

PSYETA NEWS

The Newsletter of Psychologists for the Ethical Treatment of Animals • Winter 2004 • Volume 24

The Human-Animal Bond: Self Psychology Offers Special Insight

By Sue-Ellen Brown

Self psychology was developed primarily to help understand relationships among people. However, it is particularly helpful for understanding the strong bond between human beings and nonhuman animals. Two concepts are crucial to understanding the importance of self psychology: the self and the selfobject.

The self is what people often think of as their core personality. Providing a sense of self-esteem and the unity of all aspects of personality, the self is made up of components such as values, ideals, ambitions, talents and skills. The self is supported by people, animals, objects, experiences like religion, and ideas like political ideologies. In self psychology, these are all called selfobjects. Selfobjects help maintain, bring out, or hold together the sense of self. For example, the calming effect of a companion animal may be considered a selfobject function that helps maintain the self for some people. Thus, animals can serve as powerful selfobjects.

Selfobjects in Action

The original selfobject is generally thought to be one's mother. A good mother nourishes, comforts, and supports the growing infant. She will also serve as a mirror reflecting back acceptance, soothing, or calming of emotional reactions. This mirroring helps the infant or child feel that he or she can trust the world and manage his or her own emotions and reactions. When a mother does not provide these functions, the child will often be prone to low self-esteem or feelings of falling apart, or fragmentation. Animals can serve as early selfobjects to children, especially when the mother is somehow



deficient. Animals as selfobjects can help glue the person back together through supportive, soothing, or calming effects.

Animals as Selfobjects

To be considered a selfobject, an animal must be crucial to a person's wellbeing. Many animals can be helpful to people but not necessarily crucial. For example, a dog kept in the yard for protection may play an important role for the person, but if the dog were suddenly gone, the person might not feel distressed about it. That dog would not be considered a selfobject because he or she is not crucial to that person's sense of self.

A person may rely on an animal more than on another human being for emotional comfort and reinforcement of the self. For example, a person might interpret a companion cat's behaviors as conveying love and may feel love in response. The person's subjective experience of love is the important element and not whether or not the cat's behavior really, in fact, indicates that the cat feels love. The cat might be the only selfobject in the

person's world bringing out that internal experience of love. The experience of love in the presence of the cat might be more real to the person than any other experience of love that he or she has known with people, other animals, objects, experiences, or ideas.

Animals Experienced as Crucial

In many cases, the dependency on an animal selfobject can be quite intense and crucial to a person's sense of wellbeing. Sometimes the animal may even be experienced as part of the self. Therefore, the person may feel a sense of falling apart, or fragmentation, when the animal is lost. If an ani-

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Promoting PSYETA's Educational Program

By Mary Ann Lauffer

One of the things that attracted me to my new position at PSYETA was the emphasis on education as a means to advocate for animals.

Educating has been a part of my work throughout my career for decades. A culminating experience was developing my doctoral dissertation on lifelong learning to increase competence or to assist in solving community problems. A related term referring to competencies of a specific kind of work is "professional education."

Joining the PSYETA Team

A key task I have taken on at PSYETA is spreading the word about the organization's educational projects aimed at ending animal abuse and exploitation, enriching the human-animal relationship, and showing people of

"A culminating experience was developing my doctoral dissertation on lifelong learning..."

several professions how to be a part of the solution. In the next year, I will devote much of my time to this task while also helping PSYETA grow and increase its funding.

PSYETA currently has three educational projects, described further in the Book Shelf section on page 7 of this issue of *PSYETA News*.

◆ *The Beyond Violence: The Human-Animal Connection* video -- including Discussion Guide available in Spanish as well as in English, with a speaker / facilitator format option. The *Beyond Violence* video provides information about the link between animal abuse and violence against humans.

◆ *The AniCare Model of Treatment for Animal Abuse (AniCare)* -- a manual designed to provide clinical training programs regarding identification and treatment approaches for adult animal abusers.



PSYETA General Manager
Mary Ann Lauffer, Ph.D.

◆ *AniCare Child: An Assessment and Treatment Approach for Juvenile Animal Abuse* -- a manual like *AniCare* but designed for identifying and treating juvenile animal abusers.

PSYETA Executive Director Ken Shapiro and former Program Director Mary Lou Randour have provided more than 40 workshops throughout the country in different venues such as criminal justice agencies, humane societies, schools and colleges, mental health agencies and community service organizations. Mary Lou is currently employed by the Doris Day Animal Foundation, which generously supported development of PSYETA's educational projects. By communicating with practitioners, understanding their needs, and obtaining their evaluations of the video and manuals, they have laid the groundwork for PSYETA to reach vastly more human services professionals.

Now the challenge is to expand the *Beyond Violence* video and the *AniCare* manuals beyond the professions and agencies already involved.

Identifying Venues

I am delighted that PSYETA has decided to introduce its educational program to human services professionals -- a large number of compassionate people with countless opportunities to benefit people and nonhuman animals. Most human services professionals are in a unique position to understand animal cruelty as a serious offense requiring serious attention. With the appropriate knowledge and skills, they can help break the cycle of violence harming animals, children, women, the elderly, and society as a whole.

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Who We Are

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Psychologists for the Ethical Treatment of Animals (PSYETA) is a 501(c)(3) nonprofit organization founded in 1981 comprised of psychologists working in cooperation with other professionals and animal rights organizations to change the way we treat nonhuman animals. PSYETA's directors and advisors include psychologists, authors, businesspersons, and world-renowned experts on ethics and animal behavior.

PSYETA members are people of all lifestyles who share a common desire to improve treatment of nonhuman animals; about one in three is a psychologist, social worker, or educator. Your membership in PSYETA will help both to advance important programs for animals and to create new programs.

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Humane-Education School Set To Open

By Yale Wishnik

From 2000 to the present, I have been working with parents, teachers and humane educators in Citrus Heights, a suburb of Sacramento, California, to establish a humane-education charter school under the California Charter School Act.

This objective, shared by so many dedicated people, was realized when, on January 8, 2004, the California State Board of Education made the Humane Education Learning Community (HELIC) the 610th public charter school in the state of California. The kindergarten-through-sixth-grade humane-education school is set to open this September. First-year student enrollment is projected at about 100 children, with a maximum of 300 by the third year.

HELIC developers were shocked at the vitriolic rhetoric from rightwing editorial writers and think-tank operatives opposed to the school. We shared this attitude in common: *We must be doing something right when those who are filled with so much hate and anger are opposed to a school where children learn to think with an open mind.* The HELIC developers stood firm and remained committed to creating a humane-education learning environment for children.

Balancing Demands with Compassion

While the school will be academically demanding, HELIC organizers are equally concerned about creating a compassionate, caring environment that fosters the development of an ethical and humane child. A major goal of the HELIC is for students to become responsible citizens who play an active role in supporting democratic values while respecting the dignity and self-worth of the natural community. Key aspects include (1) partnerships between parents and teachers to design and implement the HELIC curriculum; (2) no externally imposed dogma or moralism to manipulate or control the behavior of students; and (3) service learning programs to provide assistance and support for homeless shelters, animal sanctuaries, senior home facilities and children's hospitals.

Emphasizing Active Learning

HELIC views learning as an active process, both inside and outside of the classroom, where children construct new ideas or concepts based upon their own personal knowledge and experiences. Students select

"While the school will be academically demanding, ... organizers are ... concerned about creating a compassionate, caring environment that fosters the development of an ethical and humane child."

and transform information, construct propositions, and make decisions relying on a cognitive structure that is based on compassion and reverence for all of life. Other characteristics of the HELIC experience include:

- ◆ Scanning. Learning is not merely accumulating a predetermined set of facts and data. Rather, to learn is to explore and scan our environment. Through scanning, students realize how diverse our world is and that everything is ultimately interrelated.
- ◆ Sympathizing. Sympathy helps the student visualize multiple realities through a mixture of feelings and thoughts. Sympathy allows students to have a deeper understanding of their behavior and the behavior of others through the interplay of sensory and cognitive experiences.
- ◆ Sensing. We experience the diversity of the world through our senses: not just the five physical senses, but also through an intuitive sense that allows us to go beyond simple appearances. Students need balanced opportunities to make sense of their

own learning using language and text; movement and touch; logic and number; diagram and pictures; and active listening/music/rhyme.

- ◆ Swarming. The learning process must be multidirectional where parents, students and teachers together eliminate barriers, cross borders, and make connections. Swarming involves providing a bright light and hoping students will cluster around it – a critical question, a familiar story or event, the Internet, a companion animal, senior citizens, a lake or forest.
- ◆ Supporting. Relationships remain the centerpiece to any learning environment. Through a network of symbiotic relationships, students receive the requisite support to optimize their individual talents.

Spreading Humane-Education Schools

Currently, the HELIC has an interim board of community members consisting of animal rights advocates, humane educators, and social activists who believe the HELIC can serve as a model for other parents and teachers to organize additional humane-education charter schools. With 40 states having charter-school laws, it makes *good sense* to use charters as a venue to bring compassion, respect, and accountability to the classroom. Charter schools generally receive the same funds as regular public schools, and there are start-up and implementation funds available.

If you or a group of parents and/or teachers in your community would like to form a humane-education charter school, I recommend contacting the Southwest Institute for Violence-Free Learning for assistance, which can be e-mailed at charters@swivl.org. For parents and teachers not yet ready to organize a school but exploring the idea, I recommend the following:

- (1) Learn the state law regarding humane education in public schools.
- (2) Contact local animal rights/protection organizations in your community to see if they have humane-education resources suitable for use by schools.

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The Human-Animal Bond: Self Psychology Offers Special Insight

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mal mirrors the only love and acceptance the person knows, then when that animal is separated from the person, the person can feel a sense of depression, emptiness, or falling apart until he or she is reunited with the animal.

Given the internal turmoil that is possible when losing an important animal selfobject, it is easy to understand why people spend thousands of dollars on medical treatments trying to keep their animal companions alive. In such a case, a person may be desperately striving, consciously or unconsciously, to maintain the core of his or her whole personality by keeping the animal alive.

Down Side for Animals

The person's need to keep the animal alive may or may not be in the animal's best interest when continued suffering is inevitable and the illness is terminal. If the animal is functioning as a crucial selfobject, then maintaining the animal's wellbeing can feel like a life or death issue to the person. It can be as devastating to that person as telling him or her that a child, parent, or spouse is dying. The loss of the animal can be particularly difficult to deal with, especially because many people who do not understand the true meaning of the animal in the person's life fail to be supportive. Helping people understand their reasons for hanging on to a suffering and terminally ill

“Animal hoarders ... see only what they need to see in animals, such as admiration and gratitude”

animal may help them allow the animal to die peacefully and thus reduce animal suffering.

Self psychology can clarify phenomena such as bond-breaking behaviors like abuse, neglect, or abandonment. People with no ability to empathize are incapable of mature self-self-object relationships. Such people typically are only able to relate to selfobjects (both human and animal) in terms of what the selfobjects are able to provide for them. They have no ability to put themselves in the other's place and consider what the animal or person needs or wants. An extreme example of this is animal hoarders.

Explaining Animal Hoarders

Animal hoarders – sometimes also called “collectors” – see only what they need to see in animals, such as admiration and gratitude, being mirrored back to them. Thus, they completely overlook the reality of animal suffering and neglect that occurs when too many animals are present for the person to provide adequate care and attention. In the mind of the hoarder, animals – as immature

or archaic selfobjects – could be mirroring love for being rescued and may be providing powerful support for the hoarder's sense of self or self-esteem. The hoarders' inability to relate in a more mature, empathic way, prevents them from seeing the suffering, starvation, or even death of the animals.

Self psychology as a theory lends understanding to why people may place such a high value on their relationships with companion animals. Losing the love in one's life is much more traumatic than simply losing an animal. By knowing that animals can provide selfobject functions, people can understand better those who depend heavily on companion animals, mourn the loss of a companion animal, or even neglect animals in violation of the law. Self psychology provides the key to understanding that a companion animal may be a person's strongest link to life itself.

Sue-Ellen Brown, Psy.D., is a clinical psychologist at The Center for the Study of Human-Animal Interdependent Relationships at Tuskegee University's School of Veterinary Medicine, Tuskegee, Alabama, www.tuskegebond.com. Her article “The Human-Animal Bond and Self Psychology: Toward a New Understanding” will appear in the issue of Society & Animals due out soon (see Book Shelf, page 7). ■

Listserv Up & Running Takes on Animal Abuse in “Art” and More

“Action Against Poisoning is informed of the work of Nathalia Edenmont, who exposes her art in Gallery Wetterling in Stockholm at this moment. We respect and mostly appreciate any art expression of even the most extreme illusions. However, we strongly object to the killing of animals as a means to perform works of art.”

“I report to the police on Monday morning and I hope all of you will do that! The artist Nathalia Edenmont must Stop killing animals in works of art! Animal lover greetings.”

These are small parts of a discussion on the new listserv **PSYETA** initiated this past fall: **humananimalstudies**.

Art helps people confront from a distance matters that may be fearsome, confusing, and difficult to deal with. What is at stake in “real life” is not at stake in art. We understand that actors on stage or screen, paint on canvas, and events narrated in poem, novel or song present illusions. The pain, stress, terror, and other experiences of life outside of art are not present in art. We can better understand life

through art because art invites us to think and feel rather than require us to take action as life's important occurrences do.

Killing animals and using them or their parts in what otherwise might qualify as works of art, in addition to being cruel, eliminates the distance between art and reality that enables the audience to benefit from art. Animals are sentient beings like humans in avoiding pain, escaping from fear, seeking enjoyment, and guarding their lives and those of their offspring, mates, and others. So including dead animals or their parts in art is a form of violence against the animals, the art, and the audience.

That is just one area of animal abuse **humananimalstudies** helps participants understand. Taking part in the listserv's discussions can provide you with sources, terminology, expert opinion, and other knowledge that is useful in your work to protect animals and to educate others about animal abuse and exploitation. As we work together to build a new human-animal relationship based on compassion and respect, consider what other concerned, thoughtful, articulate people are saying – and share your views with the rest of us.

Instructions for taking part in **humananimalstudies** are available at www.psyeta.org. We look forward to hearing from you!

Anti-Animal Backlash in Schools

Animal rights is one idea informing the humane-education movement, including the Humane Education Learning Community (HELCC) established by the California State Board of Education at the behest of PSYETA Board member Yale Wishnik and co-workers. (See “Humane-Education School Set To Open,” page 3, continued on this page.)

Teaching children to respect nonhuman beings is not new or exclusive to the current animal movement. In his award-winning 1991 book *Educating for Character: How Our Schools Can Teach Respect and Responsibility*, Thomas Lickona, an internationally respected authority on moral development and education and author of the classic *Raising Good Children*, urged educators to inform children concerning animal rights, animal welfare, and ecology.

Yale mentions attacks on the HELCC by people who may be labeled rightwing or conservative. They do not all seek to conserve great traditions; some merely fight for a status quo that affirms their personal or peer-group preferences.

In defending classroom animal dissection after animal abuse was exposed at companies shipping animals to schools for this exercise, teachers and administrators did not refute evidence of cruelty or of the educational superiority of software and other non-animal methods; nor did they demonstrate that any great tradition was served by dissection. A longtime educator even revealed in *The American School Board Journal* that dissection had become popular when anatomy was often taught by physical-education teachers. A desire to maintain human dominance over other species drove the defense of dissection.

Likewise, CNSNews.com reported recently “A new science-based educational curriculum has been launched to . . . counter the animal rights-based curriculum known as humane education.” The article told how the Ohio Scientific Education & Research Association (OSERA), a member a national group, was “introducing a science-based curriculum for 4th through 8th graders in 42 Ohio schools . . .”

Such organizations are paid to promote the animal-experimentation industry through empty rhetoric. Without refuting experts’ documented arguments that animal experimentation for human health care is unscientific (see,

for example, Ken Shapiro, “Institutional Oversight of Animal-Based Research: Tossing a Bad Coin,” *PSYETA News* Fall 2001, and *Animal Models of Human Psychology*, this issue, page 7), they issue statements like this one from OSERA: “There is a difference between us and them. We don’t believe animals have the same rights as humans.”

The reason this is empty rhetoric, designed not to educate but to perpetuate a violent status quo, is that the animal rights and humane-education movements do not maintain that animals have the same rights as humans.

A standard definition of “humane” is having what are considered the best qualities of human beings – kind, merciful, sympathetic – as humane educator Zoe Weil points out in her book *Above All, Be Kind* (see *PSYETA News* Fall 2003, page 1). A demagogue is someone who tries to gain power by appealing to prejudice. Demagoguery is anti-educational; it promotes vested interests masquerading as science, not science itself. Humane education will always encounter demagoguery and will always have to show where science leaves off and violence begins. ■

– David Cantor

Humane-Education School Set To Open

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(3) Find the educators in existing schools who may be interested in humane education and ask them to attend an informal meeting on humane education.

(4) Hold a parent-teacher coffee klatch in your home to discuss humane education. Ask a local humane educator to describe the benefits of a humane education.

(5) Contact the local teachers union and ask them to support humane education in your school.

(6) Work with humane educators in your community and encourage them to do a humane-education presentation for the local school board.

(7) Arrange a meeting with television, radio and newspaper editorial boards in your community to discuss the importance of having humane education offered in your schools.

Humane values are as legitimate and necessary a part of civilization as other values

typically taught in conventional schools where humane values may get short shrift. The widespread discontent and violence against nonhuman animals and human beings in our society, as well as the generally low level of education despite our society’s affluence, indicate we would do well to incorporate humane education into all children’s schooling. Those of us who have worked to bring humane education into the California system hope HELCC’s value will become self-evident and that countless others will take up the cause.

Yale Wishnik is a member of PSYETA’s Board of Directors. He is president of the Southwest Institute for ViolenceFree Learning (SWIVL). SWIVL is a nonprofit 501(c)(3) network of individuals and organizations working to reduce violence and promote character education and reverence for all life in our schools, families and community. ■

Don’t Forget To...

- ➡ e-mail your e-mail address to kshapiro@psyeta.org so we can keep you up to date between newsletters.
- ➡ tell us if you would like to receive [PSYETA News by e-mail](#) – the pdf version we send you will look just like this one.
- ➡ visit www.psyeta.org – see the vast amount of pro-animal, anti-violence information your support of PSYETA helps provide to people throughout the world! While there, join the [humananimalstudies](#) listserve – see “Listserv Up & Running, page 4.”
- ➡ learn how to make a bequest to PSYETA in your will – inquire at 301-963-4751 or kshapiro@psyeta.org. [Make a legacy of your compassion.](#)
- ➡ do your online shopping via www.igive.com – all you have to do is ask and merchants will donate a percentage to PSYETA!

Promoting PSYETA's Educational Program

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Much of my past experience is in human services, where I always found my colleagues compassionate and committed to serving others. I observed that most human services pro-

“I observed that most human services professionals ... have a built-in concern for nonhuman animals as well as for human beings.”

professionals have a strong desire to learn, particularly knowledge applicable to their practices. Most also have a built-in concern for nonhuman animals as well as for human beings. Many deal with animal abuse directly or indirectly on a daily basis and see a need to improve the human-animal relationship.

So I am working to identify the most appropriate venues in which to present PSYETA's educational projects, such as professional associations; national agencies that will certify us to provide continuing professional education credits; colleges and universities that will offer our trainings as part of their curricula; and local or regional human services agencies.

Meeting Adult Learners' Needs

For the most part, adults come to learning ready to gain information. They want to learn to solve problems or address a specific issue and are more satisfied with the learning if it applies to their experiences. Adults who have been functioning in a professional role for years additionally bring experiences of evidence, practiced familiarity, and verified knowledge. Adult-learning theories maintain that the design of a successful program must take into account a variety of factors regarding characteristics unique to an adult learner.

Many professions, including most of the human services, require participation in professional education for continued licensure or certification.

My task is to ensure that PSYETA's *Beyond Violence* video and *AniCare* manuals and training DVDs (forthcoming) meet the

requirements of professional education to ensure that the methods, materials, and delivery of our programs, in conjunction with our trainers or presenters, meet the needs of these unique learners. We also must be responsive to certification criteria. This will involve modifying some of our materials for the unique profession, coordinating the program set-up, and trainer preparation.

Human services and other professionals' adoption of PSYETA's educational projects will make a huge difference for the animals! I find it tremendously exciting that we have reached a point where we can help ensure that so many practitioners will incorporate animals' needs into their work that originally

evolved to serve human beings only. Of course, the needed changes will not occur overnight. So I am pleased to be part of PSYETA's long-term commitment to the animals. I look forward to advancing the organization's education projects and to providing future updates on our progress. ■

Mary Ann Lauffer became PSYETA's managing director on October 1, 2003, and can be reached at malaufer@psyeta.org. She welcomes information and suggestions from PSYETA members and other readers to help expedite use of the organization's educational projects in any profession.

On the Road with Education Program Developers

As PSYETA Managing Director Mary Ann Lauffer explains in "Promoting PSYETA's Educational Program," starting on page 2 and continued on this page, PSYETA Executive Director Ken Shapiro and Mary Lou Randour, who served as PSYETA's program director and now directs the Doris Day Animal Foundation's education program, have given many workshops and presentations on *Beyond Violence*, *The AniCare Model of Treatment for Animal Abuse*, and *AniCare Child*. They continue to give presentations:

- ◆ SPCA of Pinellas County, Largo, Florida, February 24, 2004
- ◆ California Teachers Association, Lodi, California, May 4, 2004
- ◆ Voices for a Violence-Free Community, Hilton Head, South Carolina, February 26, 2004
- ◆ Link-Up Coalition, West Grafton, Massachusetts, June 1, 2004
- ◆ The Anti-Cruelty Society, Chicago, Illinois, March 10, 2004
- ◆ Alive in Canada! and Jazzpurr Society, Windsor, Ontario, June 4-6, 2004
- ◆ Florida Coalition against Domestic Violence, Lake City, Florida, April 2, 2004
- ◆ Pennsylvania Psychological Association, Harrisburg, Pennsylvania, June 18, 2004
- ◆ Mental Health Care, Inc., Tampa, Florida, April 9, 2004
- ◆ Glen Highlands Farm, Morris, New York, July 23, 2004
- ◆ Alliant International University Continuing Education Workshop, San Diego, California, April 17, 2004

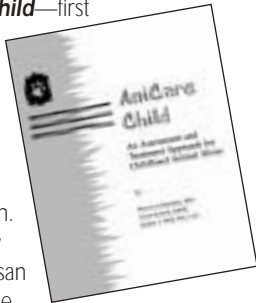
If you know of a possible speaking venue, tell us at kshapiro@psyeta.org.

PSYETA BOOK SHELF

Handbooks

AniCare Child—first

published treatment approach to focus exclusively on young people who abuse animals other than human. Co-authors Mary Lou Randour, Susan Krinsk, and Joanne

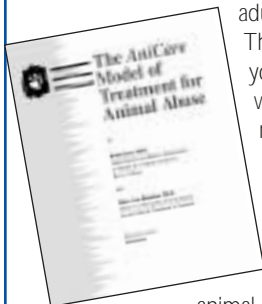


L. Wolf document clinical experience and present clinical case examples and exercises. Order the handbook, and inquire about scheduling an AniCare Child training workshop in your area. A joint project of PSYETA and the Doris Day Animal Foundation.

Publication: 2002: **Print edition: \$24.95. CD: \$25.**

The AniCare Model of Treatment for Animal Abuse

—handbook for treating adult animal abusers. This one's for you if you're a practitioner working with the new counseling provisions in state anticruelty laws or want to help eliminate violence by treating



animal abuse and potential abuse without waiting for convictions. Inquire about scheduling an AniCare training workshop in your area. By Mary Lou Randour, PhD, and Brian Jory, PhD. A joint

project of PSYETA and the Doris Day Animal Foundation. Publication: 1999. **\$24.95.**

Journals

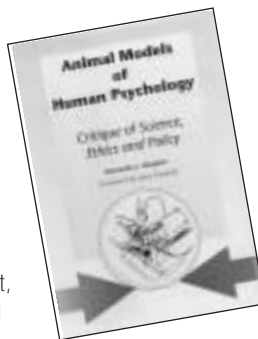
Society & Animals—cutting-edge information that animal rights organizers and writers keep front and center on their bookshelves. Social scientists and scholars discuss policy issues regarding animals other than human—animal companions...animals in the wild...in the laboratory...in entertainment...in agriculture. Kenneth J. Shapiro, Editor.

Quarterly. \$30.00, members; \$40.00, non-members.

The Journal of Applied Animal Welfare (JAAWS)—the reliable source for articles explaining how to minimize animals' pain and distress in animal industries until animal exploitation ends. JAAWS takes on the controversial issues. See upcoming discussion of Cloning. Ken Shapiro, co-Editor. **Quarterly: \$22.50, members; \$45.00, non-members.**

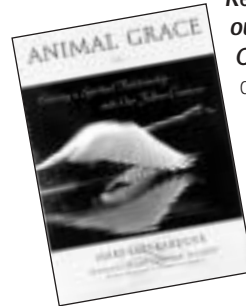
Books

Animal Models of Human Psychology—a must-read for psychologists and everyone else concerned with the important, urgent, and controversial issues of animal



experiments for advancing human health. PSYETA's Executive Director tells it like it is! By Kenneth J. Shapiro. Hogrefe & Huber, 1998. **Hardcover. \$20.00, members; \$29.50, non-members.**

Animal Grace: Entering a Spiritual Relationship with our Fellow



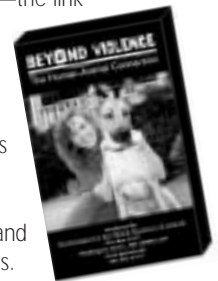
Creatures—an in-depth look at human relationships with nonhuman animals. This bestseller goes way beyond remembering to feed the cat. By

Mary Lou Randour. New World Library, 2000. **Paperback: \$11.00, members; \$14.00, non-members.**

Video

Beyond Violence: The Human-Animal Connection

—the link between violence against animals other than human and humans. Years of research went into this 13-minute production used by law enforcement, mental health, and education professionals. Accompanying Discussion Guide. Available in both English and Spanish. **\$19.95, individuals; \$29.95, organizations.**



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Election Year – Education Needed!

Many publications, websites, and listservs alert animal advocates to the shooting of animals by senior U.S. Administration members for enjoyment; the promotion of animal products the President enjoys eating; the Secretary of Agriculture's longtime links to the beef industry and efforts to downplay health threats from animal products; the Administration's weakening of environmental laws;

and other acts and omissions that are violent or promote violence.

Please make use of **PSYETA's** website – www.psyeta.org – and the organization's *Beyond Violence* video and literature to educate candidates and friends about harm to nonhuman animals and human beings that can be prevented through good choices. You can make a difference for animals this election year!

Name _____ Telephone _____

Address (street, city, state, zip) _____

E-Mail Address _____

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