



OBSERVER

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Alan Leshner Is First Psychologist to Head NIH Institute

WASHINGTON, DC—On February 22, Alan I. Leshner made history by becoming the first psychologist to head a national health research institute. Leshner, an APS Charter Fellow and a central figure in a number of recent behavioral science research initiatives, is now the Director of the National Institute on Drug Abuse (NIDA), one of the National Institutes of Health.



Leshner comes to NIDA from the National Institute of Mental Health (NIMH) where he was deputy director and, for a time, acting director. Leshner's appointment comes at a time when NIDA is making a significant effort to increase the visibility of its behavioral science research portfolio, estimated to be more than \$86 million (see September 1993 *APS Observer*).

Just Say Psychologist

"Alan Leshner is a premier science leader, no matter

Leshner assumes directorship of national drug abuse institute

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Psychophysiology Society Contracts with APS

Society for Psychophysiological Research Taps APS Expertise

The 34-year-old Society for Psychophysiological Research (SPR) has signed an agreement with APS that puts the administrative expertise of APS staff in Washington, DC, to the task of managing nearly all of SPR's daily affairs through mid-fall of 1994.

"This contract is the first such agreement APS has made," said APS Executive Director Alan Kraut, "and it is structured to give both organizations a chance to determine whether this is a workable approach for relatively specialized research societies such as SPR." While APS has had a similar agreement with the 5,000-member Society for Research in Child Development, "the SPR contract is much more extensive," said Kraut.

Under the terms of the agreement, APS primarily will be responsible for maintaining the membership records of the 800 SPR members, coordinating the annual member

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Report from the Treasurer

Paul W. Thayer
North Carolina State University



At the December meeting of the APS Board of Directors, there was a lengthy discussion of budget planning. APS had met the goal set three years ago of attaining a membership of 15,000, and the December meeting seemed like a good time to take a long look ahead.

APS member dues comprise more than half of the Society's income. Other major sources include grants and contracts; convention registration, exhibitor booths, and program advertising; *Observer* advertising; *Psychological Science* and *Current Directions* subscriptions and royalties; and mailing list rentals. As there are still many psychologists and thousands of students who share our goals but who are not yet members, the Board authorized a stepped up recruiting drive for 1994. We hope to pass 16,000 this year and to continue climbing.

Bigger and Better

Such growth would enhance the impact of the Society upon psychology, give us increased clout in our efforts to advocate on behalf of and support psychological science, add to the amount of dues revenue, and increase our ability to attract useful advertising.

The Board also encouraged APS staff to continue to develop and expand funds from other sources. Grants and contracts, for example, have more than doubled since 1991, and more are expected. They have helped support major efforts such as the Human Capital Initiative, the Accreditation Summit, and a conference to be held later this year on meta-analysis sponsored by the Russell Sage Foundation. Income from *Observer* ads did not grow as much as had been hoped over the last two years, given the extensive retrenching on the part of universities, and the consequent lack of faculty recruitment ads. We expect modest improvement this year, however.

Facing Reality

The Board recognized that some costs would grow inevitably, just as the reduction of postal subsidies to nonprofit organizations has added to our expenses. Employee cost-of-living increases are to be expected, especially in Washington, where the federal government sets the competitive climate. The Board agreed that APS should continue to maintain a lean (but nice) structure, continue to operate efficiently, and continue to hold down the costs of boards and committees. In fact, the latter item comprises a mere 1.3 percent of expenses in the 1994 budget. This is due in part to the fact that boards and committees travel as little as possible, conduct some meetings by conference calls, and rely heavily on email for routine communication.

Dues Increase Slowly

Inevitably, dues increases would be necessary, as was true this year when they went up \$3. Rather than adopt a biennial or triennial system of large dues increases, the Board authorized small increases to offset the routine increases in the cost of doing business. Anything beyond these cost-of-doing-business increases would have to be justified by some major new effort, such as the creation of a new journal.

As Treasurer, this kind of guidance was helpful in preparing the 1994 budget. The budget is lean, but it provides the support needed for vital APS activities: the Human Capital Initiative, the new Teaching Institute to be held in conjunction with the annual convention in Washington in July, the convention itself, the publication of the *Observer*, *Psychological Science*, *Current Directions*, a new membership directory, the Student Caucus, and our excellent staff in Washington who do many of these things while furthering the APS agenda.

We are in good financial shape, and our computerized accounting system informs us daily where every penny is coming from and going to. The guidelines established by the Board will help us ensure our continued financial health. ♦

NIH Behavior Is “Simply Unacceptable”

APS Delivers Testimony to Appropriations Decision Makers

WASHINGTON, DC—Testifying before congressional funding panels that oversee the National Institutes of Health (NIH), Executive Director Alan Kraut chastised the NIH for continuing its decade-long “pattern of neglect” of behavioral science research, and called on Congress to bring it to an end. One powerful member of Congress, Senator Daniel K. Inouye (D-HI), spontaneously pledged support for APS’s position, “I can assure you that if I have anything to do with it, it will be done. In the strongest terms.”

“At a time when 7 of the 10 leading causes of death in America—ranging from heart disease to cancer to suicide—have at their base, issues of behavior, it is simply unacceptable that our foremost scientific institution systematically neglects basic and applied behavioral and social science research,” Kraut told the House and Senate Appropriations Subcommittees that oversee the NIH. “The public health needs of our nation require a significantly greater commitment on the part of a publicly funded NIH,” he said.

Intent Ignored

Most of the APS testimony focused on the congressionally mandated-but-not-yet-implemented Office of Behavioral and Social Science Research at NIH (see July/August 1993 *Observer*). The Office was created last year in large part, according to Kraut, in response to NIH’s stonewalling on congressional directives to increase its funding of behavioral and social science research.

“Prior to [fiscal year 1983], congressional treatment of behavioral and social science at NIH was relatively benign, consisting mainly of general acknowledgements of the importance of behavior on health,” Kraut told the legislators. “However,” he continued, “beginning with FY 1983, a pattern emerged that we believe ultimately led to the creation of the new Office: Each year, Congress—primarily through the Appropriations Committees—would express progressively more frustration that NIH was not complying with congressional intent, and would ask for more NIH activity in behavioral and social science.”

“It is difficult to view NIH’s lack of effort on the new Office as anything but a continuation of this history,” Kraut said. Along with his testimony, Kraut presented the chronology (from 1983 to 1994) of congressional actions on behavioral science at NIH that gave rise to the Office (see box on next page).

Senator Not Surprised

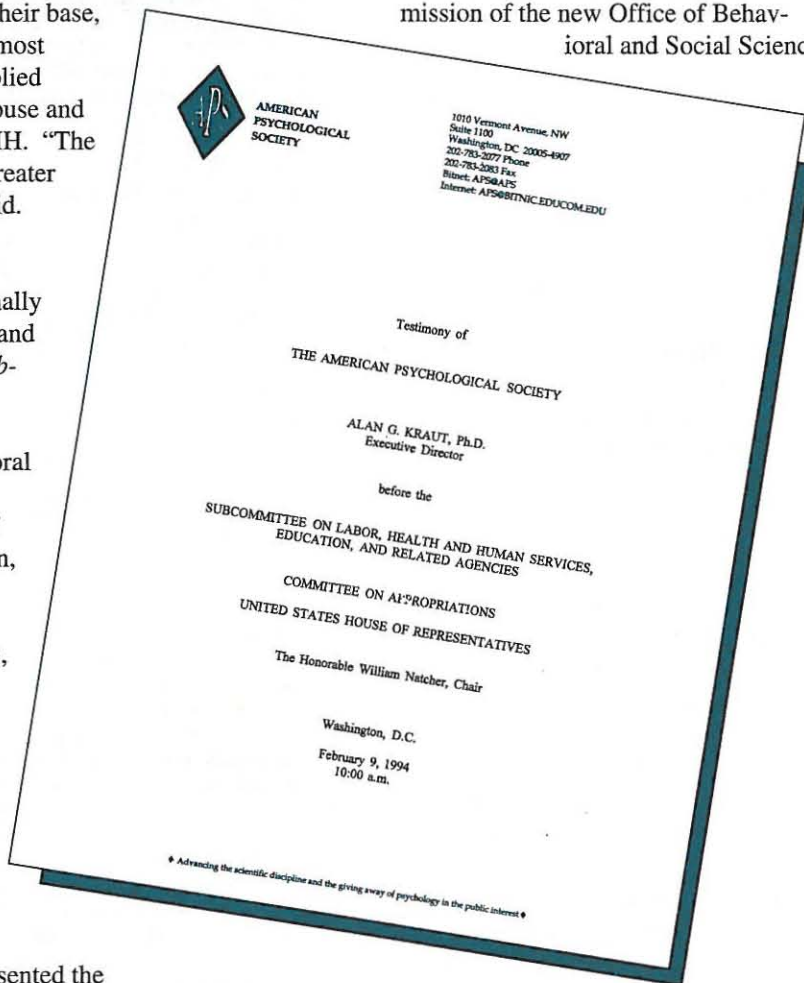
“It’s no surprise to me,” said Senator Inouye, referring to NIH’s continued resistance to congressional directives on behavioral research and prevention. Inouye, who was chairing the hearing, expressed concern about the long-term imbalance in general between federal funding of “curative” initiatives versus prevention activities, not just in health, but also in issues of crime and violence.

“Could you tell us why NIH is so opposed [to increasing behavioral research]?” he

asked Kraut, who replied that it’s a function of NIH’s traditional commitment to a narrow biological focus.

Shape and Definition

NIH’s past responses to Congress on behavioral research directly shaped the mission of the new Office of Behavioral and Social Science



Research. The first job for the Office is to develop a standard definition of “behavioral and social science research,” which in turn will be used in estimating the scope of NIH’s activities in those areas.

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TESTIMONY FROM PAGE 3

"The definition ... is an issue because in NIH's past reports to Congress, estimates were exaggerated by including inappropriate areas of science," Kraut told the lawmakers. The statute that creates the new Office expressly prohibits including strictly "neurobiological research or research that uses behavior merely as a measure to determine activity at cellular or molecular levels."

Once the definition is developed and the Office issues a report on NIH's support for behavioral research, the ongoing mission of the Office will be to promote those sciences within NIH by identifying projects to be funded by the various national research institutes.

Getting a Head

The key to getting the Office up and running is the selection of its director. Although the Office's creation was approved by Congress last May, as of this writing, NIH has not begun the search for someone to head the Office. And, NIH has ignored a February 1 deadline for reporting back to Congress on the Office, a move which reportedly has irritated legislators who originated the Office.

In his testimony, Kraut asked congressional appropriators to direct NIH to move quickly to select a director and to provide \$5 million in FY 1995 to establish the NIH Office of Behavioral and Social Science Research.

Elsewhere at NIH ...

The APS testimony also touched on other priority areas, summarized below:

Human Capital Initiative—Noting that several of the national research institutes have supported the Human Capital Initiative, a national behavioral science research agenda developed under the auspices of APS, APS is asking Congress to encourage the continued support of NIH in FY 1995 and beyond.

National Institute of Mental Health (NIMH)—Last year, NIMH launched two programs that were the direct result of efforts by APS: B/START (Behavioral

History of Congressional Actions On Behavioral Science At the National Institutes of Health

Fiscal Years 1983-1994

FY 1983

◆ **Disease Prevention**—The Senate Appropriations Committee begins what will be several years' worth of referencing the Institute of Medicine's report, *Health and Behavior: Frontiers of Research in the Behavioral Sciences*. Citing the IOM's findings that behavioral factors play a central role in most of the 10 leading causes of death, the Committee said that the National Institutes of Health (NIH) and the Alcohol, Drug Abuse and Mental Health Administration (ADAMHA) "need to look very carefully at this matter to determine how research in the life sciences can be broadened to embrace the role of human behavior in preventing and curing disease." (*S. Rpt. 97-680*, p. 32)

FY 1984

◆ **Office of the NIH Director**—Reiterating its "strong interest in having the Department give a high priority to addressing the numerous recommendations" in the IOM *Health and Behavior* report, the Senate Appropriations Committee also notes the Surgeon General's 1979 *Healthy People* report and "directs NIH and ADAMHA to continue to give these documents very high priority and to report back to the Committee prior to fiscal 1985 hearings..." (*S. Rpt. 98-247*, p. 86)

FY 1985

◆ **Office of the Director**—Once again, the Senate Appropriations Committee cites both the IOM and *Healthy People* reports, this time expressing concern that funds for implementing related initiatives were eliminated from the NIH budget request. "Given the increasing evidence that prevention and behavioral medicine ... would significantly reduce morbidity and mortality from most of the leading causes of death in our Nation, the Committee urges the NIH to begin discussions among the various institutes on how greater emphasis can be placed on research strategies targeted at the prevention of illness." (*S. Rpt. 98-544*, p. 108)

FY 1986

◆ **Health and Behavior, Office of the Director**—There is a shift in the tone over previous statements, as the Committee notes that less than 3 percent of the total NIH budget is for behavioral and social science. The Committee also indicates that additional funding was provided in FY 1985 expressly for NIH to implement the recommendations of the IOM report and the *Healthy People* report. The Committee asks that the Director of NIH "establish a special inter-Institute task force on behavioral research, in order to ensure that appropriate priority is given to this evolving area by each of the institutes, and to provide the Director and the Committee with guidance in this area for next year's bill." (*S. Rpt. 99-151*, p. 112)

FY 1987

◆ **Health and Behavior Research**—Echoing the Senate's discussions of the previous years, the House Appropriations Committee urges NIH to pursue the recommendations of the IOM and *Healthy People* reports and expresses its support for behavioral and social science research. "The Committee urges NIH to direct each of its research Institutes to consider increased support of health and behavior research, and to report back to the Committee on these initiatives..." (*H. Rpt. 99-711*, p. 44)

FY 1988

◆ **Health and Behavior Research**—The House Appropriations Committee reiterates "its strong support for increased health and behavior research at NIH." Noting that NIH health and behavior research was still less than 3 percent in FY 1986, the Committee said it "believes the potential payoff from increased health and behavior research ... warrants an intensified effort by NIH to support this kind of research." The Committee underscores its views and "again urges NIH to direct each of its research institutes to expand its portfolio of health and behavior research, and to be prepared to discuss this matter with the Committee during the FY 1989 hearings." (*H. Rpt. 100-256*, p. 55)

Virtually identical language appeared in the Senate Appropriations Committee report. (*S. Rpt. 100-189*, p. 141)

FY 1989

◆ **Health and Behavior**—The House Appropriations Committee escalates its involvement in the issue of NIH funding for behavioral and social science as it "reiterates its intent that NIH expand its health and behavior portfolio ..." and "re-emphasizes its intent that NIH expand its support for health and behavior research, and the Director should be prepared to testify on this matter when he presents the FY 1990 budget to the Committee." (*H. Rpt. 100-689*, p. 48)

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(FY 1989 continued)

◆ **Behavioral Research**—Similarly strong language appears in the Senate Appropriations report, with the added point that the constant 3 percent of NIH's budget for behavioral research "is not in keeping with what the Committee has learned about the relationship of behavior to illness and disability in our society and to the associated cost of behaviorally influenced health problems." The Senate Committee also specifically states that the NIH mission "encompasses the fostering of basic inquiry in the area of health and behavior and its application to problems of health" and again says it is the Committee's intent that NIH will "establish each year meaningful and explicit goals to raise its expenditures on health and behavioral research...." (S. Rpt. 100-399, p. 147)

FY 1990

◆ **Behavioral Research**—In an extensive discussion employing the strongest language to date, the Senate Appropriations Committee expressed support for behavioral research and chastised NIH for failing to recognize the impact of behavior on health and failing to respond to congressional directives to increase the overall levels of funding beyond the estimated 3 percent of the NIH budget. "The Committee is deeply disturbed that the NIH report [requested in the previous year] does not include [a plan to increase behavioral research], and the Committee directs NIH "to provide another report this fiscal year and further, to specifically include the requested long-term planning...." (S. Rpt. 101-127, p. 166)

FY 1991

◆ **Public Health Service Management**—The problems behavioral research encounters at NIH have been mirrored at the National Institute of Mental Health (NIMH) and the other [former] ADAMHA institutes. This time, the Senate Committee calls on the Assistant Secretary for Health to ensure compliance with past Committee directives concerning behavioral science at the NIMH, the National Institute on Drug Abuse, and the National Institute on Alcohol Abuse and Alcoholism. "For the past several years, this Committee has stressed the importance of strengthening psychological, behavioral and social science research, training and service programs of [Public Health Service] agencies. To date, the [ADAMHA] has been extremely resistant to fulfilling its legislative mandate in this regard." The Committee also cites statements by the Assistant Secretary of Health regarding the nation's health problems: "The areas of greatest difficulty had their roots in behavioral and social issues, not just biomedical ones." (S. Rpt. 101-516, p. 174)

FY 1992

◆ **Health and Behavior**—Similar to report language in previous years, the Senate Appropriations Committee expressed great concern about NIH's lack of progress in increasing behavioral research, referring to indications that the percentage was actually going down. Noting that a requested plan has not been forthcoming, the Committee directed NIH to "redouble its efforts to increase the percentage of funds it spends on health and behavior research within the next 3 years" and to report back within months with plans to do so. (S. Rpt. 102-104, p. 148)

FY 1993

◆ **NIH Behavioral Science Mission**—In transferring the three ADAMHA research institutes to NIH, the House and Senate authorizing committees expressed in their conference report the clear intention that while behavioral science should remain a strong part of those institutes, behavioral and social science should be advanced throughout NIH and that they do not "intend the reorganization to diminish the important behavioral science portfolios of the three former ADAMHA institutes. Indeed, the conferees expect that the transfer of these three institutes will bring to all of the NIH institutes an increased appreciation for and emphasis on behavioral science and health services research...." (H. Rpt. 102-522, p. 127)

◆ **The Office of Behavioral and Social Sciences Research**—The reauthorizations of NIH established within the NIH Director's office, an Office of Behavioral and Social Sciences Research (OBSR). The first task of the Office is to submit a report to Congress by February 1994 describing the current levels of support for behavioral and social science at NIH. The NIH report will use definitions to be developed in consultation with outside behavioral and social science organizations. And Congress specified what kinds of research will *not* be included. The conference report expressed strong interest in increasing behavioral science at NIH, in having behavioral science "span the gamut from basic to applied science," plus it provided a cautionary message to NIH that it cannot continue its resistance to behavioral and social science. (H. Rpt. 103-100, p. 109)

FY 1994

◆ **Office of Behavioral and Social Sciences Research**—The Senate Appropriations Committee expressed its strong support for the newly authorized Office, calling on the Director of NIH to move quickly to start and adequately fund the Office in FY 1994. Other elements of the Committee's report included a request for the development of a standard definition of behavioral and social science research to involve extensive consultation with outside groups, an expectation of a substantial increase in NIH funding for behavioral and social sciences, and an outline of the kinds of behavioral research that should be encouraged. (S. Rpt. 103-143, p. 126)

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Science Track Award for Rapid Transition) and Behavioral Science Research Centers. APS requested additional funding both programs in FY 1995. An update also was provided on the NIMH Behavioral Science Task Force, which is nearing completion of a comprehensive assessment of basic behavioral and psychosocial research.

National Child Health and Human Development (NICHD)—APS is asking Congress to ensure that NICHD continues to support two activities that APS helped initiate in conjunction with the Society for Research in Child Development. The NICHD has issued RFAs (request for applications) on both initiatives—one on normative research among ethnic minorities, and one on middle childhood development. However, APS is calling for the Institute to make them ongoing priorities rather than one-time RFAs.

National Institute on Drug Abuse (NIDA)—In FY 1994, NIDA issued an RFA which, in essence, takes a clinical trials type of approach to testing psychological interventions in drug treatment. This RFA will be funded by a special set-aside of \$3 million. APS is asking Congress to encourage NIDA's efforts in this area and to help ensure that it remains as an ongoing priority for the Institute.


National Institute on Aging (NIA)—NIA is ready to "field test" some behavioral interventions that in laboratory conditions have proven effective in improving cognitive functioning in older people. APS is asking Congress to provide \$3 million for a multi-site project in FY 1995. S.B.

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SPR FROM PAGE 1

renewals, fulfilling journal subscriptions and requests, and managing the annual convention and SPR finances. Coincidentally, SPR also recently negotiated a contract with Cambridge University Press, APS's journal publisher, to be the publisher of SPR's bimonthly journal, *Psychophysiology*. Publications Board Chair Donald Fowles and former journal editor Michael Coles negotiated the contract with Cambridge. John T. Cacioppo, SPR Past-President and an APS Charter Fellow at Ohio State University, just recently assumed the three-year-term editorship of *Psychophysiology*.

Fits Like a Glove

Explaining that SPR has been seeking a way to reduce the administrative burden on SPR volunteers, President Stephen Porges told the *Observer* that the SPR board is "very pleased with the arrangement, because of APS's experience in dealing with problems characteristic of societies such as ours." Porges maintained that APS's "knowledge of the functions of scientific psychologists is very important, as well," and he pointed out that the considerable overlap in membership between SPR and APS indicates the goodness-of-fit between the two groups.

Commenting on how the agreement came about, Kraut said that SPR had been interested in finding a reliable administrator with a strong understanding of the needs of a scientific group and a demonstrated knowledge of meeting, financial, journal, and membership management. "I think APS has, in its short five-year existence, gained the confidence of a lot of scientists who would gladly entrust their society's affairs to APS. And, SPR chose APS over several other options and offers."

It is anticipated that the mutual gain for both organizations will warrant a renewal of the contract, said Porges. "The main reason for a one-year contract was for both societies to have an opportunity to gain a realistic sense of the actual financial cost for the arrangement," he explained. "We anticipate a long-term relationship."

Mutual Benefits

APS is optimistic that both APS and SPR will benefit from the unique arrangement, Kraut said. "Among other benefits, the expectation is that SPR's membership will grow more than it would have without the APS oversight and that the administration of the annual meeting will be greatly facilitated," he explained. Porges stated that while there are several likely mutual benefits, SPR—because of its smaller size—will probably gain more new



SPR President Stephen Porges

members from APS than vice versa. Kraut indicated that APS's venerable federal advocacy stature could become even more influential with the added presence of the large body of psychophysiologicalists at APS's side.

APS President, Marilyn B. Brewer, Chair of psychology at Ohio State University, said "we hope the SPR experience will encourage other societies to consider working out a similar arrangement with APS." Such agreements could be customized to individual societies' own needs she explained. Brewer believes that relationships like this provide a "working model to demonstrate APS's capability of supporting, coordinating, and enhancing the activities of specialty organizations within psychology while maintaining its own organizational autonomy and independence."

SPR Background

SPR is an international society whose stated purpose is "to foster research on the interrelationships between the physiology and psychological aspects of behavior.... To promote this purpose, the Society publishes scientific literature and holds annual meetings for presentation and discussion of topics such as instrumentation, methodology, experimental results,

and theoretical interpretations."

To qualify for SPR membership, Full Members either must have performed "creditable research ... in psychophysiology or related areas," must be a member of one of the major professional organizations in psychological, medical, biological, or engineering professions, or must have an interest in psychophysiology and be sponsored by two current SPR members. Student Members must either have an interest in the field or related area and be sponsored by two SPR members, be a student member in a major professional organization such as for Full Members, or be enrolled in an undergraduate or predoctoral program in psychophysiology or related field.

The Society's modest dues (\$59 US Full Member; \$31 US Student Member) cover: (1) a subscription to the journal; (2) reduced registration rates for the annual convention and workshop; (3) membership directory; (4) periodic informative mailings; (5) reduced subscription rates to books and journals in the field; (6) an awards program that includes a predoctoral research award, early career award, distinguished lecture award, and distinguished contribution award. SPR published a newsletter in the years prior to publication of *Psychophysiology* but has not published one since. Porges indicated that "there has become a need for rapid communication, and I think a newsletter would be useful. The SPR board is interested in developing a newsletter in a year or so."

Late last year SPR was admitted to the prestigious Council of Scientific Society Presidents (CSSP), a Washington, DC-based organization of the presidents of about 60 scientific societies whose combined membership totals more than 1.5 million. CSSP is an influential voice in matters affecting national science and technology funding and education policies. APS is also a member of CSSP.

Psychophysiology Journal Is Among "Top Ten" Cited

SPR's pride is its well-respected bimonthly journal, *Psychophysiology*. Now in its 31st volume, the journal publishes major theoretical papers, experimental studies, evaluative literature

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reviews, methodological developments, book reviews, and fast-track special reports. Distributed worldwide to members, subscribers, and libraries, the journal boasts a science citation impact index that puts it among the top ten of both psychological and physiological journals for number of scientific citations.

Journal editor Cacioppo was pleased with the new arrangement between SPR and APS and said he thinks "it is a potentially very valuable partnership." As the newly appointed editor, Cacioppo is enthusiastic about ensuring that articles in *Psychophysiology* emphasize the importance of psychophysiological data in advancing psychological theory while maintaining the journal's

Internet) for further details about registration and travel. Contact program chair John E. Richards for questions regarding submissions (Dept. of Psychology, Univ. of South Carolina, Columbia, SC 29208; Tel.: 803-777-2079, Fax: 803-777-9558, Email: SPR1994@UNIVSCVM on Bitnet or SPR1994@UNIVSCVM.CSD.SCAROLINA.EDU on Internet). The deadline for submission of abstracts is May 16. All SPR members received a call for papers in early 1994.

Officers, Committees, Board

SPR President Porges is an APS Charter Fellow and professor of human development and psychology at the Institute for Child Study at

[We hope the SPR experience will encourage other societies to consider working out a similar arrangement with APS.]

MARILYNN BREWER
APS

SPR society for psychophysiological research

historical strength in cutting-edge technology and methodology. "Attention to the importance of the theoretical basis of psychophysiological phenomena is right in line with the thinking of APS members," he remarked.

Authors are encouraged to contact Cacioppo or to refer to the author guidelines in the journal before submitting papers for publication. Cacioppo can be reached at the Department of Psychology, Ohio State University, 1885 Neil Ave., Columbus, OH 43210-1222; Tel.: 614-292-1916, Fax: 614-292-5326, Email: CACIOPPO.1@OSU.EDU.

Annual Meeting

SPR's annual meeting typically draws 300 to 400 international participants. Last year's meeting was in Rottach-Egern, Germany, a small resort town in Bavaria. The 34th annual meeting will be held in Atlanta, Georgia, October 5-9, 1994. Contact APS's convention director (LBUTLER@BITNIC on Bitnet or LBUTLER@BITNIC.EDUCOM.EDU on

the University of Maryland-College Park. Other current officers of SPR are: Gregory A. Miller (*President-Elect*), University of Illinois-Champaign; John T. Cacioppo (*Past-President*), Ohio State University; Steven A. Hackley (*Secretary-Treasurer*), University of Missouri-Columbia.

Board Members include the officers and: Richard J. Davidson, Judith M. Ford, Ray Johnson, Jr., Kathleen C. Light, Walter Ritter, Robert Simons. SPR Standing Committees (and chairs/co-chairs) include: *Archives* (David Shapiro); *Bylaws* (Robert Simons); *Convention* (William Iacono); *Early Career Award* (William J. Ray); *Ethical Principles* (John W. Rohrbaugh); *Membership* (Jan Boelhouwer and John Polich); *Nominations* (Cornelis H.M. Brunia); *Convention Program* (John E. Richards); *Publication Board* (Michael G.H. Coles); *Senior Awards* (Stephen Porges); *Tursky Award* (John Cacioppo).

General inquiries about SPR may be directed to APS headquarters (SPR@APS on Bitnet or SPR@BITNIC.EDUCOM.EDU on Internet). ♦

[The SPR board is] very pleased with the arrangement, because of APS's experience in dealing with problems characteristic of societies such as ours. ... [APS's] knowledge of the functions of scientific psychologists is very important, as well.

STEPHEN PORGES
SPR

NIDA will continue to combine work in all modes—from molecular to neuroscientific to behavioral to social analyses—to take advantage of the best that science can bring to bear on these problems of such crucial importance to every person in the country.

ALAN I. LESHNER

LESHNER FROM PAGE 1

what the discipline,” said APS Executive Director Alan Kraut. “He fully deserves to be an NIH director.” In the APS letter nominating Leshner to be NIDA Director, Kraut touched on Leshner’s other leadership attributes in the public policy arena. “Equally important, is Dr. Leshner’s record in the constituencies external to NIDA—in the research community and on [Capitol] Hill. NIDA’s new director will be operating in a tough federal fiscal climate at the same time the Institute is feeling intense pressure to address the nation’s substance abuse problems. These circumstances heighten the need for a director who has been effective in dealing with Congress and the federal research establishment. We believe Alan Leshner is just that Director.”

When It Rains, It Pours

A mere week prior to Leshner’s appointment, Goodwin stepped down from NIMH to head a department at Georgetown University in Washington, DC. NIMH now is suddenly left with a double vacancy in its top management. Prior to Goodwin’s directorship, Leshner served as Acting Director of NIMH for 18 months following Lewis L. Judd’s departure as NIMH head in late 1990.

Does Leshner think there is special significance to the fact that he will be the first research psychologist to head an NIH institute? He told the *Observer* that “perhaps the most significant aspect of my appointment is that it puts to rest any suspicion that Harold Varmus is biased against behavioral research.”

Leshner said he will continue to advocate, as in his past positions, a multi-pronged approach to mental health and substance abuse problems. He characterizes himself as neither a reductionist nor and anti-reductionist. “NIDA will continue to combine work in all modes—from molecular to neuroscientific to behavioral to social analyses—to take advantage of the best that science can bring to bear on these problems of such crucial importance to every person in the country.”

Real-World Policies

Since their 1992 transfer into NIH, the three former ADAMHA institutes (NIMH,

NIDA, NIAAA) have been relieved of their primary responsibility of providing treatment. Treatment is now the province of the new Substance Abuse and Mental Health Services Administration (SAMHSA). Speaking of the shift, Leshner said, “NIDA has to achieve a balance between first-class science and relevant and useful applications, without compromising the quality of that science. Then we have to use that science to inform real-world practice and policy decisions. The move from ADAMHA to NIH clarifies research as the core mission of NIDA, without diminishing the importance of its public health mission.”

A Washington Hand

APS Charter Fellow James S. Jackson, of the University of Michigan, and APS Past-President James L. McGaugh, of the University of California-Irvine, are members of the National Mental Health Advisory Council that oversees NIMH research activities. In this capacity they have observed Leshner in action as NIMH Deputy Director and Acting Director, and both spoke of Leshner’s training and experience as impressive and well-rounded. Leshner is an experienced “Washington hand,” an effective leader, and he is well liked, they indicated.

Leshner speaks the languages of biological science, neuroscience, behavioral science, and social science, and, said Jackson, “He’s a great translator. He is uniquely poised to take advantage of the interface between the biological and behavioral approaches. We can no longer afford to have behavioral theories that fly in the face of what we know about brain structure and function.”

What about the significance of Leshner’s training in physiological psychology? “His background in physiological psychology gives him currency with the biologically and psychiatrically oriented researchers, but he has a strong appreciation of the behavioral and social dimensions of the phenomena. He’s always been a strong supporter of a balanced approach to research,” said Jackson.

And of Leshner’s administrative skills Jackson said that Leshner was “responsible in large part for the smoothness of the NIMH transition into NIH. This was no mean feat. To have participated in this

NIDA has to achieve a balance between first-class science and relevant and useful applications, without compromising the quality of that science. Then we have to use that science to inform real-world practice and policy decisions.

ALAN I. LESHNER

transition and yet to be still revered among colleagues, employees, and the general public is remarkable. In sum, he is a person who places people first and maintains his administrative effectiveness."

McGaugh stated that Leshner is "a great choice. He has a wide understanding of the basic science issues and a deep understanding of the Washington policy scene." What about the significance of a psychologist at the head of NIDA? "It's hard to think of a position more appropriate for a psychologist. Psychology is the leading science in our attempts to understand the human behavior of drug addiction and abuse."

Asked about the political and emotional volatility of the issues Leshner will face in his new job, McGaugh emphasized that such issues as schizophrenia and homelessness are also highly emotional and that "Leshner already has successful experience with those."

"In one sense, most of us have always known that a research psychologist would be an excellent choice to head any NIH institute dealing with a behavioral problem. It is gratifying to have those at the top confirm that belief," said McGaugh. McGaugh also believes that Leshner's broad scientific expertise "from the molecular to the behavioral," makes him a particularly well-qualified Director. NIH was lucky, too, to find in him the "experience in government needed to get things done in Washington," he said. Pointing to Leshner's long history at the National Science Foundation (NSF) and NIMH, McGaugh summed it up this way: "He is well-suited for this position."

Speaking of Leshner's support of scientific psychology, Kraut said that "not only is Leshner an APS Charter Fellow, but since APS's founding, he has had strong ties to the Society. He was a key speaker at the first several APS Summits, and it was at his urging and with NIMH funding that APS began the process that lead to the Human Capital Initiative." Pointing to the recent announcement of the NIH program to boost young psychology researchers, Kraut said, "It was also under Leshner's direction at NIMH that Behavioral Science Centers were developed and that a separate funding mechanism aimed at young behavioral scientists (B/START) was begun."

Career Path

Leshner began his distinguished scientific career in 1969 with a PhD in physiological psychology from Rutgers University. After ten years in academe, during which he authored papers and books on hormonal regulation of memory, he moved on to NSF where his positions included Executive Officer of the Division of Behavioral and Neural Science, and later he directed the then new Office of Science and Technology Centers, where he developed and implemented this major presidential initiative to support research centers around the country. In 1988, Leshner became Deputy Director of NIMH. - Paul M. Rowe

Paul M. Rowe is a free-lance science writer based in Washington, DC.

Psychologists Pickett and Schuster Also Held Top Health Research Posts

Alan Leshner's appointment to head the National Institute on Drug Abuse (NIDA) places him higher in the federal health research bureaucracy than any previous psychologist. But other psychologists have climbed nearly as high in the public health establishment.

For example, retired APS Member **Betty Pickett** directed the **Division of Research Resources** (DRR) within the National Institutes of Health (NIH) in the 1980s, but DRR was not an institute proper. Also, psychologist **Charles Schuster** was Director of **NIDA** up until early 1992; however, NIDA was then still under the umbrella of the Alcohol, Drug Abuse and Mental Health Administration (ADAMHA) and was not at the same administrative level as the NIH institutes are now.

The October 1992 reorganization of the Public Health Service—in which the research institutes of ADAMHA were incorporated into NIH—marked an increase in status for all three of the ADAMHA institutes: the National Institute on Alcohol Abuse and Alcoholism (NIAAA), the National Institute of Mental Health, and NIDA. This new organizational context of these three institutes will make Leshner's position considerably more visible than those of the former ADAMHA institute directors.

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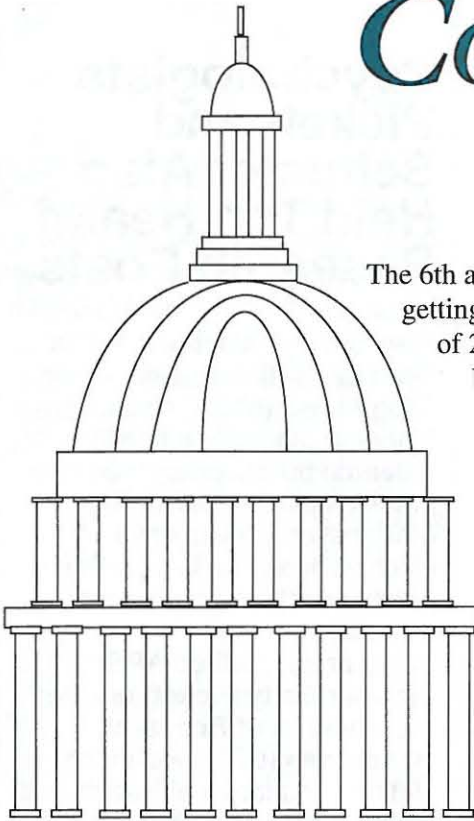
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CONVENTION GAINS MOMENTUM



The 6th annual APS Convention, June 30-July 3, here in Washington, DC, just keeps getting better and better. The Program Committee has finalized an impressive schedule of 20 invited addresses and 10 invited symposia, just a few of which are highlighted below (refer to your November '93 and January '94 issues for descriptions of other invited sessions). APS President Marilyn B. Brewer makes her contribution to the program with a Presidential Symposium on cognition, featuring four distinguished participants. **But wait, there's more!** The APS Convention wouldn't have such a tradition of success without the participation of its enthusiastic membership. Almost 750 proposals for addresses, symposia, and poster presentations were submitted in January—a new record for the convention and a good omen for a record turnout. Watch for highlights of these diverse sessions and presentations in the *May Observer*.

Don't miss this opportunity to join at least 2,000 of your colleagues at the most important event in the field of psychological science for 1994. Registration and hotel forms, as well as travel information, have been bound into the center of this issue. For distinguished scholarship, cutting-edge topics, and diverse viewpoints, nothing beats the APS Convention!

PRESIDENTIAL SYMPOSIUM

The Social Bases of Cognition: Closing the Circle



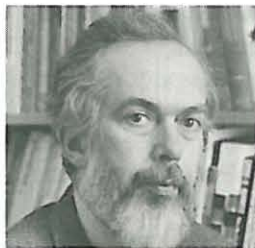
Chair: Marilyn B. Brewer, APS President

Some of the most exciting new work in our field is being done at the interface between cognitive and social psychology, recognizing that cognitive processes are themselves social and shaped by the requirements of social exchange and group interaction. Participants in this symposium will present recent work on the mutual relationship between cognition and social behavior.

Presenters:

Robert P. Abelson
Yale University

*Have You Heard What They Did?:
Cognitions of the Collective Other*



James G. Greeno
Stanford University

*Reasoning and Understanding as
Social Practices*



E. Tory Higgins
Columbia University

*Cognitive Effects of Shared Reality:
The Role of Outcome Focus*



John F. Kihlstrom
University of Arizona

The Social Construction of Memory

INVITED ADDRESSES

Edna B. Foa

Medical College of Pennsylvania

Psychopathology and Treatment of PTSD in Rape Victims

In this lecture I will propose an approach for understanding the processes that underlie recovery from traumatic events by bringing together experimental results from two areas of investigation: Studies of the psychopathology of post traumatic stress disorder and treatment outcome studies of this disorder with female victims of sexual assault.



Robert W. Levenson

University of California-Berkeley

An Emotion Is an Emotion Is an Emotion—Or Is It?

I will examine the empirical evidence that supports (and that fails to support) the proposition that certain emotions are associated with different patterns of autonomic nervous system activity. Particular attention will be given to physiological distinctions among emotions that are consistent across gender, age, culture, and modes of elicitation.



Howard Leventhal

Rutgers University

Representing and Managing Health Threats

The content and structure of illness representations and their impact on procedures for the determination and reduction of risk will be described; these factors form a "problem solving system" for controlling health threats. Examples will be presented from work with various patient groups such as hypertensives, cancer patients and patients with rheumatoid arthritis. Data will be presented on the changes in this "system" during illness episodes and on the way in which the system is shaped by immediate factors such as somatic sensations and the emotional traits and states of the respondent. The role of exogenous variables (e.g., factors of the self system and the social environment) also impact upon and shape illness representations and coping strategies and tactics. Specifically, the individual's age appears to alter the overall strategy for risk management, that is, a move toward risk aversion, which affects the speed with which individuals make decisions to control health threats of varying magnitude.



INVITED SYMPOSIA

Mahzarin R. Banaji, Organizer

Yale University

Gender and Achievement: A Symposium in Honor of Florence L. Geis

Florence Geis was a social psychologist whose research was dedicated to the experimental analysis of gender. This symposium honors her and her work through presentations of research on the resistance to leadership by women, the role of ambivalent sexism, conformity to sex-role norms, and methods of research on gender. (Other Participants: **Robert P. Abelson**, Yale Univ.; **Alice Eagly**, Purdue Univ.; **Susan T. Fiske**, Univ. of Massachusetts-Amherst; **Peter Glick**, Lawrence Univ.; **Natalie Porter**, Univ. of New Mexico; **Wendy Wood**, Texas A&M Univ.)



Florence L. Geis

John D.E. Gabrieli, Organizer

Stanford University

Neuropsychology, Neuroimaging and Aging

This symposium examines how cognitive neuroscience approaches may elucidate the neural basis of age-related changes in human memory abilities. Speakers will discuss advances in animal models of aging, neuropsychological analyses of memory functions, and brain imaging of memory processing through positron emission tomography (PET) and functional magnetic resonance imaging (fMRI). (Other participants: **Jonathan D. Cohen**, Univ. of Pittsburgh; **John Jonides**, Univ. of Michigan; **Peter R. Rapp**, State Univ. of New York-Stony Brook; **Edward E. Smith**, Univ. of Michigan)

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INVITED SYMPOSIA

FROM PREVIOUS PAGE

Daniel R. Ilgen, Organizer
Michigan State University

*Industrial/Organizational Psychology:
Stretching its Boundaries*

Industrial/Organizational psychology, like all disciplines, looks within its own field to meet demands for change. For this symposium, three psychologists whose work falls outside the discipline but whose work has potential relevance in organizations, will present their work. Discussions from two perspectives within industrial/organizational psychology will follow. (*Other Participants:* **John Campbell**, Univ. of Minnesota; **Deborah Feltz**, Michigan State Univ.; **Art Kramer**, Univ. of Illinois; **Tim Salthouse**, Georgia Institute of Technology; **Howard Weiss**, Purdue Univ.)



Virginia O'Leary, Organizer
Indiana State University

The Changing Nature of Work

The nature of work is changing dramatically, and global competition assures that the rate of change will increase and intensify. In order to meet this challenge, we must strengthen the skills and capacities of America's "human capital." The purpose of this symposium is to analyze the key factors in these changes and identify potential contributions of research as we seek to secure the economic security of American companies and workers. (*Other participants:* **Don Davis**, Old Dominion Univ.; **Irwin Goldstein**, Univ. of Maryland-College Park; **David Kipnis**, Temple University; **Virgil Sheets**, Indiana State Univ.)



Samuel J. Messick, Organizer
Educational Testing Service

Values and Standards in Performance Assessment

Performance assessments, long a staple of industrial and military applications, are becoming increasingly popular as purported instruments of standards-based education reform because they promise positive consequences for teaching and learning. In this new policy arena, performance assessments, like all applied assessments, must be justified in terms of validity, reliability, comparability, and fairness—not just because these are important psychometric principles, but because they are social values that have meaning and force outside of measurement wherever evaluative judgments and decisions are made. (*Participants:* **Lloyd Bond**, Univ. of North Carolina-Greensboro; **Gary W. Phillips**, National Center for Educational Statistics; **Bert F. Green**, Johns Hopkins Univ.; **Robert Guion**, Bowling Green State Univ.; **Richard Jaeger**, Univ. of North Carolina-Greensboro; **Eugene Johnson**, Educational Testing Service; **Lauren Resnick**, Univ. of Pittsburgh)



Denise C. Park, Organizer
University of Georgia

*Science Advocacy in Psychology:
"Vitality for Life" and the Human Capital Initiative*

This symposium will present an overview of an agenda for psychological research on aging that was developed by a diverse group of psychologists. The document, "Vitality for Life: Psychological Research for Productive Aging," is a consensual, prioritized statement of research needs and areas of great promise in the psychology of aging. Scientists who developed this document will provide an overview of research priorities. Following this, we will hear responses to the development of such agendas from representatives of funding agencies, science advocates, and a congressional staffer. (*Other Participants:* **Ronald Abeles**, National Institute on Aging; **Deborah Claman**, National Institute on Aging; **William Hoyer**, Syracuse Univ.; **Alan Kraut**, American Psychological Society; **Barry Lebowitz**, National Institute of Mental Health; **Anderson D. Smith**, Georgia Institute of Technology; **Michael Smyer**, Pennsylvania State Univ.)



Convention Job Bank Applications

June 3 Deadline

APS will operate its official Job Bank during the 6th APS Annual Convention, June 30-July 3, at the Sheraton Washington Hotel here in Washington, DC. Employers and job seekers alike are encouraged to take advantage of this service. There is a minimal processing fee of \$25 per job opening for employers and \$5 for each job seeker. Prospective employers are not required to be present at the convention. Specific job openings posted at the Job Bank will be available only during the meeting.

Application forms may be obtained by calling Anne Kwiatkowski at the APS Office at 202-783-2077. Completed application forms and appropriate payments must be received by June 3, 1994.

Teaching Institute Takes Off

The 1st Annual APS Institute on the Teaching of Psychology will be held on June 30 at the Sheraton Washington Hotel in conjunction with the 1994 APS Convention. This special one-day event is open to teachers of psychology at two- and four-year colleges and universities, graduate students, and others with an interest in teaching. (See insert for registration and hotel information.) Response to our Call for Submissions was overwhelming with over 120 proposed presentations submitted.

The APS Teaching Institute offers a special blend of cutting-edge psychological research and proven teaching techniques. In plenary and breakout sessions, the leaders in psychological science listed below will keep you abreast of the latest research and developments in their fields with presentations **specifically aimed at teachers!** Poster presentations and participant idea exchanges allow you to interact informally with peers and exchange information on innovative and successful teaching strategies, classroom demonstrations, course organizations and more. This exciting combination gives you both substantive scientific research and the tools with which to share this information more effectively with your students.

APS is proud to offer teachers of psychology this valuable training, and we hope you will help us kick off the new APS Teaching Institute by both learning from and sharing with your teaching peers. See you in Washington!



OPENING PLENARY

LaRue Allen, Wayne State University

Integrating Sociocultural Issues Into the Psychology Curriculum

There are large constituencies, both in our classrooms and the world at large, waiting to hear about psychological theories that encompass the diverse realities that currently coexist. We can contribute by highlighting what we know, and encouraging colleagues as well as students to search for answers in areas where we are still ignorant. This talk will focus on ways to do those things in the classroom.



MORNING CONCURRENT SESSIONS

Linda Bartoshuk, Yale University

Using Clinical Examples to Teach Sensation and Perception: The Case of Taste

Clinical and genetic variation in sensory experience provides "experiments of nature," a rich source of material for teaching sensation and perception. The lecture will include taste testing (usable in classrooms) to identify supertasters (many taste buds) as well as information about the demographics of supertasting (e.g., predominantly women).



Ludy T. Benjamin, Jr., Texas A&M University

Lord Baltimore, Pure Food, Meat Inspectors, Transistors and Teaching a History of Psychology

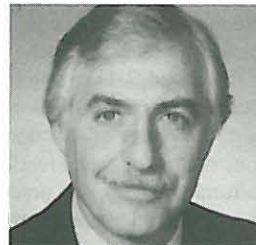
Historians, like psychologists, stress the importance of understanding events in their context. This address will begin with a brief discussion of historiography, contrasting the "old history" of psychology with the "new," a contrast that emphasizes the importance of context. The focus of the address will be on strategies that can be used in teaching history, showing students the relevance of the past for an understanding of the present.



Richard M. Lerner, Michigan State University

Contemporary Crises of America's Diverse Children and Youth: Toward The Integration of Developmental Research, Policies, and Programs

The proportion of American children and youth engaging in high risk behaviors and living under conditions of persistent and pervasive poverty continues to increase to historically unprecedented levels. To date, most research on child and adolescent development has not involved the diversity of youth experiencing these problems and has not considered the actual ecology of these children's development. Such studies have limited applicability for developing, delivering, or sustaining policies or programs pertinent to the diversity of America's children. However, scholarly emphases on individual differences, on life-span development, and on the ecology of human development have combined to promote a developmental contextual model of child and youth development that focuses on diversity and context; that suggests means to synthesize research with policy and program design, delivery, and evaluation; and that fosters both multiprofessional collaboration and research-outreach partnerships with communities.



AFTERNOON CONCURRENT SESSIONS

James L. McGaugh, University of California-Irvine

Brain Systems and the Storage of Memory

Considerable progress has been made in understanding brain systems involved in memory as well as cellular processes mediating memory storage. This lecture will review major research questions and experimental approaches and summarize recent findings with special emphasis on the involvement of brain systems in the storage of different forms of memory.



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FROM PREVIOUS PAGE

Thomas F. Oltmanns, University of Virginia

Current Topics in Abnormal Psychology

The purpose of this talk is to review recent developments in the field of psychopathology that may be useful to people teaching courses in abnormal psychology. Special emphasis will be given to the consideration of diagnostic and epidemiological issues. With regard to etiology, the interaction of biological and psychological factors will be outlined for several types of mental disorders, including anxiety disorders, mood disorders, substance dependence, and schizophrenia. Suggestions will be made with regard to supplementary readings and video materials that are available for these courses.



Philip G. Zimbardo, Stanford University

On Teaching the Four Basic Lessons of Social Psychology

Social psychology offers undergraduates interesting theories, innovative research, and immediate relevance. The diverse subareas of this broad field can be integrated around four lessons or messages of social psychology: the power of situations; subjective construction of social reality; enrichment via cultural diversity, and practical applications of its knowledge and approaches.



CLOSING PLENARY

Elizabeth F. Loftus, University of Washington

The Repressed Memory Mystery

The 1990s brought to public attention thousands of cases that began when a grownup daughter or son walked into a therapist's office seeking help for depression, low self-esteem, or any of a number of life's problems. Many of these cases grew to involve memories of childhood sexual abuse recovered while in therapy—memories that did not exist, or at least were not remembered, before therapy began.



Many also involved families torn violently apart. What should we make of these new-found memories? Are they true memories that were successfully revived in therapy? Are they false memories that were unwittingly planted? Are they symbolic expressions—historically false but representing some deep underlying truth? Insights from cognitive psychology may shed some light.

Donations Sought For Student Travel Award Fund

As all APS members know, the annual convention offers our Student Affiliates a rare forum for presenting their research, exploring the vast array of work being done in the field, and networking with future colleagues. But, given the substantial costs involved in traveling to the convention, this valuable professional experience is too often an unaffordable luxury.

With your support, the APS Board of Directors and the APS Student Caucus plan to continue their commitment to provide travel funds to students requiring financial assistance to attend the annual convention. Over the past five years, these funds have allowed 105 Student Affiliates from over 70 institutions of higher learning to attend the annual convention and present their research.

Once again, **APS urges its members and students to make tax-deductible contributions to this cause.** Checks should be made payable to APS and sent to: APS Student Travel Award Fund, 1010 Vermont Ave., NW, Suite 1100, Washington, DC 20005-4907. Travel funds will be made available to graduate and undergraduate Student Affiliates who will be presenting research at the convention, are willing to work at the convention, and can demonstrate financial need. The number of awards given will depend upon funds available, so please give generously.



Preventing and Delaying Mental Disorders, Drug Abuse

Institute of Medicine Releases Report Detailing First Comprehensive Research-Based Preventive Approach

The US Department of Health and Human Services spends more than \$2 billion a year on prevention of mental illness and substance abuse and associated problems. The Departments of Defense, Agriculture, Education, Veterans Affairs, and other federal agencies also spend large sums on programs labeled as prevention.

Yet the government invests only about \$20 million a year on rigorous prevention research on mental disorders, according to estimates of a committee of the Institute of Medicine (IOM).

For APS Charter Member Richard Price, this dollar gap, together with the virtual lack of a legitimate scientific basis for some large-scale federal prevention programs now underway, illustrate the nation's neglect of scientifically supported



Richard Price

prevention efforts in mental health. But these deficiencies are only part of the problem. More dramatic still is the comparison of the meager figures for mental health with the generous levels of support provided for prevention research in *physical* health and some specific diseases.

"Do you know how many dollars we spend on cancer prevention research? Up to now we haven't given prevention in mental health a chance, either from the science side or the policy side," says Price, who is director of the National Institute of Mental Health (NIMH)-sponsored Michigan Preventive Research Center at the University of Michigan Institute for Behavioral Research. Price also was one of the 16 members of the IOM committee that developed the report, *Reducing Risks for Mental Disorders: Frontiers for Preventive Intervention Research*.

Getting Started

The report originated from the Senate Appropriations Committee's call for a national strategy for the prevention of mental disorders, with mental health dollar-savings being one of the issues on the committee's agenda. Congress mandated that NIMH and other co-funders enter into an agreement with the IOM to prepare an integrated report of current research and detailed long-term recommendations for a prevention research agenda. In 1990, the IOM thereupon recruited a multidisciplinary committee to undertake the study.

Summary of Recommendations

Last month, a summary of the 16-member panel's findings was sent to every Member of Congress. It contains 39 specific recommendations for strengthening and expanding prevention research and services.

- ◆ The IOM study recommends spending \$50 million to \$61 million each year over the next five years in three major

areas: building an infrastructure that will train new investigators and coordinate research and service programs, expanding the knowledge base for preventive interventions, and conducting well-evaluated preventive interventions. Some fundamental recommendations follow:

- ◆ The report calls for the establishment of a national scientific council on the prevention of mental disorders, preferably within the White House Office of Science and Technology Policy, and offices for the prevention of mental disorders at the state level. It makes specific recommendations for the transfer and integration of well-evaluated prevention practices into community settings for use by parents, teachers, clergy, police officers, and others.
- ◆ The report urges that Congress and federal agencies take immediate steps to support the training of additional researchers who can develop new prevention intervention research trials as well as evaluate the effectiveness of current service projects. It recommends that research training recruitment be focused on mid-career scientists and postdoctoral students. The number of institutional training programs for prevention intervention research should be increased to 12 from the current level of five over the next five years, and a major effort should be made to encourage training of minority individuals, the report recommends.

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Importantly, the report focuses solely on DSM III-R disorders and draws a sharp distinction between prevention and treatment. It defines *preventive interventions* as those that occur before the initial onset of mental disorder, and *treatment interventions* as all those that follow the initial onset. Thus the study does not include interventions aimed at forestalling or preventing recurrence. Another major distinction is that treatment is conducted by professionals whereas prevention strategies are designed and tested by scientists for use by persons with minimal or no mental health training.

Doing Research

The committee formulated a new comprehensive strategy for conducting prevention research and transferring the knowledge gained into community service programs. Relevant information—from the biological and behavioral science and from clinical and prevention research—forms the foundation for designing preventive interventions. The interventions are to be tested through rigorous pilot studies and confirmatory and replication trials. Initial positive findings would then be extended in large-scale field trials. If the trials are successful, the interventions would be put to use and evaluated in community settings.

Reducing Risk

“The bottom line of the proposed research strategy is risk reduction,” Price points out. “First we have to find out whether the risk factors of the target individuals are modifiable and then what the most effective strategy for reducing the risk factors will be.” Finally, Price emphasized, “we do large-scale *randomized* trials to see whether our interventions will in fact have the expected effect on the incidence of mental disorders.”

The study cites about 40 current research programs that are “excellent illustrations” of the types of preventive intervention enterprises it recommends. Data from these studies clearly show that preventive interventions can reduce risk factors that are associated with the onset of many mental disorders, the study declares.

However, the study stops short of

stating that risk reduction equals prevention of onset of a disorder, saying rather that as of now “there is no evidence that preventive interventions reduce the incidence of mental disorders.” It adds, “Risk reduction findings are encouraging about the eventual prevention of the initial onset of some disorders, such as major depressive disorder and alcohol abuse.”

Targeting

The IOM committee recommends that preventive interventions be targeted to individuals and groups at risk within three broad categories: *Indicated* preventive interventions are designed for high-risk individuals who have detectable signs or symptoms foreshadowing mental disorder, though short of a diagnosable disorder itself, or who have biological markers indicating a predisposition to develop at particular disorder. *Selective* interventions aim at subgroups of a population whose risk of developing mental disorders is significantly higher than the average of the whole population. Finally, *universal* interventions are targeted to the general public or a whole population group.

From Price’s point of view, “the most important thing the IOM report does is put prevention in perspective as a scientific enterprise in risk reduction. Risk reduction is possible. It has been demonstrated over and over again in hundreds of studies. In some very real ways we are in the business of doing scientific work on targeting risk factors, reducing them, and assessing the impact. That is what prevention is all about. We need to focus our efforts there. There are lots of ways to go at it—in schools, prenatal clinics, hospitals, in lots of our existing institutions. We don’t have to create new institutions to create new preventive practices.”

Preventing Disorders Intimately Linked with Biology

The study opens up the prevention field for people in many different areas of psychology as well as other disciplines, and it brings all of them together in a focus on preventing or delaying onset of disorders, notes Ricardo F. Muñoz, another IOM committee member and a University of California-San Francisco

psychology professor. Muñoz has focused his 20 years of research on the prevention of depression.

Muñoz commented that prevention targeted at people with biological predispositions for particular disorders such as depression also has merit. A biological propensity for a mental disorder “does not mean the disorder’s onset cannot be prevented, even with a non-biological means. Having a biological marker doesn’t mean you require a biological intervention to prevent it,” Muñoz said. He points out that “the report was put together by a committee of people whose training and expertise spanned the whole gamut, from psychosocially oriented to biologically oriented experts, and the report focuses on five disorders (ranging from conduct disorder to Alzheimer’s disease) in order to point out that one can start doing research on prevention even if the disorder is currently believed to have primarily a psychosocial origin or primarily a biological origin.”

Widening the Scope

Steven Fawcett, a professor of clinical and community psychology at the University of Kansas, served as a scientific advisor to the IOM panel and indicated he was encouraged that the focus of prevention may be effectively broadened by the report. “My hope is that the study will open up some important areas of inquiry and shift the focus a bit from an emphasis on treatment to focus on catching people earlier and seriously looking at environmental factors that contribute to their mental health outlook.”

Fawcett expects the new prevention strategy to begin to supply community demonstrations of preventive interventions which he says are especially lacking now. “The community demonstrations test the efficacy of preventive interventions when they are implemented by real people in the real world environment. It’s an enormous jump to move from interventions that are designed and implemented by experts to testing interventions for efficacy in real world conditions with real world implementers who are not psychologists but school teachers, police officers, ministers, priests, and rabbis.”

Teaching Tips

Readers have said they want an *Observer* section devoted specifically to practical advice on the teaching of psychology. And, in view of APS's commitment to teaching (e.g., the new APS Institute on the Teaching of Psychology and APS co-sponsorship of the National Institute on the Teaching of Psychology) the *Observer* introduces with this issue this TEACHING TIPS department. Initiating this new section is Perlman, et al., with an article on obtaining a teaching position; after all, you don't need practical advice on teaching if you don't get a teaching job! It's expected that many more practical tips will come your way in future issues as this section becomes a regular feature of the *Observer*.

Send article ideas or draft submissions directly to Barry Perlman, Dept. of Psychology, Univ. of Wisconsin-Oshkosh, WI 54901-8601; Tel.: 414-424-2300, Fax: 414-424-2307, Email: PERLMAN@OSHKOSHW

How to Land that First *Teaching* Job

Baron Perlman, Susan McFadden,
Lee McCann

University of Wisconsin-Oshkosh

Teaching is a major factor in faculty role definition—and teaching experience is an important hiring criterion—at hundreds of psychology departments in regional universities and smaller liberal arts colleges across the nation. Teaching also is being emphasized increasingly more at many doctoral institutions. Because instruction consumes almost two-thirds (64%) of faculty work time (Bowen and Schuster, 1986), we maintain that academic job applicants should consider how best to present their teaching experiences and ability.

Applying for the Position

The materials applicants provide to recruitment committees should commu-

nicate their preparedness to teach and their understanding of teaching and its place in higher education. An applicant should avoid being perceived as apathetic toward teaching or as viewing teaching as a secondary activity (or "necessary evil").

An applicant should want to create the impression in others that he/she is a future academician who sees teaching as a serious and indispensable part of academic life. A concern for excellent teaching is not antithetical to being a first-rate scholar, and it may in fact be highly correlated with teaching skills. Displaying an ability to teach will not diminish your competitiveness for an academic position.

◆ **Demonstrate Your Teaching Awareness**—To demonstrate teaching skills, candidates should present information on their teaching experiences. For example, candidates who have participated in a first-rate teaching assistant program and/or a graduate seminar on teaching should describe what they have learned from these experiences.

◆ **Document Your Teaching Abilities**—If you are presently teaching, you should ask those writing letters of recommendation to observe your teaching. Search committees often read letters saying: "I have not observed Sam/Sally teach, but I am sure he/she will be an excellent teacher." Certainly your mentors would not say you exhibit promise to be an excellent scholar, if they had no familiarity with your scholarship! It is helpful if individuals writing recommendations can document their knowledge of your teaching philosophy and/or your efforts to improve teaching.

◆ **Develop a Teaching Portfolio**—You may want to create a "Teaching Portfolio" to include in your application materials. This portfolio would include your teaching statement (described below), course syllabi, teaching evaluations from courses you have taught, and any other information related to teaching that the search committee requests.

The Teaching Statement. The teaching statement is of special importance, as it is the only chance you may have to detail your ideas and skills related to teaching. We urge job applicants to write a teaching statement, whether one is requested or not. In a recent recruitment, our position announcement requested statements for both teaching and research interests. Of 156 applicants, only 35 (22.4%) provided teaching statements (Perlman, Marxen, McFadden, & McCann, 1993).

To write an articulate and meaningful teaching statement candidates must: (a) think about teaching and discuss it with others, and (b) read about the subject. If you have done this reading, you stand out among peers in the academic job hunt. A model of teaching, such as the one presented by McFadden and Perlman (1989), can help structure your ideas about teaching. Other sources might include the journal *Teaching of Psychology*, which for 20 years has been a forum for teaching information in our discipline. Another source would be the quarterly journal *New Directions for Teaching and Learning*. More generally, there are numerous books about the improvement of teaching (e.g., Eble, 1976; Lowman, 1984; & McKeachie, 1986).

Candidates who are articulate about teaching, and who have given the art and craft of teaching some thought before arriving on campus for an interview, distinguish themselves as individuals motivated to serve the needs of students and to join collegially with faculty in the teaching enterprise.

Teaching Experience. You should have teaching experience. In addition to teaching at your home institution as a TA, you may want to consider ad hoc teaching at a nearby institution as you finish your doctorate. Responsi-

bility for a complete course is important in learning what it means to teach. You may want to suggest submitting a videotape of your teaching to the recruitment committee.

Campus Visit

◆ **Teach a Class**—We urge finalists for an academic position who have been invited for a campus visit to request the opportunity to teach a class. Using a colloquium to evaluate teaching abilities and potential is a time honored tradition, but why not actual teaching? Prepare a lecture with requisite overheads and other teaching aids, and demonstrate your teaching ability while getting a chance to interact with the students you would be teaching if hired.

◆ **Meet with Students**—We also urge candidates to ask to meet with undergraduates. You want to discover their perspectives on the psychology department, and what they need and value in teaching faculty. Their questions and your answers will give both you and the students information about the fit between your expertise and interests, and the students' needs.

◆ **Ask About Mentoring**—In addition, you should learn what kind of mentoring takes place regarding teaching. The academic Darwinian notion of "survival of the fittest" is being replaced at many institutions with mentoring programs. Becoming an expert teacher is a developmental process which takes years.

◆ **Talk with Department Faculty**—Talk with department faculty about teaching. For example, what courses do they teach? What observations can they share with you about teaching? What is taught across the curriculum (e.g., ethics, scientific method, writing), if anything? Try not to focus too much on your needs or wants, but attempt to determine what is needed to best serve the students and department and to describe the contributions you could make.

Conclusion

We urge candidates to attend to teaching when applying for academic positions and during academic position interviews. Your subject matter expertise is not the equivalent of being, or having the potential to become, a good teacher. It is our experience in working with and mentoring new faculty that they often experience a shock during their first two years of teaching, finding that class preparation and teaching require much more time and energy than anticipated. The unfortunate result is disillusionment, frustration, and dissatisfaction with academic life. Use both graduate school and the search process as preparation for a career as an academician who knows and cares about teaching.

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People

Recent Promotions, Appointments, Awards ...

APS members **Donald D. Hoffman** and **David G. Lavond** each received the Troland Research Award that carries a prize of \$35,000 to honor work in experimental psychology. The award is given to two recipients annually—one for quantitative research and one for physiological

research—to further empirical research in psychology regarding “the relationships of consciousness and the physical world.” **Hoffman**, a professor in the Departments of Cognitive Science and Information and Computer Science at the University of California-Irvine, received the award “for advancing the formal and empirical study of human visual perception and for developing a general theoretical framework for the analysis of perceptual inference.” Hoffman’s research uses tools from the fields of artificial intelligence, mathematics, and psychophysics to study biological and robotic vision—in particular, to study both the extraction of three-dimensional structure from two-dimensional images and the recognition of three-dimensional objects, and to develop a general mathematical framework to study perception. He received his PhD in computational psychology from MIT. **Lavond**, an associate professor in the departments of psychology and biological sciences, University of Southern California-Los Angeles, received the Troland Award “for his pioneering application of the method of reversible cooling” to inactivate regions of neural tissue to locate memory functions in the mammalian brain. The goals of his research are to understand the biological bases of learning and memory and the recovery of behavioral functioning following brain injury. Lavond received his PhD in experimental psychology from Ohio State University. The Troland awards were established by the bequest of Leonard T. Troland and are administered by the National Academy of Sciences. Past recipients of the award include Edward N. Pugh (1984), Keith D. White (1985), Roger Ratcliff (1986), Laurence T. Maloney and Brian A. Wandell (1987), Eric I. Knudsen (1988), John T. Cacioppo (1989), Robert Desimone (1990), Daniel L. Schacter (1991), Martha Farah (1992), and Steven A. Pinker (1993).



APS Charter Fellow **Martin I. Kurke** has accepted an appointment as Research Adjunct Professor of Psychology at George Mason University’s Center for Behavioral and Cognitive Studies in Fairfax, Virginia. In that position, he will develop a multidisciplinary program for the Study of Police and Public Safety Issues. The program is designed to bring together and coordinate the resources of the University to create a multidisciplinary plexus in support of the police-public safety community. Specific multidisciplinary goals of the program include: (1) conduct empirical, operational, and public policy research and analytic studies involving police and public safety related issues; (2) provide law enforcement and public safety related services through grants and contractual arrangements with federal, state, and local government agencies, and with industries and professionals supporting such agencies; (3) provide a basis for academic coursework and practica in the University’s schools, departments, and specialized educational programs participating in the Program; and (4) provide a continuing professional education program for police and public safety professionals as well as for other professionals supporting the police and public safety system. Kurke recently retired from the federal Drug Enforcement Administration where he held a variety of research and management positions. Kurke is former Chair of the APS Ethics Committee.



Jane Loevinger, an APS Charter Fellow, in January received the 1993 Educational Testing Service (ETS) Award for Distinguished Service to Measurement. Loevinger is Stuckenberg professor emerita of human values and moral development at Washington University in St. Louis, Missouri. She received the national award for her work in educational measurement for “challenging established psychometric practice on rational grounds, arguing that quantitative measures of psychological attributes should be based on sensible underlying assumptions and be consistent with the psychological theory of the attributes assessed.” The honor carries a \$5,000 prize. “I’ve always been interested in new forms of psychological measurement,” said Loevinger, upon receiving the award. “It is an honor to be recognized for my work.” Loevinger told



the *Observer* that she is pleased suddenly to be the recipient of *three* awards in the last couple of years, "I have never won any prizes until now!" Loevinger received the 1992 Murray Award from the Society for Personality and Social Psychology, and the Bruno Klopfer Award for Distinguished Contribution in 1993 from the Society for Personality Assessment. ETS President and APS Fellow Nancy S. Cole presented Loevinger with the honor at a special ceremony at the University saying, "Her lifelong work has helped galvanize the measurement field to accept construct validity as the whole of test validity for scientific purposes."



Cynthia Owsley, an associate professor in the Department of Ophthalmology at the University of Alabama-Birmingham's School of Medicine, received the prestigious Glenn A. Fry Invited Lecture Award in December. An

APS Member, Owsley was recognized by the American Academy of Optometry (AAO) at its annual meeting in

Boston, Massachusetts, for her work in vision and aging. She has become a leader in the field of geriatric vision. The Fry award was established to recognize distinguished scientists or clinicians for current and long-lasting research contributions relevant to optometry. Her invited lecture at the AAO meeting was titled "Vision Impairment in the Elderly: How Does It Impact Driving?" Owsley received her PhD from Cornell University in 1980, and has since established herself as an outstanding vision scientist. She serves on the National Eye Institute's Vision Sciences-B study section for 1990-1994.

People News Welcomed . . .

The Editor invites submissions of announcements of noteworthy promotions, appointments, and the like for possible publication in the **People** news section of future *Observer* issues. Send suggestions to: *APS Observer*, 1010 Vermont Ave., NW, # 1100, Washington, DC 20005-4907

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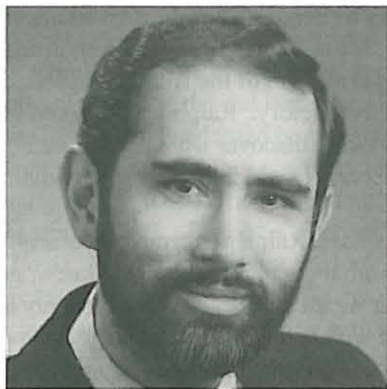
IOM FROM PAGE 17

New Thinking

Muñoz believes there is "an amazing amount of ignorance about the concept of prevention." Even some reviewers for major journals have shown a lack of understanding of the purpose of prevention trials he said. When he submitted a report on a randomized control trial study of preventive interventions in depression to a major journal a few years ago, one of the editors asked why he had screened out persons with major depression from his study.

"The idea of taking people at risk and screening out anybody who has the disorder and sending them for treatment—well, they couldn't even imagine what that meant," Muñoz said. Prevention of disorders in people who have not yet exhibited the disorder is a "foreign concept" to many, he explained.

"When we talk about prevention, most people mean prevention of recurrence. They can't even conceptualize the idea of



Muñoz

preventing the initial episode. That's what's different about this strategy."

Patricia Mrazek, study director of the IOM report, notes that the concept of prevention in mental health has been on the scene since the beginning of this century, at least since 1909, the year the National Mental Health Association's predecessor organization was founded. Across those years "the word 'prevention' has been used to mean absolutely anything ... and research related to prevention has been neglected," she said.

But now, Mrazek believes, the methodology exists to test and evaluate preventive interventions, and she says, "I think this is going to happen." Mrazek, who has recently been named executive director of the Institute for the Advancement of Social Work Research, believes also that the new President and "Administration are more interested in these issues. And with the right training programs and more rigorous research I think we could see a lot of progress." She notes that there are about 500 researchers in this field, and the largest number of them are psychologists. **D.K.**

... the most important thing the IOM report does is put prevention in perspective as a scientific enterprise in risk reduction. Risk reduction is possible. It has been demonstrated over and over again in hundreds of studies.

RICHARD PRICE
IOM COMMITTEE

Reducing Risks for Mental Disorders: Frontiers for Preventive Intervention Research is available for \$49.95 plus \$4 shipping from the National Academy Press, 2101 Constitution Ave., NW, Washington, DC 20418, Tel.: 202-334-3313. Or, order by phone toll free (if outside the Washington, DC, area) at 1-800-624-6242.

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Obituaries

Computer and Quantitative Pioneer N. John Castellan, Jr. (1939-1993)

Psychology lost an important scholar, statistician, advocate, and gentle friend with John Castellan's death. John died of cancer at his home in Bloomington, Indiana, on December 21, 1993. He leaves a wife and three grown children.

John received his undergraduate training at Stanford University and his PhD under Daniel E. Bailey at the University of Colorado in 1965. With the exception of two recent years, John spent his professional life at the University of Indiana in Bloomington where he was a respected professor and scholar. From July 1991 through June 1993, John served as Director of the Decision, Risk, and Management Science Program at the National Science Foundation (NSF) in Washington, DC. He had just returned to Bloomington when his cancer was discovered.

John's scholarly publications covered several areas, reflecting his own varied interests within psychology. Statistics was an ongoing passion. While still in graduate school, he published on nonparametric statistics, and after receiving his PhD, he collaborated with Hammond and Householder on a revision of *Introduction to the Statistical Method*. Over his career, John published several papers on statistical methods, and he coauthored the revision of Siegel's classic, *Nonparametric Statistics*. He published nine computer programs and accompanying manuals.

In the area of cognition, John coedited three volumes of the Erlbaum *Cognitive Theory* series and was the sole editor for the recent Erlbaum volume *Individual and Group Decision Making*. He was author or coauthor of well over a dozen research papers or review chapters in probability learning and in judgment and choice. John was an activist in computing, arguing forcefully and persuasively for creative use of computers in both teaching and research. He published 18 papers in *Behavior Research Methods, Instruments, and Computers* (BRMIC), many of them devoted to educational issues.

Since 1990, John served as editor of BRMIC, striving to improve its content and strength as a refereed publication. In his correspondence with authors and in his editorials, he stressed that rigorous research methods and improved computing procedures were an important foundation for the discipline. In addition to his service to BRMIC, John was on the editorial board of four other professional journals at the time of his death.

John was on the Steering Committee of the Society for Computers in Psychology (SCIP) for 15 of its 22 years of existence, and he served as its president in 1979-1980. As BRMIC editor, he also edited the SCIP annual proceedings issue. Both as BRMIC editor and during his service on the SCIP's



Authority in Non-Verbal Communication Ralph V. Exline (1923-1993)

Ralph Exline died of liver cancer on December 18, 1993, a week before his 71st birthday. He was a Charter Fellow of APS. Upon his death, Ralph was in his 39th year in the Department of Psychology at the University of Delaware. He had served as department chair from 1973 to 1983 and on three other occasions for brief periods.



Delaware's Department of Psychology is 47 years old and has gone through two developmental phases of similar length. The first extended from the mid-1940s through the mid-1960s, and was characterized by steady growth. During that period we hired some of the nation's most talented young psychologists. Among them was Ralph Exline who had received his PhD from the University of Illinois.

Ralph was teaching a continuing education course at Dover Air Force Base in 1960. Driving home after class, he tuned to the first Nixon-Kennedy debate on his car radio. He judged the performance of the candidates to have been about equal, based on the substance of the remarks he heard. When he arrived home, Ralph asked his wife, Fran, her opinion and heard what turned out to be the overwhelming sentiment of the American public: Kennedy had scored a decisive victory. Ralph was so taken with this discrepancy that he set out to discover what it was in the debate that had escaped the ear, but which had been so convincing to the eye.

During the next three decades, Ralph performed dozens of influential studies on non-verbal communication. He knew, not just at an intuitive level that we all share (and that ultimately led to Kennedy's election), but with formal precision Ralph knew how to evaluate tone and tension in the only skeletal muscles we use to move, not ourselves, but others. Ralph knew how much the eyes told: how dilated the pupils (as a measure of interest), how rapid the eyes blink (as a measure of stress or intensity of thought), how direct the eye contact (as an indication of whether one is involved with one's companion or wishes he or she were somewhere else). I do not know how Ralph fared at the infamous poker games that were a regular part of his recreational schedule, but he certainly had the credentials to read the expressions of others and to give off false signals himself. His research brought him deserved recognition and fellowship in the APS and APA, membership on editorial boards, and consultant positions at Delaware State Hospital that lasted 30 years.

The first phase of our department's development ended with the loss through resignation of several fine, young faculty. In 1967 Ralph was sharing lunch at a psychology meeting with one of those who had left for Dartmouth College. "That place is

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SEE EXLINE ON PAGE 25

CASTELLAN FROM PAGE 24

program committee for several terms, John helped raise the Society from a small collection of enthusiasts to an important force in upgrading the use of computing in research and teaching. At SCIP's convention in November, 1993—just over a month before his death—John was there, as always, listening, talking, joking, urging, and planing.

During his SCIP presidency, John encouraged the Society to become a charter member of the Federation of Behavioral, Psychological, and Cognitive Sciences, a Washington, DC, lobbying organization. With the help provided by other members such as the American Psychological Society (APS), the American Psychological Association (APA), the American Educational Research Association, the Animal Behavior Society, the Psychonomic Society, and others, the Federation has provided the behavioral sciences with an effective voice in the government, advocating federal support for behavioral science research and education. At the time of his death, John was the Federation's president.

John was honored by numerous professional organizations. He was a Fellow of the American Association for the Advancement of Science, APS, and APA (and Divisions 5 and 21). On his own campus, he served as president of the local chapters of the American Association of University Professors and Sigma Xi, and was active on numerous departmental and university-wide committees. He served as Associate Dean for Research and Graduate Development for five years.

Having left Boulder for the "east" at the same time, John and I always regarded ourselves as displaced Westerners, and our meals together at SCIP conferences were invariably Mexican. We often bemoaned the sad lack of good Northern Sonoran cuisine in our newly adopted home towns. The conversation at our annual dinners together normally revolved around family and mutual graduate school friends, and only occasionally touched on our academic work. But once, over enchiladas and after multiple Dos Equis, I asked John about the logic of a particular nonparametric test. Instead of a quick "I'll get back to you on that," John gave me a complete review of the entire procedure and its logic, off the top of his head. Not content to leave it at that, the next morning he presented a multiple-page, very thorough, discussion of the entire matter. On hotel stationery, and written with no reference material! John was like that. Brilliant, thorough, and invariably correct.

John's knowledge of statistics, of computing, and of cognitive psychology, were perhaps surpassed by his encyclopedic knowledge of California wines. Dinners with John were always an oenological pleasure. Except with Mexican food, of course, where the drink of choice was almost any beer, so long as it was Mexican.

For many years, John's Christmas letters contained tales of the vegetable garden. It was a never-ending struggle. Some years the rabbits and gophers won; other years the cucumbers got the best of the entire back yard and threatened to engulf the house too. Never one to waste a good cucumber, John perfected recipes for cucumber soup, cucumber salad, baked cucumbers, and for all I know, cucumber flambe.

Everyone who knew John would agree that the word *gentle*

EXLINE FROM PAGE 24

cleaned out," he told Ralph. He could hardly have known that he was talking to the man who would restock it.

Of the psychology department's 22 faculty, ten were brought to us by Ralph during his terms as Chair. We attracted and retained fine colleagues, partly because a department directed by someone as warm and supportive as Ralph is a rewarding place to build a career. As an administrator, Ralph had the endearing quality of ignoring or minimizing our flaws and helping us develop our strengths. He was more avuncular than judgmental, full of kind spirit and mature insight. Ralph was also the perfect host. He and his wife Fran regularly brought us together over exquisite food and fine wine, an environment in which even the most prickly issues seemed manageable.

Ralph and I have passed the Chair's torch more often than an Olympic relay team: he to me in 1983; I back to him in early 1984, as I left for a sabbatical in Ralph's beloved Oxford; he to me upon my return; then again in 1992 as Ralph prepared to serve a one-year term as Chair while we searched for a permanent replacement. The Exlines were staying in Bethany Beach, Delaware, that August, a block from our vacation home. Ralph stopped by one evening and spent four hours reviewing the Department—budgets, enrollments, space, relations with the administration to be sure, but Ralph's deepest interest was in his faculty. His concerns were those of a caring and experienced leader: How had a colleague reacted when the proposal she had worked on so hard was not funded? Was she discouraged or feisty? Would it be better to approach her now to buoy her spirits, or to stay out of her way? Ralph always understated his knowledge of a situation and the preparation he had invested before addressing it. Our faculty member would probably never be aware how well he understood her mood. Ralph always knew more than he said.

I will miss Ralph for his many fine qualities: kindness, maturity, discretion, insight, cultural sophistication. But I will miss him most because, as I was maturing in this department, he served more than anyone else as my professional parent. Ralph was mentor to a generation of us, and we are impoverished by his loss.

THOMAS R. SCOTT
DEPARTMENT OF PSYCHOLOGY
UNIVERSITY OF DELAWARE

applied to him. He would never monopolize a conversation, force his opinions, or show disrespect. He was an excellent listener with a keen sense of how to pull together disparate threads into a reasonable compromise. I am not alone in feeling John's loss. All of his friends, and psychology itself, have lost an exceptional colleague, astute editor, brilliant spokesman, dedicated teacher, and good friend.

RICHARD S. LEHMAN
DEPARTMENT OF PSYCHOLOGY
FRANKLIN AND MARSHALL COLLEGE

Behavioral Science in Limelight At National Science Forum

White House Convenes Science Leaders to Define National Research Strategy for Post-Cold-War Era: Old Arguments Continue on Goal-Oriented vs Basic Science Emphasis

WASHINGTON, DC, JAN. 31-FEB. 1—Over 300 science policy-makers and scientists gathered here at the invitation of the White House for a two-day “Forum on Science in the National Interest: World Leadership in Basic Science, Mathematics, and Engineering.” Initiated by the Office of Science and Technology Policy (OSTP), the historic forum brought some of the nation’s top science leaders to advise the Administration on its development of a national plan for basic and applied research to help keep the United States in the lead into the next century.

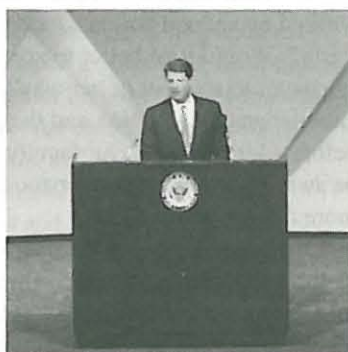
From the Top

An unprecedented slew of statements highlighting behavioral science were made by several top-level policymakers in plenary speeches, including those of Vice President Al Gore, national science advisor John H. Gibbons, and US Representative George Brown (D-CA). Each specifically touted the contributions made by the behavioral and social sciences.

Gore emphasized that productive results have derived “from our basic research in social sciences. In discussions like this [forum], the social sciences are sometimes slighted; including research on one of the most serious problems facing our nation, criminal and violent behavior.”

President Clinton’s chief scientist Gibbons articulated the important role of basic behavioral research in helping realize national goals. Both in an address to the forum and in a more intimate lunch meeting with the press, Gibbons described the behavioral sciences as a national resource, useful in tackling some of the country’s thornier problems—those relating to education, crime, health, violence, and drug abuse, among others.

Also among this distinguished group of plenary speakers was Institute of Medicine Member (and APS founding President) Charles Kiesler, Chancellor of the University of Missouri-Columbia, who reviewed the centrality of the APS-initiated *Human Capital Initiative* to the forum’s mission and the utility of behavioral science research methodology to evaluating research progress and science policy and priority setting. Acknowledging increased public outcries for greater accountability by basic scientists receiving public support for research, Kiesler said the HCI effort was designed to extract a consensus—from 70 psychology organizations—on the highest priorities for behavioral science research investment (see February 1992 *Observer*).



Vice President Gore addresses national science forum.

Photo courtesy of White House

Science Is Basically Good

Several plenary speakers spoke in support of the philosophy underlying federal support of basic science, a philosophy epitomized by Vannevar Bush (President Roosevelt’s science advisor) in his articulation of the National Science Foundation’s (NSF) inaugural mission 50 years ago. Congressman Brown, Chair of the House Science, Space and Technology Committee, spoke of the promise and pitfalls of moving science from a concentration on defense to an orientation toward creating a more humane society. To this end, among a series of nine “big picture” questions he proposes his committee address in the near future is the role of the social sciences. “This exploration may lead us to a correction of the historical bias for focusing on the natural sciences and technology to the exclusion of the important contributions the social sciences can make toward a compassionate, cooperative, and balanced society,” he said. Citing examples, he said we must discern the “roots and resolutions of violence, [revitalize] families and communities ... [understand] the implications of the nation’s swiftly changing demographics, and [investigate] the potential of social-policy modeling to find solutions to urban problems.”

At the same time, Gibbons emphasized the important role of government-supported pursuits of fundamental knowledge through basic science. And, while reciting a litany of industrial and practical applications of findings from basic research—from polymerases to DNA—Gibbons told the forum that basic research “on human and animal behavior has been drawn upon by many sectors to illuminate a myriad of issues ranging from how to develop people’s leadership skills to how to rehabilitate drug abusers. Today, everything from how products are marketed to how we place our street signs has its roots in behavioral research, yet we still have much to learn about behavioral change.”

Arguing the refrain supporting basic science, Gibbons said that in all the examples he cited, “the research was not undertaken because it was known at the outset that it would point to some useful applications. Rather it was driven by researchers’ imaginations and a drive to understand better how things work.” The federal government has properly been the major supporter of such research, he said, because the many unknowns concerning potential discovery or application of research results were too uncertain for industry to endure. But the many practical discov-



Rep. Brown stresses value of behavioral science achievements.

eries from basic research provide “powerful justification for public support of [fundamental] research,” he stated.

Modest Investment

Currently, the United States invests \$15 billion annually in fundamental science; that’s 1% of the \$1.5 trillion federal budget. That’s a modest investment, Gibbons maintained, relative to the practical gains. While the distinction between applied and basic research has long shaped US science policies, Gibbons denied that the distinction is either clear or valid.

With the Cold War behind us and the need for domestic economic revival, and enhanced competitiveness, Gibbons stated that there are changing demands on science, “This gives a new urgency to science and technology policies that nourish the nation’s long-term civilian economic strength.” To this end President Clinton intends to shift the balance from military to civilian R&D. We need, therefore, to develop and implement a coherent science and technology policy that “resonates more clearly and distinctly with the national interest,” Gibbons explained.

New Federal Committee

In an attempt to bring that new policy to fruition, the Administration has done several things. First, on February 22, 1993, the Administration released a document, *Technology for America’s Economic Growth, A New Direction to Build Economic Strength*, articulating three national goals relevant to science and technology policy. The goals included long-term economic growth that creates jobs and protects the environment; increased productivity and responsiveness in the government; and world leadership in basic science, mathematics, and engineering. Having addressed the first two goals in the February 1993 document and in the Administration’s September 1993 report *Creating a Government that Works Better and Costs Less: Report of the National Performance Review*, OSTP hoped, through the February 1994 national science forum, to move to the third goal pertaining to world leadership in science and technology.

At an earlier stage in the effort to formulate a new science and technology policy, the President, in November, 1993, said he was “implementing a key recommendation of the *National Performance Review* by establishing a cabinet-level National Science and Technology Council [NSTC] to coordinate science, space, and technology policies throughout the federal government.” Chaired by Clinton, the NSTC includes “the Vice President, the Assistant to the President for Science and Technology, the Cabinet Secretaries and agency heads in charge of significant science and technology programs, and other key White House officials,” explained Clinton. NSTC is to establish “clear national goals for federal science and technology investments and to ensure that science, space and technology policies and programs are developed and implemented to effectively contribute to those national goals. Our most important measure of success will be our ability to make a difference in the lives of the American



Sen. Mikulski requests a strategic reorganization of basic science.

people,” he said. Clinton hopes that putting a “single, strengthened science and technology policy council within the White House will significantly improve decision making by consolidating and elevating functions previously” handled by several interagency councils.

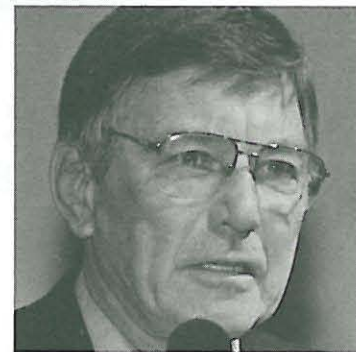
Congressional Input: Call to Arms or False Alarm?

But Congress has an interest in the federal investment in our science enterprise as well. And plenary speakers, including Senators Barbara Mikulski (D-MD), and Jay Rockefeller (D-WV), and Representative Brown, all warned of the dire consequences for science of passage of a proposed bill to establish a balanced budget constitutional amendment. Rockefeller and Mikulski both felt passage was a serious possibility. Federal support of basic science falls in a discretionary spending budget category likely to be squeezed the most by such an amendment. But some scientists thought the warning needlessly aroused a “need to justify public support of basic science.”

Mikulski, Chair of the Senate appropriations committee that funds NSF, among other agencies, had an additional message. With the collapse of Communism and the end of the Cold War, “we are in a new war—the war for America’s economic future,” she said. We must develop a new strategy, as “this change has created a crisis in the science community. Old assumptions about how to organize ourselves and how to spend increasingly limited dollars seem out of step with where we as new age democracy must move.” Mikulski believes that a new paradigm is emerging in science and science policy and is based on “the principle that science should lead to the new ideas and new technologies [that] lead to jobs, particularly in manufacturing.”

To regain the economic ground Mikulski says the nation has lost over the past 20 years, she says we need a new sense of urgency and that we must “focus our science investments more strategically—around national goals that are important to economic growth and whose results will ultimately improve people’s daily lives.” Last fall Mikulski’s committee had called for a greater investment in “strategic” research, but she confessed that a great deal of confusion has emerged from the term which lacks a shared definition. Her committee had requested that 60 percent of NSF’s research budget be devoted to strategic research.

What does she mean by strategic? “I mean investments in science that are focused around important national goals,” for example, those identified by the Federal Coordinating Council on Science, Engineering and Technology (climate change, advanced manufacturing, biotechnology, and high performance computing). Mikulski clarified that she does not intend for NSF and NIH research to result in patents and commercial licensing agreements, nor should every research “proposal guarantee a private sector payoff in specific number of years.” Drawing an



Psychologist Kiesler discusses Human Capital Initiative.

The Student Notebook

Stephen Fiore - Editor

Convention Travel Assistance Available

The APS Annual Convention offers student affiliates a rare opportunity to present research, learn of the vast array of work being done in the field, and interact with colleagues. But, the substantial cost of traveling to the annual convention makes the journey an unaffordable one for many students. The APS Student Travel Award Fund, established by the APS Board of Directors and administered by the APSSC, provides limited financial assistance to many students who wish to attend this important educational and professional event.

As in past years, travel funds are available to graduate and undergraduate student affiliates who will be presenting research and are willing to volunteer (e.g., registration, job bank) at the convention, and who can demonstrate financial need. Typically, an award consists either of \$100 cash or free hotel accommodations. The number of awards will depend on funds available.

To apply for travel funds: 1) Send a letter of application (one page maximum) indicating your purpose for attending the convention, whether or not you are willing to work at the convention, and a travel budget. In addition, include your name, status in school (year), institution, home address, and telephone number. 2) Send a copy of the abstract that was submitted and accepted by APS. You must be an APS student affiliate to apply—nonmembers are ineligible for travel funds. **Send applications by May 1, 1994, to:** Jennifer Bugg, c/o American Psychological Society, 1010 Vermont Ave., NW, Suite 1100, Washington, DC 20005-4907.

Outstanding Chapter Award Solicitation

All APSSC chapters are encouraged to mail in their annual chapter activities report by April 20, 1994, in order to be considered for the APSSC Outstanding Chapter Award. The award is accompanied by a \$200 gift to the chapter.

The report should outline chapter events occurring since June, 1992, such as guest speakers at chapter meetings, social activities, fund-raising events, outreach or community programs, research competitions, workshops held or attended as a group, recruitment efforts. The award will be presented formally to a chapter representative and the faculty sponsor at the June APS Convention in Washington, DC. A special article about the school and chapter will appear in the Observer as well.

Chapter Recruitment Chair Sunni Reilman is sending a letter to each chapter to personally encourage participation. All reports and questions should be directed to her (see address in box on next page). Join in the fun by letting us know what has been happening at your school.

NETTALK . . .

The Student Caucus sponsored "net" (APSSCNET) is an electronic mail system created for students. Its purpose is to provide a means of open discussion on issues related to student life, relevant political events, and research interests. Also included is information about post-doctoral and career opportunities. If you would like to subscribe to this no-cost system, you need a computer account that permits Bitnet or Internet access. Please subscribe by sending a message to:

LISTSERV@GIBBS.OIT.UNC.EDU

The first line of the message should be:
SUB APSSCNET FIRST_NAME LAST_NAME

When you subscribe, you will receive information about the network and introductory details. If you have any problems subscribing, or any questions about the "net," please contact the list owner, Kimberly Delemos, at: KIMDELE@GIBBS.OIT.UNC.EDU. Join us on the network...

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 Advisory Committee. For information on APSSC school chapter applications:

Sunni Reilman
PO Box 18134
Colorado Springs, CO 80935
Tel.: 719-577-1098

Chapter founders should provide information on the institution, department, and students, and designate a faculty sponsor.

ASK AUNT KENN . . .

Dear Aunt Kenn,

I am seeking funding sources for women and minority fellowships. Any ideas?
(signed) Broke but Eager,
New Haven, Connecticut

Dear Broke,

Yes, deary, your Aunt can help. I've done a bit of digging and found some wonderful information. Get that pen ready ... 'cause here goes.

You may have heard on the news from time to time of data obtained from large national studies addressing gender differences in either entry into, or achievement within, several higher education fields such as engineering or mathematics. You know, there are depressing numbers showing very early "tracking" or disincentives which may exist for women in certain areas. Well, one of the real champions for gender diversity in higher education has been the American Association of University Women (AAUW).

What does that have to do with you as a psychologist looking for bucks? Well, in their attempt to champion equal access to higher education, the AAUW has compiled a nice list of sources of scholarships, fellowships, and post-doctoral grants for women in all areas of the behavioral sciences. AAUW awards money as well.

The American Council on Education has similar resources. Check it out; you won't regret it. By the way (or "BTW," for you Internet junkies), Aunt Kenn has heard that numerous non-profit organizations and government agencies, such as the Ford Foundation and the National Science Foundation, have created funds to address the problem of gender and minority inequities. But the only specific information I could get my wrinkled old paws on is listed below (the moving and shaking world of high-intensity journalism, you know...). Included in the list are useful publications and their publishers. If you hear of other great resources, you give your Auntie a call. And whatever you do, don't keep it to yourself, you little whippersnapper, you! We're all in this poverty thing together!

American Council on Education
Office of Women in Higher Education
1 Dupont Circle
Washington, DC 20036
Tel. 202-939-9390
Financial Aid Sources List

American Association of University
Women
Educational Foundation
ACT
PO Box 4030
Iowa City, IA 52243
Tel. 319-337-1716
*Brochure on Women's Scholarships
and Fellowships*

APA Division 35
Rosalie Ackerman
Timken Mercy Medical Center
PO Box 9597
Canton, OH 44711
Tel. 216-438-0254
*Information on Funding Sources for
Women's Fellowships*

Garrett Park Press, Inc.
PO Box 190
Garrett Park, MD 20896
Tel. 301-946-2553
Catalog of Publications [free]

APA Office of Minority Affairs
750 1st St NE
Washington, DC 20002
Tel. 202-336-6027
Minority Fellowship Information

NAACP Legal Defense and Education
Fund
99 Hudson, 16th Floor
New York, NY 10013
Tel. 212-219-1900
Information on Minority Fellowships

APSSC Officers ♦ 1993-1994

All the officers welcome students and others who wish to contact them about concerns particular to their own offices.

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Organizational Profile

**Interamerican Society of Psychology
(Sociedad Interamericana de Psicología)**

Origins and Purpose

The Sociedad Interamericana de Psicología (SIP) has been active since its founding in 1951. Its purpose is to provide avenues of communication among behavioral scientists in North, Central, and South America and to promote the development of the behavioral sciences in the Western Hemisphere. The Society helps further research and the exchange of scholars and information among the nations in the Americas.

Membership

The Society has about 1,900 members and is governed by a Board that includes members from North, Central, and South America as well as the Caribbean. The official languages of SIP are English, Spanish, Portuguese, and French. SIP is associated with the International Union of Psychological Science, a division of the International Council of Scientific Unions.

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

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BACKGROUND

Beyond the practical goals of promoting international scientific communication and behavioral research, the Society strives to contribute to international understanding by fostering learning about cultural differences and encouraging psychologists to interact across national boundaries.

SIP has a number of active task forces in areas such as health psychology, community psychology, clinical psychology, computers and psychology, and educational applications of psychology.

The Society's Central Office serves as a focal point for the exchange of information on research, publication, and training opportunities in the Americas. The Central Office is in Buenos Aires, where Secretary-General Eduardo Nicenboim is located.

Dues for North American and European members are (US)\$80 for two years (\$30 for students). Membership includes subscriptions to the newsletter and journal and discounts on conference registration fees.

Meetings

Every two years SIP sponsors the Interamerican Congress of Psychology, in order to present an overview of psychology in the countries of the Americas and to promote the exchange of information and ideas. A total of 24 congresses have been held to date. The most recent ones were held in Lima, Santo Domingo, Quito, Caracas, Havana, Buenos Aires, San Jose, and Santiago. These meetings are always exciting events that feature psychologists from many nations. The next Interamerican Congress will be in San Juan, Puerto Rico, in July 1995.

Publications

The Society publishes the *Interamerican Journal of Psychology (Revista Interamericana de Psicología)*, edited by Jose Miguel Salazar (Venezuela). Articles may be published in English, Spanish, and Portuguese. SIP's semi-annual newsletter, the *Interamerican Psychologist*, includes announcements and short articles in both English and Spanish.

Contact for Information and Membership is the US Representative to SIP:

Alice H. Eagly
 1364 Psychological Sciences Bldg.
 Dept. of Psychological Sciences
 Purdue University
 West Lafayette, IN 47907-1364
 Email: EAGLY@PSYCH.PURDUE.EDU
 Fax: 317-496-1264

example from an existing strategically oriented approach, Mikulski said the National Institutes of Health (NIH) is organized "around strategic areas to treat and cure disease and illness—crucial to our national well-being and which touches the day-to-day lives of millions of Americans."

Mikulski emphasized that more basic research is needed, but that those doing such research must recognize that there is a national purpose for their work.

Forum Participants' Contributions

OSTP succeeded in assembling a diverse group of advisors, representing the entire range of science disciplines for the forum. It brought these scientists to the National Academy of Sciences with the purpose of providing, according to an official statement, "background for a new policy statement on the importance of fundamental science to the nation's future and affirmation of the Administration's commitment to science, mathematics, and engineering. This commitment extends to education of a well-trained workforce and of a scientifically literate public."

Prior to the meeting, each participant submitted to OSTP a two-page essay in response to questions on science policy. Together, the essays and invited plenary addresses stimulated discussions in a series of breakout sessions spread over the two days. Participants had been asked for their thoughts on: (1) priority setting within the federal research program, (2) partnerships with industry, (3) balance between civilian and defense-related research, (4) internationalizing basic research, (5) research infrastructure, and (6) training of scientists and engineers and the education of non-scientists in science, mathematics and engineering.

Among scientists representing psychology were: APS Past-Presidents James McGaugh and Charles Kiesler, APS Executive Director Alan Kraut, and APS Fellow William Greenough. Each participated in one of the nine breakout sessions that explored specific areas of science policy (e.g., priority setting in federal basic science, science education).

Getting On Target

Compiled and bound among the dozens of participant's prepared briefing statements, APS's statement related

Announcements

CALLS FOR PAPERS

The 1st Annual Conference of the Cognitive Society for the Advancement of Interdisciplinary Learning (CSAIL) - Hood River Hotel, Hood River, Oregon - July 15-18, 1994. Organizers: Michael Sullivan (sullivan@ohsu.edu), Oregon Health Sciences University; William Printzmetal, University of California-Berkeley; Pierre Jolicoeur, University of Waterloo, Canada. Invited are empirical and theoretical papers related to cognitive science. Papers on other topics will be considered on an individual basis with a final decision made shortly after the closing date. Submit by May 27, 1994, and include a title and 150-word abstract. Use a 12-point font and either email or send an ASCII formatted version of the abstract (either DOS or Macintosh disk) to Michael Sullivan at the address below. Abstracts will be printed and disseminated at the conference. Two sessions will be held each day. Each speaker will be given 30 minutes with 15 minutes of discussion. Indicate audio-visual requirements on the registration form. Registration fee is \$100. The conference will be held at the Hood River Hotel where 25 rooms are reserved from July 14 through July 18. Rooms are \$73 to \$83 per night, both single or double occupancy. Call to make a reservation: 503-386-1900. The Hood River Inn is the next largest motel within walking distance to the conference. No rooms are reserved there, so make reservations as early as possible: (toll-free 800-828-7873). Register as soon as possible to attend the conference and send abstract (150 words max.) to: CSAIL c/o Michael Sullivan, 2804 NE 31st Ave., Portland, OR 97212; Tel.: 503-229-7679, Fax: 503-229-7229, Email: sullivan@ohsu.edu.

The 1994 East-West International Conference on Human-Computer Interaction - St. Petersburg, Russia - August 2-6, 1994.

Original papers, demonstrations, tutorials, and videotapes are invited in every area of human-computer interaction. Contact Claus Unger, Praktische Informatik II, Fernuniversitat, Feithstr. 140, D-58084 Hagen, Germany; Email: ew.submit.chi@xerox.com.

The annual meeting of the New England Psychological Association (NEPA) - Quinnipiac College - Hamden, Connecticut - October 21-22, 1994.

Submit proposals in accordance with, but not limited to, the following general themes: Memory, Cognitive Processes, Animal Learning, Violence and Aggression, Substance Abuse, Social Issues, Cross-cultural Research, Intergroup Conflict, Industrial/Organizational Psychology, History of Psychology, Computers in the Classroom, Gender, Developmental Psychology, Personality, Psychopathology, Behavioral Medicine, and Mental Health Care Reform. Proposals are invited from psychologists, students, and others interested in academic, applied, or clinical psychology. Deadline for submissions is April 1, 1994. More information: Lynn H. Collins, Tel.: 203-465-4546, Email: collinsL@ecsuc.ctstateu.edu.

Beyond Dialogue: Synthesizing Effective Psychosocial and Biomedical Strategies for Healthy Families in the 21st Century - Indiana University-Purdue University at Indianapolis - November 11-13, 1994. The goal of the conference is to link psychosocial and biomedical research, policy, and intervention to improve strategies to decrease morbidity and mortality among Americans. The conference will link the objectives of *Healthy*

directly to the goals of the forum: a description of APS's overarching Human Capital Initiative (HCI). Nothing said at the national science forum was closer to the purposes of the forum than the HCI, an initiative to develop a set of basic science research priorities that relate to real-world national problems: literacy, mental health, drug abuse, worker productivity, aging, and violence in America.

During an informal press conference, OSTP director Gibbons was asked whether the behavioral and social sciences would get more attention in the fiscal year 1995 budget planning by the Administration, given the forum's clear practical focus on research that seeks solutions to national social problems. Gibbons replied that when trying to resolve such problems we primarily must depend "on the behavioral and social sciences, and for good cause. But, I think the task in the next year or so is to see how well that research community comes forward productively and offers utilitarian ways to achieve ... change. We are addressing much more complex issues than we have in the past," he pointed out.

OSTP's Associate Director, M. R. C. Greenwood, hinted during Gibbon's reply that changes affecting the behavioral and social sciences were in the pipeline. We should "stay tuned," she said specifically.

Overwhelming Response

Originally slated for some 200 leaders in science, academia, industry, and government, the meeting swelled to over 300. Under the auspices of OSTP, the meeting was co-sponsored by 14 organizations including the National Institutes of Health, National Science Foundation, Department of Energy, Department of Defense, Department of Agriculture, foundations, and scientific societies. ♦