



OBSERVER

Published by the American Psychological Society

Vol. 4, No. 2

March 1991

Psychology Research Summit Enters A New Phase

Seizing Research Opportunities To Accomplish National Goals

HOUSTON, TEXAS - Psychology moved several strides forward in it's bid to be a major force in setting priorities for funding of federal research at the third annual psychology summit meeting here January 25 to 27. The summit's efforts were best summed up in a metaphor raised by keynote speaker Alan I. Leshner, Acting Director of the National Institute of Mental Health, who said organized psychology can take the lead in attaining its goals by helping federal agencies position themselves — much

SEE SUMMIT '91 ON PAGE 6



Photo by William Ashley

Representatives of the 65 societies and federal agencies attending the APS psychological science summit meeting in Houston, Texas, January 25-27, 1991.

INSIDE

APS Election	3
Board Meeting	3
Non-cognitive Memory	9
Summit Participants	11
PsychNet	12
Last Call for Fellows	18
Convention	22

Departments

Spotlight on Research -	
Alcohol Intoxication	8
APS Cumulative Record -	
Distribution by State	14
The Student Notebook	15
Lab Notes -	
NSF Grants to Colleges	19
Letters to Editor	27
Organizational Profile -	
SASP	26
Announcements	28
Employment Bulletin	35

Bower to Become Third APS President

New Board Members Elected

Gordon Bower, Albert Ray Lang Professor of Psychology at Stanford University, will succeed James McGaugh as APS' third President. Bower currently serves on the APS Board of Directors and has been actively involved in APS activities since he was elected to the Board in the spring of 1989. Elected by a clear margin, Bower will assume his two-year term following the June 1991 APS Convention.

APS President James McGaugh commented that "Bower will, in my view, be an excellent APS President. He is, of course, a distinguished psychological scientist. And, he is an experienced Board member. He has a strong commitment to the advancement of psychological science in the public arena. His penetrating perspective and dry wit have served APS well over the past two years. The Presidency is clearly in superb hands."

Bower indicated he was honored to have run against two other well-respected scientists (Lauren Resnick and William McGill) and was "humbled" by his election. "I hope these candidates are enjoying at least as much relief as I am enduring both astonishment and some apprehension of the work ahead.

APS was started by pioneers with a vision, and I want to

SEE ELECTION ON PAGE 4

The American Psychological Society

President	James L. McGaugh
President-elect	Gordon H. Bower
Past President	Janet T. Spence
Past President	Charles A. Kiesler
Secretary	Kathleen E. Grady
Treasurer	Milton D. Hakel

Members at Large

Gordon H. Bower	Nancy E. Cantor
R. Duncan Luce	Virginia E. O'Leary
Bonnie R. Strickland	

Staff

Executive Director	Alan G. Kraut
Director of Government Relations	Sarah Brookhart
Director of Communications	Lee Herring
Director of Special Projects	Beverly Hitchins
Administrative Assistant	Dorothy Anderson
Administrative Assistant	Pamela McCray
Administrative/Financial Officer	Patricia Redmon
Membership Officer	Allen Walker

The APS Observer

Publisher	Alan G. Kraut
Editor	Lee Herring
Staff Writer	Don Kent

The **APS Observer** (ISSN: 1050-4672) is the monthly publication of the American Psychological Society (Federal ID Number: 73-1332437). On alternative months, beginning with February, the **Observer** consists of the **APS Employment Bulletin**. Editorial and advertising offices are at APS, 1511 K Street, NW, Suite 345, Washington, DC 20005-1401; Tel: 202-783-2077, Fax: 202-783-2083, Email (BITNET): APSKLH@UMUC; (PsychNet): APSNET.

Contents copyright © 1991 by the American Psychological Society. All rights reserved.

All APS members receive the **Observer**. Non-member subscription rates are \$30 (domestic) and \$40 (foreign) per year. Send subscription requests to the address above. Third-class postage is paid at Washington, DC. **Postmaster:** Send address changes to APS, 1511 K Street, NW, Suite 345, Washington, DC 20005-1401.

Contributors: Unsolicited articles, announcements, and letters to the editor should be submitted to the Editor at the address above. Submit one double-spaced paper copy via mail, fax, or email. If submitting material on computer disk, submit a paper copy and a wordprocessed or ASCII file on Macintosh (3.5") or DOS (3.5" or 5.25") disks. Neither hardcopy nor disks will be returned.

The **classified ad** rate is \$4.00 per line (approx. 34 characters fit on a line; there is a 6-line minimum). **Copy must be received by the 15th of the month preceding the month of publication.** Advertisers are invoiced after publication. An **editorial calendar** and a **display ad** rate sheet are available upon request. Contact:

APS Observer and Employment Bulletin
1511 K Street, NW, Suite 345
Washington, DC 20005-1401
Tel: 202-783-2077
Fax: 202-783-2083
Email (BITNET): APSKLH@UMUC

The Noteworthy Notebook

James L. McGaugh
President, APS



James L. McGaugh

Each issue of the *Observer* summarizes activities, achievements and plans of the APS Student Caucus (APSSC) in "The Student Notebook" section. Although the main purpose of the Notebook is to keep APSSC members informed of student activities and opportunities, it also serves another important purpose: It reminds us all that student members contribute significantly to the functioning of APS and are, of course, essential for the future of APS.

As those of us who read the Notebook know, the APSSC is an organization of the student affiliates of APS. It was founded by a small group of graduate and undergraduate students who met at the first APS convention in Alexandria, Virginia, in 1989. The first two APSSC presidents, Kathie Chwalisz and Kenn White, and the APSSC Executive Council have provided highly effective and efficient leadership. In less than two years they have established 28 chapters and have developed a very active set of programs aimed at enhancing students' opportunities in education and research in psychological science and providing information and experiences that aid students' career development. The APSSC works to recruit student members of APS, it stimulates the chapters to develop active programs, it encourages students to participate in the annual APS convention, including the special program organized by the APSSC, it promotes communication among the chapters, and it keeps the APS Board well informed of its activities, plans and aspirations (not to mention its financial needs and concerns!).

When APS first metamorphosed out of ASAP in the late Summer of 1988, the first (as well as at least the second and third) priority was to recruit members. As we all know, the recruiting efforts were

highly successful: A strong membership base was quickly established and the membership continues to grow. In retrospect, I doubt that many of the founders of APS anticipated the rapid emergence of strong student interest in and commitment to APS. Although it is fair to say that the APS Board and the APS Office have encouraged student involvement, the student members deserve the credit for providing the enthusiasm and energy as well as the organizational skills that have resulted in the strong and continually increasing student membership.

In supporting the efforts of the APSSC, the APS is investing in its own future. After all, if the programs of the APSSC continue to be successful, and there is every reason to believe that they will, APS is the beneficiary. The next generation of APS members will have the benefit of knowing, first hand, the critical importance of the APSSC. In the meantime, the present generation would do well to acknowledge the APSSC's role and thank the APSSC Executive Council and the chapters for their contribution to the development of APS. Simply put — thanks.

APS Members Elect Themselves to the Top

Voter Participation Rate Puts APS Above Other Societies

The first official APS presidential and board election, in the spring of 1989, was noted for the speed and efficiency with which it was organized. But the just-completed second official election shall be noted for its impressive rate of member participation. Some 50 percent of APS' eligible voters participated in the election!

This voter participation rate puts APS at the top of many other national scientific societies. For example, the Assistant Secretary's Office of the American Chemical Society reports that its elections draw in between 25 and 30 percent of that society's eligible ballots. Of some 13,000 eligible voters in the Society for Neuroscience, typically about 15 percent cast

their votes, according to Executive Director Nancy Beang. A typical presidential election at the 100,000-member American Psychological Association draws in a third or less of its ballots. And, approximately 22 percent of the 11,000 voters of the American Anthropological Association usually cast their votes, according to staff there.

"Such a high voter participation rate indicates that APS members either (1) like to vote on things, or (2) feel a strong sense of identification and commitment to APS as an organization," speculated President-elect Bower. But whatever the reason, Bower said he is "very pleased to have been elected by an electorate that demon-

strates such a strong interest in its leadership."

APS Election Committee Chair Kay Deaux said "This was a very gratifying task for the Committee all around. As we created the slates, there was a large pool of talented people to draw from, and we were pleased with how many nominees were willing to stand for election. And, when it was all over, the 50 percent voter response was just terrific! This attests to the quality of candidates and the commitment of APS members to the organization."

APS President James McGaugh thought the high voting rate was an indication of APS "members' strong identification with and support of APS. The members recognized those on the slates as representing their own values." "Consequently," he said, "they found it easy to use their votes as an expression of confidence in the future of APS." ♦

Highlights of the APS Board Meeting

Meeting in Houston, Texas, just prior to the January 25-27 Psychological Science Summit meeting, the APS Board of Directors made a number of decisions on a range of issues. Summarized briefly here are some of the highlights of that one-day meeting:

- ◆ A proposal to phase in APS' membership in the Federation of Behavioral, Psychological and Cognitive Sciences was approved.
- ◆ The APS headquarters office in Washington, DC, was approved to hire 2 to 3 new staff persons, which will bring the total staff to 10 to 11.
- ◆ Criteria for the evaluation of APS Fellow candidates were approved and will go into effect at the end of June, 1991. [See box on page 18.]
- ◆ APS will join the National Foundation for Brain Research on a one-year trial basis.
- ◆ The FY 1991 APS budget was approved.
- ◆ The 1992 APS annual convention will be in San Diego, California, at the Sheraton Harbor Island.

ELECTION FROM PAGE 1

be sure to continue successfully blazing that pioneer trail as it was well begun by our founders," stated Bower. [See the interview with Bower on page 5.]

The newly elected Board members include Elizabeth Capaldi of the University of Florida, Elizabeth Loftus of the University of Washington, and Sandra Scarr of the University of Virginia.

Capaldi is Professor of Psychology at the University of Florida where she has taught since 1988. She received her PhD in experimental psychology from the University of Texas. She was previously on the faculty at Purdue University and head of the Department of Psychological Sciences there. Capaldi's research focuses on animal learning and motivation, with a recent focus on feeding behavior using both animal and human subjects. She has served on the Psychobiology and Behavior Research Review Committee of the National Institute of Mental Health and was Chair of that committee. Capaldi is currently President-elect of the Midwestern Psychological Association.

"I think APS should stay 'lean and mean,'" said Capaldi in response to a question about her expectations for APS. "Running a good scientific meeting and lobbying in Washington for scientific psychology should remain high priorities," she continued. "APS' successes to date



Elizabeth Capaldi

specifically have not been the product of a large bureaucratic organization, a status we should continue to avoid," she emphasized. To increase membership and make APS a vibrant organization, Capaldi recommends exploring "coordination between APS and the regional psychologi-

cal associations. Unlike the organizations participating in the APS summit, the regional associations have no particular constituency or substantive area. APS might consider its relationship to these groups and what mutual benefit could arise from increased interaction. Perhaps annual meetings could be coordinated to reduce the meeting demands on each of us. Perhaps joint speakers or symposia could be offered."

Loftus is Professor of Psychology and Adjunct Professor of Law at the University of Washington, Seattle. She received her PhD in psychology from Stanford University. Her research of the last 20 years has focused on eyewitness



Elizabeth Loftus

testimony and courtroom procedure. She has consistently received funding from the National Institute of Mental Health and the National Science Foundation and among several honors has received honorary degrees from Miami University (Ohio) and Leiden University, The Netherlands, and is a Fellow of APS.

When asked about her election to the APS Board, Loftus indicated one of her hopes is to do what she can to "enhance the already impressive communications activities of the Society. I want to facilitate the successful development of the new APS journal and encourage the continued success of APS' maiden journal, *Psychological Science*. There is a select number of things an effective scientific society has to do well, but there are no activities more crucial to fulfilling members' communication needs than the publication of high quality, informative journals," she emphasized. Continuing, she said, "It was essential that APS create its first journal, since widely read sources



Sandra Scarr

such as *Science* were basically ignoring entire disciplines including behavioral science."

Scarr is Commonwealth Professor of Psychology at the University of Virginia in Charlottesville. She has been Professor of Psychology at Yale and Professor of Child Psychology at the University of Minnesota. She is well-known for her research on behavior genetics, intelligence, child development, and family issues. She received her PhD from Harvard. Among her honors are election as a Fellow of the American Academy of Arts and Sciences, the American Association for the Advancement of Science, and APS.

Having served on APS' Publications Committee for two years, Scarr was asked about her assessment of APS' past. She stated, "I have enormous confidence that we have been able to bring together the best academic community of psychologists ever assembled and to mobilize them to act constructively and with social conscience, on behalf of scientific and applied psychology as a whole. Never in modern times have scientists and applied psychologists been united, as they are now, in a single organization that was not dominated by practitioners. Because APS is so young, we have not yet hit our stride as the leading voice for psychology as a discipline and as a research enterprise. The best lies ahead, to use an old cliché."

Continuing about the future of APS, Scarr said, "We have provided leadership in setting a national research agenda for the next decade, in initiating new and innovative journals, in speaking to the teaching of psychology in undergraduate and graduate programs, and in furthering the public interest." ♦

Interview with President-elect Gordon Bower

Q: What are some of the more significant policy issues facing scientific psychology and APS?

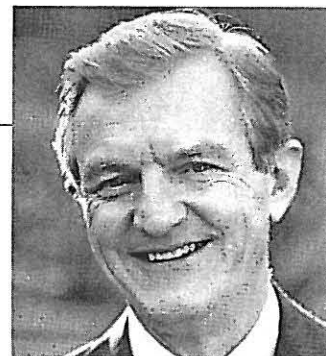
One major goal for our profession should be to improve our public image to the point where we are viewed as informed experts capable of providing useful advice to public policy makers, especially regarding social issues that have substantive behavioral determinants. With so many of our society's problems having behavioral origins, it is remarkable psychologists have had so little overt influence in helping solve them. Given our experimental-empirical base, one would have supposed an influence equivalent to that of other such sciences.

One consequence of this image concern is an internal problem for the profession of psychology. Namely, we have to rethink our graduate training programs. We need to rethink what skills, knowledge bases, and methodological attitudes will be needed by the behavioral specialists of the future, and decide whether different subspecialties (e.g., neuroscience, I/O, clinical research, cognitive science) require somewhat different institutionalized degree programs. These decisions would then inform national certification boards for graduate training programs, and it is imperative that APS have a strong voice on these boards. Decisions on the substance of graduate training programs are very hard to arrive at, but they cannot be passed off to others, since their resolution will affect how the public views our profession ... which goes back to the first topic I mentioned.

Q: You mention APS' role on education-related boards, but what other roles are there for APS in addressing these issues?

One function of APS should be to coordinate, and to lead, efforts of the many behavioral science organizations in getting the message of scientific psy-

Gordon Bower is a cognitive psychologist specializing in studies of human learning and memory with a particular interest in research on the influence on memory of imagery, organizational factors, and emotional states. His research interests also include the fundamental basis of induction and its role in forming expectations, making predictions, building useful categories and mental models, and classifying objects and events.



Bower, an APS William James Fellow, received his PhD from Yale University in 1959 and his BA from Western Reserve University. He holds a distinguished chair professorship in Stanford University's Psychology Department where he has spent his entire academic career. He has served as Chair of the department and Associate Dean of the School. Among his many honors are his membership in the National Academy of Sciences, the Society of Experimental Psychologists, and the American Academy of Arts and Sciences. He is currently President of the Western Psychological Association, the nation's largest regional psychological association.

chology across to the public, Congress, and governmental agencies. In that regard, APS has already taken major steps in bringing together — over the past three years of psychological science summit meetings — representatives of the many specialized societies of the social, behavioral, and neural sciences. Discussions at those meetings have identified major problems of our society that are behavioral in nature, (e.g., drug and alcohol abuse, violence, illiteracy, health-destroying life styles, and low productivity of our work force). A task force of the summit has developed a draft document called "The Human Capital Initiative" [see story on page 1] which points to some of the past behavioral research on these issues and suggests many questions for further research. This document will be circulated among funding agencies and Congress in hopes of persuading them that behavioral scientists should receive a somewhat larger share of the research and program dollars targeted for these problems.

Secondly, to improve our public image and influence, I think it is important that

APS coordinate its advocacy efforts in Washington with those of other behavioral science organizations. There are many issues on which the several organizations can agree — graduate student fellowships and regulations regarding the care of animals in research, to name just two — and it would be inefficient not to divide up the work and coordinate our strategies for lobbying Congress and other policy makers.

Q: Where do you hope APS will be at the end of your term of office in June 1993?

In terms of membership, several Board members have estimated that 15,000 to 16,000 total members (including students) would be a reasonable target goal for the next 3 to 5 years. We're about 70 percent there now. I see no special advantage to being a huge organization, since large size probably just increases strains due to the difficulty of achieving consensus. The motto of the initial founders of APS was

SEE BOWER ON PAGE 13

SUMMIT '91 FROM PAGE 1

like a skilled hockey player "anticipates where the puck is going to be and skates to that spot" — to anticipate where science is going. [See story on page 24.]

For psychology, the goal is to identify basic and applied behavioral and social research that should help accomplish critical national goals in areas such as literacy, drug and alcohol abuse, crime and violence, aging, worker and organizational productivity and efficiency, and health.

Reviewing the Human Capital Initiative

Nearly 100 representatives of 65 psychological organizations/agencies [see box on page 11] met in Houston to review the "Human Capital Initiative," as psychology's National Research Agenda is now known.

The Human Capital Initiative (HCI) document is conceptually organized around problems and issues facing contemporary American society, and its initial development by the National Research Agenda Steering Committee represents "phase one" of this multi-stage collaborative effort begun at last year's Tucson, Arizona, summit meeting.

Formulating Research Initiatives

Each psychological society was asked to contribute to the formulation of research priorities and initiatives within the issues outlined in the HCI document. Down the road, psychologists and their societies will press Congress and government agencies to implement the national psychology research agenda.

Psychology Taking Charge

APS President James McGaugh described this third summit of psychological societies as psychology's first really collaborative effort "to make an impact in Washington about how money ought to be spent, and what kind of money ought to be spent in order to promote research of importance to the national enterprise."

Leshner said psychology's collective input is crucial to his agency and other government agencies "to help us skate in



Photo by William Ashley

Members of the National Research Agenda Steering Committee. *Left to right:* David Berliner, James Blascovich, Bruce Overmier, Donald Foss (speaking), Janet Spence (Chair), Milton Hakel, and Larry Squire. *Not Pictured:* Sandra Scarr.

the right direction. You have to tell us the scientific directions that we should be pointed towards, but it should also be packaged in a way that is going to be useful My preliminary look at the document you have produced so far suggests that it is quite successful."

Other federal agencies also sent representatives to the meeting to help shape the science agenda and offer advice on how to get into the research loop. Speaking to the entire body of Summit participants these representatives included Richard Louttit of the National Science Foundation (NSF), William Vaughan of the Office of Naval Research (ONR), and Ronald Abeles of the National Institute on Aging (NIA).

Abeles explained how research initiatives originate, how they are typically developed, and what that implies for psychologists who seek funding from the National Institutes of Health (NIH), the parent agency of NIA. In general, most initiatives are internally developed, he said, so it is imperative to maintain good contacts within NIH in order to keep abreast of current and important research issues.

Summits Bear Fruit

APS Executive Director Alan Kraut said the psychology summits were already bearing fruit. "Last month a task force of the National Science Foundation met and will shortly announce its recommendation to the Director of NSF for a separate directorate for the behavioral sciences,"

Kraut said. "Much of the reason for this coming about was last year's Summit, which recommended that a separate directorate should be considered seriously, and I think that's a big turnaround," Kraut said.

"Another development is that Congress has begun to hear about this national research agenda that we are hammering out, and the agenda already has made an appearance in several documents that turned into legislation and were signed by the President," Kraut said. "Now Congress has told federal agencies to keep an eye on our summit process and notice the priorities and initiatives that will come out of the process and take those initiatives into account for planning and research agendas in the federal agencies."

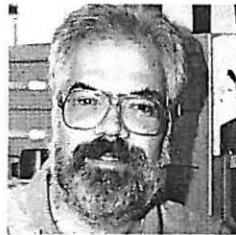
Some Comments

The Houston meeting's first plenary and breakout sessions were devoted to reviewing, trimming, polishing and pumping up the document that constitutes the first phase of the Human Capital Initiative. "Frankly, it's a political document," said Janet Spence, Chair of the committee that drafted the HCI document using content and themes developed at last year's summit. "It really wants to say: Here is what we are capable of doing — please read it."

Richard Louttit, Director of the Behavioral and Neural Sciences Division of NSF said, "The document is very good; the topics are very important and certainly

SEE SUMMIT '91 ON PAGE 10

Speech Analysis: Determining Intoxication After the Fact



David Pisoni

Quantifying Impairment Has Judicial Potential

State troopers, bartenders, and anyone who has been offered a ride home from a cocktail party easily recognizes speech clues of drunkenness that say, "This person is in no condition to drive."

It is only recently that psychologists have assembled extensive laboratory data to quantify the specific ways alcohol intoxication affects speech production.

In the psychology lab, speech processing techniques permit charting a number of well-defined changes in speech articulation that consistently occur when the speaker passes from a sober state to an intoxicated state.

With these methods, speech samples can be analyzed for a dozen different changes in speech characteristics, such as speaking rate, pitch, and articulation, in laboratory environments in which people are experimentally intoxicated to known blood-alcohol levels. The results are more accurate and consistent than any obtained from personal observations or impressions of intoxicated speech. And considering the broad range of individual differences in susceptibility to alcohol, these acoustic-phonetic measures can be particularly sensitive indices of motor control, timing and coordination required for speech production, and sensory-motor impairment more generally.

Funding for the first work in this field — by Professor David Pisoni and colleagues at the Speech Research Lab, Indiana University Department of Psychology — came from General Motors Research Labs in the mid-1980s. GM was interested in the feasibility of a safety interlock system that would prevent an intoxicated driver from driving a car.

Pisoni and co-workers undertook a wide range of studies. A few months after publishing the first controlled lab study of the effects of alcohol intoxication on speech in *Alcoholism: Clinical and Experimental Research*, July/August, 1989 — Pisoni heard from the National Transportation Safety Board (NTSB). The NTSB wanted an analysis of recorded speech samples of Joseph J. Hazelwood, Captain of the oil tanker *Exxon Valdez*, and an assessment of whether he may have been impaired at the time his tanker went aground.

The central issue in Hazelwood's 1989 trial was whether he was intoxicated when the March 1989 accident occurred. No blood tests could speak to his condition at the time of the accident. But there were routinely recorded Coast Guard voice recordings covering 10 hours up to the accident and about 10 hours after the tanker went aground and spilled 11 million gallons of crude oil into Prince William Sound.

Speaking Easily and Cautiously

"Using standard techniques for speech processing we analyzed the tapes and summarized our findings to the NTSB," Pisoni said. "We were very cautious about making any strong conclusions. But what did appear in this case is that there was support for the idea that changes observed in the measurements of his speech were consistent with the specific and reliable changes that occur with intoxication to known blood-alcohol levels in the lab," Pisoni said. "These were not our subjective impressions or judgments but were physical measurements of computerized digital signal processing," he emphasized.

"A couple of markers in Hazelwood's speech were consistent with those found in every one of the lab subjects. The most prominent marker was an increase in the duration of speech sounds in utterances. As a central nervous system depressant,

alcohol slows you down, and so speech sounds become longer in duration. There was also increased variability in his pitch, which is the second consistent lab marker," explained Pisoni. "We didn't conclude he was intoxicated," Pisoni emphasized, "instead Hazelwood's speech showed changes consistent with lab studies in which people are intoxicated to blood-alcohol levels above .10 percent."

But the NTSB report generated enough interest that Pisoni heard from Alaska's District Attorney Office. The prosecution desired a copy of the NTSB report and asked Pisoni to serve as an expert witness and to submit the study as evidence. Not unlike other attempts to quantify natural events, however, this new objective technique lost its first legal acceptance as the judge ruled against admitting the NTSB report findings as evidence. He based his decision on the fact that the new technique had not been subjected to what is called the "Frye" test — a legal case used as a precedent in allowing scientific evidence in a court of law — and because there was no precedent in law for using acoustic-phonetic measures of intoxication.

Hazelwood was acquitted of the charges of being impaired by alcohol intoxication, even though members of the jury were quoted in the *New York Times* and other newspapers saying they thought he had been intoxicated. "But no one presented any evidence. The only behavioral record of his performance was this audio recording," Pisoni said. And, this string of events is yet another measure, "It's a measure of the great gap between scientific advances in behavioral research and the level of understanding by judges and courts of law." The courts seem to lack the scientific understanding that would enable them to take advantage of the power of such objective behavioral science findings, he believes.

"There have been enormous developments in our understanding of speech, language and cognition over the last 25 years, particularly with the advent of highly specialized computers, and judges just are not aware of them," he concludes. What will it take to turn this around? "Another court case where a ruling is made that this evidence is admissible," concluded Pisoni.

Mishkin Receives Annual NIH Award

Behavioral Research Lays Path for Neurological Research on Memory Development

BETHESDA, MARYLAND — Psychologist Mortimer Mishkin and his colleagues at the National Institutes of Mental Health (NIMH) have identified a non-cognitive kind of memory that is not available to conscious recall. This kind of memory appears to depend on habits of past stimulus-response that have left their traces in the nervous system.

It is the kind of memory that Mishkin and his colleagues have found in animals that perform discrimination tasks correctly even after damage to relevant cognitive areas of the brain. It may also be the type of memory that allows human amnesia patients to perform discrimination tasks correctly without recognizing any of the objects they are responding to, and then generally explain they did it by pure guesswork.

Mishkin and his colleagues hypothesize that the information guiding such actions has left its traces in the nervous systems of the animals or humans, and that this is a kind of "response memory" or "response adaptation," allowing connections to be formed between visual stimuli and regenerated motor responses.

Mishkin described work on the brain circuits mediating the two different kinds of memory — one kind available to conscious recall, and the other not — before about 400 members of the National Institutes of Health (NIH) professional staff as he received NIH's prestigious G. Burroughs Mider Lectureship award. For the past 20 years the annual award has been given to a scientist who has contributed significantly to the biomedical research eminence of NIH.

Brain circuits for the two kinds of memory appear to be quite different, Mishkin observed. Cognitive memory or stimulus memory depends critically on the interaction between the cerebral cortex and the limbic system. Response memory or response adaptation involves interaction

between the cerebral cortex and the basal ganglia and particularly the neostriatum.

Mishkin first described "what we currently understand about visual processing ... because memory depends in the last analysis on the information we bring in."

He said that "as one ascends the visual processing stream, millions of neurons represent a particular stimulus in the visual field. And then the question is: how does this information get stored? We



learn about how the storage takes place when we look at the interaction between the cerebral and the limbic system. These structures actually project into the limbic. And we find that this projection is critical for memory."

"Some small proportion of the neurons that are active during the perceptual process now are put together in a set assembly. Our notion is that once that trace is formed, and at a later time the trace is reintroduced to the processing, it will reactivate set assemblies — and voila, recognition."

Mishkin indicated this work could help account for some of the puzzles surrounding disorders such as Korsakoff's syndrome and other forms of amnesia, and Alzheimer's disease and other degenerative brain disorders. Patients with such

disorders are unable to acquire new memories. "They are locked in the present and the remote past," Mishkin said. "For a few seconds they can keep processing information in their immediate memory, but they cannot lay down any new traces. They cannot form any new set assemblies and patterns, as a result of damage anywhere, because the entire system is sequentially connected. Damage to any portion of it will disconnect the system and halt the process.

Mishkin cautioned that this is just a working hypothesis — no one has ever seen it. But he added that "we can take that notion and apply it to the processing in all the sensory systems because they are all organized in much the same way"

"We think that in all the sensory systems it is only the latest stations of the pathway that project directly into the limbic system and thus communicate into the system that is responsible for memory formation."

In one experiment, Mishkin's colleagues tested whether animals could use tactile information they had acquired in darkness to guide them visually when the

... this work could help account for some of the puzzles surrounding disorders such as Korsakoff's syndrome and other forms of amnesia, and Alzheimer's disease and other degenerative brain disorders.

MORTIMER MISHKIN

lights were turned on. The animals had no problem making the switch from tactile to visual, even after lesions to one perceptual pathway. But damage to the limbic system always resulted in poor performance visually and by touch.

"We understand now a little bit about how memory systems may be organized," Mishkin concluded. "We still have a very long way to go to understand how those set assemblies and stimulus-response habits are actually formed from a molecular neurological standpoint. But now at least we know where to look. And this is something that will probably generate a lot of research in the near future." **D.K.**

SUMMIT '91 FROM PAGE 6

they are ones to which psychology has contributed.” He added that strong arguments for the value of psychological science should be included and said energetic personal promotion would be needed to put it across to Congress and research funding agencies. Both NSF and psychologists “have to convince the Congress that science at large deserves support based on what the contributions of science will be to society,” Loutitt said.

The Final Product

The final HCI document will be ready this spring, stated steering committee Co-chair Donald Foss, “with fine graphics so it will be a visually inviting document designed to get the attention of Congresspeople and their staff.”

It addresses six broad problem areas in today’s society: schooling and literacy, mental and physical health, aging, the changing nature of work, violence, and the use and abuse of drugs and alcohol. Woven through these issues are four broad research themes: brain, mind and behavior; human development and families;



Photo by William Ashley

Summit meeting Chair, Frank Landy, addresses summit audience.

education, training, and performance; and human relations and social organizations.

In response to comments raised about the format and content of the HCI document, Foss said a section on basic science will be placed up front in the document, and some of the more positive aspects like education and productivity may be moved forward so that the “fear” component of the document will not overwhelm the “hope” component.



Representatives of federal research funding agencies address the Summit audience. Left to right: Ronald Abeles (NIA), William Vaughan (ONR), and Richard Loutitt (NSF).

“We are also committed to speaking about the infrastructure of our field ... the people, the equipment, the training and the organizations that need investment and improvement if we expect the initiatives to have any success,” Foss said.

Basic Science

The question of how to sell basic research to Congress came up repeatedly during the meeting. Spence said in drafting the HCI document, the committee “tried very hard to show that basic scientists and other scientists constantly interact, and it is not basic science versus applied science — that’s an artificial dichotomy, and we are all in this together.”

William Vaughan said the Navy was trying to solve the problem of funding basic science by using high technology projects as “carriers” for the basic science that supports technology.

Developing Initiatives

With the umbrella document now on the way to a final revision and then to the graphic artists, summit participants plunged into preliminary work on part two of the Human Research Initiative. They met in small groups to identify and develop specific initiatives that their societies can promote individually and collectively, with strong mutual support under the Human Capital Initiative banner.

Frank Landy, summit Chair, offered participants a checklist he uses for

identifying attractive and reasonable initiatives. According to Landy, attractive initiatives usually have a successful history which includes theoretical background and social context. Second, the successful ones have a wide audience — Congress, foundations, or other organizations — and the wider the audience, the more attractive the initiative may be.

Third, the compelling initiative will probably be embedded in a hierarchical structure that has to be taken into account to get it underway. Fourth, a restatement of the problem that the initiative is designed to solve may permit it to be tied into an existing initiative, or make an old one more exciting, or fill a gap.

Fifth, ideas that lend themselves to multiple, alternative, and multidisciplinary approaches may be more attractive than those that put all their eggs in one basket. Point six on Landy’s checklist looks at feasibility questions, cost and payoff, and how long it may take to see some progress. And finally, the good initiative clearly points out what its proposer wants — additional research or training funds, money for centers, for example.

To the surprise of some summit participants, Landy said psychologists should not think of themselves as “initiating initiatives.” Psychologists sow the ideas, but others — policy makers and government agency people, principally — actually launch them.

“This concept of what the initiative really means here is one of the most important things we learned,” said John Wright of the Society for Research in

Child Development. "You gather all the ideas and agendas together to have a collective mass to get the attention of Congress — and then it spreads back to us again as they pick up the initiatives."

Sampling of Preliminary Initiatives

By the end of the summit, breakout groups reported significant progress in mapping out initiatives. For example, the "Productivity in the Workplace" group renamed itself the "Changing Nature of Work" group and focused on two main themes: (1) technology in the workplace as it relates to collaboration, decision making, training, retraining, and leadership, and (2) diversity of the workforce in gender, age, ethnicity, values and needs. Another area they scouted for initiatives was the shifting boundaries between work and non-work, as when people work at home, on an ad hoc basis, in retirement, or move in and out of the workforce. The group said a reasonable request would be for government to set up an agency or perhaps a program devoted to those kinds of things, and opportunities for centers and workshops as well as field sites in which to investigate critical questions.

The Schooling and Literacy Group plotted out six initiative areas: neural and cognitive mechanisms of learning, cross-cultural differences in learning and teaching, literacy and critical reasoning, diversity as a positive factor in classrooms, effectiveness and consequences of technology in education, and socialization of the young child outside school.

The Drug and Alcohol Abuse group ventured beyond its originally conceived parameters to consider "helpful" or therapeutic drug use as well as harmful drug use.

None of the breakout groups produced a final product, but they developed and shared "informed models" for continuing the task in their organizations. Some models emphasized strategic thrusts, others set out multiple options and opportunities, others crafted a package of initiatives that can be pursued.

CONTINUED ON NEXT PAGE

Organizations Participating in the APS Behavioral Science Summit

Houston, Texas, January 1991

Academy of Behavioral Medicine Research, Jerry Singer
Academy of Management, Michael Hitt
Adult Development and Aging, Denise Park, Anderson Smith
Air Force Office of Scientific Research, Genevieve Haddad
American Association for Applied and Preventive Psychology, Logan Wright
American Association of State Psychology Boards, Greg Gormanous
American Board of Professional Psychology, David Drum
American Educational Research Association, Merle Wittrock
American Evaluation Association, Lee Sechrest
American Psychological Association, Lewis Lipsitt, Joseph Matarazzo
American Psychological Society, Gordon Bower, Sarah Brookhart, Donald Foss, Milton Hakel, Lee Herring, Alan Kraut, James McGaugh, Virginia O'Leary, Janet Spence, Bonnie Strickland, Paul Thayer
American Psychological Society Student Caucus, Kathleen Morgan, Kenn White
Animal Behavior Society, Michael Renner, Charles Snowden
Applied Experimental and Engineering Psychology, Henry Taylor
Army Research Institute, Jane Arabian
Association for Behavioral Analysis, Philip Himeline, Jackson Marr
Behavioral Genetics Association, Sandra Scarr
Clinical Psychology, Sec III, Karen Calhoun
Cognitive Science Society, Jim Greeno
Community Psychology, Ira Iscoe
Counseling Psychology, Norman Kagan
Council of Graduate Departments of Psychology, Vicki Green, Erv Hafter
Council of University Directors of Clinical Training, Richard Bootzin, Karen Calhoun
Developmental Psychology, Dorothy Eichorn
Eastern Psychological Association, Lewis Lipsitt
Educational Psychology, David Berliner
Evaluation, Measurement, and Statistics, Douglas Carroll
Experimental Psychology, Jim Pomerantz
Federation of Behavioral, Psychological and Cognitive Sciences, David Johnson, Duncan Luce
General Psychology, Alan Boneau, Denise Park
Health Psychology, Richard Evans
International Union of Psychological Science, Mark Rosenzweig
Jean Piaget Society, David Palermo, Robert Wozniak
Midwestern Psychological Association, Elizabeth Capaldi, Roddy Roediger
National Academy of Sciences, CBASSE, John Tangney
National Association of School Psychology, Dan Reschly
National Heart Lung and Blood Institute, Sydney Parker
National Institute of Child Health and Human Development, Virginia Cain, Norman Krasnegor, Evan Pattishall
National Institute of Mental Health, Alan Leshner
National Institute on Aging, Ron Abeles
National Science Foundation, Richard Louttit
New England Psychological Association, Douglas Bloomquist, Jack Boitano
Office of Naval Research, William Vaughan
Physiological and Comparative Psychology, Marylou Cheal
Population and Environmental Psychology, James Richards
Psychology of Women, Ellen Kimmel
Psychometric Society, Bert Green, Bruce Overmier
Psychonomic Society, Mike Watkins
Psychopharmacology, John Grabowski
Rocky Mountain Psychological Association, Janet Schnorr
Society for Applied Multivariate Research, Howard Anderson, John Cornell
Society for Computers in Psychology, Roy Lachman
Society for Industrial and Organizational Psychology, Richard Klimoski, Frank Landy
Society for Mathematical Psychology, Donald Bamber
Society for Neuroscience, Larry Squire
Society for Personality and Social Psychology, James Blascovich, Kay Deaux
Society for Research in Child Development, John Hagen, John Wright
Society for Research in Psychopathology, Rue Cromwell
Society for the Advancement of Social Psychology, Roger Drake
Society for the Experimental Analysis of Behavior, Donald Baer, Mark Branch
Society for the Psychological Study of Social Issues, Jacqueline Goodchilds
Society for the Study of Lesbian and Gay Issues in Psychology, David Cramer, Royce Scrivner
Southwestern Psychological Association, Patrick Williams
Teaching of Psychology, Douglas Bloomquist, Patrick Williams
Western Psychological Association, Gordon Bower

Notice: Accessibility of APS on PsychNet

Due to an error on the part of **Connect, Inc.**, the telecommunications company that provides access to the **PsychNet** electronic networking and database system, the email address for accessing **APS** on PsychNet has been changed to: **APSNET**

APS apologizes for any inconvenience caused to members trying to reach APS staff on the PsychNet network in accordance with the announcement on page 7 of the January, 1991, issue of the *APS Observer*.

FROM PREVIOUS PAGE

Refining Initiatives

Development of the initiatives is now the responsibility of the participating organizations, with some suggestions and guidelines from the steering committee to guide and stimulate their work. By the end of summer the steering committee should have all initiative statements in hand and be able to start the integrative process of bringing together part two of the Human Capital Initiative. There is already speculation that next year's summit may be held in Washington, to include "action" training complete with visits to Capitol Hill. This would capstone to the first stages of the plan to get the agendas and initiatives implemented, Spence suggested.

Followup Committee

The summit participants voted to authorize the current steering committee to nominate a new committee for the current year, with the clear understanding that some present members will continue to be available at least during a transition period. Members of the steering committee were appointed, under authorization of participants at the 1990 summit, by APS President James McGaugh, APA Science Advisor Francis Horowitz, and Federation (of Behavioral, Psychological and Cognitive Sciences) President Duncan Luce. The steering committee includes Janet Spence (Chair), Donald Foss (Co-chair), David Berliner, James Blascovich, Milton Hakel, Bruce Overmier, Sandra Scarr, and Larry Squire.

Hakel of the University of Houston and

other Houston-area psychologists and graduate students graciously hosted the meeting, and the University of Houston Department of Psychology sponsored one of two receptions. In welcoming remarks Hakel emphasized the appropriateness of the Houston site for the meeting by virtue of Houston's "can-do spirit," something the summit participants would do well to adopt, he said.



Student Caucus representatives Kathleen Morgan and Kenn White participate in summit deliberations.

Exiting Comments...Heard on the Street

As the summit concluded, counseling psychologist Norman Kagan of the University of Houston commented, "I see a useful product here. It's marvelous that we have a chance to have some input into the direction of research funding, which so often has been a band-aid operation rather than a systematic review of fundamental issues that span some of these critical social issues. In the past we have seen a sudden emphasis on drug abuse, and a sudden emphasis on this or that, without ever looking at the fundamental knowledge that we need to make some funda-

mental changes. And I think the work we've been doing here is just the sort that's needed. It brings psychologists together to focus on a third focal point, rather than to focus on each other, and it's good to target that third point rather than the differences among us." Kagan said he sees counseling psychology as having a very important role in the Human Capital Initiative and in the common good.

Jacqueline Goodchilds, representing the Society for the Psychological Study of Social Issues (SPSSI), said, "I thought this meeting was amazingly successful. My organization casts a wary eye on all such efforts, but in this case we have no problem — unheard of for SPSSI!"

Kay Deaux, representing the Society for Personality and Social Psychology, also considered the meeting "remarkably productive," and said "from here on we have even harder work of hammering out the initiatives and carrying them to Congress and the agencies."

Vicki Greene, representing the Council of Graduate Departments of Psychology, said, "I am amazed at the ability of the steering committee to structure this project and bring it to this point. They did what needed to be done to get it to this intermediate stage, and it's going to go on."

Jim Greeno, representing the Cognitive Science Society, said, "The group here has made real progress. Now it's very important to continue. I would like to see several working groups formulate substantive documents for specific initiatives that are needed, and I would certainly be willing to recruit people for that task." **D.K.**

Insurance Rates Rising?

APS Offers Professional Liability Insurance At Competitive Rates

A reliable and affordable insurance package, offering:

- ◆ Coverage up to \$1,000,000 per incident and up to \$3,000,000 per year.
- ◆ Legal fees and court costs are paid in addition to policy limits whether or not you are liable for the charges made against you.

Specifically designed for our members who:

- ◆ Have a part-time private clinical or counseling practice (10 hours or less of practice per week) (\$307-\$520 per year)
- ◆ Are engaged in academic, educational or research activities (\$78-\$128 per year)
- ◆ Do various kinds of full- or part-time industrial consulting (\$295-\$498 per year)
- ◆ Students (\$30 per year)

Contact Tony Spohn of Maginnis and Associates (1-800-621-3008, Ext. 29) (In Illinois: 1-800-621-6585, Ext. 29) for further information and application.

BOWER FROM PAGE 5

"Lean and Mean," and was exemplified in a memorable first meeting of the Board (at the Alexandria, Virginia, APS Convention) where we each brought our own brown-bag lunch, met on the lawn under a juniper tree next to the convention hall, and drew straws to see which "lucky" people got to rotate off the Board early. The APS Board members are typically dedicated academics with no ambitions to become power-brokers or "Washington Frequent Flyers."

I suppose that the APS headquarters office will expand its staff slightly as warranted by the growth of APS membership and revenues, and as new duties and responsibilities are identified. One consequence of success is that our organization is now asked to do many more things than are smaller scientific societies, such as sending our representatives to large numbers of meetings of congressional committees, governmental agencies, review panels, and other scientific organizations. Our Washington staff is dedicated, but we should not keep them short-handed nor expect them to be excessively overworked.

One small goal for APS in the coming years is to resolve and normalize our relationship with the Federation of Psychological, Behavioral and Cognitive Sciences and with APA. First, as a small start-up organization, APS has not had the funds to support the Federation as well as we would have liked, but the Board recently approved a plan we hope will gradually phase in our participation in the Federation in the coming years. Second, since APS was born a mere two years ago, it has grown tremendously and has earned a national reputation of organizational competence, strength, and independence. Because APS has demonstrated itself to be a new significant focus of identification for many psychologists, APS can therefore deal on a more equal footing with, and perhaps reach a more productive working relationship with, APA.

Another goal for APS in the future should be to make our annual convention as scientifically interesting, exciting, and attractive as we possibly can. Over the past years large numbers of psychologists fell into the habit of not attending large

national conventions, preferring instead smaller conventions of their more specialized societies (e.g., Psychonomics, Neuroscience, ARVO, Human Factors, SRCD, AABT, Cognitive Science). That's where they habitually reported their latest findings. It's time we called them back into the fold of our more general family; it's time to persuade them that APS provides an equally good home for them to present their findings and meet their friends, and have them re-experience the fun of learning about what's going on in research across a broad spectrum of psychology. It's a matter of persuasion, imitation, and learning new habits, which we should know something about.

I spoke earlier about the continued growth of APS' membership. I suppose that such growth will bring with it increasing demands from our membership that the organization officially speak out in support of an ever-expanding agenda of social causes. The problem is that there is a myriad of just causes, including not only graduate fellowships and research funding, but also more "politically sensitive" issues such as abortion-rights, minority rights, gay rights, child-care, bilingual education, regulating mental testing in the workplace, and so on.

There's an unending set of social-political issues that behavioral scientists could address through an organization. But we can't do everything; however strongly we may feel as individuals about such issues, the Society as a whole cannot dissipate its meager resources by debating and taking a public position on very many issues. As a Society we have to reach some consensus regarding professional priorities, regarding which issues are most central to our organization and where APS can best put its public advocacy efforts. Most of the APS Board agree that we should be very cautious and wary in having the society take positions and lobby on social-political issues about which there's considerable disagreement within our ranks. We should focus on the shared interests that bring us together rather than the heated political topics that could split us apart. Coming to a tentative resolution about this policy will doubtless be a continuing issue for discussion among our members, in our Board meetings, and in the pages of the *APS Observer*. ◆

The Student Notebook

by Travis Langley

Executive Council Meets

The Executive Council of the APS Student Caucus (APSSC) held its second annual executive meeting, this time hosted by the Psychology Department at Carnegie-Mellon University in Pittsburgh. In addition to reviewing and continuing to develop existing projects, it was decided that the Student Caucus would begin to make available printed resources that specifically address student needs — such as information on graduate school applications, vitae writing, and publication style.

To encourage representatives of the Student Caucus school chapters to make their annual chapter reports as thorough as possible, an **Outstanding Chapter Award** will be given at the APS national convention to the chapter judged most active in serving the needs of its student affiliates, a determination to be based on information in the chapter reports.

The Student Caucus will continue developing support for **regional student research conferences**. Two chapters are currently holding student conferences this spring: Penn State University's chapter in March, and SUNY-Stony Brook's chapter concurrent with the Eastern Psychological Association's meeting in New York City in April. The Executive Council discussed creating a position for a national technical advisor to assist chapters that wish to host research conferences, and is developing a budget for services that we can provide to aid in setting up those conferences. Some support options include announcing a chapter-sponsored conference in the Student Notebook; contacting other chapters through an APSSC Update newsletter written by Secretary Paul Reber; and technical support in advising how to host a conference. Finally, it is hoped that in the future there may be financial support as well.

Important: Any chapters **requesting financial support for conference activities** should submit the detailed request at least six months in advance. At present no formal guidelines have been established for this, but do not organize a conference and then send the bill to the national organization. If the APSSC Executive Council has not had time to consider the proposal, it cannot provide financial support.

Chapter Dues Clarification

There has been some confusion about chapters' freedom to charge their members dues. Chapters can charge their members dues! Past statements by the Executive Council regarding the lack of chapter dues referred only to the fact that chapters do not pay a charter fee to the national organization. We apologize for any misunderstanding.

See page 22 for information on applying for the APS Convention Student Travel Awards and registering for the Convention Job Bank.

The APS Student Caucus represents all the Society's student affiliates. It is not an honor society. All chapter chairs are additionally recognized as members of the APSSC national Advisory Committee. Students or faculty wanting information about APSSC school chapter applications should contact:

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

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

Student Chapters Exhibit Diversity

Student affiliates of the American Psychological Society are forming APSSC chapters at colleges and universities across the country. Each chapter is structurally and functionally unique and is developed by the chapter members to meet their own particular needs and interests. Consistent with its periodic focus on individual chapters, this issue of The Student Notebook shows just how much chapters can differ from one another, by presenting interviews with representatives from chapters from the University of West Florida in Pensacola and from Hendrix College in Conway, Arkansas.

The **University of West Florida (UWF)** chapter is a very active group, represented in this interview by John Watt (Student Chair) and Stephen J. Vodanovich (Faculty Sponsor).

Q: How is the UWF chapter organized?

Watt: I think our chapter structure is quite unique. To avoid the typical structure found in most organizations of having a President and Treasurer, for example, we decided to have student Chair Advisors or CA's from each of the three tracks in our masters program (I/O, Counseling, and General). We also have an undergraduate CA. This has worked very well. Since the CA positions are equal in stature, it has allowed the members to focus on the purpose of the organization and has allowed equal participation by all three tracks and the undergraduates in decision-making. This structure has also helped us recruit students with diverse backgrounds and has increased the level of interactions among undergraduate and graduate students, something we specifically wanted the chapter to do. Another reason for creating

CONTINUED ON NEXT PAGE

a CA structure was the fact that there was a perception among our department's students that APS membership was limited to those in areas other than counseling or clinical. We thought an organizational structure actively involving students from all areas of psychology would help dispel the misperception and ultimately prove more effective. The membership statistics recently published in the *Observer* have helped us show the wide distribution of members across major fields in APS. The CA's are also better able to bring up issues that are unique to their speciality areas, such as licensure concerns.

Q: How does your chapter interact with other organizations?

Watt: While our chapter doesn't interact on an official level with the other organizations within the department (e.g., Psi Chi, Psychology Club, Society for Human Resource Management), we do support each other's activities, as well as make sure that no organization is duplicating the other. Actually, many of our members are also members of these other organizations.

Q: What activities is your chapter involved in?

Watt: One of the first questions asked by students when I approach them about joining our student chapter is, "How are you any different from the other clubs in the department?" It was a question that we asked ourselves when we first set out to create our chapter, and we're trying very hard to create an organization that is distinctive within our psychology department. Therefore, one of the first things we did was to consider what wasn't being done by other organizations or the department that could benefit students. Since our students either work at the masters level or continue on in doctoral programs, we wanted to do a variety of things that would appeal to both. For example, we network with local and regional organizations in order to keep abreast of job openings or internship possibilities. We have sponsored specialized "how to" workshops on topics such as using SPSS, writing for publication, and applying to graduate programs. We're also creating a biannual research/thesis colloquium, to give students a forum to present their work to peers and faculty, as well as to strengthen their presentation

skills. Our chapter will be giving an annual research award to the student or students that demonstrate an outstanding quality of work. It's our hope to be able to breed a little friendly competition between the different track areas within the department.

Q: Do your members attend professional conferences?

Vodanovich: We have made a special attempt to allow students to attend professional conferences. Students who have been to conferences return to classes with an apparent renewed vigor and sense of direction; I think it helps put their education and goals in perspective. At any rate, many of our students will be attending several different national and regional conferences. Specifically, we'll attend meetings of the Southeastern Psychological Association (SEPA), SIOP, and APS' convention. Some of our students will be presenting papers or posters at SEPA.

Q: What do you think the APSSC can do at the national level?

Vodanovich: All of our APS student members are concerned with licensing and accreditation laws. They are concerned about the availability of licensing at the master's level, as well as the title associated with it, such as "mental health counselor" and "psychological examiner." In addition, students who plan to pursue doctoral training are upset at current laws that make it difficult for those outside clinical or counseling psychology to qualify for licensure. The idea that they may obtain a PhD and not legally be able to call themselves a "psychologist" seems unjust. This view is shared by our counseling students. Consequently, they see the Student Caucus as a vehicle to promote change in this area.

Q: Is there anything else you'd like to see the APSSC do?



Founding members of the University of West Florida Student Chapter. *Left to Right, Back Row:* Mike Blanchard, Lewis Davis, John Watt (Student Chair), Keith Grace, Lori Valenti; *Middle Row:* James Allen, Beth Ann Willby, Dana Jones, Arlesia Brock, Susan Bush, Ray Karl; *Seated:* Jay Gould (Associate Professor), Stephen Vodanovich (Faculty Sponsor); *Front Row:* Cecilia Dalton (Counseling Chair Advisor), Ginny Monge; *Kneeling:* Roy Sakker; *Not Pictured:* Carol McLeod (General Chair Advisor), Jorge Fernandez, Taryn Yates, Jane Waters.

Watt: Yes, the establishment of an electronic bulletin board, perhaps through a network like BITNET. Chapter members could access the board to find out the latest APS information. Publicizing the email addresses of the chapters would permit chapters to easily communicate with one another. Students interested in pursuing graduate studies at a university that has an APS chapter could get first-hand information about the school and area from other student members, for example.

Q: How do you support your chapter financially?

Watt: Our student chapter does not require its members to pay dues. However, this will probably change in the near future as our needs grow. As a student organization, we are able to access resources such as a university student activity fund and university transportation.

Q: What about the future?

Watt: Shortly, we hope to begin an APS student newsletter. Its purpose will be to accommodate those students whose schedules don't permit them to be very active in the chapter, and to disseminate important and helpful information to the entire department about our activities, convention information, and student and faculty research. We also want to begin discussing joint research projects with members of other APS student chapters. Being able to start developing relationships with our future colleagues could be really beneficial.

One of the first groups to petition for a chapter charter, the APS Student Caucus chapter at **Hendrix College** is actually the school's Psychology Club. Hendrix College is an undergraduate institution, a college that is small but ranks well nationally.

We spoke with President Veronica Thessing and Vice-President Deanna Weisse. Former, long-term advisor Chris Spatz comments on the history of the organization. Tim Maxwell is the current Psychology Club Faculty Advisor, although Ralph McKenna sponsors the chapter.

Q: What are some noteworthy activities of your group?

Thessing: One of our biggest projects is a psychology forum that informs students about the wide variety of psychology professions and what it's like to work in these areas.

Weisse: We did this in October and had twelve professionals come in, each representing a different facet of psychology (e.g., I/O, clinical, counseling, school). We opened the forum with each explaining what they do, then held a question-and-answer session for the students, and finished with a reception in which the students could talk to them individually. It was a big success.

About fifty students attended; that's pretty big considering that Hendrix has just under a thousand students!

Weisse: A lot of our students with an interest in clinical psychology have learned through the forum of the many careers in psychology. We also keep available for students printed information on graduate programs and job opportunities including a handbook of graduate programs in psychology.

Thessing: We periodically host guest speakers who discuss topics of interest to students. We have monthly meetings throughout the school year, and once each term we hold a film discussion. The club also provides social functions for students interested in psychology. We're having a

T-shirt made up for the Psychology Club; this hasn't been done in several years.

Q: Do your students have opportunities to do their own research?

Thessing: We have three different classes that promote student research. Students also have a chance to do independent research for course credit. This can be almost any project as long as it is done with one of the psychology professors as advisor.

Weisse: In Advanced Social Psychology, we conduct five different research projects, thoroughly planned out and written in APA style. In that course and in the Experimental Methods class, students can plan and conduct a large research project.

Weisse: Outside of the classrooms, we are very fortunate in that Hendrix allows students to do independent research. Students can get course credit for independent study as long as it is a substantial piece of research.

Q: Do your students have opportunities to make research presentations?

Thessing: Every April students from



Officers of Hendrix College Psychology Club. *Left to Right:* Veronica Thessing (President), JoLynn Mazanti (Treasurer), Deanna Weisse (V. President), Leah Moak (Secretary); *Not Pictured:* Susan Kennedy and Rhonda Edmiston (Publicity Chairs), Tim Maxwell (Faculty Sponsor).

around the state attend the Arkansas Symposium for Psychology Students and present their research to students and faculty from other schools. It's not high pressure but it is a good way to make the research known, and it provides valuable experience.

Q: What is the history of the group?

Spatz: The history of this club is long and dates at least to the late 1950's. Basically the club has been born and died a number of times. Since about 1974, it's been in

APSSC Officers Executive Council

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

President

Kenn White
Cronkrite Graduate Center - 100B
6 Ash Street
Harvard University
Cambridge, MA 02138 Tel.: 617-493-6442
BITNET: WHITEKE@HUGSE1

Secretary (Information Networking)

Paul J. Reber
Department of Psychology
Carnegie-Mellon University
Pittsburgh, PA 15217 Tel.: 412-268-8115

Treasurer (Research Awards)

Carolyn Roecker
Department of Psychology
The University of Iowa
Iowa City, IA 52246 Tel.: 319-338-9817

Student Notebook Editor

Travis Langley
Department of Psychology
Tulane University
New Orleans, LA 70118 Tel.: 504-865-5331 or
504-895-6338
BITNET: PS3GAWG@MUSIC.TCS.TULANE.EDU

Graduate Advocate

Kathleen Morgan
California State University
5500 University Parkway
San Bernardino, CA 92407 Tel.: 714-880-5570

Undergraduate Advocate

Michael Beddows
McGill University
17138 Brunswick Blvd.
Kirkland, Quebec
Canada H93 1L08 Tel.: 514-695-4526

Past-President

Kathie Chwalisz
361 Lindquist Center
The University of Iowa
Iowa City, IA 52246 Tel.: 319-338-4990

Current Projects

Donna Desforges
Chapter Recruitment Coordinator
Texas Christian University
Department of Psychology
Box 32878
Fort Worth, TX 76129 Tel.: 817-921-7414
BITNET: RP711PS@TCUAMUS

Lisa Fournier
Travel Awards Contact
University of Illinois
308 E. Iowa St. #5
Urbana, IL 61801 Tel.: 217-333-2169

CONTINUED ON NEXT PAGE

equipment, and reprogrammed for another experiment within 10 minutes. Eventually a small SYM-1 computer was added to the equipment rack and became the core programming and data storage device for several years.



Senior Beth Bower (*right*) instructs freshman Liza DeBartolo in preparation for training rat in a Thompson-Bryant maze.

Undergraduate Research Assistants

The simplicity of the equipment also meant that undergraduates could be taught to operate the equipment easily, without intimidation, and could be involved in a research project within a relatively short time. This was important since Delay found that the undergraduates were an untapped resource if their interests and participation were carefully nurtured. Delay discovered that most undergraduates did not realize they could be involved in research nor did they realize the commitment necessary.

At first one or two students were invited to work in the lab each year, but when the benefits of doing research became obvious to the students, it wasn't long before they were asking to work in the lab. Those students conducting research were gaining hands-on experience in experimental design, data analysis, and other procedures beyond the standard class and lab exercises.

Students began to share their research

experiences with others in an exciting atmosphere conducive to learning. Informal "journal clubs" were started in which students were encouraged to find articles relevant to their research and critique them for the group at lab meetings. Juniors and seniors began to teach new students how to train rats and operate lab equipment, as well as a variety of other lab skills.

The research often resulted in publications with students as co-authors or in presentations at regional or national professional meetings with the students making the presentations. This experience has been particularly helpful for students applying to graduate schools. Several have gone on to premier graduate programs in experimental, physiological, forensic, and other areas of psychology. In addition, the college found that efforts to recruit freshman benefitted when these undergraduate experiences were advertised. The college recognized the asset and occasionally was able to provide some additional funds or equipment for the lab that were not included in the yearly budget.

Moreover, with the development of their research skills, the undergraduate students conducted research which became a major component of the preliminary data for the current NSF research grant, and several students are currently completing projects proposed in the application. In effect, the undergraduates became the "fleet of graduate students" that made it possible to compete for grant funds.

Applying for Grants

Once the active lab was established, there were still several hurdles to jump. The first three steps were to identify a granting agency whose mission fit the interests of the researcher, to write a grant application that passed peer review, and then to receive a priority rating that fell within current funding levels.

Hoping to get start-up funds as a "new investigator" through the Alcohol, Drug Abuse and Mental Health Administration, Delay submitted several grant applications

to examine age-dependent effects of amphetamine on the behavior of rats. Each proposal was approved for funding, but with more competition for the same dollars, priority scores never reached funding levels.

By the fourth application, Delay suddenly found that his status had changed from a "new investigator" to a "senior investigator," even though he did not feel like a "senior." To be eligible as a senior investigator for funding with this program, one must be proposing research which represents a major change in research direction. Once again his proposal was approved but not funded.

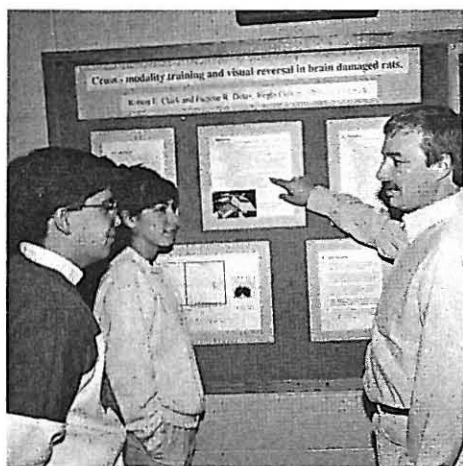
Research at Undergraduate Institutions

With his interests heading towards a combination of recovery of neural function and cross-modal transfer of learning, Delay turned to a program in NIH (National Institutes of Health) and the NSF program on the Biological Basis of Behavior. With NIH, the application was once again approved but assigned a priority score outside the funding range. However, Delay gave the NSF application a different twist by requesting that, if approved, funding be provided by the program for Research at Undergraduate Institutions (RUI). The grant application was not only approved, but this time it also was funded, finally!

The RUI program provides an excellent opportunity for faculty at small colleges since its purpose is to provide research funds for departments that are in predominantly undergraduate institutions and that do not have PhD programs. Moreover, the PI can request money specifically to support undergraduates involved in the research proposal, a situation ideal for institutional settings such as at Regis.

To be eligible for RUI funds, the grant application must be reviewed and approved by the program to which the application is submitted and must include undergraduates as part of the research program. Delay proposed a series of studies which would examine the effects of postoperative auditory cross-modality transfer training on the recovery of

function after brain injury. Several studies were centered around a brightness discrimination originally learned by rats prior to lesions of the visual system. Rats given postoperative auditory discrimination training before retraining with the visual discrimination exhibit better relearning than lesion rats given equivalent postoperative training with the original visual discrimination. Other studies were designed to examine similar cross-modal transfer paradigms following lesions of the auditory cortex. Some of



Professor Gene Delay explains NSF-funded research by Regis graduate Bob Clark (now in graduate school) to Luis Diaz (left) and freshman Liza DeBartolo.

the research incorporated shock avoidance training and some used water reinforcement in a two-choice Y maze. Each project was such that, after some basic training, undergraduates could become directly involved in conducting the project.

Students conducting the research are expected to be involved in nearly every aspect of their respective experiments. Depending upon their project, students may even learn surgery and histological procedures. Although not part of the grant, students with clinical interests are conducting studies on related topics with clinical neuropsychological tests. These projects help all the students realize the potential application of the rat work for human neuropsychological rehabilitation programs.

Matching Funds

In general, NSF programs are reluctant to provide much money for capital purchases. Instead NSF depends upon its program for Instrumentation and Laboratory Improvement to support the purchase of laboratory instructional apparatus. To expand the research opportunities and to improve the curriculum for psychology students at Regis College, Delay and co-investigator, Gary W. Guyot, submitted a grant application to obtain matching funds for new laboratory equipment.

The first application proposed to purchase computer and Grass polygraph equipment to upgrade the psychology laboratory and to make possible the development of new courses in cognition. This application was not approved for funding due primarily to a lack of focus.

Peer Preview

A different strategy was applied to the preparation of the second application. First, Delay and Guyot asked other psychologists who had written successful equipment grants during the two preceding years for copies of their applications to use as models. Second, a new course in cognition, which served as the center piece of the grant, was designed and approved for the department. Third, to upgrade the courses in physiological psychology and learning and to provide integration across departmental courses, specific components of these course were redesigned to increase the emphasis on cognitive topics. A description of the benefits of these changes and how the equipment from the grant would enhance these modifications was incorporated in the application. Fourth, specific course outlines were included in the application which com-

pared and contrasted the current curriculum with the changes that were planned if the grant was awarded. This time the application was funded.

Administration Support

Some interesting spin-off events have occurred as a result of these awards. Guyot has continued to work with the college development office to obtain matching funds from private foundations for the instrumentation grant. These foundations are often quite willing to provide the matching funds when money is already committed to a project. The school administration was very supportive of these applications and when the equipment grant was awarded, a portion of the lab space was remodelled by the college to accommodate the new equipment and to improve the rat colony facilities. This has in turn generated a great deal of enthusiasm among psychology students which is helping sustain interest in the major.

Keys to Success

The experiences of Delay and Guyot suggest two basic keys to successful small college grant applications. One is to involve undergraduates in departmental research. As students develop research skills, they become more enthusiastic about the scientific nature of psychology and contribute to research which can support grant applications. Another key is for faculty to be persistent. Studies by NSF and others have shown that grant applications which are revised and submitted a second or third time are more likely to be funded than first-time applications. The success of the Psychology Department at Regis College is evidence that undergraduate institutions can be successful in the federal grant chase. ♦

SPSP Conference Precedes APS Convention

The Society for Personality and Social Psychology (SPSP), an organization of approximately 3,500 personality and social psychologists, will hold a convention meeting at the Sheraton Washington Hotel on June 12-13, immediately preceding the APS convention. This will be SPSP's first free-standing convention. As a supplement to the participation of SPSP members in more general psychology meetings, this convention is intended to provide members the opportunity for concentrated contact and interaction with other personality and social psychologists. At the same time, the convention will offer other psychologists a chance to learn more about recent developments in social and personality psychology.

The program of invited talks and symposia will have a common theme: the applications of theory and research in personality and social psychology to the issues that confront society. The program participants will provide evidence to support Kurt Lewin's often-cited statement, "There is nothing so practical as a good theory."

The convention will begin at 7:00PM on Wednesday evening, June 12, with keynote speaker David Sears (UCLA). A social hour (with a cash bar) will follow. A full day's program will follow on Thursday, June 13 from 9:00AM to 4:30PM. The morning's session will feature reports

from a recent NIMH work group, chaired by Diane Ruble (New York Univ) and Phil Costanzo (Duke Univ), dealing with the relevance of social psychological theory to issues in mental health. Other participants include Margaret Clark (Carnegie-Mellon Univ), Joel Cooper (Princeton Univ), Kay Deaux (CUNY Graduate Center), and James Jones (Univ of Delaware). Two sessions are scheduled for Thursday afternoon. Speakers in the first session, who will present research dealing with physical and mental health, are Eugene Borgida (Univ of Minnesota), Nancy Cantor (Univ of Michigan), and Peter Salovey (Yale Univ). The second session will focus on issues related to legal process and conflict resolution. Max Bazerman (Northwestern Univ), Susan Fiske (Univ of Massachusetts), and Steven Penrod (Univ of Minnesota) will participate in this session.

The program will adjourn in time to attend the opening keynote address of the APS convention by Nobel Laureate Herbert A. Simon at 5:00PM. No extra registration fee is required for the SPSP convention. Both SPSP members and non-members are invited to attend. For further information on the convention, contact James Blascovich, Secretary-Treasurer, SPSP, Dept of Psychology, SUNY-Buffalo, Buffalo, NY 14260. ♦

APS Convention Travel Funds

Donations and Applications Sought

For the past two years the APS Board of Directors has been able to provide travel funds to help students who needed financial support to attend the annual APS convention. In 1990 APS members generously added to the Board's initial donation, and helped 26 students attend the convention. This year we are seeking donations again. All members and students are asked to contribute to the cause. Checks should be made payable to APS, and sent to: APS Student Travel Fund, 1511 K Street, NW, Suite 345, Washington, DC 20005-1401.

Both graduate and undergraduate students who will be presenting research at the convention, are willing to work at the convention, and can demonstrate financial need will be eligible to apply for assistance. To do so, students are asked to send a letter of application (limit to one page) indicating your purpose for attending the convention and your contribution, the title of your presentation, if you have submitted a proposal, your status (i.e., year in school), and your institution to: Lisa Fournier, APS Travel Fund, Dept of Psychology, Univ of Illinois, Champaign, IL 61820, tel: 217-367-8790. To apply, you must be an APS Student Affiliate. Non-members are ineligible to apply.

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

Convention Job Bank Applications

May 31 Deadline

On June 13-15 at the Sheraton Washington Hotel in Washington, DC, APS will operate its official Job Bank/Job Placement Center during the APS third annual convention. Job Bank applications for employers and job seekers alike are due to APS on May 31. Two copies of a one-page form, available from central office, must be completed by all participants. Job seekers are asked to send two copies of their curriculum vitae.

Specific job openings will be sorted into three job classes: academic, clinical/counseling, and industrial/other. Job seekers must pay a minimal processing fee of \$5, and employers pay \$25. Prospective employers are not required to be present at the convention to participate. Specific job openings posted at the Job Bank will be available only during the convention.

Special Tours of Washington During APS Convention

Discover the sights of Washington, DC, by joining one or more of the "special interest" sightseeing tours being offered during the third annual APS convention. Bring your family and friends or come alone to see the usual famous sights plus something more! Sign up for one or more of these unique tours:

Friday, June 14

8:30 AM - 12:30 PM

"In George Washington's Footsteps" (\$30)

The first stop is Mount Vernon, where you'll tour the mansion, explore grounds, and stroll in the gardens recreated to appear as Washington knew them. In Alexandria, Washington's home town, a driving tour shows you the sites he knew: Christ Church, where he held a pew; Gadsby's Tavern, site of his birthday balls; and Market Square where he drilled his troops. A rare glimpse of colonial America plus entertaining commentary that focuses on Washington's goals, loves, and triumphs makes this a memorable outing.

1:30 PM - 4:30 PM

"Literary Landscapes" (\$28)

From its earliest days, poets and authors have written about Washington. Hear the fascinating stories and words of such writers as Henry Adams, Walt Whitman, and Carl Sandburg as you see the sites they knew. The tour route includes the Mall, Embassy Row, and the side streets of Georgetown. Stops include the Folger (Shakespeare) Library, the book vaults at National Cathedral, the Revolutionary War library at the opulent Anderson House, and Freedom Plaza, where quotations from famous writers are inscribed.

Saturday, June 15

8:45 AM - 12:45 PM

"Washington Jewels" (\$30)

Discover two of the Capital city's best kept secrets: the Old Executive Office Building (OEOB) and Tudor Place. For 17 years craftsmen at OEOB worked to embellish the opulent rooms, a masterpiece of stenciled walls, ornamental skylights, lacy iron work, Minton tiles, and imported marbles and bronze sculptural detail. The majestic mansion built by Martha Washington's heirs, Tudor Place, reigns on five acres in the heart of Georgetown. Following the house tour, you will be guided through the gardens, renown for their boxwood and 100-year old roses.

1:30 PM - 4:30 PM

"Triumphs and Wonders" (\$28)

For those with an interest in science and technology, Washington offers a spectrum of related sights. Commentary that focuses on technology helps you see familiar sights in new ways. When you consider familiar landmarks from a technological standpoint, they take on new meaning: the perfect obelisk proportions of the Washington Monument, the innovative cast iron construction of the Capitol dome and more. Tour sights include Tech 2000, the world's first gallery of interactive multimedia; the National Air & Space Museum; and the National Building Museum. The fascinating commentary plus new and old sights add up to a unique adventure.

7:00 PM - 10:00 PM

"Glittering Scenes" (\$37)

With the night as a backdrop, the flood-lit memorials shine on the Washington stage. This evening tour takes you past the illuminated monuments, across Capitol Hill, along Embassy Row, and among the charming side streets of Georgetown. Stops include Lafayette Square, the Washington Harbor, and the Lincoln Memorial. Dinner, served at Tony & Joe's restaurant on the banks of the Potomac River, tops off the evening. Commentary focuses on the Washington social scene with fascinating tales about the Capital's great hostesses, the White House, and diplomatic social life.



AMERICAN
PSYCHOLOGICAL
SOCIETY

Special Interest Tours, Inc.

Registration Form

Space Limited. Reservation Deadline: May 14
Make check payable to: Special Interest Tours, Inc.
Send to: Special Interest Tours, Inc., P.O. Box 33033
Washington, DC 20033, Attention: M. Atwater

Name: _____

Address: _____

Telephone (Day): _____

Friday, June 14

____ (#) "In George Washington's Footsteps" @ \$30 each

____ (#) "Literary Landscapes" @ \$28 each

\$Amount

Saturday, June 15

____ (#) "Washington Jewels" @ \$30 each

____ (#) "Triumphs and Wonders" @ \$28 each

____ (#) "Glittering Scenes" @ \$37 each

TOTAL \$ ENCLOSED: _____

Tour prices include transportation to/from Sheraton Washington Hotel, admission fees, guide service-commentary, dinner (including tax and gratuity as noted). Prepaid tickets will be with your registration materials. Check in with the Special Interest Tours, Inc., guide at the 23rd Street entrance of the Sheraton Washington Hotel (opposite the reception desk) 15 minutes before tour departure.

Promote Behavioral Research For Its Own Sake

Says Summit Keynote Speaker Leshner

HOUSTON, TEXAS — Psychologists need to argue behavior in its own right, not argue for support of “behavior” versus “biology” research. Otherwise, they run the risk of starting a battle that makes no sense, Alan Leshner told participants in the late January psychology summit here.

The Acting Director of the National Institute of Mental Health (NIMH) said, “... a completely biological explanation of mental illness is a logical impossibility.



Keynote Speaker Alan I. Leshner addresses audience of third annual APS behavioral science summit.

That is to say, mental illness is a behavioral disorder. You could not possibly explain it in purely biological terms. In the same regard, a completely behavioral explanation of mental illness seems to me to be a logical impossibility because behavior in some sense is constrained by the physiological and the biological.”

Behavioral and Biological Funding and Understanding of Mental Disorders

Stressing that our understanding of mental disorders had progressed well beyond the Freudian view of the brain in mental illness — which has been replaced by what Leshner sees as a correlational,

complementary view — he illustrated the complementarity concept with slides from CAT scans of animal brains.

The CAT scans of course show neither causality nor directionality. They show instead correlation between biological and behavioral events, Leshner pointed out. Leshner concluded that scientists must emphasize that while biological and behavioral analyses are different, they are inextricably complementary.

“In advocating for mental illness research we need to advocate for studies of the behavioral aspects and the biological aspects, including the interface between biological and behavioral,” he said. This being his third psychology summit meeting, he reiterated a point he likes to make whenever “we get together as a family — and the point is that we are absolutely a unified family, NIMH and psychology.” He pointed out that “psychology gets the largest number by far of the grants given by NIMH — over 40 percent,” he said. In terms of money, “the total for psychology is somewhat smaller in size, but psychology nevertheless gets the largest amount of money ... for any group” he said. [His slides showed psychology receiving 37 percent, psychiatry slightly less.] Leshner also wanted to correct a misperception he has been hearing from the field — that the probability of having a psychology-related grant approved for funding is not favorable. Leshner claimed that psychology is doing very well relative to other behavioral sciences and that persistent over the past five years is a success rate (i.e., approved and paid grants) for behavioral science studies that is above the overall NIMH success rate (25-30 percent) by about 3 to 4 percentage points.

Fiscal '91 NIMH Research Budget

In this fiscal year, NIMH received an overall budget increase of almost 15 percent [to \$592 million] which includes a 17 percent increase in research [\$459 million plus \$27 million for research training], and this is the third consecutive year of historically high increases, Leshner said. These increases are well above inflation levels and follow a decade-long flat period, he said.

“In constant dollars, NIMH was doing terribly from 1960 through the early 1970s, and it even took a sharp dip in 1973. So, our euphoria over the last four years derives from the fact that there is beginning to be some real growth,” Leshner said. Now the behavioral science portfolio of NIMH has also been going up and the total for behavioral and social research in fiscal 1989 was about \$189 million.

Human Capital Initiative Aids/Directs Policy Makers

Turning his attention to the Human Capital Initiative, Leshner said, “I’d like to take credit, whether that’s accurate or not, for having tried to stimulate this agenda-setting exercise. I think it is tremendously important for the field — policy makers badly need the kind of advice this will produce — and, as a policy maker, I’m planning to take very explicit advantage of it.”

Government interaction with the field regarding research activities has changed over time, moving between being totally reactive versus highly proactive, Leshner said. One extreme is to take whatever comes in (i.e., reactive), and the other is to identify government’s major initiatives and the season’s priorities so that scientists can submit proposals within that line. During World War II, for example, the government became concerned with things like winning the war, so federal research policy became extremely proactive or

targeted," Leshner said. In the 1950s, government policy became more reactive until Sputnik put both the American education system and the U.S. science administration into total turmoil, he said, as the United States tried to reestablish its preeminence in science and technology...."

"In the 1960s we began to move back in the field-generated direction — and this was a time when many of us got trained, including me," Leshner said. "I thought I

I think [the Summit] is tremendously important for the field — policy makers badly need the kind of advice this will produce . . .

ALAN LESHNER

could go out and do anything I wanted and there would be a never-ending supply of money ... and then it moved back a bit." But in the late 1970s, and most dramatically in the 1980s, people became less enchanted with science and knowledge for their own sakes, Leshner said, and "attitudes shifted toward justifying science on the way it affects national policies and national problems." Today, NIMH has a blend of targeted and wide-ranging research with the basic research much more flexible and wide ranging, clinical research more targeted, and applied research is extremely targeted and extremely focused on solving specific kinds of problems, Leshner said.

What's the philosophy underlying decisions of the federal science administrator? Leshner said that "Wayne Gretzky said it best: 'We try to skate to where we

think the puck is going to be.'" Policy makers try to position themselves in such a way that they can anticipate where science is headed, said Leshner, so "we can help, enable, facilitate, and stimulate research that will go toward the cutting edge to solve a whole variety of problems. Skating, for us, equals our priorities, our emphases, and our initiatives."

"NIMH has four major strategic plans — schizophrenia, decade of the brain, child and adolescent disorders, and improved care for severe mental illness — but NIMH does not set the details within these overarching frameworks, Leshner said. The details come in the form of NIMH initiatives, which respond to opportunities that exist in the field.

"What you are doing (through the Human Capital Initiative) is highlighting for us in government the opportunities that exist in your field, so that we in turn can take those opportunities and package them in such a way that I can do what I do for a living — which is to raise money for science," Leshner said. "That's basically my job."

"To do my job, I need the best statements there are of the scientific accomplishments and opportunities so that I can make the best informed decisions about how to skate in the direction where the "puck" should be. And following that, I go to Congress and say that's what we are going to do, and hopefully you will help us with Congress as well. Tell us the scientific directions we should be pointed towards, but package it in a way that is going to be useful. And I have to tell you that my preliminary look at the document you have so far suggests that it is quite successful." **D.K.**

DEVELOPMENTAL PSYCHOACOUSTICS CONFERENCE

AUGUST 22-24, 1991

University of Washington • Seattle, Washington

A 3-day conference summarizing ten years of progress in the study of auditory behavioral development. The conference will include invited speakers, contributed posters, and an informal panel discussion.

Topics and invited speakers:

Recent Progress in Developmental Psychoacoustics

Marsha Clarkson, Ph.D.	Sandra Trehub, Ph.D.
Rachel Clifton, Ph.D.	Lynne Werner, Ph.D.
Lincoln Gray, Ph.D.	Frederic Wightman, Ph.D.
Bruce Schneider, Ph.D.	

Strengths and Limitations of the Psychophysical Approach to Studying Development

Martin Banks, Ph.D.	Neal Viemeister, Ph.D.
---------------------	------------------------

Developmental Psychoacoustics in the Context of Hearing Science

Patricia Kuhl, Ph.D.	Constantine Trahiotis, Ph.D.
Dan Sanes, Ph.D.	Wesley Wilson, Ph.D.

For further information regarding registration, submission of abstracts, or graduate student stipends, call or write:

Lynne Werner, Ph.D.
 Infant Hearing Laboratory
 WJ-10, Box 47
 University of Washington
 Seattle, WA 98195
 (206) 543-6958

Sponsored by:
 American Psychological Association
 Virginia Merrill Bloedel Hearing Research Center
 University of Washington

Announcements

New Program to Boost Science Literacy

Funding Opportunity

Scientists will carry some of the excitement of their labs into schools, community programs and the mass media under joint ADAMHA/NIH Science Education Partnership Award (SEPA) programs launched in February. Grants totalling \$4 million in FY 1991 will enlist researchers in model collaborations with educators to inspire youth to pursue scientific careers and improve life science literacy.

American students' scientific knowledge and interest lags behind that of their peers in other advanced countries and threatens the nation's ability to staff the biomedical research workforce in coming years. The public also needs to have a better understanding of the scientific process to make use of the knowledge generated by research. Involvement of working scientists in innovative public education efforts will help transform what is now too often a dreaded rote learning of facts into the exciting search for new knowledge that science truly is.

ADAMHA SEPA projects will focus on **enhancing public knowledge about the role of the brain and behavioral sciences in understanding mental and addictive disorders**. ADAMHA may also co-fund projects with its sister NIH (National Institutes of Health) SEPA program on such cross-cutting medical science issues as the use of animals, biotechnology and the role of genetics in disease. Projects for children will strive to exploit the fun of discovery and inspire enthusiasm for the process of science. Efforts directed at the general population will emphasize greater understanding of scientific concepts, reasoning and scientific public policy issues.

Among suggested activities of the Partnership projects are:

- innovative curricular materials,
- hands-on laboratory and mentoring experiences for students and teachers,
- training and support for scientists to give "captivating" popular talks,
- broadcasts, videos, films, computer programs and magazine articles,
- consultation services to professional, educational and other community groups,
- efforts tailored to the special needs of minority groups.

The SEPA programs are the first of a series of new initiatives planned by Public Health Service agencies to help meet goals of a broad federal thrust to promote science education. Each of some 20 projects selected by the ADAMHA and NIH programs will receive **grants of up to \$250,000 in FY 1991**, depending upon the availability of funds. A Request for Proposals is published in the **February 1 NIH Guide to Grants and Contracts**. If after reading the *Guide* you have additional questions, contact Joel Goldstein at 301-443-1596.

CALL FOR ABSTRACTS

The fifth annual NIMH International Research Conference on the Classification, Recognition and Treatment of Mental Disorders in General Medical Settings, September 23-24, 1991: Washington, DC.

The Primary Care Research Program of the Services Research Branch, Division of Applied and Services Research of the National Institute of Mental Health, is planning this conference which will include research presentations on the recognition, classification and treatment of mental disorders in general health settings serving children, adolescents, and adults.

Submissions are encouraged for sessions on: (1) diagnosis and care of mental disorders in special populations (rural, minority, child/adolescent) served by general medical caregivers; and (2) alcohol and substance use disorders in similar settings. Other topics of interest include: classification and accuracy of mental and substance use disorder diagnoses; recognition and management of mental and emotional disorders found in the chronically medically ill; effectiveness of pharmacological, psychosocial or consultation-liaison services; and patterns and outcomes of referral of general medical patients to mental health specialists. Research treatment settings may include ambulatory primary care settings, medical/surgical inpatient services, nursing homes, and emergency wards. Abstracts will be considered for presentation in paper and poster sessions. Priority will be given to abstracts presenting new, completed research. Work in progress at the time of submission, but with an expected completion date before the conference, and original reviews of the research literature may also be submitted. We anticipate that paper presenters (based on the review) will receive air transportation to Washington and per diem allowance. Primary care, mental health, and substance use services researchers may apply. All submissions must include five copies of a completed Abstract Summary form which must include a brief description of the aims, methods (including statistical tests used), and conclusions of the research. The completed Abstract Summary, its copies, and self-addressed acknowledgment postcard must be postmarked by **May 30, 1991**, and mailed to: Fifth Annual Primary Care Research Conference, NIMH, Division of Applied and Services Research, Services Research Branch, Rm 18C14, 5600 Fishers Lane, Rockville, MD 20857, Tel: 301-443-1330/3364. To obtain forms and for further information, contact Junius Gonzales, or Kathryn Magruder.

MEETINGS

TENNET II: Theoretical and Experimental Neuropsychology, May 8-10, 1991, University of Quebec at Montreal. Papers on experimental and theoretical neuropsychology will be presented at this conference through posters and thematic symposia. Abstracts of posters are later published in *Brain & Cognition*; detailed resumes of the symposium presentations are later published in book form. The six symposia for the meeting (current information as of January 1991) are: (1) MEMORY, (2) NARRATIVE AND DISCOURSE PROCESSES, (3) HANDEDNESS AND THE IMMUNE SYSTEM, (4) ORTHOGRAPHIC AND PHONOLOGICAL ASPECTS OF THE LEXICON, (5) ATTENTION DEFICIT SYNDROME AND FRONTAL LOBE DEVELOPMENT, and (6) HISTORICAL STUDIES IN NEUROPSYCHOLOGY. **The Program Committee solicits proposals now for TENNET III, May, 1992, in Montreal;** contact any member of the committee for details. Chairman of the Program Committee: S. J. Segalowitz, Department of Psychology, Brock University, St. Catharines, Ontario, Canada L2S 3A1; Email: psfsid@BROCKU.CA. Pre-registration fee for TENNET II is \$45; students \$25. For information on registration and hotel accommodations (reduced hotel rates for students are available) and to pre-register, contact Local Arrangements Chair: Harry A. Whitaker, Department de psychologie, Universite du Quebec a Montreal, Case postale 8888, Succursale A, Montreal, Quebec, Canada H3C 3P8; Tel: 514-987-7002; Email: R12040@UQAM.BITNET; Fax: 514-987-7953. Program committee: Sidney J. Segalowitz, Harry A. Whitaker, Dennis Molfese, Southern Illinois Univ-Carbondale, Yves Joannette, Univ de Montreal, Alfonso Caramazza, Johns Hopkins Univ, Christine Chiarello, Syracuse Univ, Jean-Luc Nespoulous, Univ de Toulouse-Le Mirail, Xavier Seron, Univ de Louvain.

The seventh annual conference of the Society for the Scientific Study of Sex — Midcontinent Region will be held in Kansas City, MO, at the Raddison Suite Hotel June 7-9. The convention theme: "Ethics, Morality and Sexual Science." The preconceptions and myths under which behavioral scientists investigate sexual behavior will be examined as will the restrictions placed on scientific inquiry. Donald Mosher, Professor of Psychology, Univ of Connecticut is the keynote speaker. For further information, contact: Larry Simkins, 1991 Annual SSSS/MR Conference Chair, Dept of Psychology, Univ of Missouri-Kansas City, Kansas City, MO 64110, Tel: 816-235-1061.

OBITUARY

Robert Ladd Thorndike, PhD, distinguished educational psychologist and major contributor to the development of the science of ability testing, died Friday, September 21, 1990, in Olympia, Washington. He was 79 years old. Thorndike moved to Lacey after a 50-year career as Professor of Educational Psychology at Teachers College, Columbia University.

Thorndike grew up in Manhattan and Montrose, New York, and received his Ph.D. from Columbia University in 1935 after graduating with distinction from Wesleyan University in 1931. His doctoral dissertation combined comparative psychology and psychometrics. He taught for two years in the Psychology Department at George Washington University. He then accepted a position at Teachers College, joining a faculty that included his father, Edward Lee Thorndike, a founder of psychology in the United States.

Thorndike's career focused on personnel selection, psychometrics, and ability measurement. He served in the Army Air Force Aviation Psychology Program from 1942 to 1946. His work on air crew selection led to 2 books: *Personnel Selection* and *10,000 Careers*, which became classics in the field.

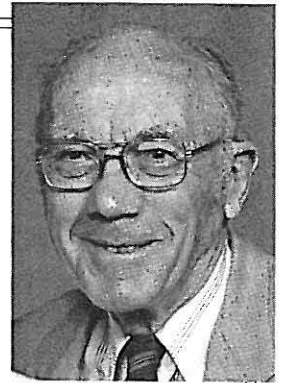
Beginning in the early 1950s, Thorndike teamed with Dr. Irving Lorge and later Dr. Elizabeth Hagen to create the *Lorge-Thorndike Intelligence Tests*. These have become among the most widely used scholastic ability tests in North America. He also collaborated in 1986 with Hagen and Dr. Jerome Sattler on a major revision of the *Stanford Binet Intelligence Test*, the oldest and best known individual test of intellectual ability in the English-speaking world.

Thorndike's other publications include: *Measurement and Evaluation in Psychology and Education* (with Hagen), *Concepts of Over-and Under-Achievement*, *Applied Psychometrics*, and numerous articles in the professional literature.

In the course of his career, Thorndike was president of the Psychometrics Society, the American Educational Research Association, and three divisions of APA (the American Psychological Association). He served on the Board of the APA, the Psychological Corporation, the American Institute of Research, and the James McKeen Cattell Fund, of which he was the Secretary-Treasurer for 20 years. His awards included: the Butler Medal in silver for outstanding service from Columbia University, the John Smyth medal for outstanding contributions to education from the Australian Council on Educational Research, and numerous citations from organizations such as the Educational Testing Service.

Thorndike is survived by his wife, Dorothy Mann Thorndike, of Lacey, and his children Nancy Whitney of Norwalk, CT, Robert M. Thorndike of Bellingham, WA, and Virginia Thorndike of Silver Spring, MD, as well as two brothers, Edward of Montrose, NY, and Alan of Bellport, NY, and four grandchildren.

Donations in memory of Thorndike can be made to Teachers College, Columbia University, New York, NY 10027 (ATTN: President's Office).



The fourth annual Convention of the Society for Disability Studies (SDS) - June 26-29, 1991 - Hyatt Regency, Oakland, CA. NOTE CHANGE IN TIME AND LOCATION from that published in Nov. 1990 *APS Observer*. Themes for papers include research issues of policy, history, sexuality, law, culture, statistics, methods, politics, media, literature, gender, self-image, cross-cultural issues, family, and related topics. SDS is a

multidisciplinary organization dedicated to development of an appreciation and understanding of disability-related theory and its application as well as an agenda for further research. For more information, contact: Irving Zola, Dept of Sociology, Brandeis Univ, Waltham, MA 02254-9110, Tel: 617-736-2644. For registration materials, contact David Pfeiffer, Dept of Public Mgt, Suffolk Univ, Boston, MA 02108; Bitnet: Pfeiffer@Suffolk.