



OBSERVER

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Society ThisClose to Publishing New Journal

APS has firmed up plans for a new journal and is about to contract for its publication. It will be like none other now existing in psychology. Each issue will have several mini-articles only a few pages long, written by experts in the various fields, hitting the high spots and capturing the essence of what is going on in significant topic areas of psychological science.

The commissioned articles, 10 to 12 per issue, will answer the question "What

is the latest?" in specific specialty areas. For example: What is the psychobiology of sleep? What does cocaine or heroin do to memory? How cognitively competent are infants? What is the latest on how children learn to read, and how is that related to auditory perception and literacy and education in general? Or what is the

latest on the prosthetics of hearing?

Sandra Scarr, who heads the APS publications committee, said, "Short reviews allow the non-specialist in any given area of psychological science to read what the specialists are saying. It will give the reader a few references to pursue, but not overburden them with detail in an area in which they have some interest but do not intend to become a specialist."

The search for an editor-in-chief and four or five editors is now under way. [See the "Call for Editors" on pg 3.] "The editorial board will have a very big

SEE NEW JOURNAL ON PAGE 3

NSF Panel Recommends Behavioral Directorate

NSF Task Force Agrees with Behavioral and Social Scientists

WASHINGTON — Christmas came early for research psychologists, with a National Science Foundation (NSF) task force playing the role of Santa. After two days of hearings, the Task Force on Looking to the 21st Century decided to recommend that a separate directorate be established for the psychological,

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Photo by David Hathcox

APS Exec. Director Alan Kraut (center) testifies before NSF Task Force. William Wilson (left), Am. Sociological Assn., and Warren Miller (right), Am. Political Science Assn., also testified.

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Psychological Science: Inquiry and Implications

James L. McGaugh
 President, APS

As we all know, psychological science is not a new endeavor. It has, as our history books tell us, been around for at least 112 years, that is if Leipzig in 1879 is to be accepted as the founding place and date. Perhaps it is best to consider the founding date as an era — the period from 1880 to 1900 — to give Wundt, Ebbinghaus, James, and Thorndike proper recognition. The aims of the pioneering psychological scientists of the 19th century are those that guide us today. And our inquiry has built on the findings and theories of these pioneers. They wanted to know then, as we do now, the nature and bases of experience and behavior.

Although I am willing to admit bias, I find it difficult (actually, impossible) to imagine a more interesting and intellectually challenging scientific task. And, although it certainly must have been exciting to be among the first to apply scientific methodology to the exploration of the mind, it is no less exciting today. In fact, it seems to me psychological science is even more exciting today because of the facts, theories, and techniques that are now available to aid our inquiry. We can inquire into the basic principles of perception, emotion, thought, judgment, memory, language, and interpersonal behavior. We can examine how these processes differ among individuals and change over the life span of individuals.

And, the fact that this is the Decade of the Brain reminds us that we can examine the brain processes underlying these processes. Progress continues to be made in all of these and other challenging areas of psychological science.

Later this month the participants of



James L. McGaugh

the third APS-hosted Behavioral Science Summit will meet in Houston, Texas, to continue the process — initiated at last year's conference — of developing a national research agenda for psychology. The aim of this effort is to provide a guide for those involved in establishing research funding policies and priorities. The basic assumption guiding this effort is that psychological scientists must be more effective in communicating their research questions, their findings, and the implications of their findings, to those who create and implement research funding policies.

This is an important undertaking of the representatives of over 65 psychological organizations. But, beyond that, it is an effort that we should all be engaged in on a continuing basis. With a little thought it should not be too difficult to justify our inquiry. After all, as someone not too long ago said — with respect to psychological science — it is difficult "to imagine a more interesting and intellectually challenging scientific task." And, if I had said it, I would add the obvious point that it is also difficult to imagine an area of science with greater implication for the welfare of our society.

NEW JOURNAL FROM PAGE 1

task," Scarr said. "Our vision is that there will be editors across the specialty areas of psychology and they will commission reviews on exciting topics close to their own areas of expertise. No one person is going to be intimately familiar with the whole content of the journal. So we certainly need an energetic group of editors to put this together," Scarr said. "Let me urge members to send in nominations for these important jobs."

A substantive editor might take on developmental and social psychology as one general field, for example, or experi-

mental and cognitive areas, physiological and neuroscience areas, industrial and applied areas, or clinical and counseling and health areas.

"We have a chance to weave a tapestry of scientific psychology," APS President James McGaugh said, "with all the ideas of modern psychological science represented. Or, psychologists can use individual reviews as snapshots and say: 'Look what is happening in my field, isn't it wonderful?' 'Where else can you get that?' McGaugh asked. "Everything will depend on the initiative, energy and vision of the editorial board and the people they invite to write the articles," McGaugh emphasized.

"But we can presume that the very readable, very timely articles will cover all areas of psychological science, and that over the course of a year or two there will be hardly an area that has not been at least touched on," McGaugh said. "They will be short, readable review articles but scientific articles, representing the best of psychological science."

A 1992 launching date is the goal of the APS Publications Committee, which has been working on the concept of this second APS journal for almost a year. In addition to Scarr, members of the Committee include Marilyn Brewer of UCLA, William Estes of Harvard, Alan Kazdin of Yale, and Lynn Nadel of the University of Arizona.

The Publications Committee came up with ideas about specialty journals that seemed needed in one field or another or that would fill gaps, Scarr said. "But the Board of Directors in its wisdom said, 'No, we want to address all the scientists and scientist practitioners in psychology,'" Scarr said. "So we came to the idea of a journal of short reviews of areas of current interest, on the leading edge of topics that a lot of people would be interested in.

"Other current reviews in psychology are heavyweight. This one will be designed to communicate with people across all of psychology. There won't be any ponderous jargon or assumptions that some journals make about knowledge you should already have."

While *Psychological Science* is an archival journal, the second APS journal will be designed for a half-life of two to four years, because in that time psychological research will have moved on.



Sandra Scarr

"We hope this new journal will have a unifying effect among psychologists," Scarr said. "One of the major goals of APS is to bring together science and the application of science and to help psychologists keep abreast of major developments across our fields. The short reviews will be extremely useful in that regard, because people will invest 15 minutes to understand something that may be far afield for them, but they probably would not go to a more ponderous publication and struggle through two hours' worth of it."

The journal will come with APS membership for the first year (1992). After that, an optional subscription charge

We hope this new journal will have a unifying effect among psychologists.

SANDRA SCARR

will be added to the dues.

"It will be particularly useful for instruction," Scarr said. "One of the things APS has wanted to do from the very beginning is address instruction in psychology. Like *Psychological Science* the new journal will give professors a view of all the leading edges of the fields. We think of it as a journal that can be assigned as class material because of the major topics it will cover and the brief nature of the reviews and leading references provided," Scarr said.

McGaugh also emphasized that in addition to being "enormously helpful to people who are teaching" it will also be important for people on Capitol Hill as examples of what psychology can contribute.

D.K.

Nominations Sought for the Founding Editors of APS' New Journal

The American Psychological Society announces the search for the chief founding editor and four associate editors for its newest journal (yet to be named).

This bi-monthly journal of short reviews will complement APS' existing flagship journal, *Psychological Science*, and will publish material in all areas of leading-edge psychological research. The chief editor will be an eminent psychologist with editorial experience in premier journals, and be a broadly based leader in scientific psychology.

Send letters of nomination specifying "chief" or "associate" (list areas of competence) editor, including self nomination, to:

Sandra Scarr, PhD, Chair
APS Publications Committee
Beauchamps
Route 6, Box 8
Charlottesville, VA 22901

The 1991 APS Convention: What You've Been Asking For . . .

What do you think of most psychology conventions? A common complaint is, "The presentations worth listening to are too few and too scattered out."

The APS convention is a different kind of convention. First, about half the program consists of invited speakers and symposia; the rest are carefully selected by peer review of submissions. All speakers are advised to pitch their presentation to a broad audience of psychologists, not just to fellow specialists. (Posters will provide more specialized presentations.)

Second, the program has only three speakers' sessions at a time, plus posters and displays. All the rooms are physically close to each other; you will never have to pass up an interesting talk because you don't have time to get there after the previous talk.

Third, APS is working hard to make this a very inviting experience for your family. The Sheraton Washington is offering rooms at a mere \$85/night, and

the location is convenient for sight-seeing in Washington. Baby-sitting services will be made available through the hotel concierge. On Friday night Jerre Levy will present a general-interest "bring the family" lecture on the functions of the right hemisphere of the cortex. You won't want to miss it.

Other presentations already on the schedule include the Keynote Address by Nobel Laureate **Herbert A. Simon** and invited addresses by: **John Flavell**, **Rochel Gelman**, **James Greeno**, **Alan Marlatt**, **Richard Nisbett**, **Henry Roediger, III** (with commentary by **Daniel Schacter**), **Eric Schopler**, and **Harold Stevenson**.

The Presidential Symposium on

Here's a sneak preview . . .

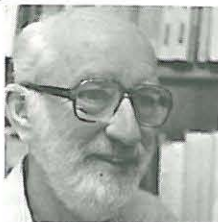
emotion, organized by APS President James McGaugh, will feature presentations by **Joseph LeDoux**, **George Mandler**, **Susan Mineka**, and **Robert Zajonc**.

Other symposia topics: Consciousness and unconsciousness; Behavioral complexity and brain complexity; Multi-specialty approach to memory, Leadership, Attention and the brain, Psychology and women's health issues, and the APS student award symposium.

James G. Greeno
Stanford Univ

Learning and Thinking Viewed as Situated Practices

I describe progress toward a view of knowing as a person's capabilities for interacting in situations with other people and with the resources that the situations provide. Research on students' reasoning about quantitative functions and learning algebraic representations is discussed.



John Flavell
Stanford Univ

The Development of Children's Knowledge About the Mind

Recently there has been a great deal of research on the early development of children's understanding of mental events and processes. One strand in this development is the child's understanding of the appearance-reality distinction — the ability to reflect on the fact that something can appear or seem to be one way while really being another. In this talk I summarize our developmental research on the appearance-reality distinction and related work, present a theory that may explain research results and relate them to other findings.

Rochel Gelman
UCLA



Transcending Initial Conceptual Frameworks Can Be Difficult: The Case of Number

Early skeletal principles facilitate initial constructions of number knowledge and the idea that numbers are generated by counting. Still, such constructivist tendencies can be a two-edged sword, especially when initial conceptions do not incorporate later ones, as is the case with fractions which are numbers even if they are not integers.

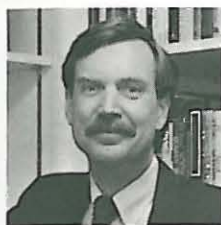
Ann Howard
Leadership
Research Institute



The Duality of Leadership and Followership: Social, Cognitive, and Organizational Perspectives

Leaders without followers? Impossible, claim participants (**Edwin Hollander**, **Robert G. Lord**, **George B. Graen**, **Kenneth E. Clark**), as they chart intersections of leader-follower domains, offering theory and research on quality of leader relations, social-cognitive processes in perceived power, and leadership-making in transforming work group professionals into self-managing teams.

John F. Kihlstrom
Univ of Arizona



The Psychological Unconscious

This symposium presents an overview of four exciting research areas dealing with the nature and effects of unconscious mental processing. **Phil Merikle** will discuss recent research on subliminal perception, with some comments on subliminal advertising; **Art Shimanura** will provide an overview of "memory without awareness", especially in neuropsychological patients; **Ken Bowers** will discuss the role of unconscious processes in thinking and problem-solving, especially incubation and insight; and **Marzu Banaji** and **Tony Greenwald** will discuss implicit attitudes, with a special focus on prejudice.

G. Alan Marlatt
Univ of Washington



Harm Reduction: Reducing the Risks of Addictive Behavior

The purpose of this presentation is to describe the harm reduction approach to the modification of addictive behavior. The goal of the harm reduction approach is to reduce the harm or risk of the addictive behavior on a step-by-step basis. Individuals who are unable or unwilling to adhere to a total abstinence or zero tolerance requirement may still be able to make meaningful changes in their behavior. Example from the Dutch application of harm reduction policy will be compared with the American counterparts to this policy. Recent data demonstrating the application of this model to reduce the harm of alcohol abuse in young adults will be presented.

Susan Mineka
Northwestern Univ



Evolutionary Memories, Emotional Processing, and the Emotional Disorders

The study of emotional disorders has advanced significantly through research on interactions of memory, cognition, and emotion. Specifically, anxiety and depression are associated with selective processing of information, which serves to confirm, reinforce, and enhance the emotion. Selective associability of fear with evolutionarily significant stimuli may also mediate nonrandom distribution of phobias.

Richard E. Nisbett
Research Center
for Group Dynamics



Who Uses the Normative Rules of Choice?

Three factors predict whether people use the cost-benefit rules of microeconomic theory in their everyday decisions. These are effectiveness in achieving desirable life outcomes, intelligence, and training in economics. These empirical findings support the claim that cost-benefit reasoning is normative.

Henry Roediger, III
Rice Univ



Transfer Appropriate Processing

Various tests of memory of knowledge often reveal different effects as a function of the same variables. For example, pictures produce better performance than words on some tests, but the reverse on others. This puzzle can be understood from a framework emphasizing transfer appropriate processing; performance on a test benefits to the extent that prior processing of information is consistent with (or transfers to) specific test requirements.

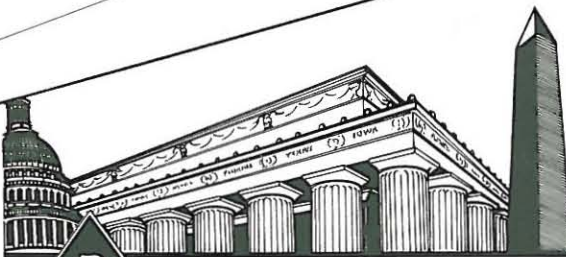
Duane Rumbaugh
Georgia State Univ



Brain Complexity/Behavior Complexity: What is the relationship?

A hallmark particularly of primate evolution has been a large and complex brain. Elaboration of the cortex has been pronounced. Yet, what are the specific adaptive functions, processes, and behaviors afforded by large brains? Have intelligence and new processes emerged? Has learning been enhanced? Let's see! Participants: **William Calvin, Alan Kamil, and Kathleen Gibson.**

TURN THE PAGE FOR MORE
CONVENTION HIGHLIGHTS



JUNE 13-16, 1991
**AMERICAN PSYCHOLOGICAL SOCIETY
IN WASHINGTON**
A MONUMENTAL MEETING

Daniel L. Schacter
Harvard Univ



Source Memory: Multiple Perspectives

There is increasing evidence that source memory, the recollection of the episodic source from which a specific item or fact was acquired, can be dissociated from item or fact memory. The symposium examines various perspectives focusing on issues such as brain systems in recollection of source, selectivity of source memory deficits in elderly adults, failures of source memory in eyewitness testimony, and theoretical models. Participants include **Arthur Shimamura, Maria Zaragoza, Marcia Johnson, Eric Eich.**

Eric Schopler
Univ of North
Carolina



Treatment Fads Versus Long-term Empirical Concepts

Division TEACCH is the first statewide, university-affiliated program for autistic and similar children. I review seven concepts and principles, viable and useful for directing both educational treatment and empirical research. Implications for multidisciplinary training and cross cultural applications will be discussed.

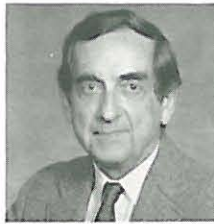
Herbert A. Simon
Carnegie-Mellon



What is an "Explanation" of Behavior?

The cognitive revolution in psychology introduced a new concept of explanation, and new methods of gathering and interpreting evidence. These innovations assume that it is essential to explain complex phenomena at several levels, complementary, not competitive. As with the other sciences, such complementarity makes possible a comprehensive and unified experimental psychology.

Harold Stevenson
Univ of Michigan



Ten Years Later: Chinese, Japanese, And American Children Grow Up

When Chinese and Japanese children are young, they excel as students and are happy, well adjusted children as well. What happens later? Does high academic achievement come at great personal cost? Through comparisons with American students we gain new insights into the correlates of academic success.

Robert B. Zajonc
Univ of Michigan



Affect and Awareness

Affect reactions can sometimes be elicited by stimulus input so minimal that the individual has no conscious access to it at all. Yet these reactions are capable of influencing preferences, judgments and behavior. Behavioral and neuroanatomical evidence that supports a model explicating how these phenomena occur and how they are organized will be presented.

Convention Travel Funds

Students seeking financial assistance to attend the 1991 APS convention can apply for travel funds. The Student Caucus, in conjunction with APS is raising money for student travel to the Washington, DC, convention. Money will be made available only to students presenting research or making some other significant contribution to APS such as volunteering to work at the registration desks.

To apply for travel funds: please send a letter of application (limit to one page) indicating your purpose for attending the convention and your contribution, the title of your presentation, if you have submitted a proposal, your status (year in school), and your institution to: Lisa Fournier, APS Travel Fund, Department of Psychology, University of Illinois, Champaign, IL 61820, tel.: 217-367-8790. Applicants must be an APS Student Affiliate. Non-members are ineligible to apply.

The deadline for receipt of application is **May 1, 1991**. Travel funds will be awarded once the final decision is made on all proposals. Students are urged to apply early even though no decision may have been reached on proposal submissions. The decision will also be based on financial need (e.g., proximity to Washington, DC).

Convention Job Bank & Placement Center

On June 13-15, 1991, at the Sheraton Washington Hotel in Washington, DC, APS will operate an official Job Bank/Job Placement Center during APS' third annual convention. Prospective employers and job seekers are invited to participate. Specific job openings will be sorted into three job classes: academic, clinical/counseling, and industrial/other. A one-page form must be completed and returned to the APS Washington Office by May 31. More information will be included in future issues of the *Observer*. Applicants are asked to pay a minimal processing fee of \$5, and employers \$25. Job Bank participants are not required to be present at the convention to participate.

APS Members Deserve, Earn Credit

APS has just signed an agreement with Trans National Financial Services, a company that will offer a new credit card service to all interested APS members. MBNA America, the world's largest affinity bank, will administer the program. This new benefit offers advantages to individuals, and the Society as well. Within the next few months APS members will be receiving a letter describing the offer and benefits in detail. Here's a preview of a few benefits to come:

Students Earn Credit, Too!

While they can't apply this "credit" toward graduation requirements, students will find this program especially inviting, since MBNA America will offer them an initial line of credit ranging between \$3,000 and \$4,000 just by taking advantage of this opportunity. This service helps students establish a credit rating, an often difficult task for young people.

- a high line of credit — up to \$5000;
- no fee for the first year;
- high levels of travel protection and more travel-related services at no additional cost;
- 24-hour service for routine inquiries — 365 days a year;
- immediate cash availability through an international network of banks;
- supplemental car rental insurance;
- one-hour credit line increases;
- no liability for lost or stolen cards; and
- emergency cash and airline tickets.

APS encourages members to take a serious look at the program. APS benefits too! From each transaction, APS will receive a percentage of the amount charged by the APS member using the card. Members can get the credit they need and support APS at the same time! We see this as an opportunity to offer another benefit to our members.

Attention APS Members . . .

Watch Your Mailbox for . . .
The Arrival of Your . . .

Official 1991 Ballot

Use the Ballot to vote for your candidate for APS President and candidates for 3 vacancies on the APS Board of Directors.

Complete the Ballot and return it to APS with a postmark of no later than February 15, 1991.

Increased Computer Accessibility

Thanks to APS' recent acquisition of an **email address** on **PsychNet**, the APS headquarters office in Washington, DC, is now even more accessible through computer-based telecommunications. This will be especially **helpful to those APS Members who subscribe to PsychNet and who are located at institutions that do not have links to systems such as Bitnet or Internet**. PsychNet is an electronic networking and database system with headquarters in Ridgefield, Connecticut.

Besides the convenience of email, PsychNet subscribers will have easy access to information about APS and its activities.

The PsychNet email address for APS offices is: APS

Accessibility through Academic Networks

Users of academic networks such as Bitnet and Internet should continue to use the same APS email addresses as they have been using:

(General address): APS2@UMUC

(Observer Editor): APSKLH@UMUC

(Exec. Director): APSAGK@UMUC.

Spotlight on Research by Eleanor Siegel

Achievement Testing: Addressing the War of Words On Fairness Bilingualism's Impact on Test Scores

Lawmakers, psychologists, educators, and parents hold strong opinions about the Scholastic Aptitude Test (SAT) — all different. Recent arguments focus on the exam's fairness to minorities and women. The controversy is expected to endure recent revisions to the SAT which take effect in 1994. Since the debates regarding minorities center on the mediating role of language, data from psychologist's research on linguistics will help illuminate major aspects of the SAT conflict as well as answer other important questions about language.

Some key information to help resolve the issue will emerge from research in progress like the studies by psychologist Michael Palij, an Assistant Professor at New York University in the Department of Applied Psychology in the School of Education, Health, Nursing, and Arts Professions.

Palij uses SAT tasks to measure knowledge of English as he studies language background differences among native English speakers and non-native English speakers. He seeks to determine whether bilingualism has implicit and/or

explicit effects on memory and learning. "One distinguishing feature of language backgrounds," he points out, "is the age at which people acquire English."

Prior to Palij's research, no one had methodically identified age of English acquisition as a component of cognition. But work such as Palij's also "may provide a theory for more general models of language usage," says Wallace Lambert, a McGill University professor of psychology who has researched the problems of cognition and bilingualism and is interested in bilingual social psychology. Palij's model is useful, says Lambert, because it focuses on comparing two groups, native English speakers and non-native English speakers.

In the United States, bilingual research assumes urgency as an expanding bilingual population drastically changes the country, notes New York University professor Doris Aaronson. "Swelling numbers of non-English speaking students present countless educational and political challenges," she explains.

One of a handful of U.S. psychologists intensively researching bilingualism's impact on cognition, Palij presented the results of particularly relevant word

recognition research to an audience at the Psychonomic Society's fall, 1990, convention. He discussed whether one's age at the time of English acquisition influences performance on verbal tasks. A preliminary look at language background surveys reveals "roughly a 10 point drop in SAT scores for every year in which English acquisition is delayed," he concluded. Similar negative correlations between subject's scores on a SAT verbal task and their age of English acquisition also appear evident, he says.

Preliminary results from Palij's English word recognition experiment suggest that

[There is] roughly a 10 point drop in SAT scores for every year in which English acquisition is delayed.

MICHAEL PALIJ

subjects who acquire English between the ages of 6 and 12, and after 12, performed poorer across the board in all the SAT tasks, "indicating they may have had a uniform problem with language." Each SAT component: antonyms, sentence completion, analogies, and text comprehension, he says, "was significantly negatively correlated with the age of English acquisition."

Viewed from another perspective, these results, says Lambert, point out that the "earlier children pick up a second language, the higher their SAT scores. That is an exciting finding." But, before anyone signs up a 2-year-old in language school, Palij would be the first to say his research is unfinished. He wants to examine the characteristics about language

Keeping Score

Today, nearly 387,000 foreign students study in the United States, an increase of 5.6 percent from 1988-89, according to the Institute of International Education. The institute reports that these numbers have steadily risen for the past five years. Currently, over 35,000 students are enrolled in intensive English programs in the United States, an increase of 17.8 percent from the 1988-89 period. The Institute was formed in the 1970s to help institutions keep informed about international educational exchange statistics.



Michael Palij

that the SAT tests, what it means to know a language, and what the SAT exam reflects about language.

In the past, psychologists have ignored language variability, preferring to concentrate only on native English speakers. Some studies establish relationships between the age of word acquisition and cognitive function, while other studies characterize a “critical period,” a time-frame for learning. Palij believes age is not a factor in learning language, and he asserts, “People of any age can learn fluency if sufficiently motivated.”

A Taxonomy of Speakers

Palij’s taxonomy of experimental subjects developed out of New York University’s language background surveys, which the university initiated in 1987, a time when 66 percent of the introductory psychology students were native English speakers. In 1990 that number fell to 58 percent. Since 1987, over 1,000 introductory psychology students have been surveyed. For his experiments, Palij categorizes subjects into English native speakers and subjects who acquired English as a second, third, or later language.

He then divides the English native speakers into two groups: The first group includes either English monolinguals or native English speakers who are bilingual, but who acquired English first. To further categorize this latter group, he considers their specific age intervals — before 6, from 6-12, and after 12 — at which they acquired the non-English language. The second group includes subjects who acquired English as a second, third, or later language; this group is further classified by age of English acquisition.

Looking at the effect of age of English acquisition (AEA) on recalling English words — an aspect of memory perfor-

mance — Palij replicated the findings of Coltheart and Winograd (“Imagery as a within-subject factor has a huge effect”). Yet the correlation between levels of recall and AEA was low, indicating no systematic trend between AEA and recall of English words. “People who acquired English relatively late could recall English words nearly as accurately as native English speakers,” says Palij, “suggesting that the experiment identified certain general cognitive or memory mechanisms operating at a low level.” Such mechanisms help people remember English words independent of their proficiency. “These cognitive mechanisms serve to indicate how we gain a toehold in a new domain like learning a language, or learning facts or events,” he suggested.

But AEA appears to affect higher-order

Having difficulty with the SAT task definitely does not reflect cognitive abilities.

WALLACE LAMBERT

cognitive or memory processes. “What those processes are,” he says, “we really don’t know yet.” No one fully knows why non-native English speakers achieve inadequately on a SAT task. Palij speculates one possible reason is insufficient vocabulary or scant experience with a vocabulary item. Lambert suggests non-native English speakers simply need more time to take the SAT, or they should be tested in their stronger language.

Increasingly, psychologists believe the SAT reflects something other than ability. In a research article in *Psychological Science* (March 1990), Katz, Lautenschlager, Blackburn, and Harris noted that students could score “well above chance on a SAT reading comprehension task” — even when text passages were deleted. The students appeared to rely on their generalized world knowledge to answer questions, the researchers suggest.

The case countering arguments that aptitude is the source of difficulty on the verbal SAT materializes in studies, says Lambert, which illustrate that the later students “enter their English education, the poorer they may be on SAT, but the

stronger their educational content because they were educated somewhere other than in America.”

Having difficulty with the SAT task definitely does not reflect cognitive abilities, emphasizes Lambert. Palij and Jim Cummins concur. Cummins is Professor in the Modern Language Center of the Ontario Institute for Studies in Education in Toronto, and he researches language learning among minority populations and is author of the popular book *Empowering Minority Students*.

“Good data exists on what it means to learn a second language,” says Cummins. “Poor research done in the 20s held that learning a second language has a negative influence, but work since the 60s shows the opposite effect. When bilinguals continue to develop both languages, that effort exerts subtle but significant effects on their ability to manage language. If we perceive the brain as having the same properties as muscles, then we see it continues to develop through use. Knowledge is enhanced through processing two languages.”

But data does not exist to explain what characterizes different language backgrounds, whether language background differences systematically affect performance, whether and how exposure to another language changes people, and what the SAT really measures. Such pressing questions demand some sunshine, and psychologists can contribute some powerful solar lenses through their continuing research on language and cognition.

By selecting English as a target, Palij may provide researchers with many answers to these questions, especially as English rapidly assumes the position of the new international language. People are working harder to acquire English because of its status and prestige in the world. That could mean using AEA as a variable will spawn a gigantic, international subject pool.

Palij’s data, combined with that of other U.S. psychologists and Canadian psychologists like Lambert and Cummins — while differing in methodology and hypotheses — will help ferret out responses to the complex questions about a bilingual society that citizens must answer in the next decade.

NSF FROM PAGE 1

cognitive, economic and other social sciences. Currently, those sciences are included within the NSF Biological, Behavioral and Social Sciences (BBS) directorate. Approximately two-thirds of the task force members are biologists and one-third are from the behavioral and social sciences.

It is generally thought that the task force's position was in large part a response to the virtual unanimity of the behavioral and social science research community on the question of a separate directorate.

Twin Piques: Voice and Visibility

There was widespread agreement that a separate directorate would be the key to providing these disciplines with a stronger voice and greater visibility at the higher administrative levels within NSF, two things that have consistently been lacking for the behavioral and social sciences under the current structure.

Psychology's presence was felt not only throughout the process leading to the establishment of the task force, but also in the hearings, during which several



Michael Davis

psychologists testified on behalf of a number of groups.

APS Board Member Nancy Cantor was the sole psychology representative on the task force and is credited with bridging many of the gaps in understanding that initially existed within the group. Cantor, from the Institute for Social Research at the University of Michigan, said after the hearings that "the task force has really moved beyond disciplinary turf issues" and is working well together.

Break with the Past

Urging that they "break with the patterns of the past decade," APS Executive Director Alan Kraut asked the task force to support and guide the establishment of a separate directorate. Further, he said, "the Behavioral and Social Science directorate should be funded at a level comparable to other directorates and in keeping with NSF as a whole."

The Big Mo

The momentum behind the separate directorate escalated in 1990, starting with a call for study of the concept both by the APS-initiated Behavioral Science Summit participants and by a subcommittee of the BBS Advisory Committee. These events were in turn cited as influential in the introduction — into the legislative hopper of the 101st Congress — of H.R. 5543, the Behavioral and Social Science Research Directorate Act, and a directive from the Senate Appropriations Committee to NSF to respond to calls for a separate directorate and increased funding for behavioral and social science research.

This momentum helped produce a manifest consensus among behavioral science groups in favor of a separate directorate. Witness after witness from the behavioral and social sciences spoke eloquently saying that a directorate was needed to offset funding inequities that had characterized BBS support for psychology and other behavioral and social science disciplines in the past decade.

Biology and Behavior

The impact of a separate directorate on research involving both biology and behavior was one of the few concerns voiced by behavioral groups. APS Executive Director Alan Kraut addressed this issue in his testimony, saying that "lines [between directorates] are drawn as much for administrative convenience as for scientific logic. And wherever those lines are drawn, interdisciplinary activities, either within or between directorates, are readily supported."

"Clearly, there is a special relationship between some biology programs and some behavioral programs," said Kraut, "and there is no reason why a separate directorate has to interfere with that relationship."

Kraut urged the panel to give more



Photo by David Hathcox

Nancy Cantor

detailed consideration to the treatment of behavioral neuroscience, saying that "one aspect we wish to avoid is any unintended negative consequence to one of our fields [due to] a restructuring at the Foundation."

"As with all NSF directorates," said Kraut, "a separate behavioral and social science directorate should be created in a way that encourages, not discourages, multidisciplinary and interdirectorate research activities."

Deeper Meaning

Some in the field attributed deeper meaning to the concept of a separate directorate, saying that it would in effect disconnect biological psychologists from their colleagues in other areas. Michael Davis and Tom Carew, Yale psychologists who appeared on behalf of the Society for Neuroscience, vehemently agreed with the need to "increase the status, voice and funding level" of the behavioral and social sciences, but were concerned that a new directorate would be "counterproductive."

"The history of psychology has clearly shown that individual and social behaviors are inextricably intertwined with biology. It is simply no longer appropriate to ask whether behavior is determined solely by social or biological factors. Instead, we now want to know how these two factors, which we all agree determine behavior, interact and how an understanding of their interactions can best describe or solve the scientific problems under study," said Carew and Davis in their written statement.

According to Carew and Davis, behavior is extremely important to neuroscience and a substantial portion of the Society for Neuroscience's membership — an estimated 18-20 percent — is made up of psychologists.

Similar concerns about a separate directorate were raised by University of

Wisconsin psychologist Charles Snowdon, representing the Animal Behavior Society. Snowdon conveyed the Society's opposition to a separate directorate based on the assumption that it would mean a split between behavior and biology.

Acknowledging that interdisciplinary collegial interchange is particularly important in the academic setting, Kraut said that this doesn't necessarily translate to NSF, and he cautioned that the task force "shouldn't make the mistake of confusing intellectual exchange with administrative structure."

In what many considered a surprise move, the task force is responding to this issue with a proposal to establish a behavioral component in the biology directorate and a biological program in the new directorate. While many details remain to be decided, Cantor said that the task force will propose a structure that would both increase representation for the behavioral and social sciences and at the same time ensure a strong presence for neuroscience and animal behavior within the biological directorate.

Within the new directorate, Cantor said the task force has agreed there should be strong support for biopsychology and model systems focusing on human behavior.

Ch-Ch-Ch-Ch-Changes

There were compelling arguments that a new structure is needed to respond to changes that have occurred in basic research in psychology and other behavioral and social sciences, many of which rely on NSF almost exclusively for support. Marilyn Brewer, professor of psychology and Director of the Institute for Social Science Research at the University of California - Los Angeles, testified that "neither the level of funding nor the organizational support base have kept up with the growth" of social psychology despite "heroic efforts" by NSF program staff.

This lack of resources pits large, extended grants against "one-shot laboratory studies that rely on college student subject populations," said Brewer, testifying on behalf of the Society for Personality and Social Psychology. She concluded that a separate directorate is needed "to assure adequate representation of the current knowledge base and promising initiatives that have emerged in

these areas of science."

In a similar vein, James Greeno, Chair of the Governing Board of the Cognitive Science Society, characterized changes that have "transformed the scientific study of intelligence and information" over the past 35 years.

"The scientific content and methods involved in these developments are quite distinct from those of biological science, so that it strains the capability of an administrative unit dominated by biology



Marilynn Brewer

to support the development of our field," said Greeno, a psychologist at Stanford University.

Other consequences of inadequate NSF funding were cited, such as a lack of preparedness to meet national emergencies and a narrowing of research objectives. Asked whether this was due to a lack of representation at NSF or a lack of enthusiasm in the field, Kraut said emphatically that it was a matter of representation. "For example," he said, "look at the critical role of behavior in the AIDS epidemic. We would have been in a better position to respond to the crisis if in the early 1980's the NSF was supporting basic research on attitudes and belief systems." "Instead," he said, "researchers have been playing a futile game of catch up, and the AIDS virus is winning."

Earl Hunt, professor of psychology at the University of Washington speaking on behalf of the Federation of Behavioral, Psychological and Cognitive Sciences, pointed to the influence of insufficient NSF funding on the discipline of cognitive science. He said that since much of the funding comes from the Department of Defense (DoD), "cognitive science is oriented toward DoD problems" rather than larger national needs.

Vulnerability Issue Raised

In contrast to the strong opinions voiced by psychologists and others, several biology organizations did not take a position on the concept of a separate directorate, deferring instead to their colleagues in the behavioral and social science community. However, it was evident that most biologists feel it is important to maintain a behavioral component in the new directorate.

A few witnesses invoked the "vulnerability" argument, saying the behavioral and social sciences "needed" biology to protect them. This created a momentary ripple through the audience where several psychology representatives questioned the paternalistic tone of the comment.

Hunt addressed the issue of political vulnerability head on, saying "in a democracy, we **should** stand up and be counted." He also described the behavioral and social sciences as "naturally diverse" and called for an NSF structure that can handle such diversity.

"Pretending they [the behavioral and social sciences] are just a branch of biology just won't work," the feisty Hunt told the task force.

Later, economist Charles Schultze effectively disposed of the issue, noting that "Senator Proxmire was able to award Golden Fleece without regard to what directorate they were in." (This is a reference to former Senator William Proxmire's practice of citing individual federal research grants as wasting tax money. Many of Proxmire's targets were in the behavioral or social sciences.) Schultze also noted that the protection argument doesn't hold up well in light of the funding problems experienced over the past decade in the behavioral and social sciences.

Task Force Report in '91

In all, more than 50 organizations presented oral testimony to the task force in the two days of hearings and hundreds more provided written statements. The task force will use information from the hearings and other data provided by NSF staff as the basis for a report. The task force's recommendation for a separate directorate will be included in an interim report, scheduled for January 31, 1991. The target for the final report is April, 1991. ♦

Rep. Brown to Chair House Science Committee

WASHINGTON — When Congress returns to Washington for the 102nd session, U.S. Representative George E. Brown, Jr., (D-CA), will be the new Chair of the Committee on Science, Space and Technology. This is the Committee responsible for authorizing the programs and policies of the National Science Foundation (NSF).

Brown, who in the past has served as chair of the Subcommittee on Science, Research and Technology, has long been recognized as a supporter of the behavioral and social sciences. Most recently he gained particular notice among psychology researchers as a co-sponsor — along with former Rep. Doug Walgren (D-PA) — of H.R. 5543, the "Behavioral and Social Sciences Directorate Act of 1990," which will be considered when the 102nd session of Congress is convened in January, 1991.

In introducing the legislation, Brown said "it is my hope that by establishing this directorate, we will remove the

structural biases that appear to have created permanent disparate funding for the behavioral and social sciences at the Foundation."

Brown, a physicist, has been a member of the committee since 1965. During those 25 years he has pursued a wide range of interests, with an emphasis on alternative energy development, space technology policy, and environmental protection. His leadership led to the creation in 1976 of the Office of Science and Technology Policy as a mechanism to foster long-range planning among federal agencies, and the establishment in 1972 of the Office of Technology Assessment (OTA), which assists the Congress in shaping federal science policy. He has served as a member of OTA's governing body, the Technology Assessment Board, since its inception.

In 1990 alone, Brown received three major science awards. In May, 1990, he was presented with the Distinguished Public Service Award from the National



Representative George Brown, Jr., (D-CA)

Science Foundation; in October he was initiated as an Honorary Member of Sigma Xi, the Scientific Research Society, and he was selected to receive the AAAS Philip H. Abelson Prize.

APS Executive Director Alan Kraut hailed Brown's ascendancy to the head of the Science Committee as "welcome news" for the scientific community in general, and for psychology researchers in particular. "We have worked with Representative Brown for many years. He is extremely responsive to the interests of our discipline, and he is widely recognized as having a broad perspective when it comes to federal science policy." ♦

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APS members who wish to take advantage of the discount arrangement should send their subscriptions for the 1991 volume direct to IUPSYS, c/o Lawrence Erlbaum Associates Ltd.

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Some Say APS Will Last Them All Their Lives

Making the Decision to Become a Lifetime Member of APS

Psychologists who give \$1,500 for a lifetime membership in APS seem to be just as varied as, and not necessarily any richer than, the broad range of other APS members.

Observer staff contacted a few lifetime members and asked them what made them take the plunge. Among them are a college professor, a top executive of a billion-dollar corporation, and a high school/college counseling psychologist.

Educated Decision

Teresa M. McDevitt, an educational developmental psychologist who is associate professor at the College of Education, University of Northern Colorado, said, "I'm 33 now, and I hope to have several decades of good productive work in the field. Monetarily it makes sense, given the costs.

"I have membership in more specialized organizations such as the American Educational Research Association and the Society for Research on Child Development. But it's really very important for me to have a sense of the field more generally in psychology. That's where I see APS filling the need."

McDevitt has not attended any APS meetings, and she says that while she reads *Psychological Science* with some interest, "my reasons [for APS membership] are mainly with the society and its representation of psychology as a research endeavor in general. I think I will always have the background I got when I started out in more mainstream psychology and I want to maintain that. Paradigms will shift over the next decades, and APS is going to help me keep in touch with them.

McDevitt is currently co-director of a model program for training elementary teachers that focuses on science and mathematics. It is a five-year National

Science Foundation project. One goal is to increase teachers' knowledge of equity issues in order to reduce the perpetuation of biases that exist in American society. She also teaches developmental and educational psychology and this semester is teaching advanced research methods for graduate students.

Executive Decision

Andrew C. Hilton is Executive Vice President of Coltec Industries, Inc., a large multi-product industrial corporation that makes landing gear for big aircraft, large diesel engines, power stations, and a variety of components for industrial machinery. He explains his decision to become a lifetime member of APS in these terms:

"I've been a lifetime psychologist and the profession has served me well, although I'm not really practicing as such these days."

Hilton, 62, started as an industrial psychologist with the old Psychological Corporation and then went to Raytheon, and from there to International Telephone and Telegraph, and finally to Coltec 28 years ago. Now he is one of three persons on the senior management committee who run Coltec through the Office of the Chief Executive.

In becoming a lifetime APS member, his "interest is to encourage research in psychology as distinct from the practice of psychology," Hilton said.

"For younger people, the lifetime membership is a bargain, but in our case it's a matter of supporting the organization."

Hilton's wife, Irma R. Hilton, is also a psychologist and became an APS Donor when she contributed \$1,000 to APS upon

SEE LIFETIME MEMBERS ON NEXT PAGE



Teresa M. McDevitt



Andrew C. Hilton

**LIFETIME MEMBERS
FROM PREVIOUS PAGE**

joining the Society. As a social psychologist who teaches research methods to clinical psychologists at Yeshiva University, she has seen conflicts sharpening between the future professional clinical psychologists she works with and those at the psychological science end of the equation. She would like to see these conflicts resolved but does not see evidence that the two groups are working in that direction.

**Well-Advised
Decision**

Wesley Ian Berkowitz was the first person to sign up as a lifetime member when the new category was initiated last

January. He says he now is "looking forward to a long and fruitful relationship with APS."

Berkowitz, 40 years old, is a counseling psychologist in a high school in Old Westbury on Long Island, NY, where he



Wesley Berkowitz

has worked for 10 years. He received his PhD from the Union Institute in Ohio four years ago.

Berkowitz said, "I think it's important for people in the field to keep up-to-date on information, research and generally on things going on. I felt APS was the organization that would do this best for me. We are all involved in things of this sort here in our counseling section. And rather than pay annual fees, I thought the one-shot lifetime deal would be in my best interest. I intend to be a longtime member of APS, and so why not be a lifetime member?"

Berkowitz has not gone to APS meetings but says he reads *Psychological Science* and the *Observer*. I like the fact that the research is diverse. Sometimes it encourages discussions here in my office when I bring in the journal, with school psychologists and some of the other counselors. The material is well written and it's crisp, it's provoking.

"I'm also glad to see that APS membership is doing well. I was thinking of joining APA also, through the counseling division. But that organization never enthralled me. APS is like a breath of fresh air." ♦

D.K.

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Patrick Suppes became the sixth behavioral scientist to receive the prestigious National Medal of Science when he accepted the award from the President of the United States this past November. Suppes was one of two behavioral/social scientists who received the nation's highest scientific honor in 1990. The citation for Suppes states that he received the award:

For his broad efforts to deepen the theoretical and empirical understanding of four major areas: the measurement of subjective probability and utility in uncertain situations; the development and testing of general learning theory; the semantics and syntax of natural language; and the use of interactive computer programs for instruction.

Suppes is Lucie Stern Professor of Philosophy at Stanford University's Institute for Mathematical Studies in the Social

Psychologist Receives National Medal of Science

Sciences. Among numerous other honors, he became an APS William James Fellow in 1989 and was elected to the National Academy of Sciences in 1978.

True to his areas of research, Suppes responded that he was indeed a bit surprised to have been selected for the medal because the "probability has been so low for behavioral scientists to receive the award." Suppes indicated that "among behavioral scientists, R. Duncan Luce, Richard C. Atkinson, and William K. Estes, have been the most influential on [his] work." "They have each played a unique role," he said.

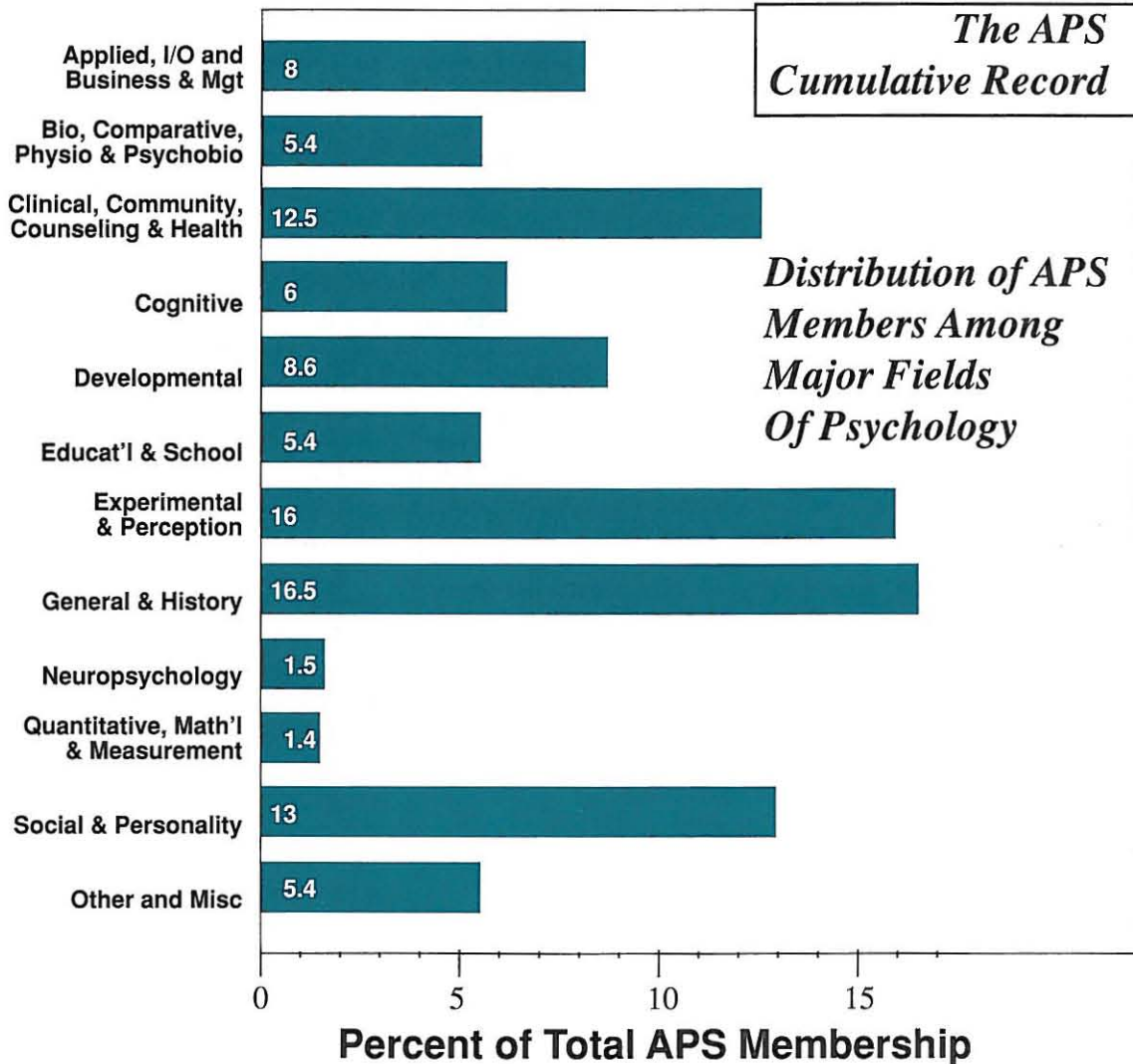
While concentrating his efforts in basic research on measurement theory, especially as applied to decision theory, and learning theory,

Suppes' work also has extended into applied areas such as the use of computers in education. His strong interest in children's language has been focused on research on grammar and semantics.

The 20 recipients of the medal in 1990 were selected from approximately 150 total nominations. There have been 264 Medals awarded since 1962, the first year of the award's existence. Approximately 2,500 nominations have been reviewed to date.



Patrick Suppes



The Student Notebook

by Travis Langley

Call For Nominations

APS student members will elect new national officers to the APS Student Caucus Executive Council at the Society's June conference in Washington, DC. Student members are therefore invited to submit a personal statement or platform announcing their candidacy for specific offices and briefly stating why they are running. To help the voters make informed decisions, the candidates' statements will be printed in the May Observer. Each candidate should provide a statement not to exceed 100 words, school address, and status as a student in 1991-92 (e.g., junior undergraduate or second year graduate), and send two copies to both (1) Student Caucus President Kenn White and (2) Student Notebook Editor Travis Langley. All candidacy statements must be received no later than April 1 in order to appear in the May edition.

Council positions include President, Secretary, Treasurer, Editor, Graduate Advocate, Undergraduate Advocate, and Past-President. In the event the current President is unwilling or unable to serve as Past-President, this officer will be elected and referred to as Member-at-Large. The APSSC charter allows for more than one person to serve in one office in some cases. For example, there could be two Graduate Advocates or two Undergraduate Advocates. Committee chairs and other special officers such as National Chapter Coordinator are appointed by the President subject to approval by the Executive Council.

Psi Chi Correspondent

Regardless of Executive Council elections, we are presently in need of a Psi Chi Correspondent. National officers in Psi Chi, the honor society in psychology, have said that they would provide the APS Student Caucus with coverage in the Psi Chi newsletter. We would like to invite anyone who might be interested in taking on such a task to send (1) a brief letter outlining qualifications and (2) a letter of

recommendation to Student Notebook Editor Travis Langley.

Responsibilities would include preparing reports on Student Caucus activities which would go through the Student Notebook Editor to Psi Chi. Keep in mind that all applicants must be students. As it has been our experience that student members in general tend to assume other, "more qualified" persons apply for such things, we typically are not inundated with applicants.

Student Research Awards

By now most student affiliates should have received by mail a call for submissions for the first APS Student Caucus Research Competition. For the benefit of those students who may have joined too recently to have been identified in our mailing list, we are pleased invite you to submit an entry in the competition. Three students will be chosen to present their research at the APS annual convention June 13-16 in Washington, DC, and to receive a \$250 cash award. Each is contingent on the students' presence and participation at the convention.

The competition is open to graduate

The APS Student Caucus represents all the Society's student affiliates. It is not an honor society, and there are no chapter dues. All chapter chairs are additionally recognized as members of the APSSC national Advisory Committee. Students or faculty wanting information about APSSC school chapter applications should contact:

Donna Desforges
Dept. of Psychology
Box 32878
Texas Christian University
Ft. Worth, Texas 76129
817-921-7414
BITNET: RP711PS@TCUAMUS

When applying, student chapter founders are asked to provide information about the institution, department, and students, and to designate a faculty sponsor.

and undergraduate student members of APS. The student applicant must be first author on the project, and another copy must be submitted in accordance with the prodeudre outlined in the initial APS Call for Proposals. The deadline for both regular APS proposal submission and the Research Award Competition is January 25, 1991.

Application for the APSSC Research Competition differs from the APS Call for Proposals in that each applicant must submit a summary of the project not to exceed 1500 words. Entries should be double-spaced. The project's title, without the applicant's name, should appear at the top of each page. Entries must include the following: **Page 1:** (1) a title page with the applicant's name, school, address, and phone number; **Pages 2 and beyond:** (2) the purpose and rationale of the study; (3) the methodology; (4) major findings (with the appropriate statistics and significance values; and (5) conclusions and implications.

A letter of recommendation from a faculty member involved in the project is also required and should include the following: (1) the purpose or goal of the project; (2) the student's role and extent of his or her involvement in the project; and (3) the student's general understanding of the research topic.

Judging will occur in two phases. Initial judgment will be based on the project itself, and the identity of applicants will be concealed in this phase. The top entries will be re-evaluated with the letter of recommendation. Awards will be given to the two top graduate projects and the top undergraduate project.

To enter, four copies of the entry and letter of recommendation must be sent to Carolyn Roecker, Department of Psychology, University of Iowa, IA 52242. Those students chosen will be contacted in the spring. Inquiries should also be directed to Carolyn Roecker at 319-338-9817.

See details on page X for applying for APS Student Travel Awards. These awards are intended to help defray costs associated with traveling to the national APS convention.

Conversation with APSSC President Kenn White



Kenn White

Q: As you see it, what is the APS Student Caucus?

KW: It's an organization of the student affiliates of APS. It is not an honor society. Membership is contingent exclusively on maintaining student affiliate status with APS. It is our hope that the interests of all students will be represented through the Caucus. Students

are the future leaders of APS and of psychology as a whole.

The student organization was founded in June, 1989, at the first APS convention in Alexandria, VA. Basically about twenty of us, graduates and a couple of undergraduates, got together to discuss issues: why we were there, what got us involved in APS and psychology, re-

sponses to a questionnaire sent by Kathie Chwalisz (a graduate student at the University of Iowa) asking student affiliates about issues of importance to them and their expectations about APS.

We decided to make all of the students who were at the first meeting Advisory Board members, elected Kathie as our President, and devised a couple committees to start getting organized. We communicated through the summer, some of us met again in the fall, and we soon elected an Executive Council of six members — now there are seven — both graduates and undergraduates. Today, we represent over 3,600 student affiliates.

We have a number of established programs and are a solid and accepted group within APS. The Society was founded, among other things, to enhance the quality of education in psychology and research training. We thought that we could facilitate that purpose as a voice for students to communicate with other professional members as well as to the board of APS.

Q: What is the role of the Caucus?

KW: There are several roles. We advocate on behalf of students on such issues as funding for various projects. For example, we raise funds and distribute awards for student research and travel to the Society's annual convention. The Caucus represents student interests in a number of committees, for example, national task forces on graduate and undergraduate education. If not represented, we are at least kept informed of some of the major issues on Capitol Hill and within NSF and NIMH.

The leadership of the parent organization has bent over backward to help us. We're not independent of APS — by definition, we are a group within it, a forum or voice for students.

Q: What benefits do students get by

University Chapters Update

Since the summer edition in which we recognized sponsors and student chairs at the first twelve Student Caucus chapters, there have been some changes in leadership and we would like to thank those who have brought us up to date:

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Additionally, we are pleased to recognize and acknowledge the newest chapters:

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Gregory Osgood, Student Chair
Lynn Winters, Faculty Sponsor

Slippery Rock University
Slippery Rock, Pennsylvania
Danielle Galt, Student Chair
John Sample, Faculty Sponsor

ATTENTION! STUDENT CAUCUS CHAPTERS

Please keep us informed of your activities. If your student officers or faculty sponsors have changed since your last report, please inform APSSC Secretary Paul Reber or the Chapter Recruitment Chair of your current status.

CONTINUED ON NEXT PAGE

joining APS and involving themselves in the Student Caucus?

KW: There are several. Ideally, we attract research-oriented students serious about their future and career development. There are clearly more graduates, but undergraduates also are represented on our Executive Council. We are aware of the differences in interests, needs, and educational requirements. In fact, the Undergraduate Advocate on the council must be an undergraduate, and there have been undergraduates in other offices.

Our most important project is development of APS Student Caucus chapters. There are a number of reasons for starting a chapter. First, students get a chance to become active in APS at the local level. At bigger schools, for example, there might not otherwise be easy opportunities to meet outstanding researchers, or meet with other psychology students and faculty. At a large school, it can be difficult for a student to make a lasting impression on a professor. Some chapters have taken a very business-like approach, organizing regional conferences and getting involved in national committees.

Second, we offer Student Travel Awards and strongly encourage students to attend the conference. Last year, we made \$3,000 available.

Third is career development. Not only do students get direct information on career development, but by attending the convention, reading the *Observer* and the journal *Psychological Science*, students are informed about state-of-the-art research in psychology. Students serious about graduate school or active research get the chance to meet prominent people.

Increasing your career options demands more than simply being a good student. Many graduate programs and employers want more than good grades, they also look at participation in organizations or presentation of research papers. For students who are not able to attend the national APS convention, we are arranging many satellite meetings at other regional and national meetings. For example, Psi Chi has been in dialogue with us for some time and has committed space to us in its national newsletter and has invited us to several regional confer-

ences this spring. Other organizations we have communicated with include the Society for Personality and Social Psychology (APA Division 8), the Society for Experimental Social Psychology, and the American Psychological Association of Graduate Students.

Undergraduates especially can benefit from our Mentorship program, a national data bank of professionals willing to speak to students about their areas of interest.

We run the APS Job Bank at each national convention. We contact many Fortune 500 companies and major universities who in turn send recruiters to meet and interview students and professionals at the convention.

Q: What do you want to accomplish during your year as President?

KW: A main priority is establishing solid communication both with the professional members of APS and among students. Furthermore, we want to get our message to students who are prospective members, to professionals, and to other psychological organizations. My second major goal is advancing opportunities for student research. Students who are making research presentations at the annual convention will be able to compete for the APS Student Research Awards (see details on page 6). We are also developing a student research network and regional student research meetings. Our Student Travel Awards are related to this in that they help students attend the national convention which has many benefits.

My final major goal is to investigate and propose a permanent APS Student Fellowship. Ideally this would amount to a stipend and tuition waiver that would be available to a first-year graduate student. Eventually I think trusts could be developed for scholarships for undergraduates who have shown excellent research and exceptional promise as future leaders and scientist. I think that for now the graduate award is a more feasible priority. Part of the APS philosophy has been to develop one member at a time. If we establish one fellowship, we will have made a tremendous accomplishment.

I certainly invite comments and questions from anyone about our mission and our programs. ♦

APSSC Officers Executive Council

All the officers welcome students and others who wish to contact them about concerns particular to their own offices. Contact Secretary Paul Reber for general inquiries, regional student conference information, and other requests. Correspondence, inquiries, and submissions to the Student Notebook should be directed to Editor Travis Langley.

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Lab Notes

The Physiological Psychology Lab: Traditional Training For Undergraduates

Hands-On and Do-It-Yourself

When psychologist Anthony Golden began designing the **Animal Behavior Laboratory at Austin Peay State University** in Clarksville, Tennessee, it was far from being a state-of-the-art multi-million dollar complex. While it remains ever so humble 12 years later, it gets the job done. The "job" is training undergraduates to successfully and independently conduct research in the context of a traditional physiological psychology laboratory.

The Laboratory, housed in the Department of Psychology, is directed by Golden who maintains that "we often forget that doctoral candidates start out as extremely excited undergraduates. It is imperative that we tap that enthusiasm, if we are going to succeed at increasing the flow of undergraduates into the doctoral degree pipeline. At the same time, undergradu-

ates need to learn early on about the value of physiological research and, of course, the proper respect for and care of laboratory animals."

Although the Austin Peay laboratory occupies a modest area of less than 500 square feet, it is equipped to conduct a variety of behavioral measures and basic surgical techniques. It serves two of the department's four undergraduate laboratory courses and supports several undergraduate research volunteers and graduate students working on their master's degrees in the department's general/experimental psychology program.

"It took about 18 months to build the original equipment for the laboratory at a cost of about \$3,000. If I had spent my time applying for grant money to buy the

same amount of equipment, it probably would have taken more time and cost 10 times as much. Students working in the laboratory also seem to be less intimidated by equipment that doesn't cost a fortune," said Golden. In fact, most of the equipment in the laboratory was built and is maintained by Golden and his students. This includes soundproof test chambers, infra-red activity monitoring devices, operant chambers and computer interfaces.

If we fail to acknowledge the role of the undergraduate department in the preparation of students who will pursue careers in scientific psychology, we are destroying one of our most valuable resources as a profession.

ANTHONY GOLDEN



Photos courtesy of Austin Peay State University, Jammet Galvin

Golden at the computer that controls all of the lab's operations.

The Zenith 386 computer, which serves as a master controller and data logger, uses LABISH, an assembler-based language developed by Golden for the specific purpose of controlling behavioral research equipment. The computer is capable of operating up to 12 chambers at a time and prepares data for analysis as it is collected.

Broad Research Experience Emphasis

The strong emphasis on research experience in the laboratory reflects the overall departmental approach to its

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curriculum. The major requires both statistics and experimental design along with a full year of laboratory experience. The approach assumes that an understanding of research design, methods, and ethics is critical within all areas of the discipline. Directed studies and a senior honors thesis option also are available to permit students to pursue their research interests.

The laboratory promises the best of two worlds. "It is a compromise between the needs of a teaching and a research laboratory," Golden says. "For example, although research courses are taught in the laboratory, live animals are never used for demonstration."

Golden says students may watch procedures on video tape or on a video monitor with a camera inside the test room. When students conduct testing, it is always as part of the laboratory's ongoing research program. Typically, the junior/senior level classes conduct pilot studies that will be followed up by other students.

Students from the research methods course observe students from the laboratory classes as they conduct their research. Since 1981, more than 60 studies have been completed in the laboratory. Many have served as undergraduate papers presented to the Tennessee Academy of Sciences and the Southeastern Psychological Association.



Becky Brockel, now a graduate student at Austin Peay, resets equipment prior to conducting a test session.

Doing A Lot with A Little

The laboratory's exceptional productivity is at least partially due to the fact that, except for dedicated portions of the facility, areas are more or less interchangeable in terms of function. The use of solid-state equipment to transmit data to a computer located outside of the working laboratory also reduces space requirements. Measurement devices for different behaviors can be plugged directly into cables within the test chambers and require only a change of software to become operational. Building the equipment into the facility also conserves space and permits easier modification.

Often unaware that physiological psychologists conduct non-invasive research, visitors and new students typically ask first about animal welfare and are impressed that all of the students working in the laboratory can address knowledgeably animal care and research ethics issues. All students working in the laboratory are required to learn and understand animal care before research activities are attempted.

Getting Started

Golden says building the laboratory at Austin Peay just came naturally. "I was lucky. I did my undergraduate training under Drs. Al and Donna Cone at Lynchburg College in Virginia. At that time the Lynchburg College psychology laboratory was in part of the basement of a World War II quonset hut. Almost all our equipment came from the federal surplus depot in Richmond and we had to drive the college's pickup truck 70 miles to get it."

"The emphasis there, however, was on undergraduate education. Interestingly enough, about 12 publications came out of that laboratory in three years, almost all of them with undergraduates as co-authors. Most of us continued on through the doctorate afterwards. Although the laboratory was small and poorly funded, as undergraduates we did not lack for experiences that would shape our profes-



Leslee Wooton, who began her work in the lab as an undergraduate, prepares an animal for the activity monitor.

sional skills and attitudes for many years to come."

As Golden continued his education, he encountered a similar orientation at the University of Georgia. "I did my doctoral training under the late Dr. Walter Isaac at the University of Georgia," Golden says, remembering. "Here too, equipment was designed and constructed as needed. We learned the traditional approach of crafting the measurement technique to the behavior rather than the other way around."

Involving Undergraduates Is Key

The laboratory at Austin Peay illustrates quite clearly that research and training can take place in a smaller, primarily undergraduate institution (the university's enrollment stands at slightly under 5,000) without elaborate funding and an excessive annual budget.

"We are really more traditional than unique," Golden says. "Before the big money days of the 60s, this is how laboratories operated. Most of our fundamental assumptions about behavior came from laboratories, human and non-human, built in much the same way. There is still a surprising number of them out there, teaching undergraduate students to conduct psychological research," he maintains.

"Often, doctoral programs train their

students for post-doctoral appointments and positions in other doctoral programs. But, if you take a position, as I did, in a small department at a non-doctoral institution that isn't endowed with a well-equipped laboratory, research can seem to be out of the question," Golden asserts. "The choice shouldn't be between teaching or doing research. If physiological psychology is going to continue as part of the discipline, we must be able to teach it to undergraduates as it really exists, as a scientific endeavor. Undergraduate

... equipment was designed and constructed as needed. We learned the traditional approach of crafting the measurement technique to the behavior rather than the other way around.

ANTHONY GOLDEN

students cannot be expected to learn the role of research in the discipline unless they are directly involved in research themselves." This is facilitated to some degree by the fact that senior students, whether graduate or undergraduate, are expected to mentor new students in the laboratory and to assist and serve as tutors in the laboratory courses.

Research Examples

Golden and his students produce a small but steady stream of research, often conducting several studies to "home in" on the basis of an effect. Marcia Wood (1987), following up on research she conducted in the department's honors thesis program, demonstrated that cocaine exposure altered the ability to habituate to novel environmental stimuli. Denise Squire (1988, 1989), also following up on her undergraduate research, was able to identify specific attention enhancing properties of cocaine not seen with other stimulants. Similarly, Patricia LeDuc (1989) demonstrated a long term interac-

tion between haloperidol maintenance and periodic cocaine exposure. Monte Gates and Becky Brockel (1989) examined a similar phenomenon with imipramine and cocaine. Becky Brockel, Leslee Wooton, and Stephanie Hansel have submitted an abstract to the Southeastern Psychological Association concerning their recent work with p-chlorophenylalanine.

Institutional Resource Sharing

To further provide research experiences in physiological to undergraduates, a trial program was begun in 1989 with Al Cone, now at Jamestown College in North Dakota. The program permits students from Jamestown to spend up to 10 weeks studying in the laboratory at Austin Peay. The university has made these "research associates" feel at home during their stay and provides them with parking and library privileges as well as access to student housing when necessary. Through this program, the students are able to obtain experiences not available at their home institution. The first two students in the program, Becky Brockel and Stephanie Hansel both have co-authored papers based upon their research. "It helped me decide to pursue a graduate degree in physiological psychology. I found out what I could do," volunteered Becky Brockel in talking about the program.

Although he would like to expand this program, Golden says a lack of space and the commitment to students already in the laboratory make expansion difficult to justify. "There are too many undergraduate majors and too few laboratories," Golden says. "We need to find ways to share resources among institutions for the overall benefit of the discipline. If we fail to acknowledge the role of the undergraduate department in the preparation of students who will pursue careers in scientific psychology, we are destroying one of our most valuable resources as a profession." ♦

It helped me decide to pursue a graduate degree in physiological psychology.

BECKY BROCKEL
GRADUATE STUDENT

Nominees Sought for APS William James Fellows Award

The APS William James Fellow (WJF) Committee has set a **March 1 deadline** for the nominees for the 1991 WJF awards. This year two APS members will be chosen. Chair Lyman Porter and his committee, Rochel Gelman, Mortimer Mishkin, Anne Treisman, and Robert Zajonc, plan to make their final selections by mid-April.

The William James Fellow is an individual who is "internationally recognized for his/her outstanding scientific contributions to psychology." Individuals who have made such contributions to any area(s) of scientific psychology are eligible for this Award.

To apply for nomination, three documents are required: (1) a letter of nomination, specifying the nominee's scientific accomplishments and the impact of the nominee's work; (2) two supporting letters from individuals closely familiar with the work of the nominee and its impact on the field of psychology; and (3) a complete curriculum vitae. All information should be sent together in one packet to: Lyman Porter, Chair, The William James Fellow Committee, APS, 1511 K Street, NW, Suite 345, Washington, DC 20005-1401.

Further questions can be addressed to Bev Hitchins, APS Director of Special Projects (tel.: 202-783-2077, Bitnet: APSBHH@UMUC).

Letters to the Editor

**Speak Write Up
and
Be Heard !**

**Send in Your Letters
to the Editor**

Submit typewritten letters of up to 300 words in paper form and, if possible, on computer diskette: DOS (5.25" or 3.5" diskette) or Macintosh (3.5" diskette).

AAAS 1991 Election Results ...

The results of the 1990 ballot for the election of officers to the **American Association for the Advancement of Science** are in. Terms for new sectional offices begin 20 February 1991. The new officers for the **Section on Psychology** (Section J) include:

Chair-Elect:

William K. Estes

Member-at-Large:

James L. McGaugh

Electorate Nominating Committee:

**Diana Deutsch and
James J. Jenkins**

Council Delegates:

**Bryon A. Campbell and
Larry R. Squire**

Behavioral Research and the Institute on Deafness and Other Communication Disorders

Dear Editor:

In reference to the November 1990 issue (Vol. 3, No. 6) of the *Observer*, I was very much interested to see the coverage in the "... Federal Research Funding Bill" article (p. 1ff). The breakdown of NIH activities and the Senate Appropriations Committee remarks on individual institutes (p. 5) were of considerable interest to me, particularly in light of the emphasis that APS has placed on behavioral analysis. As a former member of the Advisory Council of the National Institute of Neurological (at the time: "and Communicative") Disorders and Stroke, and a current member of the Advisory Council of the new National Institute on Deafness and Other Communication Disorders (NIDCD), I have been a proponent of the value of behavioral research in programs having a strong biomedical content.

I would call to your attention the NIDCD as another institute of interest to scientific advocacy. Within NIDCD's separate divisions of Hearing, Vestibular and Balance, Voice, Speech, Language, and Chemosensory Systems, there is an equitable mixture of behavioral and biomedical scientific activity. Much of the research done on hearing, speech, and language disorders rests on basic research in psychology, and the fields of specialization of the scientific members of the Council have considerable overlap with psychology.

Whereas I cannot speak for the Institute, of course, I would welcome your interest in its work, its policies, and its investment in behavioral science as represented by its programs of research.

Carl E. Sherrick
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Organizational Profile

Classification Society of North America

ORIGINS and PURPOSE:

Since its founding in 1969, the Classification Society of North America (CSNA) has sought to advance the development of data-oriented approaches to classification. This includes numerical taxonomy; multidimensional scaling and other ordination techniques; clustering; tree structures and other network models (with somewhat less emphasis upon principal components analysis, factor analysis, and discriminant analysis), as well as associated models and algorithms for fitting the latter.

MEMBERSHIP:

Current membership is approximately 400.

FUTURE PLANS:

On June 14-17, 1991, the CSNA will hold a joint meeting with the Psychometric Society, at Rutgers University, New Brunswick, New Jersey.

ASPIRATIONS:

Expand membership as well as member benefits. Promote the growth of the International Federation of Classification Societies.

The "Organizational Profile," a fairly regular feature of the *APS Observer*, informs the research community about organizations devoted primarily to serving psychological scientists and academics. It is difficult for anyone to keep abreast of the various organizations of potential personal interest. This section should help in that task. The Editor welcomes your suggestions as to organizations warranting coverage.

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Rutgers University

A. D. Gordon
Book Review Editor, *Journal of Classification*
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William H. E. Day
Past-President and Editor, *Classification Literature Automated Search Service*
St. John's Memorial University of Newfoundland

Michael P. Windham, Editor, *CSNA Newsletter*
Utah State University

William H. E. Day
Business Manager
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Fordham and Yeshiva Universities

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M. C. Cooper	H. P. Friedman	S. Nishisato	M. P. Windham
W. H. E. Day	R. F. Ling	P. Rousseau	

BACKGROUND:

Founded in 1969 as "The Classification Society (North American Branch)," and renamed "The Classification Society of North America" in 1984, the Society brought together evolutionary biologists, systematists, and data analysts who use and develop the techniques of data analysis and representation listed at the beginning of this Profile.

Although the Society began with relatively few psychologists, the increased use of classification techniques in psychological research has coincided with psychologists' becoming the most numerous constituency of CSNA, followed by statisticians, and biologists.

Recent CSNA Past-Presidents include J. Douglas Carroll and Lawrence J. Hubert. Some of the other long-term psychologist members based in North America include Mark Appelbaum, Phipps Arabie, David Birch, Roger Blashfield, Fred Borgen, Tim Brennan, Norman Cliff, James E. Corter, W. Grant Dahlstrom, E. S. Edgington, Arthur Kendall, Jan de Leeuw, George W. Furnas, Lewis Goldberg, Bert F. Green, William Grove, Stephen C. Hirtle, Eric W. Holman, Lawrence E. Jones, Roger Kirk, Maurice Lorr, Douglas J. McRae, Paul E. Meehl, Glenn W. Milligan, Shizuhiko Nishisato, Seymour Rosenberg, Harvey Skinner, Yoshio Takane, Paul Thompson, Terence Tracey, Wayne Velicer, Joe Ward, Sharon Weinberg, Suzanne Winsberg, and John H. Wolfe. Active statisticians well-known to psychologists include Past-Presidents John Hartigan and Joseph B. Kruskal.

Members of CSNA receive three publications: (1) The biannual *Journal of Classification* (JC) is methodologically oriented and emphasizes developments in the techniques of data analysis listed above, and it includes articles, software abstracts, and book reviews. (2) The *Classification Literature Automated Search Service* is an annual bibliography (with related indices) of recent journal articles concerning classification and clustering, extracted from data bases of the Institute for Scientific Information. The bibliography for 1989 cited 933 papers from 473 journals. (3) In addition to news about the Society, the *CSNA Newsletter* features regular columns about books and software, and surveys of particular interest to members.

CSNA sponsors an annual meeting in North America and a biennial international meeting. CSNA is one of the charter constituents of the International Federation of Classification Societies, which, along with CSNA, supports publication of JC and the biennial international meetings. Other constituent Societies are based in France, Germany, Italy, Japan, The Netherlands, United Kingdom, and Yugoslavia.

See Also:

Day, W. H. E., & Sokal, R. R. (1989). Classification Society of North America: Twentieth anniversary. *Journal of Classification*, 6, 169-170.
Gower, J. C., & Sneath, P. H. A. (1989). 25th anniversary of the British Classification Society. *Journal of Classification*, 6, 1-2.

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