

## Short Research Article

# Animal and Human Psychology

### **ABSTRACT:**

Research on animals may harm the [animals](#) if **not taken** proper care of them [is not taken \(add reference\)](#). It's really riveting to know more about the animal behaviour, but sometimes we humans injure the animals knowingly or unknowingly [\(add reference\)](#).

We should respect **the an** animal's freedom, as most **of the** animals are caged or are separated from their family, while the researchers do their job [\(add reference\)](#).

**Keywords:** - Animals

### **INTRODUCTION:**

Have you ever wanted to communicate with an animal? Be it a pet or some random street animal, we all have tried to talk to an animal to see if it understands us or not. We have only seen these epic human-animal talk in movies such as "Spirited [awayAway](#)", "Doctor [do DoLittlelittle](#)", etc. [\(add reference\)](#).

Now **it communication with animals** has become a reality [\(add reference\)](#). We try to communicate and understand how an animal feels, behaves, how it adapts to **the** different habitats [\(add reference\)](#), **and many more interesting things**. Animal psychologists are fascinated by these lovely creatures who live in the deep canopies and detritus of **the** forests (Wachman, 2018).

Many of us have heard the saying, "A dog is a man's best friend". But **it is not necessary that only more than** docile animals **can be the best buddies are 'friends' of with** man (Archer, 1997; Udell et al., 2008; Groves, 1999). Many humans have bonds with the beasts of the jungle, and they are known as the Animal Psychologists [\(add reference\)](#).

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## 34 THE BOND OF ANIMALS AND HUMANS:

35 Psychologists have studied many animals which varies from our ancestors,  
36 the chimps, to **the** other **unrelated** animals [\(add reference\)](#).

37 They study animals so that they can find out **primarily** two things:

38 I) ***The uniqueness of the animals lies in it's mind Thus, to find the***  
39 ***capability of the an animal's mind.***

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40 **But this could cause you a rough neck.** Many **of the** pet owners have  
41 faced the **difficulties** [difficulty](#) of teaching **the an** animal some humanly  
42 'manners' [\(add reference\)](#). Researchers have spent centuries studying **the**  
43 **same** animals, **but** in vain [\(add reference\)](#). But **the fun part in this is, the**  
44 psychologists **get are** attached to **the** animals and **the other way**  
45 **around** [vice-versa \(add reference\)](#).

46 II) ***The tool which humans use a lot in the modern times:An animal's***  
47 ***emotions.***

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48 **Psychologists** **They** [sense](#) the perspective of **the** animals by talking to them  
49 and studying their reactions towards their **ir** different 'emotion filled' **animal**  
50 **calls** [\(add reference\)](#).

## 52 ANIMALS WHICH ARE THE FAMOUS FOR THEIR 53 TALENTS:

### 55 ***Hans the Horse:***

56 Psychologists have been fascinated by how animals are truly capable of  
57 human-like **brains** [feats \(add reference\)](#).

58 In the early 1900s, **A a** horse named '**Der der** kluge Hans' which translates  
59 to Clever Hans, **has** answered all the questions asked **to of** him in, **a**  
60 dramatic fashion, through his public performances in Berlin (**Samhita &**  
61 **and** Gross, 2013). He was trained by a mathematician, Wilhelm Von Ofsten.  
62 This brilliant horse **becomes** [became](#) more talented, as he could **do**  
63 **perform** simple arithmetic, and tell the time by using **its his** hooves to tap  
64 the ground **and imitate letters** (**Agrillo & and** Miletto Petrazzini, 2012).

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65 **It's strange as well as incredible to know that** Hans could also identify  
66 **the** painters by seeing their paintings or **detecting** identify the composers  
67 of **the** a euphonysymphony.

68 **We all could think that this story is fake, but it is 100% true;** The  
69 German **board** Board of Education **played the detective to find any foul**  
70 **play**assessed Han's capabilities, but there was no evidence of **it being an**  
71 **impostofraud** (add reference).

72 ***Pavlov's Dogs:***

73 In the 1870's, a Russian psychologist, Ivan Pavlov studied dogs (add  
74 reference). **Now you may wonder what is so special in dogs? But**  
75 Pavlov's reason **to featurefor studying** dogs in most of his introductory  
76 psychology classes and his textbook is due to **the** dog's ability to  
77 understand**ing** and learn using the principle of classical (operant)  
78 conditioning (add reference). Pavlov **had** discovered classical condition by  
79 accident (McLeod, 2018). He noticed that the dogs salivate as a response to  
80 **few meaningless** cues such as the ringing of bells, the smell of food, etc.  
81 This has become challenging for other psychologists (add reference)**as**  
82 **there is more to the classical conditioning**.

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83 ***Washoe the Chimp:***

84 The deaf and **dumbmute** use sign language to communicate, and some  
85 researchers wondered if this language could be taught to animals (add  
86 reference).**but have you ever seen a chimp communicate with sign**  
87 **language? This has been a long-running question in animal**  
88 **psychology has been whether human language can be taught to**  
89 **animals.** In the early **last 20<sup>th</sup>** century, an experiment **lingered in the**  
90 **minds of a couple**was devised to answer a question. **Our** Are primates  
91 **might be** capable of learning human language if they were raised in human  
92 culture (Gökselet et al., 2009). This prompted **the couplea research team,**  
93 Luella and Winthrop Kellogg, to raise the chimp Gua alongside their son  
94 (add reference). It ended in failure, with Gua unable to speak (add  
95 reference). Decades later, animal researchers **realised** realized our that  
96 non-human primates would never speak because of the different anatomy  
97 of their mouth and vocal chords (add reference).

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98 Recognition of this anatomical fact led to an intense period of work to teach  
99 apes sign language and, later, communication by symbols on a picture  
100 board (add reference). The first chimp to be taught sign language was

101 Washoe [\(add reference\)](#). Washoe hailed from West Africa and was adopted  
102 by a **spousal** psychologist **researchers team**, Allen and Beatrix Gardner  
103 ([Gardner & Gardner, 1969](#)). Washoe eventually learned to use over  
104 250 different signs [\(add reference\)](#). There is disagreement over whether  
105 Washoe ever really invented new words, such as the time she allegedly  
106 signed “water”, “bird” at the sight of a swan [\(add reference\)](#).

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### 108 ***Koko the Gorilla:***

109 Most of the ape language studies have involved chimps, but one particularly  
110 famous exception is Koko the Gorilla, who **has been**~~was~~ taught sign  
111 language and English for decades by the psychologist Francine Patterson  
112 (Specter, 2014). A few years ago, Koko made headlines around the world  
113 when it was alleged by the Gorilla Foundation in California that she was  
114 mourning the passing of actor and comedian Robin Williams, who she’d  
115 met for an afternoon in 2001 [\(add reference\)](#). A YouTube clip of their  
116 encounter has been viewed over three million times [\(add reference\)](#). Koko  
117 has also starred in her own books, including a **children’s book**~~children’s~~  
118 [book](#), *Koko’s Kitten*, and ~~has~~ been the subject of several film documentaries,  
119 most recently a BBC **programme**~~program~~ *Koko: The Gorilla who talks to*  
120 *people* [\(add reference\)](#). “What we can really learn from this extraordinary  
121 science experiment turned love affair?” asks the film, highlighting in a  
122 nutshell one key problem with this entire field – the emotional closeness  
123 between researchers and the animals they study, **which challenging**  
124 [challenges](#) the pursuit of scientific objectivity [\(add reference\)](#).

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125 The sad thing about the story of Koko and the other apes made famous by  
126 their part in psychological **study studies** is that the whole field has  
127 ‘crashed’, not only because of [the](#) methodological criticisms, but also amid  
128 accusations of animal mistreatment [\(add reference\)](#). A  
129 recent Slate article [\(add reference\)](#) summed up the situation: “No new  
130 studies have been launched in years, and the old ones are fizzling out. A  
131 behind-the-scenes look at what remains of this research today reveals a  
132 surprisingly dramatic world of lawsuits, mass resignations, and  
133 dysfunctional relationships between humans and apes.” Similarly, a major  
134 new paper [\(add reference\)](#) in *Annual Reviews of Anthropology* by Don  
135 Kulick **says**~~states~~, “The threadbare field left today is an alarming not-so-fun  
136 house of intrigue, betrayal, accusation, threats, litigation, dismissals, obese  
137 apes, dead apes, mass resignations, and even, inevitably, sex.”

138

139 **Peter the Dolphin:**

140 Sex is also a surprising theme of dolphin research that took place in the  
141 1960s at a lab known as Dolphin House, built on the Caribbean island of  
142 Saint Thomas [\(add reference\)](#). There, John Lilley and his wife conducted  
143 investigations into whether dolphins are capable of mimicking human  
144 speech, and later into the effects of LSD on dolphins [\(add reference\)](#). As  
145 part of the language research, a woman called Margaret Howe Lovatt  
146 moved into a specially designed dolphinarium with a young male dolphin  
147 called Peter, living there more or less 24 hours a day in an office that  
148 **overhang was perched above** his water tank [\(add reference\)](#). The idea was  
149 that with constant human contact, it would perhaps be possible for a  
150 dolphin to fully grasp and imitate human language [\(add reference\)](#). One  
151 problem: the pup's burgeoning sexual needs began to interrupt the  
152 language lessons [\(add reference\)](#). At first Peter was intermittently  
153 relocated to spend time with female dolphins in another tank, but Lovatt  
154 found that this interfered too much with her research and the bond she was  
155 trying to establish, **Soso** she began to satisfy Peter's needs herself  
156 [\(RileyAnonymous, 2014\)](#). "It wasn't sexual on my part. Sensuous  
157 perhaps," she told Christopher Riley, the producer and director of the BBC  
158 documentary, *'The Girl Who Talked To Dolphins'*. "It seemed to me that it  
159 made the bond closer," she continued. "Not because of the sexual activity,  
160 but because of the lack of having to keep breaking. And that's really all it  
161 was. I was there to get to know Peter. That was part of Peter."

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162 This isn't just an odd tale, but a sad one. As Lovatt's experiment was coming  
163 to an end, news came that funding was being withdrawn from the lab [\(add reference\)](#).  
164 The following year, Dolphin House lab was forced to close. **The Reports notestory goes**  
165 that after being moved to claustrophobic surroundings in Miami, Peter took his own life [\(add reference\)](#).

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167 **Alex the Parrot:**

168 Language skills and a keen intelligence are not only the preserve of apes  
169 and dolphins, as shown – to many experts' surprise at the time – by the  
170 remarkable achievements of the African Grey parrot Alex (an acronym for  
171 "Avian Learning Experiment"), who was studied for 30 years by the  
172 psychologist Irene Pepperberg, until the parrot's death in 2007 at the age of  
173 31[\(add reference\)](#).

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174 | Pepperberg, who bought Alex from a pet store in 1977, was apparently  
175 | inspired to study Alex because she'd read about the linguistic achievements  
176 | of Washoe (see above) and other animals. As well as being famous for his  
177 | one liners, Alex apparently learned over 100 words, could name over 50  
178 | objects and knew his colours and shapes (add reference). He starred in  
179 | several BBC and PBS documentaries (add reference). Like many of his ape  
180 | peers in the research world, Alex also received notable obituaries upon his  
181 | death (add reference). The Economist referred to him  
182 | as science's "best known parrot" (Callaway, 2012) The New York Times ran  
183 | with "Brainy parrot dies, emotive on till the end", in reference to the fact  
184 | that Alex's last words to Pepperberg the night he died were "You be good,  
185 | see you tomorrow. I love you." (add reference).

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186 | Compared with his ape peers, it seems that Alex contributed to research  
187 | that is more likely to stand the test of time (add reference). He was featured  
188 | in dozens of quality peer-reviewed papers by Pepperberg (add references).  
189 | In his recent review of human-animal communication, anthropologist Don  
190 | Kulick wrote the "... emphasis on cognition and downplaying of language  
191 | seem to have protected Pepperberg's studies [of Alex] from the sort of  
192 | critical onslaught that pulverized ape-language research" (add reference).

193 |  
194 |

### 195 | ***Betty the Crow:***

196 | Alex is far from being the only smart bird in town (add reference). Betty,  
197 | the New Caledonian crow, though less famous than the parrot, made  
198 | headlines around the world in 2002 when it was reported that she had  
199 | shown displayed the ingenuity to in make fashioning a hook out of a  
200 | straight piece of wire, to reach food in a plastic tube, because (another  
201 | crow had taken off with the hook provided by the researchers) (add  
202 | reference). This was considered a 'big deal' because, as one of the  
203 | researchers told BBC, "Although many animals use tools, purposeful  
204 | modification of objects to solve new problems, without training or prior  
205 | experience, is virtually unknown" (add reference). In fact, the researchers  
206 | claimed Betty's tool-making was more impressive than the tool use seen  
207 | among chimps (Hunt & and Gray, 2004).

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208 | However, as is usually the way with animal research of this kind, doubts  
209 | have since been raised about the way Betty's feat was interpreted (add

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210 | [reference](#)). **Last year**In 2017, a different team of researchers studied 18  
211 | new Caledonian crows as they made tools with the branches they use in the  
212 | wild [\(add reference\)](#). **Crucially, t**The researchers observed that most of the  
213 | birds performed the same final modification – to create a hook shape – as  
214 | seen by Betty in the lab [\(add reference\)](#). In other words, Betty’s feat was  
215 | not entirely spontaneous, but probably part of her species’ natural  
216 | repertoire [\(add reference\)](#). Meanwhile, while we’re talking about corvids,  
217 | an honourable mention should go to psychologist Nicky Clayton’s scrub-  
218 | jays, who have been observed demonstrating many **behaviour**~~behaviors~~  
219 | previously considered uniquely human, such as advanced deceit [\(add](#)  
220 | [reference\)](#). For instance, a jay **will would** re-hide her food stash if a  
221 | potential thief was nearby when she first hid it [\(add reference\)](#).

## 222 | ***Echo the Elephant:***

223 | Echo the Elephant had been filmed and observed in Kenya’s Amboseli  
224 | National Park for several decades, making her the world’s most studied  
225 | elephant [\(add reference\)](#). Echo, who was her tribe’s matriarch for about 36  
226 | years, starred in at least four documentaries, including David  
227 | Attenborough’s, “Echo: An Unforgettable Elephant”. The principal  
228 | researcher was ethologist Cynthia Moss who, like many of the other  
229 | researchers mentioned in this list, formed a powerful emotional bond with  
230 | Echo [\(add reference\)](#). Moss learned from Echo and the other elephants of  
231 | Amboseli about their emotional lives, their transmission of cultural  
232 | practices and their capacity for future planning and teamwork (Moss,  
233 | 1992). This is illustrated in **the clip above** [a video clip \(add reference\)](#), in  
234 | which Echo marshals the support of her tribe’s adult females to execute an  
235 | apparently daring rescue of her daughter, Ebony, who had been kidnapped  
236 | by a rival tribe. Echo died in 2009 at the age of 64 [\(add reference\)](#).

## 237 | ***Harlow’s Monkeys***

238 | The importance of physical touch between mother and baby is today  
239 | widely **recognised**~~recognized~~, but back in the 1950s, this wasn’t the case  
240 | [\(add reference, \)](#). **thanks This is due** in part to the influence of Freud and  
241 | his ideas that an infant bonds with her mother primarily because **she the**  
242 | **mother** satisfies **the infant’sr** basic needs of thirst and hunger [\(add](#)  
243 | [reference\)](#). The American psychologist Harry Harlow’s research in the  
244 | 1950s with rhesus monkeys changed this [\(add reference,.\)](#). Though  
245 | ethically controversial, it provided a powerful demonstration of the

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246 importance of physical contact in mother-infant attachment (Shallcross,  
247 2012).

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248 Inspired by his observation that monkeys separated from their mothers  
249 grew highly attached to and possessive of their blankets, Harlow created  
250 two forms of surrogate mother: one made of wire that provided milk,  
251 another warm and soft [surrogate](#) that provided comfort but no milk ([add](#)  
252 [reference](#)). Given the choice, infant monkeys spent **the majority of most of**  
253 their time with the soft, warm version ([add reference](#)). However, without  
254 their mothers, even the monkeys who **clinged clung** to the cloth-covered  
255 surrogates developed serious **behaviour**[behavior](#)al problems later, lending  
256 graphic evidence to support the British psychologist John Bowlby's claims  
257 about the importance of early maternal care ([add reference](#)).

258

## 259 **ANIMALS SUFFER WHILE THEY ARE BEING STUDIED:**

### 260 TORTOROUS PROTOCOLS:

261 Animals are experimented on **by** using drugs, burning of **skin ,skin,**  
262 causing brain damage, implanting electrodes into the brain, maiming,  
263 blinding, and other painful and invasive procedures ([add reference](#)). It can  
264 include protocols that cause severe suffering, such as long-term social  
265 isolation, electric shocks, withholding of food and water, or repeated  
266 breeding and separating of infants from mothers ([add reference](#)). In  
267 toxicity testing, animals used in chronic toxicity and carcinogenicity studies  
268 receive the test substance daily, seven days a week, for up to two years  
269 with no recovery periods ([add reference](#)). Many, if not most, animals die  
270 before the end of the study ([add reference](#)). **With the exception of**[Except](#)  
271 [for](#) chimpanzees, animals who survive their use in research and testing can  
272 be killed after the study is completed ([add reference](#)).

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273 Many animal experiments utilize restraining devices, designed to prevent  
274 an animal from moving ([add reference](#)). Some research projects call for  
275 immobilization of specific parts of an animal's body—head and neck, legs  
276 and pelvis—while other protocols involve immobilization of an animal's  
277 entire body ([add reference](#)). For example, researchers at several major U.S.  
278 universities have all conducted "stress experiments" on rats and mice ([add](#)  
279 [reference](#)). These experiments included immobilizing mice and rats in  
280 tubes, shocking their feet, suspending them by their tails, and forcing them

281 | to swim to avoid drowning [\(add reference\)](#). Researchers claimed these  
282 | experiments had relevance to human anxiety and depression [\(add](#)  
283 | [reference\)](#). Although restraint is particularly stressful and frustrating for an  
284 | animal, some experiments are designed to hold animals in partial or total  
285 | immobilization for months [\(add reference\)](#).

286 | Anesthetization, intubation, and euthanasia are also common lab  
287 | procedures which require extensive training and skill [\(add reference\)](#).  
288 | When improperly performed, these procedures cause extreme pain and  
289 | discomfort [\(add reference\)](#). For example, if a researcher uses a paralyzing  
290 | agent on an animal but does not monitor vital signs to make sure [she/he/it](#)  
291 | is adequately anesthetized, there is a great chance that the animal is  
292 | actually experiencing pain but unable to move [\(add reference\)](#).  
293 | Unfortunately, in some cases, the lab personnel often lack the experience  
294 | and training—and sometimes the sensitivity—needed to avoid  
295 | unnecessary animal suffering [\(add reference\)](#).

296 | The areas of xenotransplantation (transplanting cells, tissues, or organs  
297 | from one species into another species) and genetic engineering also create  
298 | a great deal of suffering and death for animals [\(add reference\)](#). Genetic  
299 | engineering consumes and destroys untold volumes of animals in attempts  
300 | to create animals with specific traits [\(add reference\)](#). Nonhuman primates,  
301 | cats, dogs, mice, rats, and others, have all been subjected to genetic  
302 | manipulation [\(add reference\)](#). Many of these animals die, while suffering  
303 | from abnormalities and other diseased conditions [\(add reference\)](#).

304 | *DAILY EXISTENCE:*

305 | Animals in labs suffer not only pain from protocols, but also severe stress  
306 | from day-to-day laboratory life [\(add reference\)](#). They spend their lives in  
307 | barren cages, unable to make choices or express natural behaviors [\(add](#)  
308 | [reference\)](#). Most never experience fresh air or sunshine, only bars and  
309 | concrete [\(add reference\)](#). Those few facilities that provide some outside  
310 | caging typically rotate the animals, giving them limited and infrequent  
311 | amounts of time outdoors [\(add reference\)](#). Standard lab conditions, such as  
312 | small, crowded cages, lack of enrichment, loud noises, and bright lights out  
313 | of sync with natural lighting are all known to create stress in animals who  
314 | in turn show physical symptoms of [the](#) stress, including chronic  
315 | inflammatory conditions [\(add reference\)](#). Studies show that mice are  
316 | capable of empathy and become even more stressed when witnessing other  
317 | mice in distress [\(add reference\)](#). Other research documents the long-lasting

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318 effects on chimpanzees from the stress and trauma of living in a lab and  
319 being used in research and testing [\(add reference\)](#). In 2009, an undercover  
320 lab investigation revealed monkeys frantically spinning around and around  
321 in their cages, biting open wounds, mutilating themselves, and ripping out  
322 their own hair, all because of the chronic psychological distress they **must**  
323 endure [\(add reference\)](#). The term used for this is “stress-induced  
324 psychosis”—laboratories are literally driving these animals crazy [\(add](#)  
325 [reference\)](#). After seeing footage of chimpanzees from this same  
326 investigation, famed primatologist Dr. Jane Goodall stated, “In no lab I have  
327 visited have I seen so many chimpanzees exhibit such intense fear. The  
328 screaming I heard when chimpanzees were being forced to move toward  
329 the dreaded needle in their squeeze cages was, for me, absolutely  
330 horrifying.” [\(add reference\)](#).

331 For all **of the** animals trapped in labs, their day-to-day existence is  
332 traumatic in itself—even without their forced participation in one dreaded  
333 protocol after another [\(add reference\)](#). They experience ongoing mental  
334 and physical suffering from the endless boredom, confinement, fear, and  
335 emotional stress of daily laboratory life [\(add reference\)](#). Add to this the fear  
336 and agony of a procedure, and only then can we start to understand the  
337 desperation and pain in which they live, every day—and for most, for their  
338 entire lives.

339 *LEGAL PROTECTION: REALITY OR **RHETORIC?:RHETORIC:***

340 The Animal Welfare Act [\(AWA\) of 1966 \(P.L. 89-544\)](#) is the only federal law  
341 that provides even minimal protection for animals in laboratories [\(add](#)  
342 [reference\)](#). (The **United States federal** Public Health Service's (PHS) Policy  
343 on the Humane Care and Use of Laboratory Animals covers animals in  
344 [National Institutes of Health \(NIH\)](#)-funded research, but the PHS does not  
345 conduct inspections itself. Instead, it relies on institutions to inspect their  
346 own labs [\(add reference\)](#).) However, it specifically excludes rats, mice, and  
347 birds bred for research, who constitute 90-95 percent of animals in labs  
348 [\(add reference\)](#). For the approximately 10 percent of warm-blooded  
349 animals in labs who are covered under the AWA, the law covers **animal**  
350 husbandry **only**—meaning specific standards for their housing, feeding,  
351 and handling, including veterinary care [\(add reference\)](#). It does not  
352 prohibit any kind of experiment regardless of the amount of pain or  
353 distress it might cause [\(add reference\)](#). Instead, it requires oversight  
354 committees (called Institutional Animal Care and Use Committees **[, or**  
355 **IACUCs]**) to review and approve research protocols [\(add reference\)](#). These

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356 | are composed [of](#) and overseen by the research facility itself and are widely  
357 | regarded as “rubber stamp” committees [\(add reference\)](#). Their members  
358 | are primarily animal researchers, and the [research](#) facility’s CEO selects  
359 | everyone on the committee [\(add reference\)](#). As a result, IACUCs allow **the**  
360 | **majority of most** proposed experiments, regardless of the amount of  
361 | suffering they inflict [\(add reference\)](#). If deemed “necessary” to the study,  
362 | researchers can even withhold pain medication [\(add reference\)](#).

363 | According to USDA’s latest available figures (2009), 7.8 percent of all AWA  
364 | covered animals in labs underwent painful procedures without the benefits  
365 | of pain relief [\(add reference\)](#). However, it is assumed that the degree of  
366 | pain endured is grossly underreported, as no objective criteria is in place to  
367 | guarantee accurate perception and reporting of pain and suffering [\(add](#)  
368 | [reference\)](#). Under current federal law [\(add reference\)](#), the administration  
369 | of pain relief is discretionary, rather than mandatory. When a researcher or  
370 | attending veterinarian feels that analgesics, anesthesia, or tranquilizers will  
371 | confound the results of an experiment, pain relief can be legally withheld  
372 | [\(add reference\)](#). This concept of “necessary pain” is basic to the spirit of the  
373 | AWA, which specifically states that its intent is not to regulate or restrict  
374 | the planning and performance of experimental designs and protocols [\(add](#)  
375 | [reference\)](#). One career researcher, for example, reported chronic diarrhea  
376 | in monkeys in labs as “normal.” [\(add reference\)](#). Another claimed the  
377 | “rocking back and forth” is something “they just do”—**so researchers are**  
378 | **inured are they** to the suffering animals in labs endure [\(add reference\)](#). In  
379 | short, while the AWA and the IACUC system purports to ensure “humane”  
380 | treatment of animals in labs, this system is so limited and so plagued with  
381 | loopholes that these animals have little or no protection [\(add reference\)](#).

382 | Research shows that people accept animal research only when they think  
383 | that animals do **no**’t suffer, and that it’s scientifically necessary [\(add](#)  
384 | [reference\)](#). In fact, they do **suffersuffer**, and it is not necessary [\(add](#)  
385 | [reference\)](#). We can attest to this today in a way that we never could in the  
386 | past [\(add reference\)](#). [The New England Anti-Vivisection Society \(NEAVS\)](#)’  
387 | science team has methodically looked at the use of animals in research and  
388 | published papers in peer-reviewed journals that demonstrate that animal  
389 | research is not necessary, is not predictive for humans, and is often  
390 | irrelevant, inaccurate, or even dangerous for human health [\(add](#)  
391 | [references\)](#). The facts make it clear that we can save animals and humans  
392 | when we replace animal research with alternative methods that deliver  
393 | effective, predictive, human-relevant results [\(add reference\)](#). In short, we

394 can end the harm and suffering of the animals and better benefit human  
395 health.

396

397 **MY INSIGHT OF ANIMAL AND HUMAN PSYCHOLOGY:**

398 According to the research I have done, I have **learnt** ~~learned~~ a lot **of about**  
399 ~~the~~ pros and cons of ~~animal~~ research **of animals.**

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401 **THE PROS:**

402 We can get to know them more and understand their **behaviour**~~behavior~~.  
403 Intelligence of animals can be useful for humans too.

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404 We can give our love to them as they give us their love to us. We can get to  
405 know their comfort and emotions. Animals can become our best friends if  
406 we take care of them.

407

408 **THE CONS:**

409 Firstly, animals are taken far away from their natural habitat and especially  
410 family ~~(add reference)~~. I was watching Animal Planet, and a researcher was  
411 **researching about**~~studying~~ hyenas ~~(add reference)~~. Compared to the  
412 information I had read, his method of researching was the best in my  
413 opinion. He studied the hyenas by keeping them in their natural  
414 **environment, and**~~environment and~~ had **en**caged himself instead of the  
415 hyenas. We humans can adapt easily by using technology, but animals lack  
416 **in** that **prospect** ~~capability~~ and take time to adapt ~~(add reference)~~, and  
417 from what I have **learnt**~~learned~~, if **the an** animal is not able to adapt itself  
418 to its surroundings, it could be fatal ~~(add reference)~~**for it**.

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419 Another drawback of animal research is that they have **to take in**~~are given~~  
420 **drugs** ~~and medications in some experiments~~ ~~(add reference)~~**as I**  
421 **mentioned earlier**. This could cause a lot of permanent and painful  
422 damage to the animal's body ~~(add reference)~~.

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424 We do need to know more about animals, but we **have need** to be careful,  
425 as they are not toys, we can't just break them and try to fix them [\(add](#)  
426 [reference\)](#)back. They **are not living things, they** are living beings just like  
427 us [\(add reference\)](#). They have emotions too [\(add reference\)](#).

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#### 429 **TERMINATIONSUMMARY/OPINION:**

430 Animals have **basis moral**a right to respectful treatment...this inherited  
431 value is not respected when animals are reduced to being mere tools in  
432 scientific experiments. Animals and people are alike in many ways; they  
433 both feel, think, behave, and experience pain [\(add reference\)](#).  
434 **ThusTherefore**, animals should be treated with the same respect as  
435 humans. Yet animals' rights are violated when they are used in research  
436 because they are not given a choice [\(add reference\)](#). Animals are subjected  
437 to tests that are often painful or cause permanent damage or death, and  
438 they are never given the option of *not* participating in the experiment [\(add](#)  
439 [reference\)](#). Animals don't willingly sacrifice themselves for the  
440 advancement of our race [\(add reference\)](#). **They can't fight back with their**  
441 **voice and arn't given choice, thus they have to suffer. We put them to**  
442 **their eternal sleep for no other reason than developing the human**  
443 **society.**

444

445 **The pain and suffering that experimental animals are subjected to is**  
446 **not worth any possible benefits to humans.** Animals feel pain in many of  
447 the same ways that humans do; in fact, their reactions to pain are virtually  
448 identical [\(add reference\)](#). **When animals are used for product toxicity**  
449 **testing or laboratory research, they are subjected to painful and**  
450 **frequently deadly experiments.** Two of the most commonly used toxicity  
451 tests are the Draize test and the LD50 test, both of which are infamous for  
452 the intense pain and suffering they inflict upon experimental animals [\(add](#)  
453 [reference\)](#). In the Draize test the substance or product being tested is  
454 placed in the eyes of an animal, generally a rabbit is used for this test; , then  
455 the animal is monitored for damage to the cornea and other tissues in and  
456 near the eye [\(add reference\)](#). This test is intensely painful for the animal,  
457 and blindness, scarring, and death are generally the end results [\(add](#)  
458 [reference\)](#). The Draize test has been criticized for being unreliable and a  
459 needless waste of animal life [\(add reference\)](#). The LD50 test is used to test

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460 the dosage of a substance that is necessary to cause death in fifty percent of  
461 the animal subjects within a certain amount of time [\(add reference\)](#). To  
462 perform this test, the researchers **hook connect** the animals **up** to tubes  
463 that pump huge amounts of the test product into their stomachs until they  
464 die [\(add reference\)](#). This test is extremely painful to the animals because  
465 death can take days or even weeks [\(add reference\)](#). According to Orlans,  
466 the animals suffer from vomiting, diarrhea, paralysis, convulsion, and  
467 internal bleeding [\(add reference\)](#). Since death is the required endpoint,  
468 dying animals are not put out of their misery by euthanasia [\(add](#)  
469 [reference\)](#). The LD50 test is "scientifically unjustifiable" [\(add reference\)](#).  
470 The precision it purports to provide is an illusion because of uncontrollable  
471 biological variables" [\(add reference\)](#). The use of the Draize test and the  
472 LD50 test to examine product toxicity has decreased over the past few  
473 years, but these tests have not been eliminated completely [\(add reference\)](#).  
474 Thus, because animals are subjected to agonizing pain, suffering and death  
475 when they are used in laboratory and cosmetics testing, animal research  
476 must be stopped to prevent more waste of animal life.

477  
478 The testing of products on animals is completely unnecessary because  
479 viable alternatives are available [\(add reference\)](#). Many cosmetic companies,  
480 for example, have sought better ways to test their products without the use  
481 of animal subjects [\(add reference\)](#). In 'Against Animal Testing', a pamphlet  
482 published by 'The Body Shop', a well-known cosmetics and bath-product  
483 company based in London [\(add reference\)](#), the development of products  
484 that "use natural ingredients, like bananas and Basil nut oil, as well as  
485 others with a long history of safe human usage" is advocated instead of  
486 testing on animals. Furthermore, the Draize test has become practically  
487 obsolete because of the development of a synthetic cellular tissue that  
488 closely resembles human skin [\(add reference\)](#). Researchers can test the  
489 potential damage that a product can do to the skin by using this artificial  
490 "skin" instead of testing on animals [\(add reference\)](#). Another alternative to  
491 this test is a product called Eyetex [\(add reference\)](#). This synthetic material  
492 turns opaque when a product damages it, closely resembling the way that a  
493 real eye reacts to harmful substances [\(add reference\)](#). Computers have also  
494 been used to simulate and estimate the potential damage that a product or  
495 chemical can cause, and human tissues and cells have been used to examine  
496 the effects of harmful substances [\(add reference\)](#). **In a**Another method, in-  
497 vitro testing, **is used to perform** cellular tests **are done** inside a test tube  
498 [\(add reference\)](#). **All Each** of these [alternative](#) tests have been proven to be  
useful and reliable alternatives to testing products on live animals [\(add](#)

499 | [reference](#)). Therefore, because effective means of product toxicity testing  
500 | are available without the use of live animal specimens, testing potentially  
501 | deadly substances on animals is unnecessary.

502 | **However, m**Many people believe that animal testing is justified because  
503 | the animals are sacrificed to make products safer for human use and  
504 | consumption [\(add reference\)](#). The problem with this reasoning is that the  
505 | animals' safety, well-being, and quality of life is generally not a  
506 | consideration [\(add reference\)](#). **Experimental animals are virtually**  
507 | **tortured to death, and all of these tests are done in the interest of**  
508 | **human welfare, without any thought to how the animals are treated.**  
509 | Others respond that animals themselves benefit from animal research [\(add](#)  
510 | [reference\)](#). Yet in an article entitled, [" "Is Your Experiment Really](#)  
511 | [Necessary?"](#) , Sheila Silcock, a research consultant for the [Royal Society for](#)  
512 | [the Prevention of Cruelty to Animals \(RSPCA\)](#), states: [" "Animals may](#)  
513 | [themselves be the beneficiaries of animal experiments. But the value we](#)  
514 | [place on the quality of their lives is determined by their perceived value to](#)  
515 | [humans" . "](#) [\(add reference\)](#). Making human's lives better should not be  
516 | justification for torturing and exploiting animals. The value that humans  
517 | place on their own lives should be extended to the lives of animals as well.

518 | Still other people think that animal testing is acceptable because animals  
519 | are lower species than humans and therefore have no rights [\(add](#)  
520 | [reference\)](#). These individuals feel that animals have no rights because they  
521 | lack the capacity to understand or to knowingly exercise these rights [\(add](#)  
522 | [reference\)](#). However, animal experimentation in medical research and  
523 | cosmetics testing cannot be justified on the basis that animals are lower on  
524 | the evolutionary chart than humans since animals resemble humans in so  
525 | many ways [\(add reference\)](#). Many animals, especially the higher  
526 | mammalian species, possess internal systems and organs that are identical  
527 | to the structures and functions of human internal organs [\(add reference\)](#).  
528 | Also, animals have feelings, thoughts, goals, needs, and desires that are  
529 | **similar to like** human functions and capacities, and these similarities  
530 | should be respected, not exploited, because of the selfishness of humans  
531 | [\(add reference\)](#). Tom Regan asserts that, [" "animals are subjects of a life](#)  
532 | [just as human beings are, and a subject of a life has inherent value. They are](#)  
533 | [. . . ends in themselves" . "](#) [\(add reference\)](#). Therefore, animals' lives should  
534 | be respected because they have an inherent right to be treated with dignity.  
535 | The harm that is committed against animals should not be minimized  
536 | because they are not considered **to be " "human" . "**

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## Conclusion

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**In conclusion,** animal testing should be eliminated because it violates animals' rights, it causes pain and suffering to the experimental animals, and other means of testing product toxicity are available [\(add reference\)](#). Humans cannot justify making life better for themselves by randomly torturing and executing thousands of animals per year to perform laboratory experiments or to test products. Animals should be treated with respect and dignity, and this right to decent treatment is not upheld when animals are exploited for selfish human gain. After all, humans are animals too [\(add reference\)](#).

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**Imagine how innocent prisoners feel when they are captivated for something haven't done. Animals are suffering the same way as those prisoners are.**

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Comfort, love, freedom, their home and nature are the basic thing animals need to survive. But we take them away for our benefit. Give them all they need, and they would live a happy life. They would even cooperate and show you their talents. Think of them as introverts, they are just not ready for the sudden change. Give them time and they would be as close to you as possible.

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