

10 MR. LOUISELL: That is correct with respect to
11 induced abortions as distinguished from spontaneous abortions.
12 It is also correct also to the extent that it is possible the
13 reason for the abortion, whether purely elective in the sense
14 of no reason for it other than the choice of the woman involved
15 as distinguished from abortions where there would be a con-
16 sensus of perhaps a unanimity of opinion respecting the
17 legitimacy of the abortion.

18 MR. RYAN: That information would not be available
19 in the literature search, David.

20 MR. LOUISELL: My concern is this: I read the
21 preliminary report of Dr. Ramsey last night. I can foresee
22 a direct confrontation between the ethical assumptions and
23 perhaps that would be an almost if not a completely unanimous
24 approach to the problem, the ethical presuppositions and the
25 medical data. There will be no way of really relating the

1 two unless we can have real specificity from the medical view-
2 point.

3 MR. RYAN: I think we will have to get it from the
4 Commission. I do not think you will get it from the review
5 unless they document the abortion was done for medical reasons
6 associated with specific medical problems.

7 I would think in most instances that is not available.

8 MR. MAHONEY: What you are asking would be very much
9 opinions of ours and not things that we could document?

10 MR. LOUISELL: Would there be any way of making an
11 opinion or reaching an opinion that would be an arguably-sound
12 basis for having the opinion?

13 DR. COOKE: I am not sure that problem is as difficult
14 prior to legalized abortions, taking certain areas, which would
15 have been for reasons that most people would say represented
16 medical necessity, et cetera, versus research after permissive
17 abortion where one would say we don't know whether that par-
18 ticular material was or was not.

19 The terms of numbers would be probably, that it
20 was permissive. What would be one comparative.

21 MR. MAHONEY. The quantitative analyses were proper.
22 I think all of us can understand ---

23 MR. LOUISELL: At least from an historical view-
24 point, that could be understood.

25 MR. MAHONEY: It is easy to document that research

1 in fetal work jumps when there is a lot of material available
2 in fetus research.

3 MR. LOUISELL: I think that would be relatable to
4 the ethical approach.

5 MR. MAHONEY: Still, there will be opinionated state-
6 ments from us that we will be dealing with.

7 DR. COOKE: But you try to document your last state-
8 ment because that is a big statement. I take it your intent
9 would be to document with as much evidence as possible, the
10 quantum jump that had acquired as a consequence.

11 MR. MAHONEY. Document it in terms of published
12 papers or groups of investigators working, the quality of
13 knowledge coming from it again, will be a judgment we can make
14 comment to, but it will be difficult to justify it.

15 DR. COOKE: I would think a group of scientists sitting
16 around could identify several areas that we could agree on
17 which represented "quantum groups," at least the major accom-
18 plishments. One could ask whether or not those great jumps in
19 the basic information was required, et cetera, and was antedated
20 or postdated for the permissive abortion period.

21 The process leaves me kind of cold quite honestly.
22 It says if you have a lot of material you will have a lot of
23 investigators. That does not necessarily say the accomplish-
24 ments would be that much greater.

25 MR. RYAN: Bob, we could not hear you, would you

1 repeat what you said?

2 MR. TURTLE: It was an add-on to Dr. Cooke's suggestion,
3 that the accomplishments could not be achieved in some other
4 way.

5 MS. KING: I am a little troubled about the dis-
6 cussion of what we are asking Dr. Mahoney to do. I am troubled
7 because I think it is within the purvue of this Commission:
8 Since we have commissioned all of these studies, legal,
9 ethical, medical, et cetera, to start making the connections
10 and interrelationships between the studies.

11 I understand, I think, Dr. Louisell's point about
12 wanting some information from the medical study, but I thought
13 that we at least began to take a little care of that by request-
14 ing your ethical comments, which was an opportunity to express
15 your ethical opinions of individuals and how you approach doing
16 what you did, to give us a better idea of your assumptions.

17 I for one am very unwilling to ask you to do more
18 in the way of ethical consideration because, quite frankly, I
19 think you are doing what we asked you to do.

20 I think what we are now asking you to do is what
21 the Commission should be doing. As a lay person on the Com-
22 mission with less knowledge than other people, I think I
23 would be willing to try to tackle what we are suggesting that you do.

24 I am not sure I want Dr. Mahoney to do it. I for
25 one am opposed to the suggestions, I think, I am hearing about the

1 additional requests of Dr. Mahoney.

2 MR. LOUISELL: I think Miss King's comments miscon-
3 strued really what we are after. Dr. Jonsen added the proposal
4 about the ethical conclusions, which I think is also supple-
5 mentally at least helpful.

6 But my primary concern is to get from the scientist,
7 data that will be relative to the underlying ethical problems
8 because we want more than a generalized confrontation between
9 science and ethical approaches, if such is the inevitable
10 confrontation. We want the data from each discipline.

11 All I am asking for is this data to the extent it
12 is feasible, to the extent it is possible. I understand the
13 problems of medical research in a general way and it may not
14 always be possible.

15 I think already we have had agreement on previous
16 occasions with Dr. Mahoney that there is some plausibility to
17 getting the induced abortion data differentiated from the
18 spontaneous abortion data.

19 MR. RYAN: For the record, I want to respond to
20 that. I don't see us sledding toward a conflict between ethics
21 and science.

22 I think there is a spectrum of ethics, of opinion,
23 and we will have to reconcile differences with the ethics of
24 the spectrum. Not only should they read Ramsey's report but
25 they should read all of the ethicists' reports in trying to

1 address the issues involved.

2 I agree with you that we should try to get as much
3 factual data as we possibly can. What I am trying to do now
4 before we break for coffee is to identify those things which
5 are reasonable to ask Dr. Mahoney to do with respect to the
6 attaining of information within his work scope and within the
7 time frame we have.

8 Everyone will get a chance to speak but I want to
9 try to restate them.

10 One, you want to know from a historical point of view
11 and factual point of view when you can identify the type of
12 abortion which was done in relationship to the research? For
13 examples, you select, you probably will be able to do that, Dr.
14 Mahoney, I think.

15 I don't think you can do it for all of your litera-
16 ture search but for the examples you selected in the preliminary
17 report. I know you can do that.

18 I don't think you will be able to make distinctions
19 within these abortions as to what the motivation of the woman
20 requesting the abortion was in all instances, whether it was
21 medically motivated. That is possible. That is one issue you
22 want to know about.

23 The other was, Mr. Turtle wanted you to address the
24 question, or your association, whether ketone production in
25 the head of the human fetuses could have been obtainable by

1 another mechanism. I think that summarizes the requests that
2 have been addressed to you.

3 The third item was, and you provoked that one your-
4 self when you stated that you thought that the volume of
5 research in this area was related to the availability of human
6 material for this purpose, and Dr. Cooke said, prove it, those
7 are the three areas that I have identified.

8 I want to now ask other people to comment but I
9 don't want us to lose sight of the fact that we have to send
10 Dr. Mahoney out of here with something specific to do.

11 Those three are the items and if there are no
12 others, we are fine. Take them in order now.

13 MISS KING: I will pass.

14 MR. RYAN: Dr. Stellar?

15 MR. STELLAR: In regard to the first point, one thing
16 bothers me as a logical matter. That is, reliance on the com-
17 parison of research done before legal abortion and afterwards.

18 The change in availability of material through abortion
19 is not the only variable that would contribute to the goodness
20 or quality of, or results of the research, or the results
21 obtained.

22 While the analysis might be performed, I think we
23 have to be very cautious in interpreting it.

24 The second is as Charles McKay points out to me.
25 There is an emphasis on some of this and it might be easier for

1 the report to contain some of the ethical aspects, is that
2 correct? Is he apt to be able to do this?

3 MR. MAHONEY: Yes, I think he has been directing us
4 all along as we have been directing the research and as we
5 wanted to analyze impacts and restraints. So it is directed
6 somewhat that way already.

7 MR. RYAN: Please keep you comments brief. We have
8 been sitting for a long time and I want us to stand up and have
9 a little coffee. If we can resolve Dr. Mahoney's charge before
10 we stand up, I would like to.

11 DR. SELDIN: The point I tried to make is a rather
12 important one. I wonder if the Commission is interested in
13 seeing this kind of data. I feel myself it has to do with
14 the distinction between theraputic research as research which
15 will benefit that particular fetus, and nontheraputic research
16 as ---

17 MR. RYAN: We agree with you. You don't have to
18 elaborate. That was in his original charge. The way you have
19 defined it, I will add it to the three I already have.

20 I would agree with that and we can take a vote on
21 the four items now.

22 Dr. Lebacqz, do we have five?

23 MS. LEBACQZ: I hope this is possible to do. One
24 of the representatives from the scientific community who
25 testified here yesterday made the comment that material from

1 spontaneous abortions is very nonuseful for research purposes.

2 I would appreciate some kind of guidance from you.

3 I think that that is included in one of the items that you are
4 planning to do anyway, listed on your list of pages here as
5 to whether spontaneous abortion does in fact result in useful
6 research material.

7 MR. MAHONEY: We will certainly comment about those.

8 MR. RYAN: Those are the five items. Is there any
9 additional?

10 MR. LOUISELL: In your good summary of the problem,
11 I am not sure whether it includes induced versus spontaneous?

12 MR. RYAN: Yes, Karen just referred to that. I
13 did not mean to short-change any of the aspects. I was trying
14 to identify the major areas. Please make a note of that.

15 MR. MAHONEY: The one thing I also heard from Mr.
16 Turtle was could we comment upon all of the public testimony of
17 yesterday as to the examples of research, whether he thought
18 they were real or important ones.

19 MR. RYAN: I did not think he asked you to do that,
20 did you?

21 MR. TURTLE: There were several statements among
22 the statements given yesterday which attempted to make the
23 point that fetal research is absolutely essential to the
24 wellbeing of this country. In each instance in those statements
25 several examples of important research were given.

1 I just want to know whether basically, first of all,
2 whether that literature search was accomplished with fetuses
3 and secondly, does it appear to your group that it could have
4 been accomplished any other way?

5 MR. RYAN: Bob, I think that is going to be part
6 of the Batelle study.

7 MR. TURTLE: The Batelle study deals with four
8 specific aspects.

9 MR. RYAN: One of them was RH, so there is overlap.
10 I am just afraid -- we can pull out the examples and compare
11 them between Batelle and others. We could ask the staff to
12 discuss this with Dr. Mahoney.

13 I am just sort of trying to be an arbiter to get
14 everything we need before we sit down to do the work and the
15 ability of Dr. Mahoney to comply.

16 MR. TURTLE: I would ask the staff to pull out what
17 they feel has not been pulled out.

18 MR. STELLAR: Sometimes it is helpful to the author
19 and the reader if the author forces himself to draw not only
20 some summary statements but some conclusions or recommendations.

21 I am wondering if this is possible. I notice in
22 this report there is no overall by far set of conclusions.
23 Could we have one page worth? Does that make sense around
24 the table? Then we could argue or agree or disagree.

25 MR. RYAN: Eliot, I think it would be very difficult

1 for him to make a general summary statement covering growth
2 and development, the previable fetus, ex utero, the fetus in
3 utero, et cetera. Where possible you can make judgmental
4 comments. Where you are researching fact we want to know
5 that is research fact; that is where you have been requested
6 to give an opinion that would be helpful to the Commission,
7 that it be identified as an opinion of the people providing
8 the information.

9 I think that if we lose sight of the fact that we
10 have asked Dr. Mahoney not just to give us opinion but go to
11 the world literature and research it, that is what is taking
12 the time and effort.

13 I want that effort documented in a way that we can
14 recognize it and insofar as he can give us conclusions about it,
15 well, this type of research in general has led to this and
16 we think it is worthwhile or we think it could have been
17 obtained in another way, that would be appropriate.

18 But, it should be so identified. I think we ought
19 to take a 15-minute break, reconvene at 11:15, unless anyone
20 wants Dr. Mahoney for other things. I would like to start with
21 Dr. Behrman right at 11:15, if we may.

22 (A brief recess was taken.)

23 MR. RYAN: Could we reconvene, please?

24 Before we start, there are one or two items of
25 business before we start with Behrman. I want to indicate to

1 Dr. Mahoney that I think we have a sense of the Commission.
2 I think I enumerated them. I would ask that he consult
3 with staff for interpretation.

4 We will review that so that if it falls within our
5 work scope and time frame, if you have questions you can
6 address them to staff. We may have more time in our discussion
7 if you are able to be with us later in the day to consider any
8 questions you have or if the Commission wants to interact
9 more.

10 I think in courtesy to the two other gentlemen
11 following you I would like to have them make their formal pre-
12 sentation and then we will base our time as we see fit.

13 MR. STELLAR: I would like to make a request of
14 the staff with respect to Dr. Louisell's book, to Xerox the
15 chapter on informed consent so we may have that circulated
16 to the Commission members.

17 MR. RYAN: Would you make that in the form of a
18 motion?

19 MR. STELLAR: I so move.

20 MS. LEBACQZ: Second.

21 MR. RYAN: All in favor say, aye; opposed, no. The
22 motion is carried.

23 Dr. Behrman, it is my understanding you are going to
24 present only an oral report?

25 MR. BEHRMAN: We are one stage behind Dr. Mahoney

1 in the sequence of things, our contract having been started
2 later by a month or so.

3 I will recapitulate what we have done and where we are
4 going now, and then I would appreciate your comments on this way
5 of proceeding.

6 Specifically, we were first asked to survey the
7 changes that have occurred in the last 10 years in survival
8 rates between mature infants and the factors responsible for
9 the changes.

10 We surveyed the latter on this issue extracting
11 approximately 42 detailed reports that have adequate views.
12 We have surveyed 31 Senators, obtaining from them to various
13 degrees this kind of information.

14 Unfortunately, in many instances even the best
15 Senators in the country, the information does not go back 10
16 years so it is going to be spotty, although in certain
17 instances we may have the whole 10 years, and in other instances,
18 only a few years.

19 There is really no national information that is
20 really relevant on this or the world health because almost
21 all of that information cuts off at 1000 grams or at 2500
22 grams.

23 In other words, they will lump all of the data
24 collected on an international level. This has required really
25 requesting the directors of those centers to go back and dig

1 out the information for us which is a laborious task and
2 clearly one that is worthwhile. We have had a fairly
3 enthusiastic response but it is a different kind of task
4 than doing a literature search.

5 MR. RYAN: May I ask is it possible to get good data
6 in the institutions that you have asked when you to go back.
7 Is there record keeping such ---

8 MR. BEHRMAN: In some. We will try to make a
9 comment or evaluation on that data. We have asked the people
10 to give us a sense of where this data is coming from and what
11 their opinion is of it. We also do that ourselves.

12 In some instances it is outstanding. For example,
13 New York City, all of the designated premature centers have
14 had a constant layer of reporting 250-gram weight reporting
15 for over 10 years, so that data we have been able to extract.

16 MR. RYAN: At what weight do they start?

17 MR. BEHRMAN: No one starts under 500 of the city,
18 State or national data. To get weight classifications below
19 250 gram intervals or to get them below a thousand we have to
20 go to individual centers.

21 We have four centers so far that have such data
22 that seems to be of good quality and particularly the most
23 useful data is the data we have from the Province of Quebec.

24 They are going through their data for us. Their
25 data is computerized, semi-manually computerized from all

1 provinces and all hospitals. Some of this has been put together
2 and are they are working with it already. They have gone back
3 after a meeting in which we had representatives from about 13
4 of the centers and we did a preliminary look at the data.

5 They have gone back and are pulling out our data for
6 us. For example, there is poor data on gestational age. They
7 do the very last menstrual period on their cards in Quebec.

8 With all of the kinds of limitation on that data,
9 they have not pulled it out. They are going back and getting
10 it for us.

11 So, I think we will be able to put together a
12 pattern, probably not a national pattern or world pattern, but
13 patterns at different centers that will reflect the weight
14 specific age groups.

15 Some data from Colorado, some data from Arizona
16 and some data from California, four centers, have it by 50-gram
17 weight groups. They are pulling it out. They have had it
18 but they have not analyzed it. They are pulling that all
19 together for us.

20 We do have the Quebec and San Francisco data. This
21 essentially then will give us a probability table, if you will,
22 of the chance of survival at different weight groups,
23 hopefully broken down with as small weight increments as possible,
50 would be the best, 250 is a poor likely and 500 is what most
of the world does.

1 I can give you an example of that, not a final
2 example, but the Quebec data we took, the 500 to 1000 grams
3 survivors by weight, and essentially we plot the weights at
4 increments against the number of survivors. Then we can get
5 some sense of where the survival rate goes to zero.

6 We will present it as separate pieces of information
7 from separate centers and then try to put those bits of infor-
8 mation together that seemed reasonable to put together in terms
9 of either the weight classifications or the quality of the
10 data.

11 MR. RYAN: Mr. Yesley just asked a very important
12 question, and that is why classification for survival are you
13 using? There is the AMA 1 and 2 perinatal figures depending
14 on seven days of life and 28 days survival. What are you
15 talking about?

16 MR. BEHRMAN: The Quebec data 28 days and 7 days, WHO
17 data. That is now under revision by the World Health Organi-
18 zation but we have to accept that.

19 MR. RYAN: You will be talking about survival for
20 seven days and 28 days?

21 MR. BEHRMAN: Yes, and where we have it differently
22 we will express it differently because the different centers
23 have it differently, so we will have to indicate that.

24 That is why it will not be possible to lump the data
25 to come out with some data that really makes sense.

1 MR. STELLAR: Can you clarify the seven days and
2 28 days? I am not sure what that means.

3 MR. RYAN: The figures are given from 1000 grams either
4 lifeborn or stillborn or neonatal death from seven days up to
5 28 days of life . The AMA class 2 is 500 grams, 28 days post-
6 delivery survival or death within that period.

7 All perinatal figures are given in those terms.
8 WHO has some slightly different classifications than that but
9 I think that is what you are talking about, is it not?

10 MR. BEHRMAN: Yes. For recording purposes worldwide
11 the quality of the information you get is significantly poor
12 when you try to make any kind of counting of death between
13 seven days and 28 days postnatal life just by the nature of
14 life and society and the hospitals reporting.

15 The first seven days of life is considered a whole
16 quantum jump better information and that is what the World
17 Health Organization wanted. This may differ in New York or
18 California. They may have very good data on 28 days just
19 because of the society into which those babies go, so they
20 can track the data.

21 That we are working on and we will be able to give
22 the Committee that. We are going to express all of that
23 information in terms of percents survival. The information is
24 expressed in many different ways in the different states,
25 local and nationally.

1 We are trying to convert it to one form that we
2 felt would be the most useful. The next thing was the changes
3 in survey in medical technology during the last 10 years which
4 has contributed to the survival of premature infants. This is
5 a much more qualitative request and essentially we have asked
6 the same groups and representatives to give their impression.
7 It is an impression because often there is no documentation
8 of exactly when something was started.

9 There is no historical record in most hospitals as to
10 the day a particular kind of ventilator was used. Some places
11 may have that but most places don't have that. It is just not
12 recorded, so many of the changes, even the change, for example,
13 the use of rogoen in the RH problem is not recorded.

14 You cannot find at a given center a date so you have
15 to rely on the rememberance of the obstetrical people involved
16 as to when they started to do that.

17 It also means there is a big spread of time as to
18 when something was started and when something was generally
19 used. Even in a given center, someone may have been using
20 a particular new technique in treating a premature infant but
21 that may represent only one of 50 men in that center making
22 decisions about treating premature infants.

23 So, we had to get judgmental information as to when
24 they thought in that center it was pretty widespread, a given
25 advance. That is important, to understand that process because

1 that makes it very difficult to relate any changes in survival
2 rates with specifics that are seen to relate to specific
3 events.

4 We have approached this in the judgment of the people
5 whom we consulted who are running this center by picking out
6 index events that seem more important in everyone's judgment
7 and clusters of changes in technology.

8 We will then look at the clusters of technology
9 changes at each center where we have the appropriate data to
10 which we can correlate. That is going to be very crude and
11 subject to errors in a year or two depending on when different
12 technologies were applied.

13 It is not possible to say that it will be useful on
14 a given mortality rate as compared to a given event because the
15 original data is not good enough to do that and also because
16 we can't get a good handle on qualitative technology changes.

17 For a given center we may be able to get a little
18 more precise look. For example, using indexed pressure, when
19 respirators came in at a given time, we can capitulate that
20 time for a given time and look at particular centers and be
21 pretty sure within that span of time that it was used on all
22 babies it was appropriate to use it on.

23 Then we can look at their mortality changes for that
24 time. This is going to be spotty data in that we will have
25 maybe a handful of centers with different diseases where

1 we can relate to technical changes.

2 More important as of this particular point in time,
3 we can say because this is being looked at closely by a number
4 of centers, the existing cluster of technology that is used
5 now in the most advanced centers, and compare that in time with
6 when they were not using most of this cluster of technology.

7 That is not controlled observations but it is the
8 best we can do -- historically a look and a given stand on
9 things then and now in terms of the technology being used.

10 That will involve also the third point of the
11 contract -- an assessment of the current state of technology.
12 We will try to describe this technology in as nontechnical
13 terms as we can to give you an impression of what it is that
14 is being done to the infant.

15 DR. LOWE: Particularly in New York City, it seems
16 to me there has been a rather radical change in the source of
17 low-birthrate infants because of the general availability of
18 abortions.

19 A different kind of woman is producing low-birthrate
20 infants. Are you making any attempt to relate the weight
21 specific mortalities to this other variable which I am sure
22 is going to concern the Commission, the appearance of fairly
23 freely available abortions?

24 MR. BEHRMAN; Yes, we will. We are looking closely
25 at the Harlem data. There are differences between centers.

1 Places may all be called high-risk or premature centers but they
2 can vary on a scale from one to 10, so they require some
3 analysis of the intensity of therapy at those centers. From
4 the New York data, we have a marked change in the number of
5 babies below 1000 grams.

6 There is a marked decrease in the number of these
7 babies below 1000 grams in the ghetto areas. Whether it is
8 related to abortion or not is something a committee will have
9 to decide.

10 Many medical commentators on this feel that it has
11 been related to abortion. It is not a provable thing other
12 than making an interim report from an association. That seems
13 to be a real change.

14 That is important because the mortality in that rate
15 is the highest, so the mortality rate then changes for that
16 group and the mortality rate improves or the survival rate
17 improves in that group.

18 DR. LOWE: The other question which does relate
19 directly to this change is the maternal age of the low-birthrate
20 infants. This has a tremendous impact on viability. Is there
21 any opportunity to relate that even to New York City.

22 MR. BEHRMAN: I am not sure. I would have to go
23 through the yearly figures. It may be possible. I can check
24 into that.

25 MR. RYAN: Please go on, Dr. Berman.

1 MR. BEHRMAN: The last point is perhaps the hardest
2 and unquestionably the hardest. To refresh your minds you
3 asked us based on these surveys, in the present medical
4 technology, with the limitations I just described, and taking
5 into account the varying State and local laws, to draft guide-
6 lines used by physicians in determining whether a fetus delivered
7 by induced abortion is viable or nonviable at death.

8 We have focused on getting a working idea of what,
9 from a biological point of view, those terms mean to the
10 physicians making the decision. This has nothing to do with
11 research at the moment. It has to do with what all of the
12 decisions made by the physicians in the premature infants, what
13 their biological working definitions are with all the restraints,
14 because it is influenced by their own ethical considerations
15 and a whole host of considerations.

16 I can give you a kind of tentative comment on that
17 which I would like to in part read and I am loath -- it is
18 not being submitted as a written report -- but the actual
19 expression of this is important, I think, to have accurately.

20 We will try to work with some. It is derived from
21 the meeting of the 13 or so representatives of the 31 centers
22 and the literature.

23 A fetus, or a premature delivered infant, and again
24 we have a definition problem because we are assuming technically
25 it is not a fetus any longer if it is not connected with the

1 placenta, but most of the fetuses or babies are at this point
2 separated from the placenta.

3 For purposes of this, I am saying either use fetus
4 or simultaneously delivered fetus for purposes of this dis-
5 cussion. A fetus or prematurely delivered infant is biologically
6 viable when a minimum number of independently sustained basic
7 physiological functions are present.

8 In order to be viable the sum of these functions is
9 considered together but must support the inference, and this
10 is an inference that the fetus or prematurely delivered infant
11 is able to increase in tissue mass and increase in the number
12 and importance of physiological functions upon receiving
13 generally accepted methods.

14 At this time the following functions taken together
15 were considered as a matter of judgment, not as a matter of
16 fact to constitute the minimum number of basic integrated
17 physiologic functions.

18 This function consists of these components; inflation
19 of lungs with oxygen, transfer of oxygen, across a
20 membrane and the elimination of the carbon dioxide into the
21 expired gas, so the function was considered normal.

22 The foregoing minimum basic integrated physiological
23 functions cannot at present be separately assessed in the fetus
24 or prematurely delivered infant in a consistent, reliable and
25 exact manner in the opinions of various people whom we

1 consulted.

2 The absence of some of these functions however can
3 be assessed indirectly in what was considered to be a reason-
4 able and reliable manner by a measurement of weight and/or
5 estimation of gestation age and gestational survival.

6 So clearly the physicians making the judgment make
7 two things. They use their understanding which may vary
8 considerably, of physiological processes and they use their
9 knowledge of survival rates in making their judgment of
10 viability in the delivery room in the premature nursery.

11 They may use other things which the Committee will
12 have access to from other people but on a biological base, those
13 are the two things used.

14 MR. RYAN: I am sort of amused because of all of
15 the controversial issues in the press in that a viable infant
16 may not survive and a nonviable infant may survive.

17 I appreciate the remendous amount of effort that
18 went into the drafting of that statement.

19 MR. BEHRMAN: It sounds simple when you get down to it.
20 From a biologic point of view, you have to make decisions on
21 the basis of probabilities plus decisions on the basis of
22 understanding physiopathologic processes. The latter are
23 judgmental types of decisions.

24 The important thing is at this point in time it was
25 really the unanimous opinion that there was not objective

1 information that could help you assess those functions in a
2 reliable and consistent manner.

3 DR. COOKE: Orin, there would be some fetuses that
4 unequivocally always would be beyond and so forth.

5 MR. RYAN: Let him elaborate.

6 MR. BEHRMAN: I think as I go through different
7 parts of this I will hit obvious questions.

8 MS. LEBACQZ: This is not a question but just a
9 request, if you wouldn't mind rereading the definition of
10 viability again. I would find that helpful.

11 MR. BEHRMAN: The foregoing minimum basic integrated
12 physiologic functions cannot presently be separately assessed
13 in a consistent, reliable and exact manner.

14 MS. LEBACQZ: Back to the beginning.

15 MR. BEHRMAN: The fetus or prematurely delivered
16 infant is biologically viable when a minimum number of indepen-
17 dently sustained basic integrated physiologic functions are
18 present. In order to be viable the sum of these functions
19 considered together must support the inference that the fetus
20 or prematurely delivered infant is able to increase in tissue
21 mass and increase in number, complexity and coordination, a
22 number of physiologic functions upon receiving the generally
23 accepted medical treatment available in the community.

24 If some of these functions are not there the fetus
25 or prematurely born infant is biologically nonviable. The

1 question them comes, how do we determine if these functions are
2 present or not.

3 MR. RYAN: This will be in the transcript, I might
4 add. I wondered why you put down the proviso about generally
5 available in the community because we are teally talking about
6 a relatively availability and an absolute one.

7 If that maybe was in New York City it would survive
8 and I won't use the name of some other small community that
9 does not have the resources, it might not survive.

10 DR. COOKE: Boston.

11 MR. BEHRMAN: This is preliminary to the preliminary
12 report and I would not want to be held at this point.

13 MR. RYAN: I am jsut bringing it up for your con-
14 sideration. If the Commission is trying to deal with absolute
15 definitions, I can assure you your definition will be
16 a matter of public record and quoted.

17 The one things that sticks out is that there are
18 two aspects of that, and I know you are going to go on and I
19 don't want to preempt your further discussion. One is whether
20 or not you should restrict it in that way or take some cognizance
21 of the fact that that may vary.

22 The other is the relationship to artificial sustaining,
23 that is, potential for viability which is sort of like Dr.
24 Mahoney's comment, to reach a stage at which it is able to
25 function as a self-sustaining life or made able to reach that

1 stage. So that is a question of taking a previable into a
2 viable by artificial support mechanisms.

3 I don't know whether we can deal with that.

4 MR. BEHRMAN: I don't know either.

5 MR. RYAN: I would like you to consider it because
6 it has widespread implications with respect to the experiments
7 you are talking about, in that the thrust might be one can
8 take an infant and sustain it artificially by what some may
9 call heroic extreme measures.

10 Please go on.

11 MR. BEHRMAN: On the basis of the incomplete data that
12 I presently have, with the limitations which I described,
13 particularly in terms of the lack of reporting at small-enough
14 intervals of weight and the lack of recording of weights below
15 1000 grams by most places, fetuses or prematurely delivered
16 infants of less than 600 grams or less than 23 weeks of
17 gestation in a biologic sense are nonviable.

18 Now, that may be subject to modification because we
19 are tracing down individual case reports, and the facts are
20 no place in the compiled data.

21 That Canadian data is particularly important. Can we
22 find any documentation beyond that other than the isolated case
23 reports. They have to be carefully evaluated such as the one
24 in a Polish report that was translated.

25 All those cases, for example, in that particular

1 instance, there are gross gestational age, the weight and
2 length, the heart, and the report is reasonably good, from the
3 people connected with the Polish center. We are trying to
4 evaluate those but we have no reported instances in Canada or
5 in this country of documented data from public health officials
6 on the survival.

7 That may modify but at this point that is the infor-
8 mation we have and that is what it indicates. These weights,
9 gestational ages, signs of life, such as breathing heart,
10 respiratory movement, cessation of umbilical cord and movement
11 of voluntary muscles are a matter of our judgment.

12 In the judgment of these people, not adequate in them-
13 selves to be used to determine the basic, minimal integrated
14 functions. The heart may continue to beat for half an hour.

15 In addition, regardless of weight and gestational
16 age, the minimum number of basic integrated physiologic functions
17 to sustain extra uterine development or survival are judged
18 not to be present in fetuses or prematurely delivered infants
19 with the following:

20 This is obviously based principally on survival out-
21 come information. These categories are severe malformations
22 of the nervous system.

23 All I am describing now is what is in fact the
24 biologic factors that influence the judgment of the physician
25 in the delivery room in saying a product of conception is viable

1 or nonviable.

2 In contrast, a weight of 600 grams or more and ges-
3 tational age of 24 weeks or more do indicate that the minimal
4 number of basic integrative physiologic functions necessary for
5 independent growth and development are present when any of the
6 following physical signs of life are also observed: a heart
7 beat, spontaneous respiratory movements, spontaneous movement
8 of voluntary muscles and pulsation of the umbilical cord. Such
9 a fetus or prematurely delivered infant is viable.

10 Bob, those weights are judged to viable biologically.
11 Again, I would like to repeat, you can make all sorts of legal
12 and ethical decisions about it, but these are in fact what
13 people are using as their biologic diagnosis.

14 MR. RYAN: Is the word "are" appropriate or should
15 it be "may" in relationship to the fact that with those there
16 may be other biological functions that are not perceived
17 which would ultimately make such an infant; when all of the
18 information is available, known to be nonviable, and you find
19 that out only if it does not survive?

20 MR. BEHRMAN: Let me deal with that. It should be
21 noted that an infant may be viable after premature delivery
22 by these criteria which, by in utero estimation of gestational
23 age and/or weight, using the most advanced current technology,
24 were determined prenatally to be nonviable.

25 At present the ultrasonic measurement of the

1 biparietal diameter is the most accurate method for prenatal
2 estimation of gestational age.

3 MR. RYAN: Did you want to restrict that to certain
4 times during gestation? I think you will have to, the ultra-
5 sound, the times during gestation when it is, in fact.

6 MR. BEHRMAN: A discrepancy between prenatal and
7 postnatal assessment of viability may occur notwithstanding a
8 pregnant woman's intent to have an abortion, a legally authorized
9 abortion, the best qualified independent physician's judgment
10 of the fetal weight, estimate of gestational age by ultrasound,
11 and an investigator's intent only to study a nonviable fetus
12 or prematurely delivered infant.

13 There is an area of error that is related to current
14 technology that cannot be resolved by technology or medical
15 practice at this moment in time. It is entirely possible for
16 someone exercising the best judgment to make the decision that
17 a given fetus in utero is nonviable by anybody's opinion, and
18 the afterwards be surprised because by the weight classifi-
19 cation and by the other signs I have mentioned, the fetus
20 turned out to be, at that point, independently judged as viable.

21 That is, how to deal with that fact, something that
22 you have to decide. Fetal death or the death of a prematurely
23 delivered infant, who has been determined to be viable, is
24 judged to have occurred when there is a cessation of the mini-
25 mal basic, independent integrative physiologic functions which,

1 considered together, result in sustained extrauterine growth
2 and development. The absence of all of the following indicate
3 the cessation of minimal basic independent integrative physio-
4 logic functions: a heart beat, spontaneous respiratory move-
5 ments, spontaneous movement of voluntary muscles and pulsation
6 of the umbilical cord.

7 When a prematurely delivered infant is being artifi-
8 cially ventilated ---

9 MR. RYAN: Would you speak a little slower?

10 MR. BEHRMAN: These are the criteria of the World Health
11 Organization and they are used because they are physical obser-
12 vations that can be made by anybody who is there, essentially
13 there, although it might require some experience in making them.

14 MR. LOUISELL: The absence of brain wave is the lack
15 of feasibility?

16 MR. BEHRMAN: That is right. I will come to that in
17 a moment.

18 When a prematurely delivered infant is being artifi-
19 cially ventilated, the absence of all of the above physical
20 signs may no longer be reliable as an index of the cessation
21 of the minimal basic integrative physiologic functions.

22 For example, if the heart beat and the lungs can be
23 sustained by pace makers and by the ventilator, in which case
24 using any of those functions would not be very useful once the
25 infant is on the equipment.

1 Under these circumstances the presence of two flat
2 electroencephalograms obtained 24 hours apart when the infant
3 is not receiving central nervous system depressants should,
4 in addition, be used to indicate a cessation of the minimal
5 number of basic integrative physiologic functions necessary
6 for independent growth and development which characterize
7 biologic life for the fetus and prematurely delivered infant.

8 The first step really on four was to see if we could
9 separate out with all of the limitations of trying to separate
10 out by logic, material because the judgments are influenced by
11 ethical, religious or the social orientation of the individual
12 people.

13 There is no way around that but at least we get as
14 clear as we can, tease those out. We have not gone on to the
15 rest of the task in four which you are trying to analyze, that
16 is in regard to the ethical and legal things mentioned in four.

17 MR. RYAN: They will be coming, Dr. Behrman?

18 MR. BEHRMAN: Yes. But I think most frankly that
19 synthesis has to be done by the Commission for the same reasons
20 that were mentioned earlier.

21 We could maybe develop possible options depending on
22 whether you accept this kind of criteria or that kind of criteria,
23 and it is certainly possible legally and ethically to reject
24 some portion of the biologic facts known today because they are
25 so uncertain and there are certain uncertainties.

1 MR. RYAN: I want to express my admiration for what
2 you have done thus far and hope that you will have a report for
3 us in written form the next time we see you.

4 I would like to ask the Commission members or the
5 staff if they have any questions they would like to address to
6 you.

7 MR. LOUISELL: I was particularly interested in your
8 exchange, Dr. Ryan, with Dr. Behrman about his use of the par-
9 ticular medical environment as a factor of viability.

10 MR. RYAN: Do you want to know why I brought it up?

11 MR. LOUISELL: Yes. To me it is almost impossible to
12 set up the concept of viability independent of the environment.

13 MR. RYAN: I brought it up because the fact is we have
14 what we call high-risk or resource or reference nurseries for
15 infants that are outside a given community.

16 If we are talking about viability or survivorship in
17 a general sense about what is possible at a given level of
18 technology, then you have to relate that to the best technology
19 you have.

20 Then, the survivorship or the viability is dependent
21 upon that technology and not upon socio-economic factors which
22 might deprive an infant from access to that technology.

23 I think those two points have to be made clear. In
24 medical practice in the past it was always acceptable, for
25 instance, to just practice at a level which was common for your

1 community. That community is becoming larger and larger. I
2 think that the world community, if you will, is becoming smaller
3 and smaller, and we will want to establish survivorship or
4 viability on the best that we can offer patients rather than
5 on what we would hope the socio-economic viability of the
6 services.

7 A document purporting to provide these, between the
8 viability of service and the level of scientific technology,
9 have to be clear.

10 MR. LOUISELL: So the data will be on the ideal medi-
11 cal potential and on the practical level of what is feasible
12 to give at that particular place?

13 MR. RYAN: Yes. I think for, for instance, there are
14 many infants that would survive and be viable in a premature
15 nursery. If a premature nursery is not viable that infant
16 quite possibly would not survive.

17 DR. COOKE: Dick, the statement of the almost
18 impossibility of judging viability at a given instance is a very
19 critical issue. I would hope that your group might look at
20 the preliminary draft by Miss Lebacqz that was submitted to the
21 Commission because the very nature of that approach, which I
22 think might find considerable acceptance in a number of circles,
23 that there is greater protection given by society to the fetus.

24 There is a quantum jump in the protection at the
25 point of viability and the whole argument rests on the ability

1 to discern viability with considerable accuracy at some stage.
2 She basically argues at some stage it must be possible that
3 essentially all, because the essentially all comes up in regard
4 to this probability question.

5 I can't find the particular reference in the great
6 mass of material I went through last night, but the issue of a
7 judgment in the courts when the probability of a particular
8 diagnosis was one in 25,000, as I recall and the physician did
9 not carry out some procedure because the probability was only
10 one in 25,000 that this might be the situation.

11 The courts ruled that is too great a probability to
12 have omitted it, so they judged that the physician had basically
13 committed malpractice by not considering something with a risk
14 as high as one in 25,000.

15 That means we are talking here about probabilities
16 that might be acceptable as regards the viability-nonviability
17 issue which would really be way out, maybe 100,000. I don't
18 know what it should be.

19 So, this issue of viability and her approach I think
20 might be well worth trying to see whether you can reconcile this
21 particular problem.

22 MR. BEHRMAN: I will certainly make that available.

23 MR. RYAN: Mr. Yesley can have a copy available for
24 you for that specific purpose.

25 MR. BEHRMAN: I would just like to make a distinction.

1 We have not said it is impossible to judge viability. We have
2 said it is impossible to judge separately these integrated
3 functions as the present state of medical technology exists.
4 That may mean several things for the Commission.

5 One, whatever process is decided on to deal with
6 this problem has to be one which is reviewed periodically
7 because changes in technology certainly do occur with an
8 unexpected rapidity in some instances.

9 So, it may be possible to evaluate some of those
10 critical functions a year from now but it is not now. From the
11 social point of view, it may be important to have a mechanism
12 by which such a review could be made with dispatch.

13 We have said at this time we can't separately assess
14 those functions with any kind of agreement. We went into it
15 at length trying to use various laboratory measures and to see
16 whether there was an area of agreement, whether a given PH
17 and given PO 2 and given blood sugar -- it is not possible to
18 get consensus for any kind of agreement.

19 In fact, the unanimity was we couldn't do it even
20 as much as would like to. Therefore, however, the fact is that
21 those functions do influence your judgment in evaluating the
22 probabilities. The probability statistics is where I started
23 off.

24 That clearly is a big part of what we will try to give
25

1 the Commission, on the basis, for example, of the Canadian data
2 that I referred to for Quebec. You can say that between 750
3 and 1000 in a high-risk -- let me use this as an example.

4 If I remember right, when you compare an intensive
5 care unit at Royal Victory Hospital with a baby born in a non-
6 regional center in Quebec you can say between 750 and 1000
7 grams. There is one chance in close to a million that a child
8 in that weight group will survive in a community but there are
9 two or three chances he will survive at the Royal Victory Hos-
10 pital.

11 We will try to provide you with that kind of infor-
12 mation. I am clearly not saying how you use that information.
13 The inferences may be influenced by the ethical, legal and
14 all sorts of other things. The physician does use that infor-
15 mation. When faced with the probabilities that are very low,
16 that influences his judgment about the presence of those
17 integrated functions by which he characterizes the existence of
18 life. That is when you want research, irrespective of anything
19 said about it.

20 MR. RYAN: Dr. Jonsen?

21 MR. JONSEN: I want to refer back to the interchange
22 between yourself and Dr. Louisell just to point out I think
23 it is immensely important for the view that we take on the
24 special study as we begin to see definitions of biologic
25 phenomena relative to technology as a predominant way of

1 defining such things as viability. I think that is immensely
2 important for our future consideration.

3 MR. RYAN: Dr. Stellar?

4 MR. STELLAR: Perhaps more in line with what you are
5 bringing up, Dr. Jonsen, could we have some information to
6 think about in regard to the criteria of the flat EEG especially
7 in a situation where there may be drugs used as you indicated,
8 necessitated by the artificial ventilation procedure, or perhaps
9 the literature is clear enough now. Perhaps the criteria is
10 enough that you can just draw conclusions for us that represent
11 solid opinion and views.

12 If it is not, it might be helpful to give us a brief
13 statement of the status of this criteria from a physiologic
14 point of view.

15 MR. BEHRMAN: Unfortunately, we have some reports in
16 the human, usually above 750 grams, of descriptions of what
17 the EEGs are like. They are usually flat most of the time with
18 occasional spikes of electrical activity. They are often
19 taken on a mix of patients.

20 There are very few reports and they are very scattered.
21 The bulk of this report is based on the people doing the EEGs
22 and arriving at conclusions.

23 Much of the electrical activity at this age is not
24 cordical, so since EEGs can pick accurately only the cordical,
25 it is a very crude tool. So, this was a judgment that in those

1 situations the only other technologic thing that was available
2 to the physician in order to try to perceive those physiologic
3 functions as this tool, but it has major limitations.

4 It was known that the activity could be depressed
5 with depressant drugs so that qualification was put in so that
6 it would indicate to the physician faced with that example, with
7 autorespirator, no signs present, probably his next step would
8 be to discontinue all drugs that had that effect and wait some
9 period of time before doing the EEG. But, it is clearly not a
10 provable fact.

11 MR. STELLAR: It would be helpful to have that kind
12 of criteria to remind us.

13 MS. LEBACQZ: In talking about whether there would
14 be certain factors such as weight or gestational age which
15 could be used to assess the absence of some of the functions
16 that make for viability.

17 You proposed 600 grams in 24 weeks. I noted that in
18 particular because the field report suggests 400 to 500 grams.
19 Did I understand you to say correctly at this time you have not
20 been able to document the survival of a delivered infant of less
21 than 24 weeks or less than 600 grams?

22 MR. BEHRMAN: With the qualifications I indicated
23 initially that we have some of the material in. At the moment
24 from material we have in and particularly the material that
25 breaks it down into weight group classifications although

1 1000 with any kind of reliability.

2 We have not found a survivor. There may be one.
3 This is very tentative. In addition there are some case reports
4 that we are in the process of trying to evaluate, so I would
5 not take this as firm in any sense.

6 There are other problems actually due to gestational
7 aging which is subject to enormous error. For example, 15 to
8 30 percent used in the last menstrual period for gestational
9 age, in 15 percent of those instances it is probably wrong in
10 terms of the statistical analysis of that data.

11 There is very little available in terms of the ultra-
12 sound in large groups of infants, so that is a very selected
13 kind of tool.

14 So, gestational age has enormous problems with it.
15 In fact, that is based on at the moment only one piece of data
16 from the Quebec data. We are getting from Colorado their data
17 but it is not yet in on the gestational age. That is going to
18 be the weakest basis.

19 The weight will be really the only thing one can
20 with any real assurance hang one's hat on for survival. At the
21 moment on weight, we do not have anything further but we may
22 well have. We just don't have in yet most of the data. Most
23 of it is not available.

24 Certainly in a literature survey except for isolated
25 case reports and two or three we are tracking down, we don't

1 have any, but the individual centers may come up with this.

2 MR. RYAN: Are you using Tennessee at all?

3 MR. BEHRMAN: We have asked them.

4 MR. RYAN: I think I have some references under 24
5 weeks. I will pull them out.

6 MR. BEHRMAN: I would appreciate that.

7 DR. COOKE: What is the smallest weight you have for
8 survival now and how far back have you gone in the search?
9 A long time before your time it used to be a common thing to
10 report in sort of a contest as to who could come up with the
11 smallest premature.

12 There were some remarkably small prematures before
13 any of us were in the business.

14 MR. BEHRMAN: On the San Francisco data they have no
15 weight, no survival over a 10-year period until -- and that is
16 year by year in San Francisco, University of California Center--
17 they have no survival until they get to the 750 to 800 group.

18 I am not saying there are not other survivors. At
19 the moment, we just don't have the data in. The Canadians
20 had in the group of 601 to 650 they had one child. This is
21 out of a total birth population of something approaching
22 250,000 deliveries.

23 Now, we will probably turn up some others. At the
24 moment we just don't have all of the data. We don't have the
25 breakdown from Colorado at this moment. They are pulling that

1 out. They did not have it in weight classification.

2 In many cases a weight classification of 250 is not
3 good enough. You would not know whether a survivor was at 751
4 or 1000, so this really presents the problem.

5 In this particular case report, for example, the one
6 I referred to, the Polish report, the infant in that report is
7 a 25 gestation, 25 centimeters and weight is 24 grams. That
8 may be one that is qualified for this.

9 We have not put these in. I am trying to separate
10 the sources of the data. We will then describe that as a
11 source of data and you can make your own conclusions whether
12 that is legitimate or not.

13 We were not able to determine what kind of scale
14 was used although it looked accurate from the diagram given.
15 It was in a rural hospital in Poland. The mother in this
16 instance, interestingly enough, and this may be useful, the
17 grandmother of the baby was a 900 gram premature. Her brother,
18 the uncle, was a 1100 gram premature.

19 The point of that article is there may be some
20 familial tendency in that family to give premature births to
21 infants that is radically different from something in that
22 family. We did not get that just from the weight.

23 For example, the presence of such a family history
24 might be quite critical.

25 DR. COOKE: The reason for bringing this out, I am

1 sure is you are aware that a lot of arguments are riding on
2 this matter of determination of viability. I apologize for not
3 making my statement clear about prediction. I meant prediction
4 in utero of the viability. A lot is riding on that.

5 Indeed, even the abortion issue and Edelin's trial
6 and all the rest are held up on this question of viability. If
7 one looks at the primate data that you and others have done a
8 check and others for nongestational age there is tremendous
9 weight differences. Also for the date of pregnancy threefold
10 or more.

11 MR. RYAN: I want to mention two aspects of what you
12 discussed. One, the point you raise is very important with
13 respect to anecdotal information with respect to small weight
14 survivalship, and what we can get out of our centers and pre-
15 mature nurseries.

16 I think it is extremely important for us to get
17 some facts down and stop playing the game about some baby in
18 the Guinness Book of World Records unless we can document it.

19 I went through the business myself of personally
20 trying to go back to the literature. I saw the Canadian case,
21 I forget the weight, 27 weeks gestation, Nova Scotia, weight
22 on the second day of life on a gross scale and fed brandy and
23 so on and so forth.

24 We can scarcely, with a medicine dropper -- we can
25 scarcely as a product of -- this is an opportunity for us to

1 try to search out all the information we can and put it before
2 the American people facts in the most explicit way we can. I
3 think that that is an important issue. I think with the ques-
4 tion of viability in utero with respect to the abortion issue,
5 you are probably off-base because of all of the babies in which
6 the abortion is done were potentially viable unless the infant
7 has a congenital edict which is incompatible with viability
8 or life.

9 In the Edelin case it is whether the infant was
10 born, not whether or not the abortion was legal. The viability
11 in utero I think is a different issue than the question of whether
12 after it is born it is in fact viable.

13 DR. COOKE: It is a question of doing research on a
14 baby that may be viable or nonviable in regard to the protection
15 of that individual if abortion is to be done. That is the
16 issue, and that viability-nonviability become very important
17 in the graded context and when that abortion is to be per-
18 formed.

19 MR. RYAN: I agree with that point.

20 MR. BEHRMAN: I would like to make two comments.
21 One, gestational period in utero in the critical period is
22 21 to 22 weeks. There is considerable difference of opinion.
23 I am sure the Committee is aware of the enthusiasm of the
24 investigators and they distort things.

25 In the group in Colorado and elsewhere where they

1 are using ultrasound they enthusiastically feel they can detect
2 it with an error that is much smaller than everyone else is
3 prepared to accept. So, there is a real problem, for example,
4 in just evaluation. We have taken the position when there is
5 that much difference among people whom we have no reason to
6 think are that diverse in terms of their abilities, then we
7 have to accept that as a limitation of technology.

8 The other thing is the Commission will have to
9 decide what to do about these isolated instances on the basis
10 of probability, say, so-many millions of births in the world
11 documented.

12 It may turn out there is one in 40 million chances
13 of a baby -- I am pulling that out of the air -- I don't have
14 the probability -- a baby of 450 grams surviving. That is
15 something you will have to decide whether you deal with that
16 probability the same way you deal with the probability one in
17 25,000 or with the probability that zero in so-many millions,
18 and how you should deal with that not just this year but next
19 year as the probability changes.

20 MR. RYAN: We are coming down the line toward lunch.
21 I will continue the discussion. Dr. Capron, we will not be able
22 to get to you before lunch. I don't think it would be profit-
23 able to subject you and the commissioners to a long discussion
24 on an empty stomach. I think people need rest.

25 I will entertain a couple of questions for Dr.
Behrman.

1 MR. STELLAR: Dr. Cooke put up a point on the
2 variation of data on known gestational age. I hope this will
3 be included as a reference, or if it is not too much to ask,
4 some statement of what this information is because it will help
5 us in interpreting the human data.

6 MR. RYAN: Dr. Behrman, I want to thank you very much
7 for having been with us and for your preliminary report. We
8 will look forward to the final one in one month.

9 I would like for us to reconvene at 1:30.

10 (Whereupon, at 12:30 p.m. the meeting was adjourned to
11 reconvene at 1:30. p.m.)

12 - - -

A F T E R N O O N S E S S I O N

1:45 p.m.

1 MR. RYAN: Could we commence the afternoon session.
2
3 Some Commission members will be leaving at 4:00 p.m. and I
4 would like to get through the remainder of our agenda if we
5 possibly can.

6 Mr. Capron, I understand you do not have anything
7 written for the Commission at this time so you will be giving
8 an oral report. May we receive that now, please.

9 MR. CAPRON: In fact, Mr. Yesley, with whom I have
10 spoken suggested that this might be an opportunity for me as a
11 consultant to consult with you and to define more fully the
12 scope of what I am to be doing so that I respond in the most
13 helpful way to what the Commission wants on the legal aspects
14 of human fetal experimentation.

15 The primary questions I see are, first, which
16 interests of the fetus are protected, at what point in its
17 development, and against what other countervailing interests
18 of the public or others.

19 The focus here obviously is on fetus interest in life
20 and health rather than on its interests in property rights and
21 so forth. It would also extend to include its interests in
22 its postmortal treatment. By that I don't mean to belie the
23 question whether there is in fact death if there is not in
24 fact life as we will be talking about it.

25 What is done with fetal remains remains a question

1 to be decided. The question is, since the fetus is clearly
2 unable to exercise whatever rights or interests it has for
3 itself, who is to speak for it? I think these could be sum-
4 marized as the issue of personhood or as some people have been
5 saying, to viability. And secondly, the issue of consent.

6 To go to the first issue, I don't propose today to
7 address primarily questions raised by fetal experimentation
8 statutes either.

9 It may be odd doing a report on new statutes not to
10 go to them first but they may be fairly familiar to you. First,
11 I want to talk about the general rules established about the
12 fetus.

13 There are five sources of law I would identify, con-
14 stitutional law, civil laws, contracts, torts and the like,
15 administrative law, and what the PEEL Commission report called
16 disciplinary relating to licensure and the like, about which
17 I have nothing to comment.

18 I think it would be apparent if the medical profession
19 were to reach a very strong or unanimous judgment on something
20 to the extent to which those people who sit on disciplinary
21 boards would revoke a physician's license because of what he
22 was doing in the way of fetal experimentation, that may serve
23 as a relative definition of the rights, but it would be an
24 ad hoc judgment in all likelihood and would not derive from the
25 kinds of conceptual concerns I want to address.

1 Going to the first category, constitutional law, I
2 suppose here you are all familiar with the holding of the court
3 in Roe versus Wade the 1973 abortion decision of the Supreme
4 Court in which the court did a couple of things of interest to
5 us. It balanced what it saw as the primary right of the preg-
6 nant woman to privacy which was taken to include her right to
7 terminate her pregnancy against the rights of the fetus.

8 In so doing it determined the unborn had never been
9 held under our law to be persons in the constitutional sense.
10 The constitutional law obviously has been painted with a broad
11 brush. It does not cover all issues or Federal questions in our
12 terminology and it draws heavily on the common law as Justice
13 Blackmun did in Roe versus Wade.

14 So, I am not sure how much the Roe opinion tells us
15 other than there is a recognition of two sets of interests
16 and there is the State's interest in protecting both of those.
17 Indeed, the tripartite, three sets of trimester distinctions
18 which the court drew up which I think are similar to some of
19 the things you have already seen emerging on fetal interests
20 maturing over time, over stages.

21 Roe was drawn very largely from common law ideas.
22 I would like to turn to those. First the criminal law and then
23 the civil. There are a couple of reasons to look at the crim-
24 inal law, the one I will talk about today and one I will cover
25 in a more detailed record for you.

1 First as a guide to what society speaking through the
2 courts and the legislatures have found to be acceptable over
3 the years. The second reason for looking at the common law is
4 it is a means of implementing whatever choices you arrive at.
5 By you, I don't mean just this Commission but the secretarian
6 recommendations to the Congress or State legislators as to the
7 needs for criminal statutes.

8 It is more as the guide than as the means that I
9 speak about it today. The kinds of prohibitions which the
10 criminal law has had that you know of, of course, are prohibitions
11 on murdering, and the like which would relate to the
12 protection of the fetal life or health.

13 The major means has been legislation on abortion which
14 in this country is still very much in flux because many of the
15 States have not yet fully responded to the Supreme Court's
16 opinion. Some States' response in new legislation
17 has been challenged and in some Federal courts it has been
18 found to be unconstitutional and in some conflict with the
19 Roe opinion.

20 I will not say much about the common law because
21 much of it comes out in homicide. Just in brief, the tra-
22 ditional common law regarded abortion of a fetus that was not
23 yet quick as not a crime at all and a quick fetus was regarded
24 by the common law prior to the abortion statutes of the 19th
25 century as a misdemeanor but not even manslaughter.

1 In the United States there was very little common law
2 prior to the statutes, most of which have been stricken down
3 by the Roe opinion. The major concern then is with how does
4 the law of homicide, murder and manslaughter affect fetal
5 interests?

6 The general view has been that the fetus is a person
7 who would be protected under a law that said homicide is the
8 killing of one person by another person only after live birth.
9 There have been some cases that have taken an exception to this.

10 There is a famous California case, the Chavez case,
11 but that was subsequently disapproved by a California appellate
12 court. That involved a viable child that was killed and the
13 court said that that would stand -- that was during the process
14 of birth, viable but not yet born.

15 The court said that would stand as a grounds for an
16 indictment for murder. The other situation that can occur is
17 injuries that occur to the fetus still in utero. The fetus is
18 then born live and we have to get to the question of what is
19 live. Born comes through the birth process, disconnected from
20 the placenta, the kind of definition Dr. Behrman was using
21 before, and then dies of the injuries received in utero.

22 The test here has been primarily one of whether or
23 not the child was viable at the time the injuries were received.
24 It is difficult to know if you go beyond that point how you
25 would reconcile the law of homicide of a fetus in this case

1 with the development in the area of abortion.

2 If it is permissible for a woman to have an abortion
3 by directing some medical intervention which interferes with
4 the development of her fetus, the fetus is then expelled and
5 unexpectedly lives for a short period of time and dies of the
6 very things the doctor used to cause the abortion or the fact
7 the child was so premature it could not survive, although it
8 could continue in utero and it could survive, that could be
9 the basis for a charge of homicide.

10 There are different interests as the court recognized
11 in the Roe opinion that we have a conflict in itself, and the
12 woman's interests may predominate. This becomes some kind of
13 justifiable homicide for the woman to save her own life.

14 It would be like a policeman who shoots someone
15 to protect himself and/or any person who protects their own life
16 by the use of deadly force.

17 The other limitation, of course, would be if the
18 fetus is previable. That would not be inconsistent with the
19 Roe opinion. The same kinds of distinctions have arisen in
20 civil law. To focus this a little for you in terms of research,
21 I imagine this question came up particularly vis-a-vis children
22 who were injured by thalidomide. We could substitute for
23 thalidomide any other drug given to a woman during pregnancy
24 which would be for research purposes and causes some injuries
25 to the fetus.

1 It seems to me this could eventuate in two ways that
2 would be the most interest to you. One would be where there
3 is injury and the fetus is later born. The traditional view
4 that existed up to the middle of this century is there can be
5 no recovery by the child but the woman could recover if there
6 was a miscarriage.

7 As Lord Cooke said, it had no separate personality and
8 there was no injury to a nonperson. One concern the law had
9 was the difficulty of proving that the thing that happened
10 during pregnancy was the thing that caused this injury. That
11 is a concern to prevent fraud or deceit.

12 Justice Holmes, when he was on the Massachusetts
13 Supreme Court, had the famous Dietrick case upholding this line
14 of opinion. The modern view goes back to Justice Boggs
15 of Illinois in the Allaire case and an early California and
16 Louisiana cases in the 20s and 30s. It was not established as
17 a rule of law until 1946 until the Federal court here in the
18 District of Columbia articulated the rule that an infant could
19 recover if viable when injured were it later born.

20 That case involved a professional malpractice ques-
21 tion where the child had suffered an injury due to the inter-
22 vention of the physician and then emerged early in the gestation
23 process and survived long enough to bring the suit.

24 Some of the courts have now pushed this on further
25 and allowed recovery for a child who dies because of an injury

1 that was received in utero if the fetus was either quick, as
2 some courts say, or viable.

3 Now, the law I find in reading through the cases has
4 different definitions of what is meant by quick and different
5 articulations at the point at which this occurs. Some courts
6 talk about quickening in the abortion process in six to eight
7 weeks.

8
9 ----- common law
10 did not talk about quickening until about 16 or 18 weeks. That
11 is the point at which the Supreme Court talked, in other words,
12 four to five months were the first moments when the fetus would
13 usually be felt, the first indication there was something alive,
14 in the sense, shall we say, the pre-modern scientific view of
15 what was going on, There
16 was something coming alive, the soul, and the courts picked this
17 up and talked about it.

18 Whether it is that point or viability, most of the
19 courts now allow recovery if the fetus is born for some time
20 and then dies of injuries that occurred after that point of
21 viability.

22 A more difficult question is raised if the injury,
23 say, this drug was given experimentally to the mother, produces
24 a stillborn child. I point out this could also arise in a
25 situation I have not heard discussed today. I assume it is

1 covered in Jerry's paper. That is, what about methods of research
2 on abortion which is undertaken with the very purpose of end-
3 ing fetal life. There are various opinion but there is no
4 research on this. Clearly abortion is for the purpose of
5 ending life and an experimental abortion technique would be
6 research.

7 MR. RYAN: Research on whom?

8 MR. CAPRON: I assume it would be research on the
9 woman and the fetus if the purpose is to get rid of the fetus.
10 Whether the fetus is a subject or person is a question on
11 which there is now division.

12 MR. RYAN: Or whether the research is on the mother.
13 You talke about that. We are going to have to balance out in
14 the legal considerations those points.

15 MR. CAPRON: I think you were more or less faced with
16 the same set of concerns the Supreme Court was faced with.
17 Certainly anything done here has to comport with those concerns.
18 I don't think we can limit ourselves to constitutional limi-
19 tations because the Supreme Court recognized while the law
20 has never regarded the fetus of an unborn as theraputic as a
21 person in the whole sense of the term, they did recognize
22 there were certain protections.

23 For instance, I was not going to talk about it but
24 I will mention the fetal property rights. A trust can be set
25 up for an unborn child, a posthumous creature can be involved

1 and even though a child has not been born at the time the tes-
2 tator died.

3 MR. RYAN: Mr. Capron, how do you want to continue
4 this?

5 MR. CAPRON: I think I would state what I see as the
6 conflict in the law and then tell you what I have briefed you
7 on.

8 DR. COOKE: I did not get the gist of the Washington
9 technique for surgery.

10 MR. CAPRON: We are talking about an action in most
11 States called wrongful death. There are two kinds of recovery
12 that exist as a matter of statutory law for a person who has
13 died and there is an attempt to recover from the person
14 involved.

15 Recoveries are called either survivor actions, the
16 rights a person has, assuming they begun it and survived their
17 death. That is a right, a suit for that purpose. Say I was
18 run over by a car. There would be a suit under survival
19 action for me, the suffering I had gone through and settle my
20 estate, et cetera.

21 Most States have followed the model of the wrongful
22 death statute, some States have both. The named statutory
23 beneficiaries who are primarily close relatives, parents and
24 children who would take under test, are permitted for the loss
25 to themselves to sue the wrongdoer for the debt.

1 Let us talk about the relatives of the fetuses. Could
2 they assume someone? Would it include the mother or only the
3 doctor? The cases that have all come up involved an outside
4 wrongdoer, where the mother and father of the lawful child went
5 in on a lawsuit.

6 Say you ran into this individual with your
7 automobile and injured an unborn infant. The question is what
8 happens to the children who are born and then die from those
9 injuries. That is something that you can recover for because
10 that child, when it is born, becomes a person.

11 Then the question comes up, what about the infant
12 that is expelled dead, stillborn. Can there be recovery? We
13 now have about 15 States and only within the last 15 years, that
14 have said, yes. This is interesting because it is in the face
15 of the ^{movement} going in the other direction on abortion. Those
16 have been injuries by third parties.

17 Then the question would arrive, was the person
18 viable. So far as I know the courts have all said, yes. I am
19 still looking into this. It is a matter of doing some
20 50 jurisdictions to get this.

21 They ask, must the child be viable at the time? At the
22 point you have viability you have in effect two persons, and
23 either one could die without affecting the other. Thence it
24 begins to go back to the live child who is not only injured
25 but born before viability.

1 There have been a couple cases and I know from the
2 figures Dr. Behrman gave today, 22 or 23 weeks.

3 Take a child that was born and lived for two hours.
4 It is then considered born and then there can be, according to
5 the Massachusetts courts, if it is a preinjured person, it
6 comes out of the birth canal, moves around for a moment -- the
7 details of that case don't tell us what happened. They merely
8 said the person was alive.

9 We have complications here which I thought when I
10 got into this area I would be able to lay out bright, clean
11 lines on but those lines are not there. We have contradictions
12 between criminal and the civil law.

13 MR. RYAN: What gestation period?

14 MR. CAPRON: In Massachusetts ---

15 MR. RYAN: In Massachusetts it depends on whether
16 the birth certificate was surrendered. I wonder if they
17 took someone where the birth certificate was not rendered.

18 MR. CAPRON: In Massachusetts 20 weeks and a birth
19 certificate could be registered.

20 MR. RYAN: Most State statutes have a cut-off point
21 with respect to whether it is a birth.

22 MR. CAPRON: I am considering putting together the
23 information I gave you about the law. Earlier you heard Dr.
24 Behrman's statement to not define as viable any child of less
25 than 24 weeks or 600 grams, survival being seen as just more

1 than a few hours as it was in this case.

2 If that were the line, this child would be defined
3 under the definition as previable although the Massachusetts'
4 statute as to what kind of certificate is issued ---

5 MR. RYAN: Unless I am mistaken practically every
6 State jurisdiction requires 20 weeks for a liveborn certificate
7 or a stillborn certificate. We know because we deal with this
8 on a day-to-day basis. It is not considered a birth until ---

9 MR. CAPRON: If I could add one point, most of the
10 laws say 20 weeks or 500 grams. The best data is when the
11 infant weighs about 400 grams.

12 If you go by gestational age, it is about 22 weeks
13 and a 20-weeker is about 24 weeks, so there is a real dis-
14 crepancy between weight and gestation.

15 MR. RYAN: But a birth certificate has to be rendered
16 before it can be called liveborn. I wondered if anyone had
17 an action against whom a birth certificate was not rendered.

18 MR. CAPRON: If it died very quickly in that nursery,
19 it would not be viable.

20 The fourth area is the administrative laws which
21 are these laws on the certification of birth and the certifi-
22 cation of death. In many States the use of a special certifi-
23 cate for a stillborn child is used.

24 This is an area where I have not really finished my
25 research work. I have started in just 10 States. Most of them

1 do draw a line for the issuance of a fetal death certificate
2 at 20 weeks. This is the thing I think you are referring to,
3 the Massachusetts' line, as well as a birth certificate after
4 a couple of weeks.

5 In a number of States, however, it is not made
6 material how long gestation is for the issuance of a fetal
7 birth certificate. Some municipalities, New York, for instance,
8 have added to this additional requirements as far as abortion
9 reporting provisions are concerned.

10 I would plan in what I submit to you next month to
11 include a statement what the law is there. I don't think this
12 would yield as much of what the common law and civil law does
13 because the administrative provisions have many reasons.

14 That concludes what I have to say about the interests
15 of the fetus. On the second question of consent, the assumption
16 behind the abortion provision is the woman can consent to
17 certain manipulations on her own body but the fetus does not
18 have consideration by the law.

19 In dead issue, all the States make clear that the
20 parents can consent to the use of the dead tissue if that is
21 what is expelled. So we are really narrowed down to this
22 question of the living fetus and what life means here. I
23 gather it is somewhat problematical.

24 In this group we have something that approaches
25 research with an infant, any ordinary child, and this is one

1 of the most debated question in the research field, as you all
2 know. There are conflicting reports from the commentators;
3 there is no definitive focus or no definitive legislature on
4 this.

5 The Human Experimentation Committee at the University of California has
6 now been sued by Professor Nielson who is seeking to have
7 the first declaratory judgment rendered on the status of parental
8 consent, and so on, if you regard the fetus potentially viable
9 you ought to be confronted with that you think should be the
10 research on infants.

11 So, you have more than fetal interest before you,
12 before you decide your recommendations on April 30 to the Secre-
13 tary. Anything you say here you ought to have an eye on, and
14 we would say the thing about children.

15 If you can draw a line and suggest something that
16 will never be a child, but at the point that that becomes
17 problematic I would think you would want that to be congruent.

18 MR. RYAN: The Commission gives you very little of
19 what was mentioned in the Senate debates and they are not
20 covered in court opinion. There is no indication of this.

21 One afternoon I am going to explore the question of
22 how best interest judgments and instituted judgments in probate
23 matters are handled. I hope we have some guidance there, but
24 the courts have benenerally limited that to the best interest
25 criteria. It would be hard to say anything theraputic or

1 viable would be involved.

2 That concludes my outline and I welcome your suggestions.

3 I am going to ask the various Commission members and
4 the staff members to interact with you. We want to be rela-
5 tively specific so you or the Commission is not ambiguous on
6 what your scope of work would be.

7 Those of you who make specific recommendations keep
8 it in mind so we keep a record of it. Mr. Mangel wants to ask
9 me a question.

10 MR. MANGEL: Alex, are you going to take into account
11 in your considerations on the issue of the interests of the fetus and the issue
12 of consent, the distinction between that research which is
13 intended to be beneficial and that research which is not intended
14 to be beneficial to the fetus.

15
16 MR. CAPRON: In the case of beneficial research I
17 don't see the law raising that as a critical issue. I can
18 include that statement in my report as a critical issue.

19 MR. RYAN: The counterpart of that might be something
20 of benefit. When we talk about the patient or fetus being a
21 newborn child having a consent formed by a parent it can go one
22 of several ways.

23 We have also assumed the parent's interests would be
24 with the best interests of the child in mind. That question
25 has been raised many times before with respect to therapy.

1 MR. MANGEL: This comes back to the question of
2 intent which I believe Dr. Seldin was raising before

3 The articulated intent is to benefit the fetus
4 either by giving or withholding the intervention. I don't know any
5 cases that say parents are not the ones to exercise a choice
6 just as with a child and I think this is true in any pregnancy.

7 MR. RYAN: The only question is when you act contrary.
8 Let me say, a Jehovah witness who wants to deny their child a
9 transfusion which in ordinary medical practice would be
10 life saving, in which case someone become an advocate for the
11 child and asks the court to intervene.

12 MR. CAPRON: I am referring mainly to the refusal which
13 will affect the fetus without question, but they are not making
14 a statement. They are making an interest judgment for that
15 fetus. They are making a judgment for the woman and herself
16 and will have consequences for the fetus.

17 In that case it may be possible and in the District
18 of Columbia there are two or three ways in which the courts
19 have intervened. They have done it most recently passing it
20 as best they could, so that the intervention affects the
21 mother's interests as much as possible.

22 He said we can get the baby out fast, maybe give it
23 a transfusion after it is born. There is not a statement of the
24 parents, we know the best interests of the child and you dis-
25 agree with us. We say we know the best interests of ourselves

1 and at that point they get a distinction.

2 MR. MANGEL: In one case you see a problem and in
3 the other case you do not see a problem, is that correct?

4 MR. CAPRON: That is right.

5 MR. MANGEL: There may be a distinction between that
6 beneficial research which is administered perhaps while there
7 is some other acceptable procedure but perhaps not as effective
8 or not the hoped-for effect. So, there are those kinds of issues
9 but that is not really what I was getting at.

10 The second question which is specific and short is
11 this, you mentioned that you are going to evaluate the criminal
12 law and the impact of criminal law in light of the Roe and Doe
13 cases.

14 Can I assume you will also do that with your analysis
15 of civil law?

16 MR. CAPRON: Yes, there is a wide divergence now
17 between what the courts say and most of the commentators said
18 Justice Blackmun left the door open.

19 MR. RYAN: Dr. Lowe:

20 MR. LOWE: Are you aware of the case before the
21 Supreme Court now in which a decision is promised in the next
22 month or so involving the perceived status by the State with
23 the fetus in utero. There are a series of decisions in
24 administrative law which permit the Federal government to
25 participate in the payment of aid for families with dependent

1 children even when there are no children except one in utero.

2 Will you bring this to bear on the discussion?

3 MR. CAPRON: In effect the mother is asking to receive
4 money for the fetus.

5 MR. RYAN: Dr. Levine?

6 DR. LEVINE: One real distraction is whether beneficial
7 research is valid. It seems to me that beneficial research is
8 a contradiction in terms and in fact there is another project
9 going on by the staff where the categorical statements made
10 that research is not beneficial based on the assumption you
11 don't know the outcome in advance.

12 MR. CAPRON: This is Dr. Seldin's point.

13 DR. LEVINE: You can have good intentions but to the
14 extent they can be met or predictable, it involves research.

15 MR. RYAN: I will start over on this side of the
16 room with Dr. Lebacqz. Just keep an eye on the clock.

17 MS. LEBACQZ: Alex, I may have missed this in your
18 presentation but it would be very helpful to me if we could
19 get some feeling or statute or case law on presumptive consent
20 as well as the issue of proxy consent.

21 I am thinking about such things as American law where
22 it is assumed someone would want to be saved if they were
23 found lying beside a highway.

24 MR. RYAN: Specifically what did you want included?

25 MR. CAPRON: I understood that. Do you want me to

1 elaborate on it?

2 MR. RYAN: I don't think so now. Mr. Turtle?

3 MR. TURTLE: Mr. Mangel said you had no problem with
4 the particular situation and it is beneficial if research is
5 being done on a fetus, but the form of consent might very well
6 come from a parent who tries to give you a problem. Suppose
7 the fetus is the unplanned result of a requested abortion.

8 The question then, are the same parents interested
9 in getting rid of the child really in consonant with their
10 making a decision which may affect the continued viability of
11 the fetus. Would you not almost have a conflict of interest?

12 MR. CAPRON: I don't know how under the law to
13 answer that other than to suggest it would be possible to
14 establish a procedure by which you would reach a case-by-case
15 determination.

16 MR. TURTLE: Isn't there a body of law to determine
17 what is done in a situation where there is a substantial con-
18 flict of interest by the presumed decision makers?

19 MR. CAPRON: The cases that do that in this area are
20 the cases on minor donors. It is my view that the cases have
21 been very unsatisfactory. The courts have at first in a
22 rather strained and perhaps even spurious fashion found an
23 affect on the donor and they approved the donation.

24 In later cases they no longer have a grounds for say-
25 ing they have a grounds for saving the life of the recipient.

1 MR. TURTLE: Using your example, suppose an organ is
2 to be donated.

3 MR. CAPRON: We are talking about siblings and parents
4 making the decision to want to clearly save the ailing child
5 therefore not be in a position to have foremost in their mind
6 the donor.

7 I think that is the way it was framed. It made no
8 difference that it was another child rather than a parent
9 itself. I guess most parents would sooner die than expose their
10 children to something but if one child could be saved they may
11 approve of it for another child.

12 MR. TURTLE: What about judges stepping down them-
13 selves when they have an outcome in the decision process?

14 MR. RYAN: Excuse me. I just want to make a public
15 announcement that Dr. Edelin has been found guilty in the
16 Massachusetts case.

17 The reason I bring that up before the Commission, it
18 may or may not be in the minds of the Commission relevant to
19 its activities, but by virtue of the Commission's activities
20 people may try to draw opinions from Commission members or
21 from the Commission itself with respect to this case.

22 I should remind you the case had nothing to do with
23 research but was on the abortion issue only, and I would
24 imagine that our old ground rules would pertain and that is the
25 individual Commission members would follow their own convictions

1 with respect to comments they make as personal individuals.

2 MR. LOUISELL: Like jurors we might be well advised
3 not to discuss the facts of a particular case under litigation.

4 MR. RYAN: It may come up for appeal. I am sorry,
5 but I just felt since people have been scurrying around telling
6 us that the news media may approach the Commission while it is
7 in session. I just wanted the Commission members to be aware
8 of this prior to the time, and please excuse me.

9 This may interrupt the flow of thinking and thought
10 but it has been preoccupying me up here at the chair.

11 MR. CAPRON: That is clearly relevant to what I am
12 trying to research but you can't find anything from a jury's
13 verdict.

14 MR. LOUISELL: There may be some instructions from
15 the court.

16 MR. CAPRON: There were enough factual disputes in
17 the case ---

18 MR. RYAN: This is a public meeting. If the press
19 comes in to interrupt the meeting, we will adjourn it
20 immediately but now we can proceed. It is a question of
21 whether or not the meeting is interrupted.

22 MS. KING: It was my understanding although I
23 sympathize with the chair in view of that possibility, but it
24 was my understanding from the last Commission meeting that we
25 have a procedure for treatment of press at Commission meetings.

1 I would urge that they have no right to interrupt our
2 meetings. We decided they have a right to be present but we
3 would continue our deliberations. Is that what you really
4 meant or did you mean we would adjourn?

5 MR. RYAN: No, I meant if subject to a situation beyond
6 our control we could not continue our meeting in an orderly
7 fashion, I wanted you to be aware of that. I am sorry.

8 Mr. Turtle, resume your line of questioning. We have
9 all been informed. We have a lot of work to do and it is hard
10 to function with something like that going on.

11 MR. CAPRON: You suggest there are various analogies
12 in the law and conflicts of interest disqualifying a
13 decision maker. I would suggest it depends upon an actual
14 finding, a self-declared finding in the case of a judge who
15 accuses himself of, or one who has to be on motion of one of
16 the parties, relieved of his duties, or an administrator of an
17 estate or anyone else, some finding that that actually exists.

18 I would suggest that the time period in the
19 connotations we are talking about is it would require a pre-
20 sumption that there was such a conflict or there was not.

21 MR. TURTLE: Such a presumption exists in the
22 administrative law.

23 MR. CAPRON: That is matter of judgment, not a matter
24 of law, whether you think it is more probably or not.

25 MR. TURTLE: I did not want your research or report

1 be based upon an assumption which I think Mr. Mangel stated
2 there was no problem in that area.

3 MR. MANGEL: I did not mean to say there was no
4 problem either.

5 MR. TURTLE: The only other question I have is in
6 terms of defining the interests of a fetus. Have you found
7 or would you expect to find that the interest attached to the
8 fetus might differ depending upon the characterization of the
9 opposing interests?

10 For instance, in the Roe case, we have the interests
11 of the mother versus the interests of the fetus. In another
12 case we had the interests of the fetus versus the interests
13 of an insurance company.

14 In this case we may have the interests of a fetus
15 versus the interests of medical technology to benefit all man-
16 king or class of fetus, children generally.

17 Have you seen any distinctions in that where you
18 would at least be on the lookout for the characterization, the
19 fetal interests as opposed to what is being balanced off?

20 MR. RYAN: Ms. King, please?

21 MS. KING: First, did I understand you to say in
22 discussion that
23 you intended to exclude some aspects of property rights?

24 MR. CAPRON: I meant today. I think that is in fact
25 an example of what we were talking about.

1 MS. KING: I didn't know if you meant to say anything
2 about experimentation laws.

3 MR. CAPRON: No, I thought I would ask about the
4 preexisting definition because these laws in the past few years
5 have been aimed at a particular objective and they will face
6 challenges if they are not proper constitutional changes on
7 the right of people to do this type of research.

8 I would guess the law would have to go back and
9 say what are these fundamental interests or rights. My report
10 will include a discussion of those.

11 MS. KING: You brought up the fact of the status of
12 the law of informed consent with respect to infants.
13 One of the things that the Commission might want to consider
14 or keep in mind was the relationship of consent to infants
15 and the relationship to the infants.

16 Do you intend to raise that as an issue here or did
17 you intend to discuss that in your paper, too? That could get
18 fairly extensive.

19 MR. CAPRON: I think the cases I will draw on relate
20 to choice of parents made about infants in research or in
21 nonbeneficial procedures, the resolution of that. The reason
22 I bring it up for your attention is I do think you have to
23 have in mind how you want to resolve that issue and at least
24 some kinds of fields of experimentation.

25 At other times you are dealing with a child not

1 quick or viable or wherever you draw the line we could have
2 different rules. The interests that we have in protecting the
3 patient, and the children from choices made by children, maybe
4 children should not put their parents through the suffering
5 if it is not going to do any good.

6 I don't know if you have a neurological report on that.
7 That may be the more important line than any of these others.

8 MR. RYAN: May we move on?

9 DR. SELDIN: It seems to me that a great many of the
10 critical problems about which the Committee will evolve certain
11 views were the Holmes' reference and he says the fetus in this
12 particular case was not a person and therefore to confer the
13 Bill of Rights on the fetus was illegitimate and in continuance
14 the mother had all the rights and it was her right that was at
15 stake.

16 Implicit in this first is the notion of viability
17 at least as this subsequently evolved and it would be important
18 to get some insights into the legal merits of the fetus prior
19 to a viability thing.

20 We know the issue of viability is a plastic one that
21 has a change for technology and even a certain blurring as
22 Dr. Behrman pointed out, but the intent of the law is clear,
23 that there ought to be some sort of distinction between the
24 viable and the nonviable fetus or at least a lot has gone
25 through this.

1 I would appreciate having some reflection on the
2 rights of the fetus versus the rights of the mother in a
3 previable state but also the rights of the State and society
4 in general. We say people can commit suicide and in some
5 societies this is illegal. One can understand this and the
6 behavior of one's self is not always countenanced by all
7 societies.

8 I think it would be helpful if we had some reflection
9 where the rights are scrutinized vis-a-vis the mother, the
10 mother's rights and finally, society's right, what society
11 wishes to stipulate to.

12 The same thing would be true at the point of via-
13 bility. Here, as you pointed out, issues become more complex
14 because the question of the status of the viable fetus as a
15 person and consequently the imposition of the protections of
16 the Bill of Rights begin to become formidable.

17 It would be of some interest to have some view of
18 the fetus's, the mother's and the State's rights, if there is
19 a status of person conferred upon a viable fetus it is not the
20 same as adult's personhood.

21 We say not everybody can go to war even though the
22 age is becoming appallingly early. Not everybody can vote.
23 Presumably there are constraints imposed on the rights of
24 even a person where that person is construed not responsible
25 in some sense.

So, just to answer the question posed by the chair, it would be very helpful to me to have three categories of distinction elaborated. One is be there any rights, the fetus, the mother and the States and the previable state.

It might be well to contrast that with the full adult rights, the full personal rights that are protected by the Bill of Rights.

Finally, all those three would be very helpful if you commented on the legal merits of the case in those categories.

MR. BRADY: Is it your impression there is guidance in the law on those issues, Mr. Capron?

MR. CAPRON: I have tried to suggest generally how those rights are regarded. It is not a uniform picture. The message you get today you will get in my final report to you.

DR. SELDIN: I am not sure you are the person who is consigned this responsibility but I think it would be well to have some reflections on the legal character of an experiment as defined by intent in some sense of the term.

In other words, the question Dr. Levine raised is one that there can be no beneficial research. This is semantic. It might be beneficial, but the intent he would say is blank.

If you want to do an experiment and define it as having a certain probability of helping the mother of the fetus, clearly that might be beneficial. It might be beneficial that it discloses new knowledge or it might have some benefit.

1 DR. LEVINE: I would say the contradiction is in terms
2 when it is of benefit to the individual who is the subject of
3 that concern.

4 DR. SELDIN: It might be and one might be able to
5 say something about probability. I don't want to make this
6 a linguistic maneuver. I share your skepticism that research
7 should be paramount to a class or society in general.

8 But at any rate I think it would be helpful in
9 considering the issue to reevaluate the concept of intent as
10 legitimized one kind of investigation vis-a-vis another.

11 I think this is a complicated issue and it might
12 be better posed in terms of risk but people tend to pose it in
13 terms of benefit and I wonder if we might have some reflections
14 on this?

15 MR. CAPRON: Unlike all the other points I have
16 been writing down I don't see that within the gambit. I have
17 an opinion pretty much in agreement with what you say. I do
18 think it is a pretty difficult issue.

19 Perhaps Mr. Mangel and the other legal advisors to
20 the staff will give you an opinion on that instead of me.

21 MR. TURTLE: I think what you are talking about is
22 not intent but really motive.

23 DR. SELDIN: All the philosophers talk about intention.
24 I raise your arm. Is it raised for me or do I intend to raise
25 it? Do I do an experiment toward helping the subject in some

1 complicated sense of the term or do I do it for truth in
2 general.

3 I don't want to belabor this.

4 MR. TURTLE: We would be dealing with motivation
5 rather than intention.

6 MR. RYAN: I sense there are other people who want
7 to be heard.

8 Dr. Cooke?

9 DR. COOKE: Yesterday I asked some questions about
10 research on the techniques of abortion. I posed what I think
11 is a very real problem, and that is an experimental technique
12 and for that matter, it would not have to be an experimental
13 technique. Let's assume the experimental technique results in
14 the birth of a premature infant. This is done rather late,
15 the infant survives. The damage is possibly having been born
16 very prematurely and postnatal anoxia, and all the rest.

17 What is the law as regards the law in suits for damages
18 for premature induction of labor? We know there have been
19 such cases where very large settlements have been made for
20 premature induction of labor.

21 Would you have an opportunity to explore this?

22 MR. CAPRON: The most difficult area there is
23 obviously one of any fetal rights against the mother if any.
24 I am still searching to try to find something on that.

25 MR. RYAN: Dr. Louisell?

1 MR. LOUISELL: In the necessary generality of our
2 reference to criminal law, you greatly emphasized the homicide
3 aspect of it but I hope you won't overlook other types, such
4 as the statutes. Up to the year of permissible
5 abortion, I think every State had a criminal sanction against
6 the performance of an abortion. Secondly, don't overlook the
7 equity cases.

8 I don't know if you want to have a separate category
9 here of equity. It really is a subdivision of civil law, but
10 the equity cases that would approve the appointment of a
11 guardian or trustee for the fetus to insure protection, that
12 type of case.

13 In reference to the property type cases, I think
14 maybe there is a bit of an overgeneralization that all property
15 rights in a fetus depended upon the fetus being born live.
16 I don't think all the cases can be cited with that proposition.

17 Only a few years ago in the UCLA Law Review, I think
18 it revealed some of the property cases and the rights of the
19 fetus regardless of the fetus survival. Lastly, I am
20 wondering and this is only a question of my own really, how
21 you can most profitably deal with the dissenting opinion in
22 the Roe and Doe cases.

23 We all know that the Supreme Court, what it says is
24 not necessarily the final word. Sometimes it is reversed by
25

1 war as indeed by dread. Scott was reversed by the Civil War.
2 Sometimes it is reversed by constitutional amendment like the
3 16th Amendment, and sometimes in its own more mature wisdom
4 it reverses itself.

5 We all know the extent to which the amendments on
6 due process and so on are now superceded now. So, I would
7 hope there would be some room for discussion of the largely
8 derivative consenting opinions in these cases and not just
9 relegate them to the background of immateriality.

10 MR. RYAN: I would like to point out that in about an
11 hour some of the Commission members will have to leave. I will
12 call on everyone if we can be reasonably time conscious as we
13 go around. There are one or two items of business I do want
14 the Commission to act on prior to the leaving of some of the
15 Commission members.

16 MR. JONSEN: Something speculative, Alex. We have
17 been spending a good deal of time discovering law. Might you
18 not illuminate a little bit even if it is beyond your work
19 scope about the question of model statute, whether there might
20 be such and what form it might take?

21 MR. CAPRON: For fetal experiment?

22 MR. JONSEN: Yes.

23 MR. CAPRON: In my original conception of what the
24 Commission wanted, it is a little different from what I gave
25 you today. In reading over the scope of the work and the

1 discussion at the last meeting, from reading the transcript,
2 I have the impresson you wanted pretty much what the law says
3 more than anything speculative or synthetic rather than some-
4 thing in the way of a statute.

5 MR. TURTLE: At this point, but Al is saying you may
6 be getting ready to go further.

7 MR. JONSEN: We would not want to waste all of this
8 and have it go into the sand.

9 MS. HEIGHT: In the case of damage to the fetus,
10 does the law differentiate on intent or motive or whether it
11 was theraputic or whether it happened in the process of therapy,
12 or what?

13 MR. CAPRON: Most of the kinds of cases that we have
14 talked about that have come up in the law have arisen from an
15 injury that was not intentional, in most instances where there
16 was negligence, so that differentiation has not come up.

17 The intentional sorts of injuries on the civil side,
18 talking about injuries, which the fetus would then recover after
19 birth would be aggravated and the law provides more remedies
20 for the person injured by someone intentionally.

21 MS. HEIGHT: I think the thing I was thinking about
22 if in the course of therapy there is injury ---

23 MR. CAPRON: That is what I am thinking about,
24 negligence in spite of theraputic intent or whatever, and
25 recovery is just as a patient is injured by his or her doctor.

1 MR. RYAN: Miss King?

2 MS. KING: I think I understand what Dr. Jonsen was
3 talking about. I am troubled because I want an analysis of the
4 existing legislation. I think it would be very helpful. The
5 reason I asked for a model law, asking for isolation, is it
6 seems to me that may be one alternative for a State to over-
7 fetal experimentation and to that degree, we ask for a discussion
8 of other possible alternatives in the report. I think it is a
9 little lopsided.

10 If I wanted the model law or give us an opinion about
11 the model law, I think I would be inclined to go further and
12 ask how does he see that as opposed to a State advisory com-
13 mission or some other possible alternative.

14 Because of that I am not sure. I would like to see
15 an attempt at a model law.

16 MR. JONSEN: I will clarify that. I didn't want
17 to suggest it should be a part of the scope of work suggested
18 to us. Since Alex had experience in this before, I thought
19 he might be thinking about that for us should we select that as
20 the route we want to go.

21 MR. LOUISELL: There is precedent for this particular
22 research. He came up with a definition of death that
23 prophesized a lot of confused thinking.

24 DR. SELDIN: There is a book published recently
25 that takes a view it would be very bad to have a model law.

1 It advances very strong reasons and very interesting reasons
2 why there are other institutional devices to handle this, too,
3 I have no reason not to come to some formulation of a model law
4 but, if so, I would certainly like some thoughts about whether
5 this is a good way to go, a bad way to go and what alternative
6 institutional devices there might be.

7 Not everybody thinks a model law is the best way to
8 handle such issues.

9 MS. KING: I am disturbed and that is why I was
10 waiting for clarification.

11 MR. RYAN: Your transcript is going to be fouled
12 up. With all due respect, I don't want to stifle interchange
13 but look back here. I will announce your name and the trans-
14 cript will reflect what you hope it does.

15 MR. STELLAR: I want to raise a different question.
16 When Alex referred to the fetal experience, in my own estimation
17 it is a very difficult issue to decide. I think the kind of
18 information we have is not terribly helpful. But I am wonder-
19 ing if we ought to try to get Dr. Behrman or Dr. Mahoney to
20 reflect on this at all or anyone else.

21 We are not going to leave it to Alex in his field,
22 and I would be interested. Joe, do you have any thoughts?

23 MR. BRADY: It seems to me that this is a problem
24 with neurological development, a development problem and there
25 ought to be some reasonable data on sensory systems.

1 It is obviously a critical issue around which the
2 necessity for research revolves to a considerable extent. To
3 the best of my knowledge, I don't think that data exists, is
4 what it amounts to.

5 MR. RYAN: We will make a note with respect to
6 interest in that and perhaps work with staff to see if some-
7 thing can be developed.

8 MR. BRADY: I think staff approach is the first
9 one we should take.

10 MS. MISHKIN: What is the extent to which Alex
11 considers it is or is not germane to consider an issue which
12 appears to be raised in a case against the New York Presbyterian
13 Hospital, the Delcelio case in which parents are claiming
14 disruption of property by reason of disruption of fertilization.

15 Do the parents have any property right which might
16 or might not go to the question of consent. Is it germane or
17 not?

18 MR. CAPRON: I don't see that that would be within
19 the scope of what I will do but clearly something coming out of
20 that court might include language or relative thought. But,
21 I would prefer not to get to the question of ~~in vitro~~ fertilization.

22 MS. MISHKIN: Before the fetus had any rights, are
23 there any parental rights?

24 MR. ALEXANDER: That has been recognized not in terms
25 of interference of property but the injury in the miscarriage,

1 I suppose one of the difficulties in the wrongful death cases
2 is the statutes provide for only pecuniary loss. One of the
3 reasons some courts have not allowed recovery for a stillborn
4 fetus is they say, what is pecuniary loss, how can you possibly
5 estimate that for the parents. If you have a 10 or 15 year
6 old child it is hard enough to figure out their pecuniary loss.

7 They may be a Nobel prize winner or a derelict on skid
8 row -- was there the suggestion there was no difference?

9 MR. DIXON: My question is very similar to Barbara's
10 but I was wondering if you would look at some of the common
11 law rules that have been developed over the years that may have
12 actually started and still have implication of using property
13 rights as the principle from which other rules have come?

14 MR. CAPRON: I will follow Professor Louisell's
15 suggestion of going on to the protection of the courts of
16 equity as given here, too, and not limit the law to the recovery
17 of damages in torts or contracts. So, I will take that up.

18 MR. RYAN: I think we have perhaps worked you hard
19 enough this afternoon. You have, I think, significant input
20 from the Commission. As I understand it, you will give us
21 data, facts on existing law, and you will try to identify for
22 us the way in which that law might impact, if you will, and the
23 kinds of Commission decisions we will make, the specific areas
24 that you were asked to look at by the various Commission members
25 that appear to be do-able within the work scope.

MR. CAPRON: With one or two exceptions which I expressed as I went along. Might I ask one question because this relates to an issue I might have to approach. I wonder if you have data on this forthcoming to you so it would be useful.

The question arises what happens when the method of abortion is altered for research purposes. That came up today. I think it was a question Professor Louisell was raising. I got somewhat lost in the discussion with Professor Mahoney.

I wonder is it assumed by the Commission that that has an effect on more than the risk to the mother herself? That is to say, do you have data or will you have data which suggests that that changes the risk of injury to the fetus and that there will be greater probability of a liveborn fetus?

MR. RYAN: Yes, there is well-established data.

MR. CAPRON: So you would like me to respond to the legal parameters?

MR. RYAN: Insofar as you can do so, I think it is appropriate. Thank you very much. You have been very patient and you have worked very hard.

I wonder if we could not go on to other Commission business. If we could turn to our black books, please, there are three items in the table of contents which I would like to take up, not necessarily in the order of their presentation, but perhaps we could turn to the special study responses, item 4 first.

1 I think you are all aware of the special study of the
2 discussion that occurred in the Commission to make sure that
3 individuals submitting interest in this could, for instance,
4 indicate they might not want to do all of it but only a
5 portion of it.

6 This was sent out by staff so that the requests to
7 do the special study have come in, to do a portion of the study
8 or the whole study. We have to do this now.

9 We have requests from 44 commissions and about 35
10 universities or institutions of higher learning. Staff has
11 a suggestion and a plan for proceeding at this point. Will
12 Dr. Kelty be telling us about this? Would you be brief, please,
13 so the Commission can act on staff recommendations.

14 DR. KELTY: You should have all gotten a brief staff
15 paper on the study which looks like this.

16 MR. YESLEY: It went out air mail special on Monday
17 morning.

18 DR. KELTY: It is headed, "Special Study,"

19 MR. LOUISELL: Yes, I did get that in the last
20 mail I got before I left Berkeley.

21 DR. KELTY: Let me quickly review from the beginning
22 very briefly. I think you are all familiar with the fact that
23 the Commission is required to undertake an extensive study
24 which includes five particular pieces -- study of ethical,
25 social and legal implications, advanced by medical behavioral
26 research technology. We are required to do an evaluation of

1 scientific and technological advances, past, present and
2 projected by medical research, analysis and evaluation of the
3 advances for the individual and society, an analysis and
4 evaluation of laws and principles governing the use of tech-
5 nology and medical practice, analysis and evaluation of public
6 understanding of the attitudes of the laws and principles, and
7 analysis and evaluation of the implications for public policy
8 of the findings and recommendations made by the Commission with
9 respect to the advances.

10 The special study was derived from a bill introduced
11 by Senator Mondale by resolution in the Senate. Looking back
12 over the legislative history it quite clearly stems directly
13 from the National Research Act itself. There are some various
14 changes from the original Mondale resolution which we point out
15 to you in this paper.

16 The Mondale resolution makes it very clear that the
17 intent was not to focus on things far into the future but
18 rather on the kinds of crises that I would interpret as being
19 right down the road, or already upon us.

20 There is history in the Mondale legislation. There
21 are lists of some not so subtle and some relatively subtle
22 advances to indicate what they are talking about. They mean
23 specifically things like organ transplants, invitrofertilization,
24 behavior modification.

25 Then, I think Edwards in his testimony about the kinds

1 of things that were a little more subtle, like sex determination,
2 but they are all problems within the realm of current-day
3 thinking and probability.

4 As a general approach to the special study mandate,
5 it is likely that the study will be conducted in two stages.
6 I am reading on page 4 now, if you want to follow. The first
7 involving multiple contracting to provide the Commission with
8 resource material for its deliberations.

9 The second stage involving the Commission's own activity
10 including perhaps hearings, deliberations and the drafting
11 of whatever the policy recommendations are going to be. This
12 discussion and the recommendations that followed related only
13 to the first of these stages including a special study.

14 The question of dividing the special study for
15 contracting studies requires your attention now. The alter-
16 natives are to contract with institutions for each to conduct
17 an extensive study or to contract for such extensive studies
18 supplemented by partial studies.

19 In the latter case the division of the special study
20 could be by subject, topic or it could be some aspect of
21 Section 203. In other words, it could follow one and advance
22 for all five required parts.

23 The advantage that might accrue from the special
24 study would lie in making it possible for institutions with
25 special but limited capacities to enter the competition in

1 the contracting process.

2 It should be noted, however, that the Commission
3 received about 80 responses to its announcements regarding the
4 special study, the specially sought announcement. Nearly all
5 of these expressed interest in the entire study.

6 In addition, the division by subtopic might
7 introduce a sequencing problem since all but the first subtopic
8 section 203 build on the preceding subtopics that require
9 completion of previous subtopics.

10 Under work scope, the alternative designs for work
11 scope to conduct a special study are one, a statement in general
12 terms using basically the language of section 203 with methods
13 to be developed by meeting contract requirements such as
14 multidisciplinary capabilities, resources, justification
15 methodology, adequate utilization of existing data, and so
16 forth.

17 Two, a specific statement detailing for the proposer
18 the methodology to be employed, the area to be studied and
19 the utilization to be made of existing studies, for example.

20 The general work scope would give potential contractors
21 considerable latitude to develop creative approaches to the
22 issues and might result in more complimentary proposals from
23 the multiple contractors than would be achieved if each carried
24 out the same specific work scope.

25 It would allow the staff to engage in other activities

1 during this facing-up period of the Commission's existence.
2 More time and attention would be required however for review of
3 proposals and for the subsequent monitoring of contract progress
4 since contracted work scopes will differ from each other as a
5 result of using the general work scope in the RFP.

6 The second approach would require the staff in con-
7 sultation with outside experts however and the Commission to
8 arrive at conclusions regarding the methodology, the areas of
9 concern, past and present on-going studies, disciplines to be
10 realized, et ceters. This presumably would make the review
11 of proposals and monitoring of contracts easier.

12 There is no guarantee that the results would be
13 more useful to the Commission than those generated under
14 carefully chosen contracts developed by the contractors them-
15 selves.

16 The final factor creates an additional problem if
17 a second alternative is chosen, in view of a 60-day period
18 now required for RFPs to be outstanding and for contract
19 negotiations, contracting of the special study to be done
20 late summer at the earliest.

21 Therefore, the staff proposes, one, the publication
22 of an RFP soliciting proposal to conduct an extensive study
23 encompassing the entire range of topics.

24 Two, a general statement of work scope in the RFP,
25 using the language of section 203 which would allow potential

1 contractors considerable latitude in designing their proposals
2 to the Commission.

3 MR. RYAN: So we have before us a recommendation from
4 staff to get on with the special study.

5 DR. KELTY: There are two more point to it. The third
6 is that the proposals be evaluated against the common set of
7 evaluation criteria which would be specified in the RFP.

8 DR. LOWE: That is a requirement, you can't recommend
9 it. The law says you do it that way.

10 DR. KELTY: Four, the award of multicontracts at the
11 level of each contract for three or four professional years
12 plus support in order to elicit different perspectives on
13 common problems.

14 In other words, the recommendation is to go ahead and
15 issue a general RFP.

16 MR. RYAN: Mr. Turtle?

17 MR. TURTLE: If we start with the proposition, I would
18 favor the general approach, that is, taking the names of
19 two or three and putting it out, not for the same reasons that
20 the staff set forth but in reality, a large list of contractors.

21 MR. RYAN: Would you give us a motion when you are
22 done discussing it if that is your wish?

23 MR. TURTLE: I have several points I want to make on
24 this because I think it is a very important study and it will
25 be a long-term study.

1 If we don't get it set right we might end up in the
2 end with something we are unhappy with. Let's look at the
3 time constraints. If you take more time in preparing a
4 detailed RFP the response time by the contractor will be shorter
5 in responding to a detailed work statement than just putting in
6 various items.

7 In reality the time of contract between a general
8 work statement and a detailed work statement would probably
9 be about the same. The work done by the staff will not have to
10 be redone by the contractor.

11 However, the most important thing in my mind at
12 least is you will not have any basis for discrimination. You
13 won't be able to chose between 40 contractors if you put out
14 a detailed scope of work calling for four man-years of effort.

15 Everybody will respond to you in accordance with
16 your work statement. You have told them how much work so you
17 won't be able to decide. For that reason I think it is very
18 important to go out to the contractors and that the basic
19 evaluation factor be their understanding of the work as
20 demonstrated in the particular methodology and program which
21 they propose.

22 I don't know whether Dr. Ryan and I disagree on this.
23 Evaluation factors have to be considered in advance but the
24 evaluation criteria have to be considered very carefully.
25 Perhaps it will have to be considered even by the Commission in

1 this instance to set them out. These are general evaluation
2 criteria and they are really not bad. They come basically from
3 the general source selection document.

4 Although I doubt if the words merit of the resources
5 is in the general source selection procedure. I think we will
6 have to undertake an effort to specifically spell out evaluation
7 criteria and that is going to be crucial.

8 Whether the work is really sequestion or not may
9 cut both ways. If it really is sequestion we probably ought
10 to receive reports in a sequestion fashion and perhaps use a
11 phased contracting approach.

12 We get in the first part, we think we want to con-
13 tinue, we continue to the second part with that contractor and
14 again and again. I am not sure that the work is really
15 sequestion. This is the point I made several weeks ago. Some
16 of it seems to be being done in parallel and perhaps might be
17 done even more efficiently in parallel.

18 I think we have to make a basic decision on that.
19 There are also some parts of this report which it seems to me
20 are a waste of public funds to be done in a redundant manner,
21 that is the attitudinal study.

22 As Dr. Jonsen pointed out, in reality it is probably
23 better to have a larger sample and study than three smaller
24 ones. So, if we are going to put funds into attitude and
25 opinion research, it seems to me we ought to put that into one

1 basket and get the best attitudinal study.

2 So, I would suggest perhaps even that be broken off
3 for separate competition. I think that concludes my comments.
4 I don't think I really want to make a motion at this point in
5 time. I would just like to put it out for discussion.

6 MR. RYAN: I was trying to follow a parliamentary rule.
7 Ultimately we will have to make some decision either to put
8 forward a motion to act today. I would like to start you
9 thinking about it, not to inhibit discussion.

10 Dr. Brady?

11 DR. BRADY: I am a little 'puzzled by the last para-
12 graph where it says the aware of multiple contracts. I was
13 under the impression that the RFP and the solicitation of
14 proposals was essentially a competition in which there was one
15 winner.

16 DR. KELTY: There is more than one precedent for
17 more than one contract being let.

18 MR. RYAN: Especially if each of the contractors is
19 coming back with their interpretation of how they would satisfy
20 the need of the requirement. They might take a different tack.

21 I think Dr. Kelty gave examples of the different
22 approached. Ultimately the Commission is to respond to Mr.
23 Turtle's comment. We would hope that the staff would help us
24 develop the criteria for the selection, and perhaps you have
25 even talked about having a separate selection committee making

1 a recommendation to staff. The staff and/or the Commission,
2 that is, and the staff making a recommendation to the Commission.
3 But, the Commission itself is going to have to look at the
4 criteria and the recommendations in terms of awarding these
5 contracts which would be quite large.

6 DR. KELTY: I think in regard to the issue of
7 multiple contracts which both of you talked about, Dr. Brady
8 and you mentioned something about this, I think, that there are
9 a number of options.

10 As I said before there is a precedent for multiple
11 contracts being awarded in response to the same RFP. However,
12 it is quite clear, although redundancy may be an interesting
13 concept, it obviously is kind of expensive.

14 Another option that is available is to oblige the
15 contractor to incorporate alternate viewpoints into his report.
16 That is another way that it has been handled sometimes. Then
17 it is up to the staff and the Commission, I guess, to see that
18 the alternate viewpoints are there and that the contractor either
19 then would offer or be required, or somehow reconcile the
20 differences, if that is possible.

21 I think one of the problems we might have with
22 redundancy is that we then end up with trying to figure out
23 what to do with any design for emerging recommendations. We
24 have to decide how we want to handle that problem, or do we want
25 to get rid of it.

1 We could end up with six separate sets of recommen-
2 dations.

3 DR. BRADY: I would be prepared to offer a motion if
4 it seems appropriate at this point.

5 MR. RYAN: Yes, then we will entertain any other
6 discussion.

7 DR. BRADY: My motion would be to accept the
8 recommendation of the staff for the publication of an RFP
9 soliciting proposal to conduct an extensive study encompassing
10 the entire range of section 203 topics.

11 MR. LOUISELL: Second.

12 MR. GRAY: I was just going to comment on one thing
13 Mr. Turtle mentioned. I think it is likely or it is very possible
14 that not all contractors or all proposals would approach item
15 number 4, the public attitudes part.

16 I believe that is number four as an empirical question
17 requiring new research. There could be integration of past
18 efforts in this regard so that that will not necessarily require
19 a new study.

20 MR. TURTLE: That confuses me because again, staff
21 tells me we have to do one, two and three before we do four
22 because what we are asking them about in four is what we come
23 up with in one, two and three.

24 If that has been done, maybe we don't have to do
25 one, two and three either.

1 MR. GRAY: That may be treated as something in the
2 research. There may be a great deal of variation from proposal
3 to proposal.

4 MR. RYAN: We won't know until we sent ou the RFP and
5 get in some of the proposals. The important thing is to find
6 out all of the action the Commission wishes to take with res-
7 pect to this at this time. That is, an RFP according to the
8 recommendation of the staff to have the contractors develop
9 how they would comply with the contract language.

10 MR. STELLAR: Is there some point in time where we
11 are going to try to make a value judgment of how much should
12 be expended for this? Is this a large expenditure? I realize
13 we have not seen the proposal yet, but does anyone around
14 the table or staff have a concept of what this is going to
15 entail?

16 DR. COOKE: You have four or person years which is
17 the way it is described, so we could make a guess that it is
18 around \$100,000.

19 MR. YESLEY: It would be closer to \$150,000.

20 MR. STELLAR: Would you do two or three?

21 MR. YESLEY: Yes.

22 MR. STELLAR: You are talking about maybe half a
23 million?

24 MR. RYAN: Dr. Lebacqz?

25 MS. LEBACQZ: I don't have any opposition to the

1 motion but I am concerned about the point that Mr. Turtle raised
2 dealing with laying out very carefully what the value to
3 criteria will be. So you asked the question is there anything
4 else we need to do. I would want to put that before us again
5 after we deal with this motion if we are going to deal with
6 this motion.

7 MR. RYAN: The motion is simple to get the RFP out
8 asking for potential contractors to send back recommendations.

9 DR. LEVINE: Is it implicit in the motion that the
10 motion is to get the general broad RFP out with an expectation
11 of approximately three such studies committing three-person
12 years, is that all part of the motion?

13 MR. TURTLE: How many studies do we want?

14 MR. RYAN: The motion as it was stated, and I don't
15 have the document before me that you are reading from, but the
16 motion as I understood it was merely that we send out an RFP
17 asking for recommendations.

18 The motion does not include approval of any that
19 come in or its evaluative process, or how much or how many.

20 MR. TURTLE: You have to announce in the RFP how
21 much contract you intend to award.

22 MR. STELLAR: Do we have to stick with it?

23 MR. TURTLE: No.

24 MR. RYAN: Let's just have one at a time.

25 MR. TURTLE: Going into the contracting area, we have

There is no transcription on numbered page 2-144.

1 to do this very carefully. Any proposed contract can and
2 is very likely to be protested if it is not very well thought
3 out in advance. Protests can delay awards of those contracts
4 anywhere from six months to a year.

5 So, I think we want to be as explicit and as precise
6 as possible to try to cover all of the possibilities in advance.
7 To do that, I think we really have to determine how many con-
8 tractors we are thinking about, how many dollars we are thinking
9 about, the specific valuation criteria before we actually go
10 out with an RFP.

11 I guess what I think I am saying is the motion is
12 incomplete as it now stands. If it is merely that we get moving
13 on this and we send out an RFP on the general rather than
14 specific work statement, if that is the understanding, fine.

15 But, if we then have to continue then to understand
16 some of the other issues ---

17 MR. RYAN: I was hoping we could get it moving, but
18 those of you who have expertise, feed in the requirements.
19 But if it is satisfactory to say one or more contracts, the
20 Commission is not voting at this time for a specific number or
21 for a specific dollar amount to cover these.

22 MS. KING: A point of clarification and I don't want
23 Dr. Lowe to leave yet.

24 DR. LOWE: I am consulting with the individual who
25 is advising the Commission and I think these points have to

1 be clarified with people having responsibility.

2 I was trying to clarify the use of the term, "a
3 general RFP." I am not sure it means the same thing to every-
4 body.

5 This is Mr. Waugamon.

6 MR. RYAN: Raise the question you have and then we
7 will ask the expert.

8 MS. KING: I am particularly concerned with this
9 study in a point raised by Miss Height at the December meeting
10 and today that any such study and special expertise, and I
11 call it that of special groups in our society -- I will not
12 limit it to just the minority groups -- the implications of
13 biomedical and behavioral research impact heavily in certain
14 groups of society.

15 Therefore, I think it is essential that the perspective
16 represented by those groups of society be represented in the
17 studies.

18 My only experience in trying to do this, which is
19 very hazy if I recall my government experience, has been in
20 some way to get subcontracts under the main contracts, some
21 AA contracts for example when there was a specific need to get
22 either any forms of minority representation or viewpoint into
the contracting process.

23 I can only in good conscience cast a vote in favor
24 of the motion if I can be assured that there is going to be

nothing in the motion to preclude the inclusion of whatever special procedures we are allowed to take under the contracting law to get that perspective into this special study.

I am asking a question about whether the initial scope of work has to indicate in terms of the way we would evaluate proposals coming back in what contractors are capable in-house of giving or providing ---

DR. KELTY: Excuse me, or it could be by subcontract.

MS. KING: Or however you want to do it. It seems to me I have to have an indication from the initial response what expertise they have in these areas. I am asking the contract people if this needs to be done in the initial proposal. I assume it has to if that is to become an evaluation problem. I think Mr. Turtle understands.

MR. RYAN: Why don't we ask for a specific response to Miss King now with respect to what must be included so we can be certain those areas will be covered. Then if we can resolve that we go on to the next question of whether or not the motion is in order and is do-able and will not preclude other actions that the Commission may want to take.

MR. WAUGAMON: I think what you are suggesting is putting a proper emphasis in the work scope and the evaluation criteria on that kind of input to the substance of the special study, and a question that is totally possible.

1 I think that is probably worth discussion at the
2 point this afternoon that we are ready to talk about the
3 evaluation criteria.

4 MS. KING: There are two things involved here. One
5 is to be able to go out. The easiest is attitudinal, and
6 that is the easiest kind.

7 The other kind of input is a requirement that certain
8 people working on the studies -- I know I am on thin ice --
9 but that a representation of viewpoints is included in the
10 contractor's work staff.

11 I understand how much thin ice I am on but I also
12 want to make myself perfectly clear that in a special study
13 of this type both in my own opinion are necessary. My lawyer
14 to the right.---

15 MR. TURTLE: I am not saying anything.

16 MS. KING: What I want to know is are there ways
17 of doing it legally and am I precluded by any action I take.

18 MR. WAUGAMON: You notice I am not Joe Mangel, so
19 I cannot comment on ways for doing it legally.

20 MR. RYAN: Are we under a time restriction with
21 respect to this because I am not sure we are going to get
22 evaluation criteria this afternoon. What we are really raising
23 is the issue of whether or not the Commission wants the staff
24 to go ahead and develop this and the guidelines to go back to
the staff and then the question of when it is released and

1 what time frames we have to work under. This has to be spelled
2 out right now.

I don't want us to start into something like this
and find out we are moving too rapidly or if we have to move
5 rapidly, that we don't overlook something.

6 MR. YESLEY: It was our view this was a preliminary
7 phase that could be gotten out of the way relatively easily
8 and then we could turn our attention to other areas knowing
9 this was proceeding.

10 However, if there are problems raised in connection
11 with the design of the RFP, then I would say there is no
12 advantage to jumping this ahead to the present time. We could
13 go back and develop evaluation criteria and come in again to
14 the Commission.

15 MS. KING: I therefore move to table the previous
16 motion.

17 MR. STELLAR: I am not sure I understand the
18 consequences of tableing that. How long a postponement does
19 that mean?

20 MR. RYAN: I don't think we ought to dwell on
21 parliamentary procedure if Miss King will excuse this. The
22 thrust of my question was to find out from staff if we were
23 trying to move too fast without enough input from Commission
24 members to staff.

25 What I am suggesting here, and I think this is what

1 Miss King's suggestion was, is that with the input from Com-
2 mission now and with the opportunity for input over the next
3 month that in March, they can come back to us with the suggestions
4 for an RFP covering the items which you want covered and
5 also the evaluation process at that time.

6 If that is acceptable to the Commission members, I
7 would prefer to do that than to have us move too rapidly now
8 and leave something very important out. The special study is
9 a big study, Mr. Turtle is right. If we get going we could
10 be in enough difficulty if we don't plan the thing wisely.

11 MR. STELLAR: I understood there was a March 1 dead-
12 line for getting the RFP out?

13 MR. WAUGAMON: The only deadline that we would be
14 confronted with is in terms of the fiscal year. Indeed if we
15 would like to have the contract awarded by the first of July,
16 and assuming a 12-month project of results back to the Commission
17 by the first of July next year, we would have to have the RFP
18 prepared to be issued by the first of March.

19 MR. RYAN: Barring that, what happens?

20 MR. WAUGAMON: Barring that, give yourself a month
21 for each month you slip. If the RFPs are approved at two
22 Commission meetings next month, then we would anticipate a
23 start-up date around the first of August.

24 DR. COOKE: So we would have it in the fall if we
25 let it slip?

1 MR. WAUGAMON: Yes.

2 MR. GRAY: There was some concern raised that
3 academic institutions might have more difficult times responding
4 in terms of making time available to faculty members and not
5 having course commitments, and that sort of thing, if they
6 knew that they had received a contract for the special study
7 sometime before August or September.

8 I am not sure how we should evaluate that consideration.

9 MR. RYAN: I am sorry my fellow commissioners but
10 I see no way of getting something this important done this
11 afternoon. Please tell me if you think I am wrong, but if
12 the only problem is delaying for one month to be sure we have
13 things adequately covered and those are the facts that we are
14 delaying, just the one month, then I would ask the staff to
15 spend a little time in this area so we are ready to move on it
16 next month.

17 I would also ask staff to interact so that the
18 Commission can authorize that interaction, and I would suggest
19 it does with Miss King and any other Commission members who feel
20 they want special input into the special project. Does that
21 seem reasonable?

22 DR. LOWE: Mr. Chairman, is it the sense of the
23 Commission without a formal vote in the month of preparation
24 that we will concentrate on the general RFP without limiting
yourselves in any way to change it next time? I think some

1 direction is necessary.

2 MR. TURTLE: I think you will be working less with
3 the statement of work and more detailed in the suggested
4 evaluation criteria.

5 MR. RYAN: We have a motion and a second on the floor.

6 MS. KING: I moved to table the previous motion.

7 MR. STELLAR: Second.

8 MR. RYAN: All in favor say, aye; opposed, no.

9 The motion is tabled.

10 I don't know that the Commission wants to take a
11 formal action but I think the Commission and the staff should
12 know we are interested in the point that Miss King and Miss
13 Height made with respect to this, and this will have to be
14 included in the RFP.

15 MR. WAUGAMON: There are ways.

16 MR. RYAN: So it will be taken care of.

17 Again, I am trying to get things done this afternoon
18 under the gun.

19 Item 22, the historical contract. The historical
20 contractas you understand, is the assessment of the role of
21 research involving living fetuses. It is necessary to respond
22 to questions raised by Commission members briefly to see if
23 there could be alternative methods.

24 Some of the highlights are conduct reviews of the
25 literature in the scientific fields, identify the critical

1 figures, gather information, conduct interviews with the
2 principal figures needed to accomplish the analysis, utilizing
3 methodology similar but not necessarily so to those utilized
4 for the National Science Foundation, et cetera.

5 Batelle is the contractor who actually participated in
6 that work. We are hoping for a preliminary and oral staff
7 report on March 7, 25 copies of a final and oral report on
8 March 14 and revised final report. This is at your request.

9 I think you were the one who sort of sponsored our
10 general approach to this, Dr. Cooke. If we are going to
11 get this done, and before that one, we will have to act on this
12 proposal right now.

13 DR. LOWE: May I point out we have had under the
14 pressure of time, we have had to act with a letter contract,
15 which means in effect this is going, and we have to bring it
16 to you after the fact.

17 There was no way to meet the requirements within the
18 time constraints and though we would welcome comments and
19 improvements, basically this is now what is under way.

20 MR. RYAN: This was authorized.

21 DR. COOKE: Could you tell us about the contractor,
22 has this been awarded?

23 MR. RYAN: This was apparently authorized by the
24 Commission last time. They are the ones that did the NSF
25 study, the copies of which were sent to you.

1 I don't want a lot of presentation but Duane can
2 respond to any questions.

3 MS. KING: I move the Commission ratify the contract,

4
5 DR. COOKE: Second.

6 MR. RYAN: All in favor say, aye; opposed, no. The
7 motion is carried.

8 MR. TURTLE: You start without an independent state-
9 ment and you end up saying he will incorporate any changes
10 recommended into his work product. Do we really want to
11 do that?

12 MR. YESLEY: I think the changes contemplated there
13 are just changes that may be necessary for the contractor to
14 comport with the work description. They are not changes as
15 to his conclusions.

16 It is just to make sure he carries out his assign-
17 ment.

18 MR. TURTLE: If he does not carry out his assignment
19 he has to correct his report anyway. The problem is one of who
20 is responsible for that report. When you start to direct any
21 changes in his report, the responsibility then becomes the
22 Commission's and the Commission is responsible for the entire
23 report.

24 He is responsible for performing a statement of work
25 and he is responsible for correcting his report as many times
as he has to in order to conform to the statement of work.

1 I don't think that we want to be in the position of making
2 corrections to his report.

3 DR. LOWE: They requested this additional 15 days so
4 at the last meeting they could in fact listen to what the
5 Commission had to say and, if necessary, have their final,
6 final report in 15 days later.

7 I think this is in response to their request rather
8 than our own.

9 MR. TURTLE: Then I have no problem with the timing
10 if we could just take out the changes.

11 MR. BRADY: You could say 'changes to bring it in
12 compliance with the work scope.

13 MS. KING: I will accept that as an amendment to
14 my motion.

15 MR. RYAN: I don't think that if you have a contract
16 now that one can do that.

17 MR. TURTLE: You have a letter contract which has
18 not been priced out. Actually this should reduce the price
19 on the contract because you are taking out the possibility of
20 our asking them to do additional work.

21 MR. RYAN: What are your wishes, please?

22 MR. TURTLE: I would move to amend the motion to
23 ratify to include a deletion of language that talks about
24 changes directed by the Commission, to allow the contractor
25 an opportunity to change his report up to 15 days after the

1 Commission meeting if he so desires.

2 MR. STELLAR: Can we simply take out directed by
3 the Commission and that will give him an opportunity to make
4 changes and could that be part of Pat's motion?

5 MS. KING: I will accept the amendment if the
6 seconder accepts the amendment.

7 DR. COOKE: Yes, even though I don't understand all
8 of this.

9 MR. RYAN: The point Mr. Turtle was making is that
10 the contractor must in fact comply anyway and that the
11 suggestion by you is the way it is worded, it sounds like the
12 Commission is going to direct him to change the report.

13 MR. TURTLE: This is for the protection of the
14 Commission. When you get into an area such as this one and
15 you direct one or two changes in his report, you become
16 responsible really for his entire report, and that is all I
17 am saying.

18 DR. BRADY: Delete seven words and it sounds fine.

19 MR. RYAN: Just directed by the Commission is all you
20 have to delete.

21 DR. BRADY: If required by the Commission.

22 MR. RYAN: "Directed by the Commission" should be
23 deleted if it can be.

24 DR. LOWE: It points out that if we change the word
25 Commission to project officer it is then in accord with normal

1 practice. The project officer can, in fact, direct the con-
2 tractor officer. The project officer is a member of our staff.

3 MR. RYAN: Is everyone satisfied?

4 MR. TURTLE: I would rather have an amendment as
5 stated.

6 MR. RYAN: Incorporating any changed on March 31,
7 1975 -- that is the motion before us. It has been amended and
8 seconded. Can we have the amendment first?

9 All in favor say, aye; opposed, no. The motion is
10 carried.

11 Next we have the regular motion to ratify this
12 contract with the amendment we just approved. All in favor
13 say, aye; opposed, no. The motion is carried. We have a
14 contract now.

15 MS. LEBACQZ: Mr. Chairman, I have just received
16 a document entitled, "Preliminary Survey of State Legislation
17 on Fetal Research," put out by the Center on Bioethics.

18 I would like to request staff obtain copies for all
19 Commission members. It might be helpful to us as we begin
20 to work on the legislative aspects.

21 MR. YESLEY: Dr. Walters has already provided that
22 to the staff and we can in turn provide it to others.

23 MS. KING: Are you going to take up other administrative
24 matters?

25 MR. RYAN: Yes.

1 MS. KING: I would like to make a request and that
2 is because we have so much to read and digest before the next
3 Commission meeting that the staff send out the drafts as they
4 come in rather than maybe waiting one week prior to the
5 meeting to try to send us everything.

6 DR. JONSEN: Second.

7 MR. RYAN: All in favor say, aye; opposed, no. The
8 staff surrounding me were shaking their heads, yes, so it
9 seems it would be something they would be happy to comply with.

10 DR. LOWE: Would you like everything repeated in the
11 notebook? That is not an insignificant point. You will have
12 your own copy at home but everything will be assembled in
13 a notebook.

14 MS. KING: You understood me absolutely.

15 MR. RYAN: I would like to go to the table of contents
16 one, if I am not taking this too fast. There are three work
17 scopes and a CV. These are work scopes for small contracts
18 mandated to the Commission by the staff.

19 The first one is on professional case, and that is an
20 SA which is survey. I didn't think the philosophical approach
21 to defining the fetal life and death.

22 DR. COOKE: I so move.

23 MR. JONSEN: Second.

24 MR. RYAN: The next one is a scope on Professor Stevens --
25 Wasserstrom. We should consider this because we selected him

1 out as someone with a legal background as well as being an
2 ethicist, philosopher and he has been given the identical
3 work scope of the other ethicists.

4 DR. COOKE: I so move.

5 MR. JONSEN: Yes.

6 MR. RYAN: This is the same as went to Lebacqz and
7 others.

8 DR. COOKE: He has his essay in there. It is a past
9 contract.

10 MR. TURTLE: We have not paid him though.

11 MR. RYAN: Toolman, to prepare analysis of preliminary d
12 drafts of essays prepared by the Commission. That is someone
13 to try to put it all together, point out points of compatability
14 among various views, irreconcilable differences probably,
15 present your own views on the subject matter from the broad
16 philosophical perspective from the committee on social thought.

17 DR. COOKE: So moved.

18 MR. JONSEN: Second.

19 MR. RYAN: All in favor say, aye; opposed, no.

20 The next one I find is someone associated with my
21 hospital. I suppose indirectly I work for him and indirectly
22 there could be a conflict of interest.

23 I will not participate and I will ask Dr. Brady
24 to present the scope of the work of Dr. John Wilson.

25 DR. BRADY: To prepare a report to analize statutory

1 provisions, regulations and case law bearing on research in the
2 fetus, the statutory material will cover the use of human
3 beings in research, et cetera.

4 Your report should be received not later than
5 March 7 so it will be circulated, and the other requirements
6 are essentially the same.

7 In addition, we request you attend a one-day meeting.
8 He will come to the meeting in March. I entertain the motion
9 for approval.

10 MS. HEIGHT: I so move.

11 MS. LEBACQZ: Second.

12 DR. COOKE: How does this differ?

13 MR. YESLEY: This was in response to a request for a
14 redundant contractor on legal issues. It is similar to but not
15 identical with Mr. Capron's contract.

16 DR. BRADY: Is there further discussion?

17 All in favor say, aye; opposed, no. You have the
18 chair back, Mr. Chairman.

19 MR. RYAN: It is now 5 minutes to four. We will try
20 to get all of the information to you on the basis that Miss
21 King has indicated. We will try to hold open an extra day on
22 Sunday for work or Thursday if you want to come in a day
23 early, with desks.

24 We will, at that time, set aside time in the agenda
25 for bringing up substantive issues for the drafting of the

1 Commission report.

2 MR. LOUISELL: I would like to mention I don't recall
3 we ever considered any research in the area of fetal experi-
4 mentation with problems of the alcoholic mother or drug
5 addicted mother. I don't know if it is necessary to enter into
6 that field but I think we maybe should be thinking about that
7 because there is so much, at least in the attention of popular
8 psychology today as being a significant thing.

9 MR. RYAN: Having brought that up, how do we deal with
10 that?

11 MR. LOUISELL: I would be content at this late hour
12 to refer it to the staff for consideration as to whether it
13 is feasible at all, and if so, whether we should tackle it at
14 the next meeting.

15 MR. RYAN: I don't know whether Dr. Mahoney's material
16 will cover any aspect of that but we could keep our eye open
17 for it. The instruction to the staff is to star it and see
18 if we can pay special attention to that area.

19 DR. BRADY: I want to bring up one additional matter
20 which has to do with extra days. There are developing, as
21 most of us know, at least two rather key conferences related to
22 issues that are central to our concern here.

23 The National Academy of Science is meeting next week,
24 as a matter of fact, and I talked to Mike about a similar affair
25 being held in Texas under the sponsorship of the law school,

1 I believe.

2 I presume that the staff will cover a good part of
3 the National Academy of Science one. I think it is extremely
4 important at least on some of these conferences that the
5 Commission be encouraged, or at least members of the Commission
6 be encouraged to attend.

7 I don't know how many others intended to go to the
8 National Academy one but it is conceivable that could be one
9 of the extra type duties.

10 DR. LOWE: As you wish.

11 DR. BRADY: We should encourage some Commission
12 members to go.

13 MS. KING: I am going to one here so it is obviously
14 no expense. If I wanted to go to the one in Texas, if I thought
15 it would add something other than I will get the next two days,
16 can the Commission pay for air fare?

17 DR. LOWE: As far as I know you have the right to
18 do whatever you do to fulfill your mandate. If it got out of
19 hand financially we will get back to you.

20 DR. BRADY: A couple of these look like key matters.
21 Did you intend to go to the National Academy?

22 MR. STELLAR: I can't.

23 MR. TURTLE: I have two points, one relatively short
24 and one requiring a vote. I think we ought to have a budget
25 and I move the staff give us the proposed budget for the

1 next two years and give us an idea what contracts we have
2 already let will cost and the proposed expenditure.

3 If there is some problem with making this information
4 public it would fall under the confidentiality laws but I think
5 we ought to go ahead and know what we will be spending.

6 DR. LOWE: We are preparing an implementation docu-
7 ment which you will all see. We can project next year's budget
8 but the implementation docket will show this year's budget
9 and how much we have spent and will spend up to July 1.

10 MR. TURTLE: The second point is I would like to review
11 my request to send out a letter to the Comptroller General
12 to ascertain the authority of this Commission and its relation-
13 ship, if any, to HEW.

14 I raised the matter I think at the last meeting as
15 I recall. It was put off to allow the general counsel of
16 HEW to have an opportunity to look at the draft and give us
17 some comments. I have not seen any of those comments.

18 What I have in fact seen is a letter appearing at
19 page 3 of our book which raises the issue in my mind again,
20 and this is a letter from the executive director of our
21 Commission to the general counsel of HEW, acting in a way that
22 I believe is inconsistent with the independence of this
23 Commission.

24 Basically our legislative mandate says we have the
25 right to request information from any executive agency and that

information should be provided. In fact, what we are doing here is we are acting almost as a subset of HEW, and we are going to the general counsel of HEW to find out from him if he will allow us permission to ask for information from FDA.

To my mind this kind of relationship can only serve to damage the credibility of the Commission. I think it is becoming important again that we get the relationships resolved once and for all.

MR. LOUISELL: Did you refer to the general counsel of the Comptroller General?

MR. TURTLE: I wanted to ask him and his general counsel's office about the relationship of this organization and the HEW agency as set forth in the draft letter circulated at the last meeting.

MR. RYAN: It seems to me that the draft letter was to be modified, is that correct?

DR. LOWE: We have received no modification.

MR. RYAN: You were going to modify it, Mr. Turtle?

MR. TURTLE: If you read the minutes, the way the matter was left the general counsel would come up with some comments. The opportunity was there for him to review the matter and see what he thought about sending out the letter.

My point was intended not to be bound by anything the general counsel of HEW said but would allow him the month to make the comments. He has not made any comments and I am

1 just concerned about the letter of February 7, 1975 that raises
2 the issue to my mind again. We are not acting as an independent
3 organization in this request.

4 MR. RYAN: What was your recommendation?

5 MR. TURTLE: I would recommend the Commission send
6 out the letter on its own letterhead, by the way, too.

7 MR. RYAN: First let the chairman respond by saying
8 he is caught between general counsels and attorneys and
9 interpretations of laws which he personally is not competent
10 to judge on.

11 I will turn to our executive director and ask him
12 for any comments he wishes to make and then the Commission
13 can act in any way it so desires.

14 DR. LOWE: May I deal with the second issue first,
15 the stationery. We have requested independent stationery. It
16 is the process of review. The request has been turned down.
17 We have moved it to higher echelons. We will report to you
18 hopefully on our own stationery as soon as we get a ruling.

19 I have made inquiries with respect to the first item
20 and the information I received informally from general counsel
21 is as follows:

22 If the charter of a commission, however identified,
23 however is established, is received by OMB on the stationery
24 of an agency of the government and OMB acting for the White
25 House, signs off on that charter and it is then published in

1 the Federal Register, this in fact establishes the authority
2 of the agency and the commission.

3 If you wish to pursue this further you are, of
4 course, at liberty to do so. This is the information I have
5 obtained. Our charter is on departmental stationery.

6 MR. TURTLE: I can't believe that. I don't have
7 anything to respond to that. I request permission or I move
8 that this Commission request the advice from the Comptroller
9 General as to the standing and relationship of this Commission
10 to HEW in a format or in a manner basically set forth in the
11 draft.

12 I think it can be cleaned up and some minor modi-
13 fications made.

14 MR. RYAN: Would you accept from the Commission if
15 it goes to vote affirmative on it and I don't know that they
16 will, will you accept then the responsibility for preparing
17 the draft and submitting it?

18 MR. TURTLE: I have already prepared the draft but
19 I would like to clean it up.

20 MR. RYAN: And send it to the Comptroller General as
21 a representative of the Commission?

22 MR. TURTLE: Yes, sir.

23 MR. RYAN: Is that the motion?

24 MR. TURTLE: Yes, sir.

25 MR. RYAN: Is there a second?

1 MR. LOUISELL: I will second it.

2 MR. RYAN: Is there discussion?

3 MR. LOUISELL: I think I can see very distinctly
4 the theoretical basis of the motion. I wonder if in the experience
5 we now have had over the past several months you still feel
6 there is a realistic need of pursuing this as distinguished
7 from a purely theoretical structural concept.

8 MR. TURTLE: Let me refer you to your minute book,
9 item 3 which is a letter from the Commission to the general
10 counsel of HEW which deals with the request for information as
11 set forth in our legislative mandate.

12 Instead of making a request, we start out with the fact
13 that we might make a request and in doing so we presumably
14 would be operating under our authority. We go down to informal
15 discussion with representatives of FDA.

16 They tell us they cannot provide any information until
17 they get an opinion from HEW general counsel. Then we go
18 back and request the opinion of the HEW general counsel as to
19 the information that should be disclosed by the FDA pursuant
20 to our request.

21 That raises in my mind very clearly the question of
22 whether or not we are active as an independent commission or
23 whether or not anybody reading this letter would suspect very
24 strongly that we were acting as an agency of HEW and requesting
25 an advisory opinion as to what our duties and perogatives were

1 under the statute.

2 As a result of this letter, I feel more strongly
3 about it than I did in the past.

4 MS. KING: I hope I will now be accurate. If we
5 indeed have resolved the theoretical problem of this being an
6 independent commission and we wanted information from the
7 FDA, I want it understood that we still would have made a request
8 to FDA that would have been referred to the FDA general
9 counsel before they acted. So, we have not done anything
10 differently as an independent commission.

11 Now, what is a different process is if the general
12 counsel decides we are not entitled to that information, we are
13 in a different posture if we are considered under the umbrella of
14 HEW than if we would be considered if we were considered an
15 independent commission that is not subject to the authority
16 of the general counsel.

17 I think that is the point Mr. Turtle is trying to make.

18 MR. TURTLE: I agree up to a point. If we requested
19 information from FDA they might refer our request to their
20 general counsel but we did not go and ask if we had a right to
21 go to them for information.

22 MS. KING: We would be in a different posture, however,
23 if we were bound by the decision, the general counsel's
24 interpretation and if we were not bound by the general counsel's
25 interpretation.

1 If we were presumably an agency of HEW, then we
2 have to abide, as I understand by his interpretation. If we
3 are not, we can challenge his interpretation. Other groups
4 have challenged it and if necessary, we can challenge it in
5 court.

6 Therefore, I am speaking in favor of that motion but
7 I want people to understand our posture. I think that is
8 important. It may not be as theoretical as Professor Louisell
9 indicated.

10 Secondly, I found it is a lot better to deal with
11 things when they are somewhat theoretical than in the height
12 of controversy in the event we cannot get the FDA information.

13 For that reason, I would support the motion.
14 Having heard the interaction over the last meetings, it seems
15 to me this is something we should resolve. It seems a reasonable
16 request except we are asking one of the Commission members
17 to do the work for us.

18 If you are going to vote affirmatively on this, I
19 would presume Mr. Turtle would make a draft, submit it to the
20 Commission members and with your indulgence, I think, he could
21 at the same time submit it to the general counsel of OMB, unless
22 the Commission wishes to review and try to approve it ahead of
23 time.

24 MR. TURTLE: Speed it up, I should clean up the draft,
25 send it out and I can contact them by telephone for comments.

1 DR. RYAN: Is that acceptable?

2 MR. TURTLE: For those in the geographic area--

3 MS. KING: Let me explain why. It is a touchy
4 issue. Further, I understand the basis for this and I realize
5 it places us in a difficult position with the Department with
6 whom we are still working. I would, therefore, propose before
7 we send any letter that we each have the benefit of the others'
8 views. We are in a political thicket. I did not want to be
9 contacted individually without having heard, for example,
10 Professor Louisell's viewpoint or Dr. Jonsen's viewpoint, be-
11 cause I think it is critical to all of us even though we want
12 to get out of here fast.

13 I think we should exchange comments at a meeting
14 rather than having individual telephone conversations. I think
15 it is too important to risk individual discussions.

16 DR. RYAN: Mr. Turtle, could you have a final draft
17 for the commission as the first item of business the next time
18 we meet?

19 MR. TURTLE: I believe we are going to be running
20 short of time, and that is the reason I provided a draft at
21 the meeting prior to this. It would not be acceptable to me
22 to operate in that manner, but I am certainly willing to be
23 guided by the commissioners' vote.

24 MS. HEIGHT: I was wondering whether Mr. Turtle
25 might furnish that to us in advance so that we may be able to

1 formulate any comments and get them back to him.

2 MR. TURTLE: You should have a draft from me at the
3 present time.

4 M S. HEIGHT: If there is any comment to go to him,
5 he might have it in advance sothat he could come in with a
6 draft reflecting his opinions.

7 DR. RYAN: Since both of you are in Washington --
8 do you want all of the input from the rest of the commissioners?

9 DR. COOKE: I think some of the commissioners are
10 about as ignorant as you can find in this area.

11 MS. KING: I understand that, but if we ever get
12 into a debate about the independence of this commission, and
13 I feel strongly that the commission, just as I have had to
14 learn the legal terms, you may have to learn the medical
15 terminology. That is why I don't want it done individually.

16 MS. HEIGHT: If we send any comments to Mr. Turtle
17 he and we could come into the next meeting already having
18 registered something that he can take into account that
19 would foreshorten the discussion. Then we would still open
20 the meeting to discuss it.

21 MR. TURTLE: In the interim, I will agree to that
22 if we get a new letter out to the FDA saying basically we
23 would like this information under our statutory authority to
24 request this information, and let it go at that. We can get
25 started on that tack and the next thing we can take up is the

1 letter at the next meeting.

2 DR. RYAN: We just taken one item at a time. We
3 have a motion before us and if we can redraft the motion that
4 Mr. Turtle will prepare a draft; that it will go out to all of
5 the commission members as rapidly as possible, that they will
6 write to him any comments or suggestions they have with respect
7 to this; that we will put it on the agenda as the first item
8 of business so it can be voted on at the next meeting and
9 acted on immediately.

10 Is that a motion?

11 DR. SELDIN: I so move.

12 DR. BRADY: Second.

13 DR. RYAN: All in favor say, "Aye." Opposed, "No."
14 The motion is carried.

15 Do you have another recommendation, Mr. Turtle?

16 MR. TURTLE: Yes, I believe if we are really inter-
17 ested in obtaining information from FDA, the staff should be
18 directed to write to FDA a letter directed to the head of FDA,
19 not the HEW General Counsel, and that letter simply state
20 pursuant to our statutory authority we are hereby requesting
21 final information, period.

22 DR. RYAN: May I have a second to that motion .

23 DR. SELDIN: I will second that as a motion.

24 DR. RYAN: All in favor, say, "Aye." Opposed, "No."
25 The motion is carried.

1 Is there any other item of business that the
2 commission would like to discuss at this time?

3 If not, I would like to thank the staff as usual
4 for their tremendous effort.

5 This meeting is now adjourned.

6 [The meeting was adjourned at 4:15 p.m.]

7
8
9 Wellcome Library
10 for the History
11 and Understanding
12 of Medicine

NATIONAL COMMISSION FOR THE PROTECTION OF HUMAN SUBJECTS
OF BIOMEDICAL AND BEHAVIORAL RESEARCH

Summary Minutes
March 14-15, 1975

Conference Room 6
Building 31
9000 Rockville Pike
Bethesda, Maryland

(Entire meeting open to the public)

Friday, March 14, 1975

1. The meeting was called to order by Chairman Kenneth J. Ryan, M.D., at 9:15 a.m.
2. Commission members heard testimony on Federal agency roles in research on the fetus, given by the following public officials:
 1. Dr. Louis Hellman, Deputy Assistant Secretary for Population, Health, Education and Welfare.
 2. Dr. Norman Kretchmer, Director, National Institute of Child Health and Human Development, (representing National Institutes of Health).
 3. John Jennings, Associate Commissioner, Food and Drug Administration, accompanied by Dr. Frances Kelsey, Dr. Carl Leventhal, and Mr. William Vodra.
3. A final report to the Commission on legal issues in research on the fetus was presented by Professor John Wilson (1). During discussion of Professor Wilson's report, members unanimously voted to request that he and Mr. Alex Capron (2) who also prepared a report on legal issues in research on the fetus, be present at the April Commission meeting.
4. Commission members took part in a roundtable discussion with the following ethicists: Drs. Sissela Bok, Leon Kass, Marc Lappe, Paul Ramsey, LeRoy Walters, Richard Wasserstrom, Arthur Dyck, Stephen Toulmin, and Seymour Siegel. (3) The discussion was based on contracted papers by some of these and other ethicists, (4) as reviewed in a written summary by Dr. Toulmin. Dr. Kass outlined a related report to the Commission on philosophical issues in determining fetal viability, non-viability, and death. Commission members and the panel of ethicists engaged in a general discussion of ethical issues related to research on the fetus.

NATIONAL COMMISSION FOR THE PROTECTION OF HUMAN RIGHTS
OFFICE OF THE DIRECTOR

REPORT OF THE COMMISSION ON THE PROTECTION OF HUMAN RIGHTS
JANUARY 1975

The Commission on the Protection of Human Rights was organized by the National Commission for the Protection of Human Rights on January 1, 1975. The Commission is composed of the following members:

Friday, March 11, 1975

1. The meeting was called to order by the Chairman, Mr. J. Edgar Hoover, at 9:15 a.m.
 2. Chairman's report on the activities of the Commission during the past year was read and approved.
 3. The report of the Commission on the activities of the Commission during the past year was read and approved.
 4. The report of the Commission on the activities of the Commission during the past year was read and approved.
 5. A final report on the Commission's activities during the past year was presented by the Chairman, Mr. J. Edgar Hoover, and was approved by the Commission.
- The Commission on the Protection of Human Rights is a permanent institution with the following objectives:
1. To investigate and report on alleged violations of human rights.
 2. To recommend appropriate action to the Federal Government and to the States.
 3. To conduct research on human rights and to disseminate the results of such research.
 4. To cooperate with other national and international organizations in the field of human rights.
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1. To investigate and report on alleged violations of human rights.
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 3. To conduct research on human rights and to disseminate the results of such research.
 4. To cooperate with other national and international organizations in the field of human rights.

Summary Minutes - 2

5. A final report to the Commission on the role of research involving living fetuses in advances in medical science and technology was presented by the following members of Battelle Institute: (5) Drs. R. I. Leininger (Principal Investigator), D.A. Axler, A.D. Barker, R. D. Falb, and D. L. Gardner.
6. The meeting adjourned at 6:30 p.m.

Saturday, March 15, 1975

7. The meeting was called to order by Chairman Kenneth J. Ryan, M.D. at 9:15 a.m.
8. Members voted unanimously to have a letter (drafted by Mr. Turtle) sent on their behalf to the Comptroller General requesting information on the relation of the Commission to the executive and legislative branches of government.
9. Following discussion of the contracting for the special study (6), members voted unanimously to adopt the policy of affirmatively seeking out minority and female contractors, in the process of awarding contracts, and of judging for each contract the appropriateness of using the 8(a) contracting process or any other mechanisms for insuring minority and female participation in its contracting process.
10. Members heard a final report to the Commission, by Dr. Richard Behrman (7) on guidelines for determining fetal viability and death; Dr. Leon Kass commented on this topic.
11. A final report on the nature and extent of research on the fetus was presented by Dr. Maurice Mahoney (8) and co-workers Drs. Walters, Bender, Frigoletto, and Fost.
12. Following Dr. Mahoney's presentation, staff suggested that Drs. Mahoney and Behrman be requested to attend the April Commission meeting to assist in deliberations.
13. Returning to administrative matters, members voted to issue an RFP for the special study, as drafted by staff, with modifications indicating the interest of the Commission in obtaining complementary points of view by multiple contracting.

2. A final report on the Commission on the role of research involving living tissues in relation to medical science and technology was presented by the following members of the Institute: Dr. A. J. Lehman (Principal Investigator), Dr. A. J. Lehman, Dr. R. B. Leib, and Dr. L. Gardner.

3. The meeting adjourned at 6:15 p.m.

Saturday, March 11, 1955

1. The meeting was called to order by Chairman Kenneth J. Ryan, M.D. at 9:15 a.m.

2. Members voted unanimously to have a letter drafted by Dr. Lehman sent on their behalf to the Committee on the Commission on the role of research involving living tissues in relation to medical science and technology, in the interest of the Commission on the role of research involving living tissues in relation to medical science and technology.

3. Following discussion of the Commission on the role of research involving living tissues in relation to medical science and technology, the following was voted unanimously: to urge the policy of not making any further grants and contracts to the Commission on the role of research involving living tissues in relation to medical science and technology, and to request that each contract be approved by the Commission on the role of research involving living tissues in relation to medical science and technology, and to request that the Commission on the role of research involving living tissues in relation to medical science and technology be organized as a permanent body.

4. Members heard a final report on the Commission on the role of research involving living tissues in relation to medical science and technology, in the interest of the Commission on the role of research involving living tissues in relation to medical science and technology, presented by Dr. Lehman.

5. A final report on the nature and extent of research on the role of research involving living tissues in relation to medical science and technology, presented by Dr. Lehman, Dr. R. B. Leib, and Dr. L. Gardner, was presented.

6. Following Dr. Lehman's presentation, staff suggested that Dr. Lehman and Dr. R. B. Leib be requested to attend the Commission on the role of research involving living tissues in relation to medical science and technology, and to request that the Commission on the role of research involving living tissues in relation to medical science and technology be organized as a permanent body.

7. Following to administrative matters, members voted to issue an RFP for the special study as drafted by staff, with modifications including the interest of the Commission on the role of research involving living tissues in relation to medical science and technology, in the interest of the Commission on the role of research involving living tissues in relation to medical science and technology, by the Commission on the role of research involving living tissues in relation to medical science and technology.

Summary Minutes -3

14. After a staff presentation of the background and rationale for the study on Institutional Review Boards, members voted unanimously (with Mr. Turtle abstaining) to have staff develop a draft RFP for this study.
15. Following discussion of the April agenda and the possibility of an additional meeting in April, staff was requested to obtain from each Commission member an itemization of prior commitments during that month, so that such a meeting could be scheduled, if necessary.
16. Members voted unanimously to hold the next meeting on April 11, 12, and 13.
17. Members discussed mechanisms for the preparation of their report on research on the fetus.
18. The meeting was adjourned at 4:45 p.m.

Members Present

Kenneth John Ryan, M.D.
Joseph V. Brady, Ph.D.
Robert E. Cooke, M.D.*
Dorothy S. Height
Albert R. Jonsen, S.J., Ph.D.
Patricia King, J.D.
David W. Louisell, J.D.
Donald Wayne Seldin, M.D.
Eliot Stellar, Ph.D.
Robert H. Turtle, LL.B.

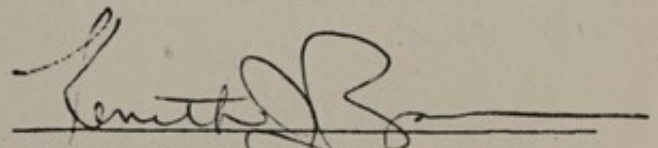
Staff Members Present

Charles U. Lowe, M.D.
Michael S. Yesley, J.D.
Duane Alexander, M.D.
Robert J. Levine, M.D.
Edward Dixon, J.D.
Bradford Gray, Ph.D.
Miriam Kelty, Ph.D.
Barbara Mishkin, M.A.
Anne Ballard
Bonnie M. Lee

*Did not attend full session

(Approximately 100 members of the public attended.)

CERTIFIED BY:


Kenneth John Ryan, M.D.

April 11, 1975
(Date)

- 14. After a brief presentation of the background and rationale for the study on institutional policy issues, members voted unanimously (with the Turtle Mountain) to have staff develop a draft RFP for this study.
- 15. Following discussion of the April agenda and the possibility of an additional meeting in April, staff was requested to obtain the early completion status on a re-evaluation of prior commitments during the month, so that such a meeting could be scheduled, if necessary.
- 16. Members voted unanimously to hold the next meeting on April 11, 1974, and 12.
- 17. Members discussed members for the preparation of their report on research on the forum.
- 18. The meeting was adjourned at 4:45 p.m.

Staff Members Present

Members Present

Charles D. Jones, M.D.
 Robert E. Taylor, A.B.
 Bruce Alexander, M.D.
 Robert J. Taylor, M.D.
 Donald P. Jones, M.D.
 Patricia Gray, Ph.D.
 Brian Taylor, Ph.D.
 Eugene M. Klein, M.A.
 Ann Bellard
 Louise M. Lee

Thomas J. Ryan, M.D.
 Joseph J. Ryan, M.D.
 Robert E. Jones, M.D.
 Dorothy S. Wright
 Albert S. Jones, M.D., Ph.D.
 Patricia Gray, Ph.D.
 David W. Lambert, Ph.D.
 Louise M. Klein, M.A.
 Ann Bellard, Ph.D.
 Robert M. Taylor, M.D.

*Did not attend this session

(Continued on the reverse of the public attached.)

Kenneth John Ryan, M.D.

April 11, 1974

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CONTINUED

Materials Provided

The following materials were provided to Commission members: a sample letter of invitation to 13 Federal officials to testify at the March 14 meeting; a memo to Commission members relating to the ethicists' roundtable discussion at the March 14 meeting; a memo from staff outlining a tentative timetable for the Commission through August 1976; a draft for the Request for Proposals for the Special Study; a staff paper related to an empirical study of institutional review boards; a staff-prepared outline of positions on research on the fetus; correspondence to the Commissioner of the Food and Drug Administration and response; a staff paper related to legal aspects of parental or guardian consent for children to participate in non-beneficial research; correspondence received from the public; news clips related to the Commission's mandate; and an up-date on the staff-prepared case register.

In addition, the final reports by the following consultants and contractors were distributed:

Dr. Sissela Bok	Battelle Institute
Dr. Joseph Fletcher	Dr. Richard Behrman
Dr. Marc Lappe	Dr. Leon Kass
Dr. Richard McCormick	Dr. Maurice Mahoney
Dr. Paul Ramsey	Dr. Stephen Toulmin
Dr. Seymour Siegel	Mr. Alex Capron
Dr. LeRoy Walters	Professor John Wilson
Dr. Richard Wasserstrom	

Footnotes

- (1.) Refer to January 10-11, 1975 minutes, item 5.
- (2.) Refer to January 10-11, 1975 minutes, item 5.
- (3.) Refer to January 10-11, 1975 minutes, item 4.
- (4.) Refer to January 10-11, 1975 minutes, item 4. Other ethicists are Richard McCormick and Joseph Fletcher.
- (5.) Refer to January 10-11, 1975 minutes, item 17.
- (6.) Refer to January 10-11, 1975 minutes, item 8.
- (7.) Refer to January 10-11, 1975 minutes, item 3.
- (8.) Refer to December 3-4, 1974 minutes, item 9.

Index

- (1) Refer to January 10-11, 1975 minutes, Item 2.
- (2) Refer to January 10-11, 1975 minutes, Item 1.
- (3) Refer to January 10-11, 1975 minutes, Item 4.
- (4) Refer to January 10-11, 1975 minutes, Item 4. Other activities are listed in minutes and budget reports.
- (5) Refer to January 10-11, 1975 minutes, Item 2.
- (6) Refer to January 10-11, 1975 minutes, Item 5.
- (7) Refer to January 10-11, 1975 minutes, Item 2.
- (8) Refer to January 10, 1975 minutes, Item 2.

