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Arundel
LD 233

I am in support of LD 233. I am a mother to 2 girls, and 2 boys, and a grandmother to 4 girls, and 4 boys. All of my children have played in a variety of sports, as well as my grandchildren. I have had from birth to 36 years knowledge to understand the differences between males and females.

One of my children is a hockey player, and grew up playing youth hockey with both males and females on his team. Boys had a boys locker room and girls had their own as well. As the kids grew older, there was a girls team and a boys team. Rightfully so, boys and girls body chemistry, stature, and rules for boys and girls are completely different. Boys can check and be checked, and girls league cannot for good reason, strength, and safety. At high school levels and private leagues, some girls did play on boys teams. If you played on a boys team, you could check and be checked. The caveat was if you checked a girl you would be targeted by the other team because checking a girl would and could cause severe injury.

I also had the experience of having a close friend whose daughter was a cheer leader in high school. There was a student on her cheer team female transitioning from female to male. Several on the team left because of the comfort level. All of the kids that left lost out on something that gave them so much joy.

We have girls in this state competing against biological males in track in field. It is unfair. Boys have much greater muscle strength, have a larger lung capacity, Studies, like a 2020 analysis in *Sports Medicine*, show that even after testosterone suppression for 1-2 years, transgender women retain significant strength advantages over biological females (e.g., 10-20% higher muscle mass and grip strength). Puberty's Lasting Effect: Male puberty results in larger skeletal structures, higher red blood cell counts, and greater lung capacity, which are not fully reversed by hormone therapy. A 2021 study in *The Journal of Clinical Endocrinology & Metabolism* found that transgender women, after three years of hormone therapy, still had faster running times and higher aerobic capacity than biological females. These differences can lead to outcomes where biological males dominate in girls' sports, potentially reducing opportunities for biological females to win, earn scholarships, or advance. For example, in high school track events in Connecticut (2017-2019), two transgender girls won multiple state championships, prompting concerns from female competitors about lost opportunities.

A 2022 survey by the National Federation of State High School Associations noted that 85% of female athletes felt disadvantaged when competing against transgender girls in certain sports (e.g., wrestling, track).

Girls' sports are already underfunded compared to boys'. If biological males consistently outperform biological females, it could reduce scholarships, sponsorships, and recognition for girls, as seen in cases like Lia Thomas, a transgender swimmer who won NCAA titles in 2022, sparking debate over fairness.

There are safety concerns. Biological females athletes are being permanently severely injured by trans athletes. One was paralyzed and has brain damage.
<https://www.dailymail.co.uk/health/article-13693959/payton-mcnabb-volleyball-player-paralyzed-brain-damage-transgender.html>

Multiple members of a team were injured by a trans athlete and were forced to forfeit.
<https://www.heritage.org/gender/commentary/trans-athlete-injures-multiple-girls-forcing-team-forfeit-wither-thou-feminism>

<https://sportslawexpert.com/2022/12/12/professor-maintains-that-trans-athletes-causing-serious-injuries-to-girls/>

Lastly, we have a Federal Law enacted by Congress and signed into law!

Title IX of the Education Amendments of 1972 was passed by the U.S. Congress and signed into law by President Richard Nixon on June 23, 1972. It was introduced in the

Senate by Senator Birch Bayh(D) of Indiana and in the House by Representative Patsy T. Mink(D) of Hawaii, with significant contributions from Representative Edith Green (D) of Oregon. The legislation was part of a broader education bill, S. 659, and its passage involved votes in both the Senate and the House of Representatives.

In the Senate, the vote on S. 659, which included the Title IX provision, took place on March 1, 1972. The Senate passed the bill with 88 senators voting in favor and 6 voting against it, with strong bipartisan support. Senator Bayh(D) was the chief sponsor in the Senate and played a key role in getting this legislation passed.

In the House, the process was more complex. Representative Edith Green introduced related legislation and held hearings as chair of the Subcommittee on Education, laying the groundwork for Title IX. Representative Patsy Mink emerged as a leading advocate, fiercely defending the provision against attempts to weaken it. The House passed its version of the education bill, H.R. 7248, on June 8, 1972, with Title IX included. After differences between the House and Senate versions were reconciled in a conference committee, the final bill passed both chambers. It's 2025, and women should no longer be fighting for rights, and should not be fighting to keep their rights.

In closing, we have 2 transgender athletes taking so much away from biological female athletes. 2 athletes that are causing harm to many girls faced to unfairly compete against them. Gender dysphoria is real, and normalizing it is not helping them, it is prolonging them from getting help, all while damaging others in unfair competition. A fair solution to this would be to have open category teams with non-sex based divisions to allow inclusive participation without disrupting existing divisions. Boys and girls are different, with or without puberty blockers, or after full transition, and competition cannot and will never be fair. Maine needs to do the right thing, find another solution. Preserve and protect the rights of biological female athletes.