

LD 1134: An Act to Prohibit Males from Participating in Female Sports or Using Female Facilities

Senator Carney, Representative Kuhn, Members of the Judiciary Committee, I am David Souers, living in Friendship, Maine. I am retired after a long career with my own firm practicing healthcare architecture designing clinics, hospitals, psychiatric facilities and specialty centers for women's health, maternity, surgery, cancer, dialysis and dentistry. My wife, Linda Souers joins me in this testimony. Linda is a retired art teacher, business manager and not-for-profit community board member. Linda and I are parents of three adult women, all of whom played sports from grade school through highschool. All three have careers in health and healthcare.

We are testifying in opposition to LD 1134 for the reasons, which we explain below. We also are in opposition to LD 233, LD 868, LD 1002, LD 1337, LD 1432, LD 380, LD 1134 and LD 1704 for all the reasons here and our other testimonies on these bills. But first, how do these proposed bills comply with the 2005 amendment to the MHRA which expanded the definition of "sexual orientation" to include "gender identity" and expression, which marked a significant step in ensuring equal treatment under the law?

1. This bill would ban any schools receiving state funding from allowing transgender girls to participate in school sports. Additionally, it would ban trans girls from using school facilities "designated for use solely by females." The bill is vague, and the meaning of "facilities" is unclear-this could potentially include a bathroom ban, taking us back more than a decade to debate an issue that has long been settled.
2. This bill fails to address any of the questions and issues that we have brought up in all the other transgender bills.

Rather than write bills without any scientific, medical or psychological expertise to support them, we advocate that LD 233, 868, 1002, 1337, 1432, 380, 1134, and 1704 all ought not to pass. And, that the legislature establish a study involving representatives from the state's public education groups including effective legal advice on gender law, administrators, classroom teachers, gym & sports coaches, school nurses along with professionals in the area of gender, adolescent and young adult medicine and psychology with experience in transgender study and care.

Thank you for your attention.

David & Linda Souers
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