



OBSERVER

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Research Psychologists Identify Need for a National Strategy at Historic APS Summit Meeting

By Eleanor Siegel

With the dramatic, clay-colored Tortolita Mountains in the background, 90 psychologists from 65 different societies gathered at a January Summit meeting in Tucson, Arizona. APS invited the representatives to examine the question of whether or not to establish a national behavioral sciences agenda. For the first time in their history, research psychologists deliberated their role in determining a vision of their discipline, and they quickly identified the need for a national strategy.

To begin this process, Summit representatives authorized James McGaugh, APS President; Frances Horowitz, APA Science Advisor, and Duncan Luce, Federation President to appoint an interim steering committee. This

committee will continue the summit work by hammering out the themes emerging from the conference. Summit representatives generated a list of broad themes to use as a foundation for agenda-setting activities. Besides working with the themes, the committee's mandate is to solicit feedback from society members, and address other Summit proposals such as investigating the advantages and disadvantages of advocating a separate psychology

director in the National Science Foundation.

Those attending the Summit arrived at their pivotal conclusions slowly and deliberatively. Milton Hakel (APS) and Bruce Overmeir (Psychonomic Society), two men with contrasting, but complementary, leadership styles guided the proceedings. The process unfolded over three days interspersed with speeches and thoughtful, candid discus-

sions during breakfast, workshops, dinner and long into the evening. The discussions were shaped by considerations raised by the co-chairs, by cautions questions raised by research psychologists, and by strong statements from Federal administrators.

Federal research administrators forcefully put

into context the question of launching an agenda-setting initiative, and they urged summit members to generate one speedily.

Alan Leshner, NIMH deputy director told the group he had considered entitling his speech: *The Train Is Running* because NIMH continues to move forward as the administrators define and set priorities. "Every day in my

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The APS Convention: Focussing on Psychological Science

James L. McGaugh, President



James L. McGaugh

The second convention of the American Psychological Society will be held in Dallas on June 7-10. A major purpose of any scientific society is that of sharing of scientific knowledge. For the past century, annual conventions have provided psychologists opportunity to present research findings and theory, to learn about recent work of other psychologists, and to discuss such matter with colleagues and students from other institutions. There are, as all know, many ways of sharing knowledge. The current avalanche of books and journals is augmented by reprints and preprints conveniently delivered by mail (regular or express), FAX and E-mail. The rate of accumulation of scientific material taxes our attention, memory and database reference systems. In recent years the opportunities to meet with colleagues from other institutions have also increased markedly. A myriad of disciplinary as well as interdisciplinary seminars, colloquia, workshops, conferences and conventions continuously compete for our time as well as our scarce travel funds.

Despite these many recent changes in the forms of scientific communication, annual conventions

remain an important function of scientific societies. And, from my perspective, the APS annual convention seems of particular importance for several reasons. First, and obviously, the APS convention provides an opportunity for psychologists to participate in a national meeting devoted explicitly to psychological science. Second, as the APS convention program addresses a broad spectrum of psychological research and theory, participants can readily get introductions to (or reminders of) research outside of one's own areas of specialization. While this opportunity is important for all of us it is of particular importance to students. Third, the poster sessions enable participants to present and discuss recent research findings. This feature of the program provides for broad participation and provides valuable experience for student participants. Fourth, the displays of books, journals and equipment are focussed specifically on the interests of APS members. Finally, the APS convention provides a showcase for the best of contemporary psychological science. Media reports of the findings and theories discussed at the APS convention will help to inform the public and thus shape the public's view of psychological science.

If you didn't attend last year's convention in Alexandria you missed an exciting and historic occasion. This year's convention will be no less exciting and only a little less historic. See you in Dallas. ♦

Suggested Themes from the APS Summit on Whether or Not to Establish a National Behavioral Science Agenda

- Examine behavioral science applications.
- 10-year plan to develop scientific and mathematic literacy, and employability of urban youth.
- Literacy.
- Human developmental processes through the lifespan.
- Health behavior, technology, thought, and behavior as it influences human performance in the workplace.
- Developing human resources, including education and training.
- How to cope with changing, complex environment.
- Healthy Behavior.
- Leadership development.
- Behavioral self regulation.
- Behavioral implications of mapping the genome.
- Decision making and inferential processes.
- Drugs and behavior. Studying the development of drugs that enhance human performance.
- How to interact with changing demographics and ethnic changes in the country; how psychologists can be involved in this issue.
- Physiological limits on human behavior.
- Performance, Education, Training (PET) Translation, delivery of knowledge and practice.

Summit

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job I make priority decisions. Lew Judd and I are perfectly capable of sitting in our office and making a variety of decisions. We like to do it; that's why we take jobs like that." Despite that, Leshner said NIMH wants psychologists to join in the decision-making process, and help shape the "train's" direction. He warned: "With or without psychologists, the train will go."

Psychologists can shape direction by bringing in "large events," said Leshner. He defined a large event as an idea around which to build initiatives. Some examples of large events include the Decade of the Brain, National Plan for Schizophrenia, and the National Plan for Research on Child and Adolescent Disorders. Leshner said other areas now under consideration for NIMH study are Cognitive Science, Behavioral Genetics, Behavior Patterns and Physiological Science, and a broad topic entitled: Personality, Motivation, Emotion and Interpersonal Processes.

"Give us priorities," he advised, and weigh those priorities against the knowledge that money is limited, "and everything is ultimately a tradeoff." If psychologists cannot deliver priorities, Leshner suggested an alternative, delivering an assortment of major initiatives—not a laundry list—but selective items, "big" enough to capture attention.

NIMH, for example, wants initiatives either tied to an overarching theme, or submitted in a package, said Leshner. "We need ideas at more than an experiment level, somewhat aggregated ideas, that we can say are the major opportunities based on accomplishments. Agencies should mount initiatives to advance great national solutions to great national problems, and present them in the form they can take."

Speaking from the audience, Norman Krasnegor, NICHD, emphasized that it is "important for psychologists to understand they can set the agenda. If you can speak in one voice, an agenda provides the opportunity to make an impact at ADAMHA and NIMH."

When Dick Louttit of NSF rose to speak, he agreed with Leshner that "more of the same does not sell."

Louttit stressed planning especially since NSF members are already working on the Fiscal '92 budget, and the fiscal '91 went before Congress in February. For '92, NSF has prepared four initiatives, which the director will review in April. These include Global Environmental Change and Biodiversity, a significant portion of which is animal behavior.

Psychologists must understand that official and unofficial priorities exist in federal agencies, said keynote speaker Janet Taylor Spence. Such understanding, she said, leads to asking "the degree to which psychology, along with the other behavioral scientists, should attempt to influence this process, or even participate in it and by what mechanisms."

While past reports commissioned by federal agencies—such as NIMH or other public and private organizations—exist, Spence said, these "thoughtful, thorough and scrupulously fair reports" had small, if any, visible effects. They lacked influence, Spence speculated, because agency administrators may want "promises of dramatic breakthroughs and solutions to certain selected problems."

Such promises and solutions require a blueprint, but before psychologists embark upon a national strategy, Spence suggested they needed to answer the following questions:

- **Who will be empowered to set that agenda?**
- **Could there be, or should there be, a consensus within psychology on which decisions about national research could be based?**
- **What are the barriers to reaching this kind of agreement?**

Summit members struggled with these questions along with other topics devised by the two co-chairs such as how to accommodate and honor group diversity, how to overcome barriers to agenda setting, and what are the steps in building an agenda. Bruce Overmeir, symposium chair, suggested five possible agenda categories:

1. **Priorities: A specific list of**

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- research priorities, which may be narrowly focused or broad.
2. **Themes:** A conceptual theme designed to capture the imagination of policy makers; under this umbrella the diversity of psychology can flourish and Americans can be served.
 3. **Voice:** Change the ways psychology is represented to councils that establish policy. (see related article)
 4. **Education:** Content and funding. Change what and how psychology is taught, particularly at the high school and university levels.
 5. **Coordination:** If we are to achieve the other goals, we must develop a *modus Operandi* for coordinating the societies.

With these questions and outlines in mind, the summit representatives entered breakout sessions to tackle the thorny issues in small groups. Leaders summarized findings in plenary sessions. The representatives worked under fluorescent lights, using gleaming erasable easels equipped with green and red markers to record their minutes.

Immediately all groups agreed that agendas "are a fact of life." They reasoned that while psychologists contribute when others set the agendas or when they attach themselves to existing agendas, their contribution gets lost. Leaders receive credit and can help develop the course, not followers. Also delegating such work to a group or committee would help research recipients, prohibited from lobbying.

Agendas can exert a positive influence such as educating the public, Congress and agencies. Nancy Eisenberg's (Developmental Psychology) group concluded: "We should communicate our contributions." Many of the research psychologists commented they do poorly at selling themselves. Such communication would enable psychologists to share

what they have to offer. An agenda should also, the groups agreed, nurture young people, and not be controlled by "one particular group."

Agenda-making, however, troubled some summit representatives. They preferred to consider themes, rather than a specific agenda. Priorities, some feared, might be molecular and divisive, although NIMH decidedly asked for priorities. Some groups suggested developing three to five broad themes, without priorities, understanding that some themes would be "more timely this year than next year." Others emphasized themes should not be so broad that they are meaningless; themes should be specific enough so that people can discern where they fit.

The general idea of agenda setting produces ambivalence because the

"A system, which allows all kinds of variation, but which has no mechanism of selecting and retaining what works is like a system of science fads, a system where retention is locked in and criteria set will not be adaptive and will go the way of dinosaurs."

terms need definition, said Marilyn Brewer, (Society for Personality and Social Psychology), a panelist. "What do we mean about agenda, about programs versus strategies versus generic kinds of approaches?" Brewer said, "It is difficult when talking about agenda setting to keep two mechanisms — blind or random variation, and selective retention — straight." She suggested that when group members think of strategies and mechanisms, "hot topics for agenda setting" they should remember: "A system, which allows all kinds of variation, but which has no mechanism of selecting and retaining what works is like a system of science fads, a system where retention is locked in and criteria set will not be adaptive and will go the way of dinosaurs."

John Grabowski's (Psychopharma-

cology) group brought up other challenges psychologists will face during agenda-setting. "Psychologists need to clarify the nature of the problems they address since we don't have clear fixable things. Many problems we solve continue to emerge as basic human problems; child care solutions will lead to new kinds of parent-child rearing and new problems, which in turn will have to be solved." Summit representatives agreed that psychologists must learn how to package agendas so that people view them as behavioral science projects.

Francis Degan Horowitz, APA Chief Science Adviser, speaking as a symposium panelist, addressed the kinds of barriers and the kinds of solutions that exist in an agenda-setting process. "Behavioral science is not analogous to the brain, the genome, or the SSC," said Horowitz. She asked whether the current state of knowledge enabled psychologists "to articulate an agenda which would command consensus among the behavioral science community with the same certainty as exists among the supercollider or genome advocates." Horowitz's solutions included not becoming "too focused too soon" and "a mixed strategy of advocacy for multiple agendas."

Summit representatives warmed to the idea about agenda-setting as they classified methods through which their questions could be answered. One possible technique is an exchange of data-based ideas, built on existing information. Two criteria to evaluate the usefulness of themes, advanced by Virginia O'Leary's (APS) group, were: Determine the amount of interest generated by colleagues, and whether there is room for everyone at the fundamental process.

"Perhaps we could organize ourselves better to use some of the resources we have," added David Berliner's (Educational Psychology) group, which proposed theme guidelines. "Themes should have the three Bs: Buyability, someone must want to buy what we have; Bucks, it must be big enough to be worth doing, and

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Voice Issues Raised At APS Summit Meeting

Psychology's voice and the ability to influence affairs in Washington, are among the points slated for discussion by the steering committee formed as a result of the recent APS Summit.

These topics include proposals affecting NSF and NIH. The representatives shared the view that voice is an important aspect of an agenda-setting process.

Summit representatives expressed their concerns about voice in various ways. Some directed their recommendations toward NIH, while others urged psychologists to express their opinions about selecting a new NSF director, if President Bush does not appoint the current director. Still others resonated to Duncan Luce's (Federation) idea of establishing a separate Psychology directorate in NSF.

APS Executive Director Alan Kraut and Luce have prepared a one-page fact sheet outlining the pros and cons of initiating a separate Psychology directorate at the NSF, which was mailed to all the Societies. In a straw vote, the Summit members favored this proposal by large majority, but the vote was not unanimous. Action votes were postponed until the fact sheet with its opinion survey is discussed in the various societies and returned to the steering committee.

Luce made his suggestion before the APS Summit representatives. Further commenting that psychologists are inadequately represented on NSF's governing board, the National Science Board, Luce said that lacking a distinct voice in the higher NSF councils is an administrative arrangement which "automatically keeps us as small fry."

The present NSF directorate is entitled: Directorate for Biological, Behavioral, and Social Sciences, but the informal name for the directorate, says Luce, is the "Biological Directorate." While the title suggests "parity," Luce noted the budget suggests no such parity. Today's research program level budget is at two percent, or less than 1/2 the rate of inflation, said Louttit.

Luce raised some opposing points including: "There is seamless continuity from biology through psychology through social sciences." Thus when and if research cuts are proposed, it is unclear where the reductions should be made, particularly for biological psychologists. Also, some argue, said Luce, that psychologists are, in a sense, "protected" by being part of the biology directorate. Luce maintained the budgets for NSF do not reflect such protection.

Before taking a leadership role in this issue, Luce wanted the representatives to state clearly their position. "If we go forward, I don't want to get out there and suddenly have people sniping at me, calling up reps, and using subtle sabotage. I want to know that now."

Marilyn Brewer (Society for Personality and Social Psychology), supported Luce. "The last time this (a separate directorate) came up, (psychologists) undermined it because we felt very vulnerable. In some sense, this is a vote of confidence in ourselves."

In a separate voice issue, Kathleen Grady (APS), suggested lobbying NIH to expand its mission statement

wording beyond "biomedical" to "biomedical and behavioral." Grady further proposed establishing "a study section (in NIH) on behavioral medicine, and lobbying for an Institute on Behavioral Medicine." She, and others, recommended that "since the word behavioral appears nowhere in the federal bureaucracy, NIMH should change its name to National Institute of Mental Health and Human Behavior." No votes were taken on these suggestions, which will be forwarded to the summit steering committee.

The summit representatives were also urged to mount a campaign aimed at the Congressional committee responsible for recommending the next director of the National Science Foundation. Suzanne Randolph's (Assoc. of Black Psychologists) group suggested that "One strategy might be to mount a campaign within the Congressional districts of those Congress members who will consider this decision."

A new director is particularly important since, in a separate speech, Richard Louttit of NSF pointed out that behavioral sciences are at a disadvantage mainly because the

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Interim Summit Steering Committee Named

APS President James L. McGaugh has named an 8 person Steering Committee to develop a document out of the proceedings of the Summit meeting. The document, which will summarize and explicate the broader themes agreed to at the Summit, will be circulated to the societies and organizations represented at the Summit for comments. As was agreed, these societies will respond to the summary document by attaching the substantive "hooks" that will be used to flesh out the agenda.

The Steering Committee Members are:

Janet T. Spence, CoChair
Donald Foss, CoChair
Jim Blascovich
David Berliner
Milt Hakel
Bruce Overmier
Sandra Scarr
Larry Squire

Summit

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Breadth, it must involve many disciplines."

While many theme possibilities emerged from the summit, one broad theme repeatedly arose. That was *Understanding Behavior Change*, which could encompass areas such as crime, non-traditional social roles, violence and drug abuse, since all these practices, one group said, "require behavior changes and questions of self efficacy in society." This broad territory touches all areas of human performance including road and air safety, said Berliner. "We can tie themes into bigger societal goals, into interest areas, into chunks of science that need fostering."

The Summit members' unanimity is only one step in a series of actions designed to include every professional society in the effort to generate an agenda within the next year. The committee will work with the themes, which emerged from the APS Summit. Many themes overlapped, and some of these topics, the psychologists agreed, have been studied, but the results have never been integrated. The suggested themes include:

- Examine behavioral science applications. What can be learned about behavior from applied cases, such as from tumor patients, from neuropsychology, and from bilingualism.
- 10-year plan for the development of scientific and mathematic literacy, and employability of urban youth. This plan embraces science and math education, and the continual topic of the nation's competitiveness. Even drug research might possibly fit under this umbrella.
- Literacy — a broad notion, touching upon areas such as neuropsychology.
- Human developmental processes through the life span. Under human development, a suggested area of further study might be the development and maintenance of prosocial behavior.
- Health behavior, technology,

thought, and behavior as it influences human performance in the work place. Study technologies for change, and how we develop them.

- Developing human resources, including education and training. How to cope with a changing, complex environment. Study coping strategies and human interaction with high technology. Human capital — maximizing, investing, enhancing.

- Healthy Behavior.
- Leadership development: How leadership develops in children, what are the characteristics of leadership, and how do we train leaders?

- Behavioral self regulation in terms of aggression and violence. Aggression and violence, some suggested, could be a theme on its own. Another possible theme is the prevention and treatment of destructive behavior.

- Behavioral implications of mapping the genome.
- Decision making and inferential processes

- Drugs and behavior. Studying the development of drugs that enhance human performance.

- How to interact with changing demographics and ethnic changes in the country; how psychologists are involved in this issue.

- Physiological limits on human behavior

- Performance, Education, Training (PET) Translation, delivery of knowledge and practice. Knowledge acquisition and application.

Representatives emerged from the APS Summit with this list of potential themes to use as a basis for an agenda-setting activity. As representatives of different organizations, they worked as advisors on this prototype during a consultative process, which will continue. "As the work continues," Hakel said during the Summit, the committee will try to accommodate and honor diversity," and to develop action strategies needed to insure that the agenda, once completed, gets supported. "The ultimate goal now," said Hakel, is "a report stating the themes, and the legislative initiatives that make sense for psychology." ♦

Voice Issues

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current board membership is drawn from people in industry and engineering.

Psychologists should have representation because dollars are not the only issue, said Kathy Morgan (APS Student Caucus). "There is an additional runaway selection. Public policy makers don't understand behavioral science. Whatever sounds good will be what directs research selection." Beside dollars, "issue of having advocates on these committees means having the behavioral sciences approach represented," said Kathy Morgan, "so we can advocate not only dollars, but which sums go in which direction, and which are the most effective in strict program evaluation."

At the summit many agreed with Randolph's summary as she spoke for her group: "We must also share with our groups what happened here, and educate each other about the possibilities of making change. We must increase the political voice of psychology, and deal with the political system." ♦

Judd Guarantees Increased Role for Behavioral Science at NIMH

By Don Kent
OBSERVER STAFF

ROCKVILLE, MARYLAND — Behavioral sciences will get greater attention under the National Institute of Mental Health's recently-approved reorganization, NIMH Director Lewis Judd told APS Executive Director Alan Kraut in an hour-long meeting at the Institute's Parklawn headquarters here.

Judd and Kraut discussed opportunities opening for psychologists in new NIMH structures, the possibility of creating behavioral science research centers, and new initiatives in prevention research in terms of attitude and behavior change, as well as the NIMH reorganization.

The new Division of Basic Brain and Behavioral Sciences — dubbed DB3 — “emphasizes the two major wellsprings of basic science research that are relevant to NIMH,” Judd said.

Kraut asked, “Does it really signal a new commitment to behavioral research?”

Judd replied, “Yes, absolutely... What I'm interested in really is assuring that the research we conduct in those areas is the very best possible. And I think that in order to ensure that, we have to signal the field that we're interested in very high quality research in the behavioral and social areas.”

Kraut noted a high volume of comments from APS members, many enthusiastic and some of them skeptical, after the APS Observer published in January the tentative DB3 outline. (See box page 9 for approved reorganization, slightly modified from the earlier plan published in the January Observer.)

“There's a feeling among psychologists that their basic science is not seen by NIMH as contributing to issues of depression, for example, and schizophrenia,” Kraut said, adding that some APS members viewed the reorganization as a mere “paper shuffle.”

Kraut said, “I hear that some of this is just paper shuffling, that in fact



Alan Kraut and Lewis Judd

this (DB3) will be a division that's dominated by neuroscience and neuroscientists, that when it comes down to the 1991 budget and beyond there won't be equitable funding patterns across the branches, and that by the same token staffing patterns across the branches may reflect a bias towards the neurosciences versus the behavioral sciences, both of which can be psychological.”

“On the other hand,” Kraut said, “you say that basic research in perception and attention and language and the regulation of emotion is critical to NIMH.”

Judd added “Learning, as well,” and commenting on psychologists' broad-ranging contributions in the fields mentioned by Kraut, stated:

“I cannot think of anything that is more relevant (to NIMH's mission). I think that in fact it supplies the paradigms, often, that can be applied in more biological research to give meaning to it and understanding.”

In answer to the paper shuffle concern, Judd said, “We are opening new areas of declared interest to the Institute.” One is in the cognitive sciences. One is an acknowledgement of the relevance of interpersonal

research and social processes to us, in basic personality, motivation and other areas that have never been declared interests of NIMH — at least, not out front, and not reflected organizationally (until now), and in opening up a brand new area—the cognitive and behavioral neurosciences.

“So in our view this is not a symbolic exercise, not a paper shuffle,” Judd stated. “It is really a declaration that these are what we think are the relevant areas of our basic science investment. And we want to reflect it organizationally. That is the purpose of it.”

Recruiting New Staff

Kraut asked, “Presumably there will be initiatives in these areas?”

Judd responded, “Absolutely, which brings me to a point that APS can be very helpful in. We will be looking for a lot of new personnel and staff for this new restructured division. We will have open searches for at least five of the seven essentially new branches.” NIMH is searching for what Judd termed “superb, credible, scientific leadership” that “will push me, rather than me pushing them.”

Judd added, “If we could stimu-

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late broad interest in these positions and get very good people, if we had superb leadership in cognitive sciences, and in the behavioral sciences, and in the area of social/interpersonal processes — I'm not saying we don't have some already, but if we could augment it — that would make a world of difference."

Kraut asked if NIMH is already actively recruiting.

Judd said, "We will be. We're just getting the announcements out... We'll have open national searches on everything from the branch chief level up. We're looking for new blood, for people coming in from the field. And we're looking for people who have distinct, recognizable track records and reputations in these areas. Those are the ones that give the most credible leadership to the institute and the field itself," he said.

Kraut asked if NIMH would be interested in scientists who might commit only two to four years.

"Absolutely," Judd replied. "People can come on a sabbatical, stay a couple of years... In fact, I think there is some benefit to that kind of leadership... New brooms, fresh blood, new ideas are really powerful."

Research Centers

A proposal for creation of behavioral research centers by NIMH was made by Kraut, who noted that NIMH has a neuroscience centers program and the National Science Foundation is funding science research and technology centers.

In response to Kraut's proposal Judd said, "That's interesting, no one has raised that at this point. I would be open to considering that."

Judd described the range of almost 40 research centers of various types operating under NIMH and developing a capability in various institutions to kinds of research they couldn't do without core funding, or aggregations of high-powered scholars focusing on specific problems from multidisciplinary directions.

He reiterated that he found Kraut's idea "an interesting one that we'll take under consideration at this

point." He cautioned, however, that NIMH is "holding back a bit on the centers program because it is beginning to encroach somewhat on the research projects and the investigator initiated grants" which he called "the lifeblood of NIMH." Centers coming on line this year are PET imaging, basic neuroscience and neuroscience/mental disorders centers, and these have "been in the pipelines for some time," he said.

Prevention Research

Both Judd and Kraut noted the rising importance of research in prevention of mental/emotional disorders at NIMH, as prevention shows in the organizational plan, both in the Division of Basic Brain and Behavioral Sciences and in the Division of Clinical Research.

Judd said, "Having prevention represented in two divisions signals a growing importance, an investment on the Institute's part in prevention research, and in trying to create a science of prevention for mental disorders and mental illness."

The Clinical Research Division's Prevention Research Branch will be highly applied and disorder-focused, he said, as in the D/ART (Depression/Awareness, Recognition and Treatment) program for depression and an upcoming equivalent of D/ART for panic disorder. On the other hand, the basic science division prevention program will handle research into change of basic attitudes and behaviors, Judd said.

Kraut said he assumed NIMH would be "looking to attract researchers to the area of prevention who have not worked in prevention but who have expertise in evaluation, assessment and methodology."

"Sure, exactly," Judd replied. "It's a very difficult, very important area. And it's going to have to be approached from multiple disciplines... Scientific credibility, frankly, is going to emerge from people coming from outside the prevention research field, into that area, and beginning to address those questions to develop rational and reliable methodologies by

which to approach it. So there will be rather notable increases in some prevention research this year."

Child Development Programs

Kraut asked Judd whether there would be any concentration on developmental approaches on childhood mental health issues in the DB3.

Judd responded affirmatively, saying "Both in developmental neurobiology (and) in relevant developmental psychology...and with regard to family processes and social influence processes on children and how that plays out in their development."

Kraut said, "So, in fact, psychologists can begin to look to NIMH for some of the basic research as well?"

Judd replied, "Absolutely, yes," pointing out that there were developmental psychologists on the original steering committee and broad input in the advisory group that developed the new child plan and recommended that NIMH search all relevant sciences that are focusing on children and adolescents."

Turning to the rationale underlying the NIMH reorganization, Judd said there had been a general feeling throughout NIMH that they would "be uncomfortable with anything organizationally that would separate the behavioral sciences from neurosciences." Judd said the result was the now-approved plan that "really goes from the molecule out to basic prevention research (with) a lot of support for the interdigitation of the two... In fact, we are really dealing with unitary homogeneous processes that have interdigitation with each other in very fundamental ways."

Kraut agreed that "behavioral approaches have to recognize that there's a nervous system that moderates and modulates. And yet I hear from psychologists who say, 'But my God, the molecular biologists think all there is, is a neurotransmitter'..."

Judd responded, "I think that what it takes is people who transcend both of those and put them together. You know, that is where more mean-

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Increased Role

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ing is being found currently."

Judd noted that "Science is cumulative, and (it is) by bits and pieces that aggregates come together and make for quantum leaps forward."

Kraut agreed, adding that one of the tasks of NIMH leadership is "to make it clear to policy makers that just as research on the cell is germane to cancer down the road, so is research on the normal developmental process, on social support, on family relations, and on learning in animal models relevant to understanding of mental disorders."

At the same time, Judd said he

thought it was very important "for cognitive scientists to generate a theory of how one thinks or how memory operates or how attention and perception appear, and not be worried about the anatomical structures or, neuro- or physiological, or neurotransmitter systems that are generating this."

Kraut asked, "And you're saying there's certainly a place for that?"

"Without question," Judd replied, "But we're beginning to find increasing meaning in terms of relevance to us, and better understanding of normal and abnormal behavior, in putting these things together — where cognitive scien-

tists might think of where this might fit, anatomically, and then hypothesize."

In response to Kraut's question about theoretical and computational psychology programs, Judd said, "we see that as our brand of the more pure cognitive sciences, ...applying mathematical models and more theoretical applications of the way the mind works or the way behavior is regulated, or even the way ultimately the emotions are regulated. That will develop testable hypotheses that can be applied."

Kraut congratulated Judd for presiding over two of the best funding increases in NIMH's history and asked how funding looks just ahead.

Judd said the President's budget "does not arrange for us to have the same levels of increase we've had over the last two years," but noted "a growing recognition, certainly by Congress, that NIMH science has come of age, that the science of mental illness is entering its golden age."

Judd noted that APS and the other major science organizations "have now begun to come together in the last two years more single-mindedly and single-purposely in support of NIMH research... If it continues, then I think NIMH funding will do extremely well. Because we can deliver. And our issues are very important. They touch the lives of millions of Americans."

"So I think this is a role that APS can play very well," Judd continued. "We were very appreciative of the input you provided last year and we anticipate that it will continue even more effectively as we see you as part of our constituent family in a very real and core sense." ♦

Division of Basic Brain and Behavioral Sciences (DB3)

Basic Behavioral and Cognitive Sciences Research Branch

- Basic Behavioral Processes Program
- Cognition, Learning and Memory Program
- Theoretical and Computational Psychology Program

Basic Prevention and Behavioral Medicine Research Branch

- Behavioral Medicine Program
- Populations at Risk Program
- Prevention and Behavior Change Program

Cognitive and Behavioral Neuroscience Research Branch

- Behavioral Neuroscience Program
- Cognitive Neuroscience Program
- Theoretical Neuroscience Program

Molecular and Cellular Neuroscience Research Branch

- Developmental Neuroscience Program
- Neurogenetics Program
- Neuroimmunology/Neurovirology Program
- Neurotransmitter/Neuroregulation Program

Neuroimaging and Applied Neuroscience Research Branch

- Neural Systems Program
- Neuroimaging Program
- Neuroscience Centers Program

Personality and Social Processes Research Branch

- Interpersonal and Family Processes Program
- Personality and Emotions Program
- Sociocultural and Environmental Processes Program

Psychopharmacology Research Branch

- Behavioral Pharmacology Program
- Neuropharmacology Program
- Psychotherapeutic Drug Development Program

PSYCHOLOGISTS AS ADMINISTRATORS: Do They Use Psychology?

By Don Kent
OBSERVER STAFF

Do psychologists do it better?

Do they bring something special to being a dean, provost, chancellor, college president or in some other administration or management position?

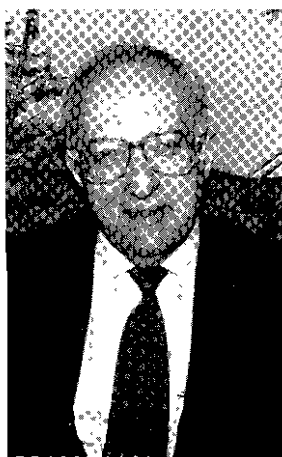
What do they give? What do they give up? What wisdom can they pass on to other psychologists who a) aspire to such a position or b) wonder how best to deal with their current dean or chancellor?

The *Observer* asked such questions to psychologists who have moved up the academic ladder, not always to find the climate sunnier topside. Here is a sampling of their comments:

Mortimer Appley, experimental psychologist who was president of Clark University 1974-84 after serving as graduate dean both at York University in Toronto and the University of Massachusetts from 1974 to 1984 and now is a consultant and a visiting scholar at Harvard:

"There were some insights one gains from psychological theory generally. Things like awareness of a distancing phenomenon that occurs when you become an administrator. Your colleagues immediately change their attitude toward you and see you as the enemy, as someone on the other side. No matter how long you have been a member of the faculty, you are no longer considered a colleague."

"I was not prepared for that. But I suppose that the sensitivity both as an experimenter and as a psychologist generally to assessing a situation, appraising it, setting up hypotheses about what you're facing, analytic



skills that you learn in a laboratory and in psychology generally are useful."

Think Twice

"A psychologist is probably a little more sensitive to the meaning of variables and more sensitive to people. I hope I was that in my administration."

As to advice for anyone considering a step up to dean or higher, Appley's counsel is think twice. "I would strongly urge a careful evaluation of one's motives, what one is after. There is so much frustration, so much unfulfillment of expectations. As a faculty member I thought if I were chair that would enable me to do certain things. It turned out not to be the case, and so I kept moving up the ladder. Well, there's always someone upstairs, whether it's a board of trustees or a faculty committee or some other group to challenge your motives, be suspicious of your objectives. The point is, if you believe you can accomplish something you ought to set realistic goals in an administrative job and be sure that you keep reappraising those goals to make your life tolerable. The thing that one doesn't expect, I suppose, is that there is no end to the job of a college presidency. It's a 24 hour job and you're always on duty and someone always wants something."

Responding to comments that his record is a brilliant, enduring one, Appley said, "Well, I worked at it very hard."

For the past two years Appley has been teaching and consulting — for example, as director of the Commission on the Future of the University of Massachusetts, chairing an AAAS panel on curriculum for grades K through 12 in the social and behavioral sciences, and for the MacArthur Foundation, and "enjoying life very much."

The Real Problem

Dorothy Eichorn of the University

of California at Berkeley, who was associate director of the Institute of



Human Development there from the mid-70's through 1988, considers a research attitude a major asset:

"You don't always assume the problem is what it says it is or what's brought to you — you try to think of alternative hypotheses. That helps you get to the bottom of things, to find out the real problem."

"People skills are one of the main things in any outfit. You're just dealing with human beings who have peculiarities and different needs. If you don't stereotype everybody it makes life a lot easier."

"It's also important at the start to face the fact that moving up the ladder is going to interfere with your research productivity. You have to come to some sort of decision on what's most important to you or where you think you're most useful. I always figured I was getting more done by helping other people, expediting the work of a number of people was likely to be long-term more productive than concentrating just on my own."

Eichorn's advice to colleagues eyeing a dean position or presidency is to develop a sense of how to handle money and budgets. That may not be psychology, she says, but it's a requisite in most positions.

Dorm Takeover

Dalmas Taylor, social psychologist who has been dean of the College of Liberal Arts at Wayne State University since 1986, says, "I'm not saying that I'm sure psychology has anything in it that would prepare one for a career in administration, but having been trained as a social psychologist you do

Administrators

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get some insight into how people work, especially how they work in group settings. So I bring that with me. I have pursued a variety of research areas including interpersonal relationships, group functioning, prejudice and racism, conflict management — all of those things have some implications for the kinds of things I deal with on a day-to-day basis.



"Probably the biggest one — I don't consider myself an expert in conflict resolution — but you find yourself dealing with a lot of that."

"I don't mean conflict in the sense that I am directly involved in it, but resolving conflicts between two other parties — a faculty member and his or her chair. Or this past spring I was involved in the negotiation for a building takeover — students were taking over a building and I was the chief negotiator for the university. There were many points where knowledge of bargaining and dispute resolution was applicable. And we concluded that successfully but it took 12 days."

"As you know, there are a number of different disciplines represented in these jobs (as deans). There are chemists...physicists... deans that come from departments in each of the clusters in the social sciences and humanities. So my suspicion is that the biggest transfer one brings to this experience is the one of having lived in the academy and having a sensitivity and appreciation for the values and the collegial interactions that occur. That explains a significant portion of the variance — just having that mindset. Believe me, I have seen people who came with a different kind of mindset and even though they can

be very effective in achieving certain outcomes they do it at a tremendous price in terms of disruption, friction and tension."

Dean's Hazards

Deanna Chitayat, experimental psychologist who has been dean of Continuing Education at Hofstra University for eight years, says: "I was used to dealing with data, looking at pilot studies and before and after results, and of all the things I use probably that is the most important. When I came into the situation I'm currently in, it was poorly managed. Nobody had applied regular business practice to the operation that I was running, and I had no business background either. But I had research background. And so it seemed to me that certain things had to be in order, there was certain data I had to collect, there was certain information I had to have. I had to get base lines on things



and see what happened after I tried a marketing technique or tried something else. That worked very well for me. I was able to document for my superiors the growth patterns — what areas were growing and which were not. I was able to anticipate problems well before somebody else might have because I was gathering data on everything and looking at results all the time."

Chitayat's area has 16,800 students a year, up from 5,000 when she started as dean in 1982.

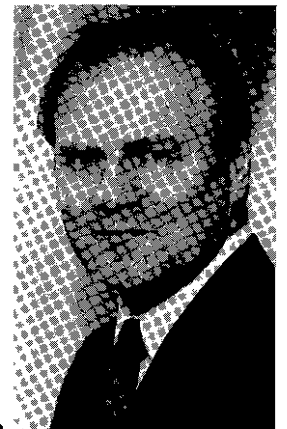
"The other thing that was important was management of people — getting along with people, giving them reinforcement when they need it and feedback when they need it, and shaping their behavior," Chitayat said.

"What have I learned? Well, networking within and outside the university is really important. One of the hazards of being a dean which I'm

not sure I've overcome, is that you get very involved in your own school, but it's really important that you reach out to maintain ties in your profession because you can lose it very quickly, that you maintain ties with the outside world, and also your networking within your discipline if you want to grow within the organization — within other parts of your own organization."

Lab Closedown

William Prokasy, vice president for academic affairs at the University of Georgia an experimental psychologist, says the most valuable carryover is the analytic capacity that comes through psychology training. "It's particularly useful to come up through behavioral science — and have some understanding of the limits of inference. Here



it's basically inference and it's fundamentally behavioral data. And analytic capacity is a tool that is quite useful here."

Prokasy was a dean at the University of Utah and University of Illinois before coming to Georgia in 1988.

Do you give up a lot going from professor to administrator? Prokasy says, "I had to close up my laboratory (in 1980, at Illinois). But once the decision is made, you decide to make the best of what you're doing. It turns out there's a lot of reward but the reward is largely intrinsic because the payoffs are not short-term, they're longer term and maybe you're the only one that knows it. You make a few changes here and there, you work with faculty, you don't do it unilaterally, but you begin to see the kinds of changes you wanted to see. Well, you feel pretty good about it. But as those changes are made, a lot of people are involved and personal ownership doesn't mean anything. But it does make you feel good to think you had

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Administrators

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an instrumental role. You've got to be a person who will take the rewards quietly and understand that even when you've done the best you can there are going to be faculty and department heads who will attack you — you don't understand why — and it will come usually as a result of somebody deciding they understand why you did something. Therefore, by attribution, they go after you."

"That leads to one other principle, which I found to be absolutely invaluable in my job as a dean and as a vice president. If people want data, give it to them. I think that when you lay out information — as I did at Illinois — it becomes part of the landscape of the way people think about what they are doing. It becomes a tool. And it's a tool that is common to everybody, so there's nothing hidden. I came to Georgia and the same thing happened. I developed a data set and there were some people who wondered whether this stuff really ought to be public and my attitude is that it's public data to begin with. What we are trying to get people to understand is that when changes have to be made it is not for ephemeral reasons; you can go back and look at information and see the bases on which the judgments were made, even if you don't like them. But they're public. There's nothing better than having the information.

Prokasy's best advice on how to deal with a dean or president is 'Do your homework.'"

"One of the most effective kinds of department heads or deans who can walk into my office," Prokasy said, "is the person who knows what they want to accomplish and has a set of steps and alternatives for getting there, has made a hard enough analysis so that they can answer the questions when a person asks about funding, what help they really need, how they can reallocate funds, where the barriers are — in other words, really work over the subject and have the answers ready.

"If one is looking at a dean or

presidency position... I think that wisdom says 'Go talk to some people who are familiar with the particular place and ask them what some of the important issues are.' While schools are a lot alike, at any given time there are apt to be two or three items that loom above others at any given school."

"It's wise to know what they are, ahead of time. For example, here at Georgia they had a whole change-over in administration and they really hadn't established a good academic faculty governing system. Obviously, people were very interested in my feelings or anybody else's feelings about what a governance system should look like. But when I went to the University of Illinois years ago, nobody asked about that because they had a governing system in place. Instead they were worried about the budget of the college which was being raided by the central administration, and they were asking me 'What can you do about that?' The hot issues change."

Toughness Factor

At the University of South Florida, Ellen Kimmel was dean of University Studies. Her degree is in experimental psychology, and she is now professor of education and psychology in two of the university's colleges.



Kimmel says she became a dean on the coattails of a sharp university-wide controversy over women faculty salaries in which she was heavily involved. She was fired, then reinstated, and as the move for higher salaries succeeded she got a reputation for toughness.

"I wasn't tough by preference," Kimmel said, "and my management style was diametrically opposed to that of my president and most of the other deans." But subsequently the

"toughness factor" made the president choose Kimmel to head up an organizational change that all the other deans were radically opposed to: a new undergraduate college designed for massive numbers of undergraduates no one was paying much attention to because they had not yet declared their majors.

"The other deans didn't want this change, they didn't want a new deanship in their midst," Kimmel said, "and they particularly didn't want me, because I had been dealing with them while negotiating women's salary improvements. And so I went into the job very much unloved."

How did psychology help Kimmel in this situation?

"I read a lot about conflict resolution," Kimmel said. "I read a lot about participative management. A lot about leadership. Being a psychologist I knew there were people out there who researched this stuff. And I availed myself as much as I could of what psychologists knew about how to manage. As a psychologist I was aware of those resources."

"The other piece is that as a behaviorist there were certain kinds of administrative skills I had," Kimmel said. "I understood about doing performance evaluations. I understood that if you're going to delegate work you've got to sit down with the person and make a decision about how much structure they are comfortable with or desire. That was useful with my own staff. I had two other psychologists on my staff, and we had a sort of experimental attitude about how you design things, get information, and check things out. That was all really from my psychological background."

"What did I learn that's possibly useful to other psychologists? I think that psychologists often fail to practice what their research tells them. Instead of falling back on what they know as psychologists they fall back on what they have observed — autocratic styles, benevolent dictatorships — instead of realizing that as a university administrator you are dealing with a very special population who don't want to be 'managed' So my advice is:

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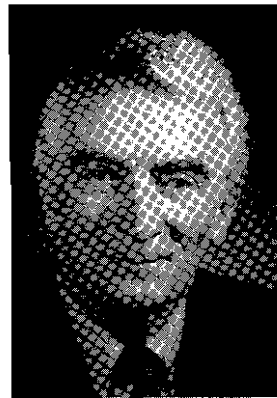
read your own literature and follow it. The successful psychology managers... use a more participating style. They understand that there are certain things they must do to jump in and clear the decks for their folks, that their role is a role of service, not a role of telling people what to do. Authoritarian styles don't wash, they just breed strife and conflict. Faculty will not accept them. They don't mind you doing the grunt work, but they want to be consulted on things that impact their direct livelihood. They want to be part of the decisionmaking. They'll make you spend twice as much time fighting if they don't get some time up front."

And Kimmel's word of advice for faculty dealing with deans: "Go in there for a win-win outcome where both sides feel they have 'won,' or else you're going to pay for it, if not now then later."

Rationality Rules?

Brendan Maher, dean of the Harvard Graduate School of Arts and Sciences and formerly dean at Brandeis and during an earlier period at Harvard, as well, said, "I think what

you get from psychology is the recognition that although universities are seen by many people as seats of reason and rationality, at the human



level there are many things in the working life of faculty members that involve motivations, emotions, and interpersonal conflicts which make the conduct of faculty

matters much less rational than one might expect them to be."

Maher said that in academic careers "all of the rewards are for individual, scholarly and scientific initiative. What they don't reward is collaboration. And then with receipt of tenure and a professorship the people who have gone through that system suddenly have to collaborate, not on research but certainly on department affairs and conducting faculty meetings, getting programs to run

smoothly, etc., etc. It's almost as if we provide half a lifetime of training and rewarding people for everything *except* what they do when they climb the academic ladder."

Maher said deans have to look at "human motives and psychological factors and human problems, and much (of the deans' work) turns out to be human problems. I spend an exceptional amount of time dealing with individual faculty members and graduate students and try to solve things which are not the result of simple mechanical errors in the system but a result of frustrations, disappointments, clashes between individuals, ambitions, etc. It probably really isn't different from management in any large organization. But I think a psychological background helps."

"The other thing that I think may help is that the psychologist trained in clinical work is trained to detach oneself from the emotional expression of the people one is dealing with. As long as what you try to do is ethical, peaceable and equitable then I don't think you can do the job if you get too upset..." ♦

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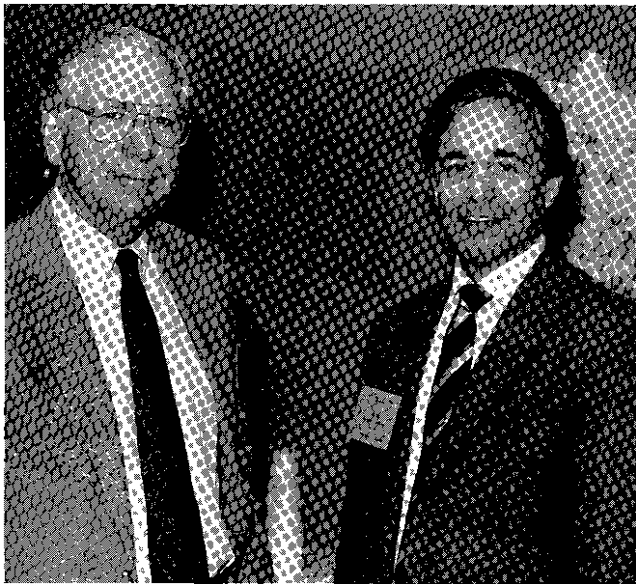
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*Janet Taylor Spence
Keynote Speaker*

A Conversation with Michael Strait

By Don Kent
OBSERVER STAFF

Michael Strait is project officer for research and evaluation of the Annenberg/CPB Project in the Washington, D.C. headquarters building of the Corporation for Public Broadcasting. The Project was established in 1981 to make it possible for more people to pursue a college education by taking advantage of opportunities provided by electronic technologies. It has received funding of about \$10 million a year since its launching.



Strait received his Ph.D. in educational psychology from Washington University in St. Louis in 1980. Educational computing was a strong element of his work, along with teaching and research, at Alverno College, Grinnell College, George Washington University, and the University of Maryland. He joined the Annenberg/CPB Project in mid-1989.

Q: Higher education and electronic technology have been trying to learn how to live together for some time now. From your vantage point here at the Annenberg/CPB Project and almost a decade working in the field, how would you say the college/computer relationship is developing?

A: No one questions that technologies are invading our lives in too many ways to recount here — and this is no less true in education generally.

But it's not just an invasion. It's a revolution that's going to lead us toward new ways to learn, new ways to use the knowledge that we have, new levels of productivity in learning and teaching and using knowledge.

Those are directions the Annenberg/CPB project has been encouraging since 1981, with close to \$100

million funding.

Q: Are there important roles for psychological scientists and researchers in this technological revolution?

A: There are many roles. For example, addressing questions as basic but significant as what are the relative values of different media in learning different kinds of things.

We know there is great interest building today in the general idea of visualization. You would think that more work would have been done on this because television has been around for so long. But television qua television has been the property of the entertainment industry in this country at least.

Now the use and usefulness of television as well as other media are becoming more and more evident. But still today the tendency is for these technologies and the people using them to be terribly isolated. So that some one who has a great idea or some special skill in using television for instruction will come up with a wonderful application but just in one subject-matter area, or an experiment is conducted or a demonstration project is set up and it's great — but there is no diffusion, no integration. And that's really what we're trying to overcome, here in the Annenberg project.

Q: If you look at some basic research in cognition — for example: Lynn Cooper's laboratory work at Columbia University with animated computer graphics to try to identify organizing principles and structures of the human mind (described in the January APS Observer), does this kind of work also fit into the picture?

A: Yes it does, at several different levels. The results of such research give us better understanding about cognitive processes which then can be applied to certain kinds of learning that involve those cogni-

tive processes. Knowing more about the cognitive processes we can find more ways to improve how we teach or how people can learn such and such a subject. That's one kind of application.

Another kind of application has to do with the doing of research itself and the increasing availability of networks of technology to researchers like Lynn Cooper. Today she could potentially have subjects for her research spread across the globe that she would not have to meet face to face. The research would be conducted over the computer networks, because her research utilizes the computer as its material.

Q: Why should she be limited to labs on Morningside Heights, you mean?

A: And likewise the other scholars working in this field won't need to come to Morningside Heights to visit her. Some of them might even be having difficulty finding her or she finding them in the library, because we know how difficult it is for library collections to keep absolutely up to date.

But the new technologies, and the networking and integration of the technologies make possible a new level of communication and collaboration among scholars who are geographically dispersed and who have kindred interests.

Q: It brings up a lot of questions...how to recruit subjects in different parts of the world, for example.

A: One of the major parts of my job here at the Annenberg/CPB Project is doing things that move forward this whole agenda of work that needs to be done for applying new technologies to higher education and research.

Another part of my work is more internal to Annenberg/CPB. Many of the projects we fund have

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Michael Strait

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products, like our "Discovering Psychology," the new telecourse of 26 half-hour programs hosted by Phil Zimbardo. It will be broadcast this fall but has just become available on video cassettes. For consumer information and orders, 1-800-LEARNER is the number to call.

And there is our forthcoming video-audio series on human development, titled "Seasons of Life," also premiering late this year.

Colleges and Universities license courses like these in conjunction with their public television stations that broadcast them across a semester. They also buy the video cassettes, or individual faculty may buy a particular program in the series, and use it in their course.

Q: An individual "Discovering Psychology" program on sex and gender, or testing and intelligence, or memory, or sleep, or motivation?

A: Right... And that's where I go to work again, finding out about all the different kinds of uses of the programs, and tracking them, studying the broad processes of diffusion and innovation of new technology. That's another major part of my job in the Annenberg/CPB project.

Q: Are you developing methods for passing on good new ways of using new products?

A: We have research reports that we have done internally or that we have funded. We supply them to people — or people request them from us.

We are hoping to make a bigger splash in the next few years with a new special initiative we've just announced. It's called New Pathways to the Degree: Using Technologies to Open the College.

We're going to try to get several projects going that involve a mix of new technologies to develop and deliver whole programs, not just isolated courses.

But at the same time, we want to create a community and a network of people who will be sharing information as they go, rather than having the elongated linear thing in which somebody does a project, later something gets written up, and finally somebody finds a dusty copy of it in a library — and it takes many years for diffusion to happen that way.

The problem of paper research reports really has no solution. For me, the alternative is technological support. With adequate technological support you can connect the people who need to know or want to know what others are doing in

“Knowing more about the cognitive processes we can find more ways to improve how we teach...”

real time as they go along.

In the New Pathways project we are hoping to help fund and activate a number of projects all over the country and get the projects interconnected and working together, sharing ideas, sharing expertise. As part of that I will have a role in developing a research and evaluation plan that will involve all of the projects, looking at some of the overarching questions.

Q: The deadline for proposals?

A: May 15.

Q: I wonder if electronic communications give a full feeling of communicating — or do you end up with a whole lot of more or less isolated individuals, ham operators at their sets communicating with each other?

A: You've got a great research question right there. The work done so far shows there are some ways in which these computer-mediated, or telecommunications-mediated communities, enhance a feeling of community and create kinds of relationships that are difficult if not impossible to create in face to face groups. There are other ways in

which they are degenerative of those same kinds of relationships.

I suppose that most applied research work that touches upon that question is really in I/O psychology, because many large organizations are in the forefront of using and trying to discover the consequences of using these computer telecommunications networks for business communications, for organizational communications.

It's a fascinating area. The real pioneers in the area tend to be of a philosophical and political disposition that runs toward liberal, egalitarian values. In the early rhetoric about the promise of these technologies as new communications tools it was often asserted that they tear down hierarchies.

Q: Is that a curse or a blessing?

A: The pioneers were making the claim as a positive value. But you can imagine the CEO of a large corporation saying he doesn't want those things in his company.

Q: How about giving us an overview of the range of Annenberg/CPB products?

A: We've talked about Discovering Psychology and the developmental psychology series, Seasons of Life, coming out later this year. We now have under development at least one other idea for a psychology course, on abnormal psychology.

Q: And other projects?

A: On the interactive technology front we have the Perseus Project at Harvard University, creating a text and visual data base on classical Greece. They're using new technologies to put into a videodisk and CD-ROM collection an enormous amount of the existing knowledge base on classical Greece...

Q: History, art, philosophy, everything?...

A: Yes...and so it becomes a new tool that can be taken advantage of at the most elementary levels of freshman study but it also has the primary source materials there for advanced graduate work and

faculty research.

Q: How does someone access it?

A: Perseus as a product won't be available until December 1990. Right now they are developing the data base, and its use and development are limited to places where they can set up the equipment, in a classroom or laboratory of computers. The students have to go to the machines. But clearly part of the future that this represents and that I'm so excited about and that this project is about, is creating resources like this that are accessible to various means of telecommunications, to anyone anywhere who has an interest.

Another project based at MIT, called the Athena Language Learning Project, uses videodisk and artificial intelligence software to improve language learning. They are creating an advanced language lab for German, French and other languages.

Q: How is that different from language labs we're familiar with?

A: They're using videodisk and artificial intelligence to make the machines capable of doing all kinds of language analysis. They use computer graphics to show the student how to produce the sound...

Q: To show some Asians the difference between "raw" and "law," for example?

A: Right, and with the videodisk showing the language being used in a natural setting. That's something the audio language labs has always lacked. You're sitting there with earphones listening to how it's pronounced.

Q: Very dreary, I know!

A: In the Athena Project you see the action with the speech. And by the way, one of our most successful telecourses, along the lines of "Discovering Psychology," has been one called "French in Action." That course has been very popular. It also stands as a good example of the distinctive value of how technology can enhance learning in ways difficult if not impossible to

do under normal classroom circumstances.

Q: We can't have theatre performances in every classroom.

A: Exactly. We also have a project involving a consortium of schools headquartered at Beloit College. The project is called BioQUEST. They are developing at a number of institutions computer-based materials that biology and biologically-oriented psychology faculty can use with standard computer equipment.

Q: What are other roles for psychologists?

A: Of course in the business and corporation world there is a lot of opportunity for psychologists to study the use of technologies on communication patterns, on corporate structure, on organizational dynamics. It's a technology-driven world. Organizations buying into this are doing it largely on the press of the market, without knowing a lot about what the human and organizational impacts are. They're thinking of a dollar saved, or product efficiencies, or other things of that sort, and not about the communal or personal impact.

Something I wish more of my developmental psychologist friends were thinking about is the role of cognitive complexity or cognitive development in connection with computers in learning. There are an amazing number of instructional computer programs, or even games with instructional value, that have the intent of teaching some fairly low-level concepts, but the level and types of competence required to use the materials exceeds the level of instruction that the authors intend to provide. This is the case not just in education, it's in business too. We just don't think about how difficult it is to use the machines and understand what is required to make a program run.

Q: Isn't it the computer technologists' problem to provide tools that are simpler and more useful rather than the cognitive psychologist's?

A: Yes, it is their responsibility to provide those tools, but they generally don't understand the user's level of competencies, or what would be better and simpler in terms of cognitive abilities and levels of development.

Q: This barrier between the human and the computer...

A: The barrier, it's generally called the human/computer interface, requires a lot of attention. We're clearly headed in a direction where the hardware and the software is going to be more often more thoroughly embedded in the tools, devices and artifacts we live with. Each of those things provides a new interface that needs to be understood and optimized.

One of the clearest examples and largest-scale problems is in the

(Continued on page 24)

Help Socialize A Psychological Scientist

Attending conventions and presenting research is a crucial aspect of professional development. Last year APS was able to assist 10 students in attending the first convention. These travel awards were greatly appreciated. One student wrote:

"Thank you for the travel award to attend the first APS meeting. It was an honor to present part of my dissertation research at the group's first meeting. This type of support is very encouraging to graduate students. I've kept a photocopy of the awards notification—it's above my desk—to remind me of your support. I hope to be able to repay this by helping future grad students in a similar way."

Surely, all of us remember our first convention and other opportunities that have shaped our early careers. This year, APS would like to provide such opportunities to a greater number of students, and we are asking all APS members to help. You will be receiving information about the Student Travel Fund. Please help this effort with your tax deductible contribution.

The Student Notebook

by Travis Langley

The Society's June conference in Dallas will mark the beginning of a second year for the APS Student Caucus — a time for continued growth and development of the achievements begun in 1989-90. Caucus officers recently met to begin implementation of important projects and to prepare for the new year.

Call for Nominations

APS student associates will elect new national officers to the APSSC Executive Council at the June meeting. As such, student associates are 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* and must not exceed 100 words. Each candidate must provide the platform statement, school address, and status as a student in 1990-91 (e.g. *junior undergraduate* or *second year graduate*), and send two copies to both of the following addresses: (1) APSSC President Kathie Chwalisz, 361 Lindquist Center, University of Iowa, Iowa City, IA, 52242; and (2) The Student Notebook, Dept. of Psychology Box 67, Tulane University, New Orleans, LA, 70118. All submissions must be received no later than April 16 in order to appear in the May edition.

Council positions are described below:

President. Liaison between the Student Caucus and the APS Executive Committee, chairs all national APSSC meetings, serves as ex-officio head of all non-standing committees, and coordinates the APS Job Bank.

Graduate Advocate. Represents the graduate student associates of APS and assists in member recruitment and publicity. Representative to APS Graduate Education Task Force and the Summit Meeting of Psychological Societies.

Undergraduate Advocate. Similarly serves to represent undergraduates, assists in member recruitment, and is chair of chapter recruitment. Repre-

sentative to APS Undergraduate Education Task Force.

Secretary/Treasurer. Responsible for the Executive Council minutes, is chair of the finance committee, and makes budget proposals to the council. Also serves as chair of APSSC fundraisers, such as the campaign to raise student travel funds.

Editor. Chairs the news committee and serves as the liaison between the Student Caucus and the *Observer*. Responsible for the *Student Notebook*.

Past-President. This position is automatically granted to the President at the end of his or her term to enhance continuity of the organization. In the event the President is unwilling or unable to serve a second year, this officer will be elected and referred to as *Member-at-Large*. The position is advisory and carries an equal vote on the council.

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, or the Secretary/Treasurer position could be filled by a separate Secretary and Treasurer. In such instances, the position would still have one vote, to be split between its co-holders. Other special offices such as Historian and Mentorship Chair may be appointed by the President, subject to approval by the Executive Council.

For more information, interested students may contact any of the officers.

Student Opportunities

APSSC is currently compiling information on the availability of student research assistantships, fellowships, and awards. We plan to publish this information in either the APS Employment Bulletin or The Student Notebook. The Student Opportunities listing will also be used to establish a database of researchers in search of data collectors and students who want to become involved in research but have few opportunities to do so at their own institutions. For example, such an ad

might read as follows:

DATA COLLECTION: Social psych. researcher needs students interested in conducting a national investigation of the relationship between sex-role orientation and dispositional aggression. Recognition (acknowledgement or co-authorship) negotiable depending on extent of contribution. For further informa-

APSSC Executive Council

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tion contact: (name, address, telephone #).

Anyone interested in contributing to the Student Opportunities database should send their listing to: Kathie Chwalisz, APSSC Student Opportunities, 361 Lindquist Center, The University of Iowa, Iowa City, IA, 52242.

Volunteers Needed

It's a great way to meet people and get actively involved in APS. Volunteers are needed for a variety of functions at the Dallas convention, including running the Job Bank/Job Placement Center, registration, and monitoring the various programs. Compensation provided. **Individuals and Student Chapters interested in participating should contact:** Kathie Chwalisz, 361 Lindquist Center, The University of Iowa, Iowa City, IA, 52242, (319) 338-4990.

Student Travel Funds

The Student Caucus, in conjunction with APS, is raising money for student travel to the convention. The money will be made available to students presenting research or making some other significant contri-

bution to APS. **To apply for travel funds:** please send a letter of application (limit 1 page) indicating your purpose for attending the convention and your contribution, your status (year in school), and your institution, to: Kathie Chwalisz, APS Travel Fund, 361 Lindquist Center, The University of Iowa, Iowa City, IA, 52242. The deadline for receipt of application is **April 25, 1990.**

APS Student Caucus Mission:

As the representative body for the student affiliates of the American Psychological Society (APS), the APS Student Caucus (APSSC) is committed to the goals of that organization which are to advance the discipline of psychology, preserve the scientific base of psychology, to promote public understanding of psychological science and its applications, to encourage the giving away of psychology in the public interest, and to enhance the quality of education in the science of psychology. APSSC is a service organization founded to act as a forum for graduate and undergraduate student issues, as a voice for students in APS policy decisions, and as a national networking and informational resource.

APSSC develops and enacts programs which are aimed at meeting the needs of both students and APS as a whole. Specific program goals are to promote student research, to provide opportunities for contact between students and psychologists in the field, to make policy recommendations to APS about student concerns, to assist in students' professional development through activities such as arranging funding for travel to conferences, to promote extracurricular educational participation via local chapters of the national student organization, and to disseminate information about the educational and scientific opportunities available to students. ♦

APS Board Meets

The APS Board of Directors met in Tucson on January 25-26, prior to the Summit Meeting. Consistent with the trend established in September of last year, membership continues to grow at the rate of between 60 to 70 persons a week. At the time of the meeting membership stood at 8,2000 (the most recent figure available is 8,900).

There was general enthusiasm expressed for the new look and content of *APS Observer*. A discussion of the production schedule for the newsletter ended with the agreement that it is not advisable to move to a monthly schedule at this time, and that changing the schedule to stagger the publication of the *Observer* with *Psychological Science* is not feasible.

Plans for the second annual convention in Dallas, June 7-10 were reviewed. All available exhibit booths will be rented and the number of program ads has already exceeded last year's total. Regular and late registration fees were set at \$25 and \$40 for members, and \$40 and \$60 for nonmembers. Nonmembers wishing to register to join at the same time may do so for \$90 prior to May 7 and \$110 after that date. As some universities are still in session through mid June and the 1991 convention dates will be set a week later than this year.

Psychological Science was received with great pride. Among the several new initiatives proposed by the Executive Committee, it was agreed to pursue a journal and book club through which APS members would receive discounts and to explore electronic publishing alternatives.

Finance Committee Chair, Paul Thayer, presented several alternate budgets for the Board's consideration. The steady growth budget was adopted with the provision that as the income figure exceeds projections, the Executive Director can consult with the President, the Treasurer, and the Finance Committee Chair to move to a rapid growth budget. Several new dues categories were established. Dues for retired members were set at \$40 a year with *Psychological Science*,

(Continued on page 23)

Job Bank Formed

There will be a Job Bank and Job Placement Center, sponsored by the APS Student Caucus, at the convention in Dallas. The center will provide listings of jobs and applicants, a message center, and facilities for interviews. Applicant Information Forms and Position Description Forms have been sent out with the convention mailing or may be obtained from the Washington office. If you wish to preregister, you may send the appropriate form and registration fee to the Washington office by May 25. The Job Bank/Job Placement Center will be open for registration on Thursday, June 7 from 1:00 to 4:00 p.m. and for business on June 8 and 9 from 9:00 a.m. to 5:00 p.m.

Science Notes

The Federal Budget: Just when You Thought It Was Safe...

The Fiscal Year 1991 Budget Proposal, the first solely developed by the Bush Administration, provides few changes from the Reagan budgets of the last eight years in the funding of psychology.

Many had hoped for a "kinder and gentler" budget, but, with few exceptions, early reactions from science and health policy leaders in Washington rate the budget from fair to poor.

"We use to call the Reagan budgets DOA (Dead on Arrival)", said Representative Silvio Conte (R-MA), the ranking Republican on the House Appropriations Committee, which will be making ultimate budget decisions later this year. "This one is SOA — Sequestered on Arrival." Conte is referring to the automatic cuts, known as sequestration, that take place under the Gramm, Rudman, Hollings budget law if yearly targets to reduce the federal deficit are not met.

"There is no reason to think the Bush budget is any more realistic than any of the previous Reagan Administration budgets", Kathy Deignan, Assistant Director of the Senate Budget Committee, told APS Executive Director Alan Kraut.

Low Judd, Director of the National Institute of Mental Health, called the budget "a sobering beginning to the appropriations process."

Why all the fuss?

The accompanying chart shows significant increases at the agencies that fund most psychological research and training. NIH is slated for a \$354 million increase - 4.7% over last year. ADAMHA, the umbrella agency housing the Mental Health, Drug Abuse, and Alcoholism Institutes, is set for a \$192 million increase — 7.2%

over last year. The National Science Foundation is scheduled for a \$261 million increase — 12.3% over last year — and is, once again, proposed to have its budget doubled over the next five years. Sound good? Wait.

The problem is found between the lines of various budget documents. One issue is that the cost of conducting research is increasing at a rate higher than inflation. Much of the proposed budget increases are going toward meeting higher continuation costs of already funded research.

Another issue is big ticket items. NIH is getting \$108 million for its share of the human genome project, about 80% more than last year. NSF's increase is eaten up by \$463 million in Science Education and Human Resources, a 29% increase, and items like \$25 million for 10-12 new science and technology research centers, all deferred from last year due to lack of funds. Much of ADAMHA's increase is taken up in providing services under a block grant to states (although the National Institute on Drug Abuse's increase is real and significant — 17.4% in research).

A final issue is in Mr. Conte's reference to sequestration, above. There is a growing acceptance within government of arbitrary cuts made at the very end of the funding process to bring the budget in line with overall spending targets. All too often the cuts negate any initially proposed increases as well as any additional increase that came along the way as a result of Congressional action.

The problem is compounded in the social and behavioral sciences by continuing attitudes at some agencies to give less priority to psychological research. So, not only is social and behavioral science disproportionately underfunded at NSF, for example, but NSF's budget justification for its Biological, Behavioral, and Social Science Directorate speaks only of a genome project in plant science, computational biology, and biological databases.

The bottom line could be squeezed research funding. Under the President's proposal, NIMH is expecting to fund 112 fewer new grants this year than last (to 278). The National Institute of Child Health and Human Development will not be able to fulfill initiatives in behavioral aspects of SIDS, injury prevention, or mental retardation. Behavioral Science at the National Institute of Aging would be funded down to only the tenth percentile of approved grants. And no one is planning for critical shortages in trained researchers that will occur this decade.

Don't Jump

Hold on. The same things were said about last year's budget and the end result wasn't all that bad. NIMH, for instance, was scheduled for about the same treatment last year as this, and ended up with the biggest increase in its history. Why the difference?

First, there is a long way to go in the budget process. This is being written only two weeks after the release of the President's budget. Final funding bills for 1991 won't be acted on until at least this summer, and maybe some months beyond that.

Second, new scientific advocacy groups like APS are becoming more effective at presenting their case for increased research funding before Congress.

Third, consumer groups and voluntary health organizations are becoming increasingly convinced that the long-term answers to disorders and diseases are in research — even in basic research in the social and behavioral sciences.

Action to Date

APS has begun to take action.

We have hand-carried a preliminary letter to every member of Congress, telling of our concerns over inadequate proposed funding for psychological research and training, both in basic programs and in research

on public interest issues.

As a member of the Appropriations and Budget Subcommittee of the Mental Health Liaison Group, we participated in drafting a letter sent to the House and Senate Budget Committees saying, in part, "ADAMHA (the Alcohol, Drug Abuse, and Mental Health Administration) must address the critical role of behavior in affecting mental health, and each ADAMHA Institute should expand the funding of prevention-related and behavioral research."

We were part of a five coalition press-conference on reaction to the President's budget.

As a member of the Board of the Coalition for Health Funding, we are urging a total health budget, including research, of \$2.8 billion more than requested by the President, to a total of \$67.6 billion.

In conjunction with the Society for Research in Child Development, we

are involved in a steering committee for the coalition, Friends of NICHD, designed to expand the research base of the National Institute of Child Health and Human Development.

We have begun work with the National Institute on Aging to increase Congressional appreciation for the behavioral science conducted there.

And this is just the beginning. We will be keeping you informed about our activities and about the budget in future issues of the Observer.

Accreditation Update

In the January issue of the *Observer* we reported that the APS Task Force on Graduate Education Co-chaired by Marilyn Brewer and Uraula Delworth supported the Council of Graduate Departments of Psychology's (COGDOP) expression of concern about APA's designation as the accrediting body for psychology.

In a letter to the Council on Post-Secondary Accreditation's (COPA) Committee on Recognition, APS President, James L. McGaugh transmitted the Society's support for COGDOP's restructuring plan and noted, "APA no longer represents the perspectives of both the academic and professional communities in the balance required to administer a fair and evenhanded accreditation program." Subsequently, COPA renewed APA's status as an accrediting body with the proviso that "by November 1990 (APA) provide evidence that its policies, evaluative criteria, procedures, and evaluative decisions are accepted by the appropriate communities of interest."

Psychologists Learn About Opportunities in DOD

Psychologists play an increasingly large role in the Department of Defense, which does not compete with NSF, said John Tangney, program manager, Air Force Office Of Scientific Research. Speaking at the January APS meeting in Arizona, Tangney said the Air Force emphasizes the normally behaving, healthy adult. "We generate technology and can use psychological data about staff retention, selection, and classification.

Among the areas of psychology research, Tangney pointed to needs for: work on individual differences, on cognitive psychology; for more sophisticated statistical models of the classification process; data on learning and memory; and knowledge of how to use that data to drive new technologies for education."

As huge consumers of psychological data, DOD does not generate information itself. The bulk of psychological data is supported through an annual budget of roughly \$50 million for psychological research across agencies.

Pressure exists to increase the budget, said Tangney, due to a rise in

(Continued on next page)

Fiscal Year 1991 Budget Request (Dollars Rounded to Millions)

Agency	FY 90	FY91	% Change
National Institutes of Health	\$7,576	\$7,930	+4.7%
Aging	\$ 239	\$ 249	+4.2%
Cancer	\$1,634	\$1,694	+3.7%
Child Health	\$ 443	\$ 461	+4.1%
Deafness & Communi.	\$ 118	\$ 123	+4.2%
Dental	\$ 136	\$ 141	+3.7%
Eye	\$ 237	\$ 247	+4.2%
Neurology	\$ 490	\$ 512	+4.5%
Research Resources	\$ 337	\$ 319	-5.3%
Alcohol, Drug Abuse and Mental Health Adminis.	\$2,644	\$2,836	+7.2%
Mental Health	\$ 516	\$ 528	+2.3%
Research	\$ 388	\$ 412	+6.1%
Res. Training	\$ 24	\$ 26	+8.3%
Cln. Training	\$ 13	\$ 5	-61.5%
Drug Abuse	\$ 380	\$ 407	+7.1%
Research	\$ 220	\$ 258	+17.4%
Res. Training	\$ 4	\$ 5	+25.0%
Alcohol	\$ 162	\$ 163	+0.6%
Research	\$ 131	\$ 137	+4.5%
Res. Training	\$ 3	\$ 3	0
National Science Foundation	\$2,122	\$2,383	+12.3%
Behav & Neural	\$ 46	\$ 49	+6.5%
Social & Econ	\$ 32	\$ 35	+9.4%

Science Notes (continued)

demand for ways to influence the technology of human performance. "People will have to do more than they have in the past."

DOD starts new programs annually, said Tangney, and generates motivation for these new programs through one on one discussions with university researchers. DOD facilities enable the collection of large amounts of data in a "week or two."

"DOD is a natural home for large efforts that require an industrial base, and it offers opportunities for certain large scale research projects that can benefit psychology."

Silver Spring Monkey Follow-up: Euthanasia and Research for One Animal

The controversy that has surrounded 15 research monkeys stolen by animal activists in 1981 from their NIH-funded laboratory at the Institute for Behavioral Research in Silver Spring, Maryland, may finally be coming to an end — an end that maintains the pro-animal research position of APS and other scientific societies.

In January, one of the surgically disabled monkeys, now housed under government supervision at the Delta Regional Primate Research Center at Tulane University in New Orleans, was ordered for euthanasia by the National Institutes of Health. A special euthanasia procedure was applied that allowed for recording of electrical signals from the animal's brain and for preparation of body tissues so they could be further studied at a later time.

The specific euthanasia and research procedure that was used was developed by a distinguished group of leading scientists, chief among them two psychologists and APS members: Fred King of the Yerkes Regional Primate Center and Mort Mishkin of the National Institute of Mental

Health. Mishkin is also a William James Fellow of APS.

The NIH received permission to go ahead with the research only after judges in two different Federal Courts — the Court of Appeals for the 5th Circuit in Louisiana and the Federal District Court for the District of Columbia — approved a request to lift previously existing restraining orders that precluded NIH from taking this necessary step. Two hearings were involved because of actions taken to prevent the research by two separate animal rights groups. Neither was successful.

The animal used in the procedure was one of eight monkeys that underwent surgery almost ten years ago in a behavioral research project on nerve damage and stroke. That operation involved cutting spinal nerves in such a way that the corresponding forelimb permanently lost feeling, stimulating a common result of spinal cord injury or stroke in humans. The animal's condition had predictably deteriorated to a life-threatening stage despite intensive veterinary care. NIH maintained and the Courts agreed that the NIH responsibility under the Animal Welfare Act was to perform euthanasia.

APS Executive Director Alan Kraut had earlier written on behalf of the Society to President Bush concerning the fate of the Silver Spring Monkeys. His letter states: "It is the position of the American Psychological Society, should euthanasia become necessary or upon the natural death of the monkeys, that the tissues of the monkeys be made available for research. We believe such research will substantially advance our knowledge of how stroke patients might be rehabilitated.

NIH agreed. In a letter to Congress explaining NIH's decision to order euthanasia for one of the monkeys, Acting Director of NIH William Raub writes: "the Silver Spring monkeys are invaluable for research related to improving means to rehabilitate handicapped humans.

No other laboratory animals ever had been maintained for so long a time with so large an area of the brain's sensory map affected. The information gathered during the euthanasia procedure... bears directly on the search for new means to treat, and perhaps reverse, the consequences of spinal cord injuries and strokes in human beings and animals. The NIH believes it would be unethical not to study these monkeys..., for otherwise they will have borne their experimentally induced disabilities all these years in vain."

Proposed Conflict of Interest Guidelines Withdrawn

We reported in the January Observer on jointly signed comments submitted in response to proposed guidelines on financial conflicts of interest in federally funded researchers. We are pleased to report that as a result of our comments (along with those from over 700 other societies, scientists, or research organizations!) U.S. Health and Human Services Secretary Louis Sullivan withdrew the guidelines, stating that "it is important that we (the federal government) not impose regulatory burdens that may be unnecessary or counterproductive."

APS comments were contained in a letter jointly signed with the Federation of Behavioral, Psychological, and Cognitive Sciences, and the Consortium of Social Science Associations. Our main point was to take issue with the broad scope of the proposed guidelines, which would have required major new financial record keeping for all grantees, including all laboratory workers and, in some cases, full financial disclosure statements from spouses and dependent children.

We did endorse an educational effort to promote a greater awareness of conflict of interest, generally, and of particular university policies regarding specific conflicts.

Sullivan's withdrawal may be

good news/bad news. Yes, the proposed guidelines were withdrawn, but a new process aimed at developing more formal regulations (vs guidelines) will begin soon. Still, most observers expect that the new process will be lengthy enough and open enough to allow all interested parties to have their say. And Sullivan's position of not wanting to unfairly burden researchers is a welcome indication of how new regulations may be drafted.

The one important reaction to all this that is not yet clear is from Representative Ted Weiss (D-NY). Weiss has held hearings on conflicts of interest, particularly in the biomedical sciences. Although he has taken a "wait and see" attitude to the withdrawal of the guidelines, no one believes he would stand by idly if he thought federal agencies were not responsibly monitoring ties between private industry and federal grantees engaged in that narrow band of product development research where financial conflicts may emerge.

Animal Break-ins Closer to Being a Federal Offense

"Dedicated scientists conducting human animal research must not continue to be subjected to crimes perpetrated by those who consider themselves outside the law." Soon after that pronouncement by Senator Howell Heflin (D-AL), the Senate unanimously passed the Heflin bill that makes it a federal crime to break-in to research facilities, steal laboratory animals, and destroy data or equipment.

Passage of the APS-supported "Animal Research Facilities Protection Act of 1989" was one of the final acts of the Senate as it wound down its 1989 session. We believe it marks a critical point in the willingness of public policy makers to take a firm stand in support of responsibly conducted animal research — and

against a powerful and well funded animal rights lobby that can generate thousands of manufactured letters and press stories at the drop of a hat.

Passage also signals the emergence of more scientific organizations willing to enter the advocacy world on behalf of their members. In addition to organized psychology's long-time commitment to defending animal research, the leading association in this area is the National Association of Biomedical Research (NABR), a coalition of scientific, pharmaceutical, and industrial groups. APS is a NABR member and APS member Fred King, Director of the Yerkes Regional Primate Center, sits on NABR's Board of Directors.

Minimum penalties under the Heflin bill include fines of \$5,000, imprisonment up to 1 year, or both. If the crime causes any personal harm or property damage, penalties are fines of \$10,000 and up to 10 years in prison. Crimes that put anyone's life in jeopardy are punishable by \$25,000 in fines and up to 20 years in prison. Criminals are also liable for replacement costs of animals, equipment, materials, or the cost of repeating any interrupted or invalidated experiments.

Action in the House of Representatives Next

Although it is not now clear what likely chances for quick passage are, there has been companion legislation to the Animal Research Protection Act introduced in the House by Representative Charlie Stenholm (D-TX). Others, including Edward Madigan (R-Ill), and Kika De La Garza (D-TX) have either been co-origins of this effort or have introduced similar legislation of their own.

APS Executive Director Alan Kraut recently attended an NABR-sponsored breakfast at which Rep. Stenholm delivered his strongest statement yet in support of animal research and the importance he placed on turning his proposed legislation

into law. Stenholm told Kraut, "We simply cannot tolerate terrorism. And that is what the animal rights community has come to rely upon — terrorism. Bombings, break-ins, threats to life and property. These are criminal acts, not acts of conscience."

House hearings on the Stenholm Bill should be held soon. ♦

APS Board

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\$10 a year without. Spouse and spouse-equivalent dues were set at the regular dues figure minus the cost of the *Observer* and *Psychological Science*, \$10 a year without. Spouse and spouse-equivalent dues were set at the regular dues figure minus the cost of the *Observer* and *Psychological Science* (\$75 - \$10 - \$30 = \$35). Lifetime dues will be \$1,500.

The Board voted to join the coalition for Psychology in the Public Interest and to pursue the development of an ethics statement.

Finally, a policy regarding the use of the membership list for research purposes was adopted.

The use of the APS membership list for research purposes is clearly consistent with the goals of the Society. The goal of this policy is to ensure access to that list while at the same time protecting the members.

Researchers interested in accessing the APS membership list for empirical investigations would be expected to make the request in writing to the Executive Director. The written request would include the purpose of the study, details regarding the sampling procedure to be used, a sample questionnaire and a sample cover letter (ensuring confidentiality), and plans for ensuring appropriate response.

The Executive Director will circulate the materials to members with expertise in the area and will confer with them by phone. Approval of the request will be contingent upon consensus of the members. A statement regarding the status of the research vis a vis appropriate IRB procedures should also be included. ♦

Michael Strait

(Continued from page 17)

military, where the technology keeps getting more and more sophisticated, while the competence of the personnel isn't advancing as fast.

Q: How does the Annenberg project go about deciding on research priorities.

A: It's part of my responsibilities here to provide some leadership in developing an overall research agenda.

If there is one message I want to get to psychological scientists who identify with APS it is the need for more applied research using the knowledge base that has built up over the past 10 or 15 years in cognitive science and psychology, and applying that knowledge base to the utilization of new technologies in teaching and learning, particularly at the higher education level.

There's actually more going on at lower levels of education even now than at higher levels. We really need such research.

Q: You've done a lot to launch APS at the cutting edge of computing. Tell us something about that.

A: I just tried to be the helpful computer person at the convention in Alexandria last June. There was a lot to be done.

Since then I've been advising and consulting with Alan Kraut about the computerization of the APS office, getting them set up with microcomputers and network.

Q: It's impressive for a new organization.

A: And we did it all at very reasonable cost. That's what I'm most proud of. Alan Kraut had the idea that it should be possible to provide a level of capability to a small office like that, for a lot less than he knew a lot of similar organizations had paid. And I said, "Yes of course it's possible." And that's what started the relationship. I've helped him choose and install equipment over

there so that they have an effective office automation environment, for one-tenth of what a lot of organizations spend by just handing over the problem to a contractor, or going to a retail store and telling them what they need. One of the most interesting outgrowths, maybe it's relevant to membership at large, is that there's lots of interesting dialogue going on between some APS members and the central office on how to use the technology to facilitate scholarly communication or eventually start an electronic journal. I have a strong feeling APS is going to emerge a leader in this field.

Q: Your CV reminds me of the origins of modern psychology itself, starting in philosophy and deep into religious experience — at least a little bit of William James there?

A: I was a philosophy major as an undergraduate and that's where I developed the interests that brought me where I am today, interests in ethics and epistemology, and especially how those get

“Something I wish more of my developmental psychologist friends were thinking about is the role of cognitive complexity or cognitive development in connection with computers and learning.”

translated into what is defined as a liberal education — and the outcomes of a liberal education in terms of human development and cognitive, social development.

My next step academically was the graduate program of the Chicago Theological Seminary. One of the reasons I chose it was the cross-matriculation agreement with the University of Chicago, right next door.

It was a rich environment in which I could go ahead with the interest I had in liberal education

and social transformation, personal transformation. These were directional words at the time — the early 70-'s. Viet-Nam was big, civil rights were in the fore.

This was Jesse Jackson's seminary. He had left three years before I arrived, but he was still intimately connected personally with the environment that I was in, which was very stimulating at the time.

Then Jack Getzel's course in educational psychology made me start thinking seriously about psychology as a professional direction. His focal point was creativity.

After receiving my Masters in Theology I moved to Washington University in St. Louis for my doctorate in Educational Psychology. There I met two marvelous persons, Richard DeCharms and Jane Loevinger. The emphasis of my work was a co-mingling of DeCharms' work in social motivation and Loevinger's work in ego development. I used these concepts and the research practices built around them to study the effects and outcomes of liberal education.

Q: A broad question:

A: Broad, yes, but there weren't many people who thought it was an interesting question at the time. Ninety percent of my colleagues in educational psychology were interested in kindergarten through 12th grade public education.

But I was interested in adult education and its liberating power for adults.

Q: So you got your Ph.D...

A: And I found a position that seemed perfectly atuned to my interests: Alverno College in the suburbs of Milwaukee. In the turmoil of the 1960's this former training school for sisters of a Catholic order was transforming itself into a liberal arts college, open to women of the whole area. That was a small-scale revolution in the thinking of the faculty and people who supported the school, and all of it was akin to where I was heading. They had a sizable grant from the National

Institute of Education to do the curriculum reform and assess basic human competences that were ostensibly the result of a liberal education.

To accomplish this they were using a battery of psychological measures, many of which I was intimately familiar with, including Loevinger's ego development scale, Kohlberg's moral maturity scale, measures of critical thinking based on Piagetian notions, and measures of competence in interpersonal communication generated by scientists in Boston from a group founded by David McClelland.

Q: So there you had a school interested in the transformational powers of a liberal education...

A: And with the unique twist that the students there represented what I recognized to be the future student population of higher education — many of them first-generation college students. There were two populations, in fact — the 18-to-22 year olds who lived in the dorms, and a new form of weekend college population of women whose average age was about 35, wanting and needing liberal education to make the kind of personal progress they wanted.

Not the least of the reasons I was

there at Alverno College was because of my computer skills. I had the right combination of intellectual and research interest and knew my way around the computer in order to do the statistical analysis of the data.

Q: And then...

A: And then the computer revolution hit colleges and universities full force, around 1983. They were wondering how they should be utilizing these new technologies in education generally. But what interested me specifically were those people in the liberal educa-

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APS Job Bank/Job Placement Center Information

The APS Student Caucus (APSSC) will be operating the official Job Bank/Job Placement Center at the annual convention. The Job Bank will display separate listings of positions and applicants in three job classes: Academic, Clinical/Counseling, and Industrial/Other. The Job Placement Center is a convenient place for applicant/employer contacts and interviews.

Registration: Position Description forms and Applicant Information Forms are available in *The Observer* and with the convention registration materials. Pre-registration is encouraged and will be accepted until June 1. Participants may also register at the convention. There is a small fee to cover Job Bank expenses.

Employers: Complete a Position Description Form for each class in which you want your position to be listed. Include as much information as possible. Return forms with \$25 fee to the APS Washington office.

Applicants: Complete an Applicant Information Form for each class in which you want to be listed. Also send 2 copies of your vita. The forms and vitae will be in different books, so it is not wise to forego completing the forms and refer employers to your vita. Send materials and \$5 fee to the APS Washington Office.

Job Bank/Job Placement Center: The Job Bank will provide books containing the position description and applicant information for each of the three job classes. Employers may contact applicants and vice versa through the Job Bank Message Center.

Job Placement Center: Interviews may be scheduled in the Job Placement Center. Interview tables will be assigned by the Placement Center Coordinator on a first-come, first-served basis. Applicants will be directed to the appropriate table. Applicants are advised to bring additional copies of the vita for interviews.

Hours:	Thursday, June 7	1:00 - 4:00	(Registration Only)
	Friday, June 8	9:00 - 5:00*	
	Saturday, June 9	9:00 - 5:00*	

*The interview area may be open after hours.

For More Information: Contact Kathie Chwalisz, APSSC President, 361 Lindquist Center, The University of Iowa, Iowa City, IA 52242. Forms may be obtained from APSSC or the APS Washington Office, 1511 K Street NW, Suite 337, Washington, DC 20005.

Letters



Dear Editor:

I disagree with Linda Mealey's request (in her letter published in the January, 1990 issue) that the employment bulletin be organized by area of expertise, rather than by state. For me, geographical area is the most important factor, and not because of state licensing (I am an experimental psychologist).

But, both hers and my opinion, constituting an N of Z, are obviously not sufficient to be helpful in determining this policy. Perhaps you could run a poll in the *Observer*?

Caroline E. Zsambok
Miami University

Dear Editor:

Another great issue! Comments: I think Linda Mealey (letter) made a good point "I don't like articles to jump from page 1 to 6, and from 6 to 22, etc." Page numbers in the center at the bottom are harder to find than those along the outer edge, so if an article has to jump from 6 to 22, could you make it easier for me? *Content* is fabulous! Congratulations!

K. Katzall

Dear Dr. O'Leary:

I thought that you and the officers and membership of APS might be interested in (and/or disturbed by) the enclosed letter from Representative William Dannemeyer (who, alas, is the Congressman from the Fullerton, California area). This letter is an answer to a previous letter and petitions (signed by several members of the Cal State Fullerton Psychology Department) sent to Dannemeyer in response to the story published in the September *APS Observer* regarding the disputed National Survey of Health and Sexual Behavior. In particular, APS members may be interested in Dannemeyer's observation that the

"survey results were to be analyzed by an apologist for homosexuality and pedophilia..." and that "the federal trough system of issuing grants and awards is intrinsically (sic) corrupt." It is comforting to know that we have people in Congress like Representative Dannemeyer to protect "Mom and Pop America" (who, by the way, live right here in his district) from such perversion and corruption, as well as to protect us social scientists from this and future "embarrassments."

Stanley Woll
Cal State University

Dear Dr. Woll:

Thank you for your letter of November 20 and the attached petitions. There are a multitude of reasons for opposing sex surveys of the manner proposed by the National Institute for Child and Human Development (NICHD).

The cost is prohibitive. The original tab to taxpayers was \$15 million. More than a few people wrote me to express their view that perhaps \$15 million could be better spent or not spent at all.

The survey is unnecessarily intrusive. We know how AIDS is spread. The Surgeon General took the time and expense to mail this information to every household in the country. Mom and Pop America wonder why they should be asked deeply personal questions about their intimate sex lives. They see no efficacy to the public in providing such answers.

The survey is a violation of civil rights. An examiner is required to ask respondents about the names of sexual partners without the consent of those partners. The survey is aimed at the general populace and not intended to locate HIV infected persons. There is no public health mandate intrinsic to this line of questioning.

The survey is fundamentally flawed. The universe of respondents

would be limited to only those persons who have a proclivity to voluntarily talk with strangers about such things as anal and oral sex. No working American with everyday problems will take the two hours necessary to sit and answer such personal questions.

There are at least a dozen other reasons: the survey is infected with politics, survey results were to be analyzed by an apologist for homosexuality and pedophilia, the contract for the pre-test was awarded under a non-competitive bid, there is not one mention of AIDS in this supposedly AIDS-related survey, ad nauseum.

There is only one way to determine the extent of the AIDS epidemic: test those at risk. The sex survey might tell you who has anal intercourse but, then again, who cares. The beneficiaries of the AIDS industry continually tell me that a sex act is not the indicator of infection. Only testing can determine infection.

The study was bogus from the beginning. I am sorry that you take personal offense to those of us who point this out, or who point out that the federal trough system of issuing grants and awards is intrinsically corrupt. A good policing by peers of the social science and public health professions will avoid further such embarrassments to otherwise credible vocations.

William E. Dannemeyer
Member of Congress

Dear Editor,

I wish to respond publicly to Alan Kraut's kind letter which welcomed me to charter membership in the American Psychological Society. I was impressed by his comment that "*APS is a home to psychologists who want to see psychology evolve as their research experience directs and not as directed by a national political organization.*"

I believe it is imperative at this time in history for us to speak with

one another in the Behavioral sciences from the standpoint of the crisis situation that is a reflection of the way in which human beings treat the earth. The results of our human failure to comprehend the *Second Law of Thermodynamics*, (The Entropy Law) and the facts of the *Limits To Growth* spread around the globe in various manifestations of substance misuse, child abuse, animal abuse, crime, cancer, aids, ozone depletion, acid rain, mental and physical illnesses; all are forms of pollution, all are related. Meanwhile as earth's resources decline we face increased pressures to do whatever it takes to generate "growth" and more money. In science and academe we count numbers of grants, presentations, publications etc. and ignore the fact that our research efforts more often than not, are meaningless to the countless life forms that daily become more sick and often extinct. As did the church of the middle ages, reductionistic science needs to vindicate itself. We need a modern scientific reformation which unites us again to the *whole earth*. We need to observe all aspects of our explorations including our own behavior. We need a research renaissance; an attitude of respect for all life, especially in regard to how we relate with non-human animals. Too much research today is nothing more than duplications of duplications, words about words, mentalist exercises which do little to relieve the atrocities suffered by our mother earth who like ourself is a living organism who wishes to be well. We must once again return to indigenous empirical wisdom and recall the words of Chief Seattle spoken in 1855 to the president of the U.S.: "*Whatever happens to animals will happen soon to human beings. Continue to soil your bed and one night you suffocate in your own waste. Humankind has not woven the web of life. What ever we do to the web, we do to ourselves. All things are bound together.*"

Whatever befalls the earth befalls also the children of the earth."

Upon being accepted into the American Psychological Society it was suggested that my views on animal research would be "represented among only a small minority of APS members, and that there could be no guarantee that they would find their way into the developing policies of A.P.S..." Certainly that is fair. Life offers death as its only guarantee and I am well acquainted with a minority position. It is out of that position however that I especially appreciated the promise that was stated further i.e., "*these views (of yours) will be heard and that APS is committed to reaching out to psychologists such as yourself who want to be reconnected to a legitimate psychological organization.*"

I accept with gratitude my welcome as a member of the American Psychological Society, knowing full well that we all as human beings are more part of Earth's problem than solution.

Roger Ulrich
Research Professor

Michael Strait

(Continued from page 25)

tion tradition who were asking how to take advantage of the technology.

It was obvious how engineers and some of the physical scientists could use computers.

Q: Later you went to Grinnell College?

A: And on the board of directors there were two of the leading figures of the microcomputer world, Steve Jobs, a co-founder of Apple Computers and Bob Noyce, who developed the semiconductor chip and is now head of Intel Corporation that manufactures the microprocessors that most computers are based on.

These two microcomputer industry giants talked the college into giving itself a two million dollar grant to become an exemplar in computing in the liberal arts, and grants from the Sloan and Mellon Foundations were soon added to this.

My job was to help faculty and students figure out how to use all the new computers in teaching and research. And that twist moved me in the direction of educational computing rather than the direction I was headed earlier in behavioral science based outcomes of liberal education, though the two areas are still rather connected in my head. From Grinnell I moved on to George Washington University and the University of Maryland for educational computing teaching and research.

Q: And then last spring you got the offer from the Annenberg/CPB Project, and you didn't have any hesitation?

A: I didn't hesitate. This job is *me*, in a way I always hoped I would be able to say that one day. It's the perfect meeting point of my interests in education, psychology and technology, and I couldn't be happier. ♦