



OBSERVER

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APS Moving Day — A Time for Stocktaking

By Don Kent
OBSERVER STAFF

WASHINGTON — APS moved into new Washington headquarters in mid-October, added a computer expert to its now three-member staff, and took stock of its achievements in the first two months of operations in the Capitol.

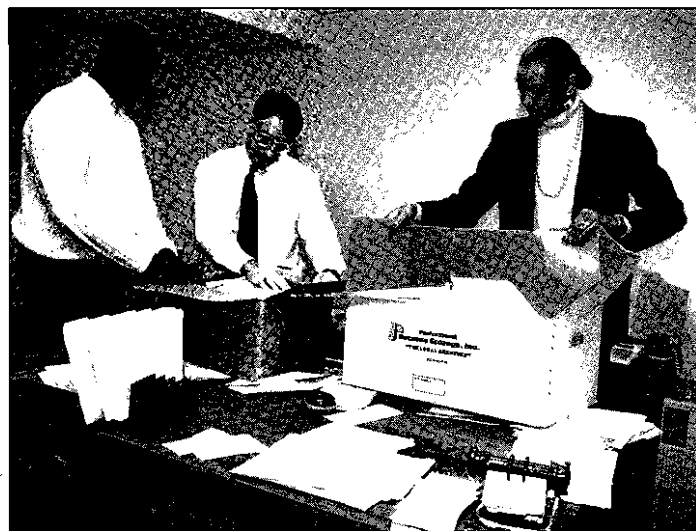
APS's new home is a suite of about 1960 sq. ft. in a stately building at 1511 K Street, Northwest, next to the Capitol Hilton Hotel, with the State Department Passport Office a few doors to the east. It is located in the middle of Washington's "K Street corridor" of scientific and professional organiza-



tions. (The full address is Suite 345, 1511 K Street, NW., Washington, DC 20005. Phone is 202-783-2077 and FAX 202-783-7083. BITNET APSAGK@UMUG.)

The move was from temporary office space over a liquor store in what Executive Director Alan Kraut called a "yet to be gentrified section of Capitol Hill."

Kraut and executive assistant Patricia Redmon launched the APS operation from that location, and recently were joined by Allen Walker, computer/member-ship specialist, to make a total staff of three. A fourth staff



Allen Walker, Alan Kraut and Patricia Redmon

member will soon be aboard to handle the Society for Research in Child Development's Washington operations under an agreement recently negotiated with APS. Both Redmon and Walker worked with Kraut at the American Psychological Association.

"One of the advantages we now have in this downtown area of Washington is that we are much closer to many of the research agencies and associations that we are dealing with," Kraut said. "The National Science Foundation is just a short walk away. Other scientific societies are in the area, and the coalitions that APS deals with are two or three blocks away either side."

"Here we have meeting space in the building, and even space in our suite for small meetings."

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Setting the APS Agenda

James L. McGaugh, President



James L. McGaugh

Once upon a time, in decades past, there were (of course) few psychologists and (of course) even fewer psychological organizations. And it came to pass that new psychological organizations appeared and old ones continued to change. Each of us may now belong to several organizations whose members are largely, if not exclusively, psychologists. And many of us also belong to interdisciplinary organizations which are devoted, at least in part, to psychological research and academic issues. These facts alone make it clear that it is unlikely that any single psychological organization can provide all of the opportunities,

services and benefits that each of us might wish.

The rapid growth of APS as well as the enthusiasm of its members leaves no doubt that the decision to establish the APS was timely (or perhaps even somewhat overdue). Obviously, we joined APS because we believe that our organization will (or at least should) provide new opportunities, services and benefits. The long term success of APS will depend on the degree to which the achievements of APS match our hopes. As we develop the agenda for APS we should focus on what we believe those hopes to be.

Each of us has a lot of implicit as well as explicit reasons for joining an organization. I assume that most of us joined APS because the organization explicitly represents scientific/academic psychology. As we know, identification is a powerful motive. Beyond that, of course, we expect that the activities of our organization will serve the interests of scientific/academic psychology. Our convention program should provide an effective forum for discussing research issues and research progress. Our journals should reflect the best of contemporary psychological science. The Observer should keep us well informed concerning issues and developments related to psychological science and its contribution to the

public interest. APS committees should be established (and continued) only if required to deal with the central aims of the APS. Our efforts to influence federal legislation and policy should focus on issues that impact the viability and quality of psychological research and training. And, APS should work cooperatively with other psychological organizations in issues affecting scientific/academic psychology.

In focussing on this agenda the APS should provide both identification and the services that scientific/academic psychologists expect. And, in so doing, the APS might even live happily ever after. ♦

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APS Moving Day

(Continued from front page)

"This is another step to show that APS is a full-fledged scientific organization with a Washington presence," Kraut said.

While in the Capitol Hill location Kraut said he concentrated on going to Senate and House of Representative offices to meet with friends and introduce APS to lawmakers and staffers who hadn't heard of APS before. He let them know there was another voice in Washington for scientific and applied psychology, a vigorous voice which already has a membership over 7,000 behind it.

"We got a great reception, a great welcome," Kraut said.

"There was an immediate sense of understanding that psychology as a discipline needs a voice to speak for

itself, as opposed to psychology as a profession," Kraut said.

"Many of the staff people I talked to on Capitol Hill were relieved that they would be able to deal with psychology as a discipline without the baggage of psychology the profession. That's what I heard from members of the appropriations committees that fund the National Institutes of Health and the National Institute of Mental Health and also what I heard from all the federal agencies that support psychological research. They were pleased there was a scientific society where they could deal with issues of support of research without having to hear about reimbursement for psychological services that, frankly, they don't deal with.

Congressional contacts loaded Kraut with questions about social policy issues important now on

Capitol Hill, issues that need to be informed by psychological research, he said, and Congress continues to seek such help.

As Kraut, Redmon and Walker unpacked in their new location, there was no slack in the launching and tracking of APS's programs and activities. They include a graduate education task force effort in November, the APS journal *Psychological Science* due to appear in January, a summit meeting of psychological associations and government people in Tucson, also in January, a new insurance program geared towards academics offering part-time practice coverage for malpractice, and the second annual APS convention set for Dallas, June 7 to 10.

Marilynn Brewer and Ursula Delworth are chairing the task force meeting in November studying how APS should be involved in graduate education and examining with the federal government the issue of who accredits graduate education. They are working hand in hand with the Council of Graduate Departments of Psychology (COGDOP), Kraut said.

Psychological Science, the soon-to-appear APS journal, is right on target for launching in January under Bill Estes' editorship in Boston, with a very good first issue, Kraut said. The APS Observer is also being done out of Boston by Virginia O'Leary, he noted. Meanwhile, Sandra Scarr, as head of the APS publications committee and Kraut are meeting with publishers on ways to expand the number of APS journals.

The theme of the summit meeting of psychological associations in Tucson, January 26 to 28 is "Can we develop a national research agenda for the behavioral sciences?," with the subtitle, "Should we develop such an agenda?" Attendance will include the associations represented at the first summit in Oklahoma early this year, as well as personnel from federal government agencies. In fact the meeting may be funded by some federal agency people, Kraut said. Milt Hakel and Bruce Overmier are organizers of the summit.

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A Conversation with Deborah Phillips

By Don Kent
OBSERVER STAFF

California-born Deborah Phillips received her Ph.D. in developmental psychology at Yale in 1981 and went to Washington that year first as an analyst with, the Congressional Budget Office and then to work in the office of Congressman George Miller. Two years of teaching in the psychology department of the University of Illinois at Urbana-Champaign were followed by a return to Washington, to head the child care information service of the National Association for the Education of Young Children. She then returned to Yale as a mid-career fellow at the Bush Center in Child Development and Social Policy, later becoming an affiliate faculty member there. She now resides in the Blue Ridge countryside near Charlottesville, Virginia, where she is assistant professor of psychology at the University of Virginia.



Q: The vast expansion of federal support for child care that almost everyone now expects seems like a seismic shift to some of us as we look back just a few years. What drew you into this field?

A. My focus on child care represents the intersection of several interests: I'm interested in women's issues, I'm interested in children's issues, and in a variety of social issues. They all come together around child care.

Q. And this is a crucial time for these issues...

A. Yes, look at the social and policy trends. In 1971, President Nixon vetoed national child care legislation. In 1980, attempts to establish national child care standards

failed miserably. Yet, today we are on the verge of passing legislation that doesn't question whether there should be a federal child care policy. The debate has moved on to questions about the provisions, structure and funding levels that the federal government will support.

Q. Isn't that amazing progress?

A. It is indeed. And the pending legislation also includes some very explicit provisions concerning the quality of care that federal dollars will purchase. It's a complete about-face.

Q. What is making this happen?

A. It's entirely driven by social changes. Politicians are pragmatic by nature. The majority of families in their districts are now relying on child care.

Q. What are the figures?

A. Fifty-two percent of all mothers of infants are now in the labor force. Once you have passed the majority threshold you have passed a very important political marker.

Q. Where did you break into this field?

A. I started with an interest in moving from questions about whether child care affects children to questions about the variation in quality of care. Not by comparing children in child care with those who are not, by comparing children in different child care environments.

One of the attractions for me was that, in addition to being an important policy issue, child care is an excellent setting in which to study environmental influences on development. Parents select their children's care environments, but beyond these selection effects, child care affords the opportunity to examine environmental influences apart from the genetic contributions of the child's parents.

Q. And so?

A. And so, I've used child care to look at environmental variation and how it affects children's social development.

Q. Tell me about your initial study.

A. My first research in this area was the Bermuda Day Care Study, conducted in collaboration with Sandra Scarr and Kathleen McCartney. We examined questions of quality of care explicitly, taking into account the influences of the children's home environments and their history of enrollment in day care. We found that the major influence on the development of pre-school age children was the *variation in the quality of their child care environments* — not their history of child care or even their home environments. The children in higher quality en-

“Today we are on the verge of passing legislation that doesn't question whether there should be a federal child policy.”

vironments showed better social and emotional adjustment. That was not a very surprising finding, but it was an important one to document. I think this research also made an important contribution to how questions about child care are asked.

Q. What are you studying now?

A. Currently, I'm fortunate to be a part of the National Institute of Child Health and Human Development consortium of researchers working to develop a common research protocol to study the

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Deborah Phillips

(Continued from page 6)

effects of infant and child care. We will be recruiting families in the hospital at the time their babies are born and following them until the child is three.

Q. How many of you are involved and what's your goal?

A. There are six principal investigators, all psychologists. We are looking at children who experience all histories, amounts, and types of child care, including those reared exclusively by a mother who does not work outside the home. We want to study the effects of these differing patterns of child care as well as the parent's attitudes toward maternal employment and the use of child care. An issue of great interest to me is the stability of children's care. We need to examine both staffing stability and turnover, as well as stability in terms of arrangements or care settings that children are using simultaneously and over time.

We've tended to think of child care as a single environment for children — to study children in the child care arrangement where we happen to find them and to generalize from this single arrangement to the effects of child care. But, in fact, most families "package" child care for their children, so that frequently over time, and even in the course of a day, children may move from a child care center to a relative who takes care of them in the afternoon or when they're sick, or from school to an after school arrangement. Many children are not just in one setting.

I'm also involved in a three-site study that was initiated at the invitation of Kinder Care Child Care Centers to Sandra Scarr to examine the quality of care in their centers. We're working jointly with Kathy McCartney at the University of New Hampshire and

Martha Abbott-Shim at Georgia State to look at some of the forms of center-based care that are growing very, very rapidly and represent a large portion of the center-based child care market that has not been studied by psychologists. This includes for-profit chains, church sponsored child care centers and also centers that are not covered by state regulations.

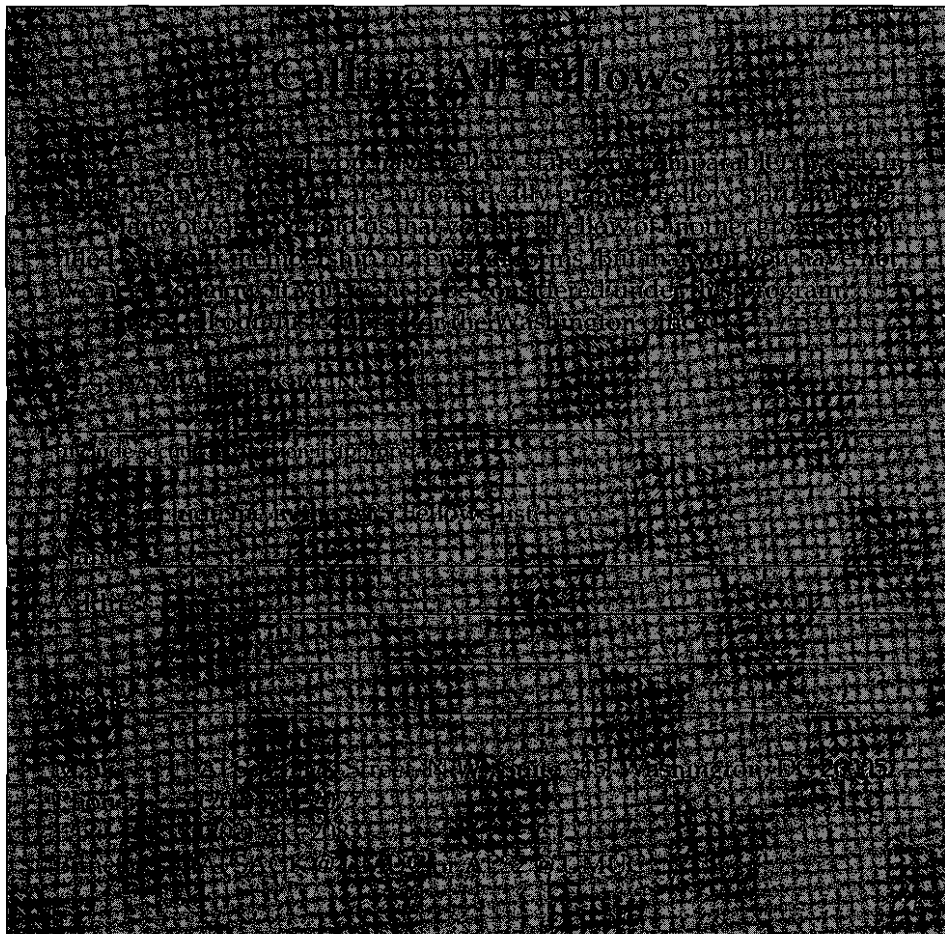
Q. You've done a lot of work on how parents' influence the perceived abilities of their children. How does this fit into your current child care center research?

A. It has been a parallel track and not very well-integrated. The one overarching theme is childrearing in two contexts; child care and families. My work on children's perceptions of their abilities began with the observation that a significant minority of very bright children appear to lack confidence in their abilities. They show poor persistence. They're not eager to take on challenging assignments.

"It's the variation of the quality of the child care environment that makes a difference."

They don't raise their hands when teachers ask questions. And they express serious self doubts about how well they'll do on the "next test".

Yet, their test scores, grades, and actual classroom performance indicate that they are capable of doing extremely well in school. There's a striking disparity between what these children are capable of accomplishing and what their classroom behavior suggests about their capabilities. I became particularly interested in deciphering whether the children's internal judgments of their abilities could explain the



disparity between their actual abilities and their classroom behavior and attitudes. My first task was to identify how extensive this phenomena — which Ellen Langer labeled “illusory incompetence” — was among children and to determine who manifested it.

Q. Was illusory incompetence common in kids? It seems like a pretty sophisticated behavior pattern.

A. It affected about one fifth of the children who scored on average, at the 90th percentile on achievement tests. Their perceptions of themselves were not just low, but were actually quite negative. Somewhat surprisingly, during elementary school equal proportions of boys and girls were identified as having unrealistically negative perceptions of their abilities. It was the perceptions of their abilities, not their actual abilities, that predicted these children’s perceptions about school, their expectations for

achievement, and their interest in pursuing difficult school assignments.

Q. When does this first show up?

A. The youngest sample I’ve studied were third graders.

Q. Does it go on through high school, through life?

A. Actually no. In a sample that I followed from fifth through ninth

“Poor citizens are an affront to our image of ourselves as a very prosperous equal opportunity country.”

grade I found remarkable instability in children’s perceptions of their abilities. Over time, the boys came to view themselves more

positively, and the girls either continued to disparage their abilities or suffered a decline in their perceptions.

Q. So there are sex differences?

A. Yes there are among older children. By ninth grade, 100% of the children who held unwarranted negative perceptions of their abilities were girls. Also by ninth grade, low perceived competence was accompanied by low performance. Apparently, the children’s negative perceptions of their abilities had become a self-fulfilling prophecy. I regret not having followed these children at more frequent points in time, say between sixth and eighth grade as they make the transition from grade school to junior high.

Q. What role do parents play in determining their children’s expectations for performance?

A. There is evidence that parents are the most powerful influence on children’s expectations for themselves, compared even with the influence of teachers and the influence of objective evidence such as grades and test scores. Parents play a socializing function, shaping how children view their abilities. Now I am in the process of trying to understand how parents of bright children come to form negative perceptions of their children’s abilities and how this is transmitted to the children themselves and incorporated into their self-perceptions.

Q. What other directions has your interest in understanding children led you?

A. Turning back to my work on child care, my current research approaches child care as an adult work environment. Developmental research has repeatedly shown that the quality of child care resides in the quality of the staff. But we have never really looked carefully at the staff — at what enables them to provide the high quality care that is beneficial for

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Deborah Phillips

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children. So I embarked on a collaborative research project with Marcy Whitebook and Carolee Howes, to look at child care not just as a child development environment, but as a work environment for adults.

- Q. **What do you expect to come of that study? What impact do you think it might have?**
- A. Because we were fortunate enough to have asked the right

“I’ve used child care to look at environmental variation and how it affects children’s social development.”

question at the right time we are very optimistic about the study’s impact on public policy.

- Q. **For somebody sitting back there in your press conference at the National Press Club, with those eight television crews and all those reporters in that 110 degree temperature I was astonished that you had so many of the answers at your finger tips. There was Congressman George Miller (D-CA), who I guess you knew from your Congressional Science Fellow days on Capitol Hill . . . where you must have developed your political savvy. It’s something many psychologists must long to see. They think, here I have this wonderful research but nobody’s paying any attention . . . and here you are, ready to give them the answers they need.**
- A. My graduate training provided the scientific background I needed, but I was fortunate to have had political experience too — as a AAAS/SRCD Congressional Science Fellow. I have learned to develop my research questions through two lenses —

one theoretical and empirical, the other focused on policy. Take child care for example. There are enduring empirical questions about staff-child interactions affect child development so we asked questions about those interactions. But we also knew that we had to provide detailed data about the training that the staff received, because staff training is a variable that politicians care about and over which they can exert some control. There is a bill under consideration by Congress that mandates 15 hours of in-service training a year for child care teachers. In our study we asked how much in-service training teachers had received so we could assess whether and what kind of difference it made.

Q. **Did it make a difference?**

A. Yes. Staff who had received 15 hours or more of in-service training were more sensitive, and less harsh and detached with the children in their care than those who received less training.

Q. **Is it difficult to open the channel that stretches between theoretical research and Congressional debate?**

A. I think the two types of questions are entirely compatible. It does, of course require that you follow the policy debate by maintaining contacts with the advocates and Congressional staff who are shaping legislation. And that does take extra time. But I can’t imagine doing otherwise.

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A View From the National Councils

by Virginia E. O'Leary
OBSERVER STAFF

It has been a year since APS Executive Director Alan Kraut directed the legislative effort that successfully mandated a behavioral scientist for each of the National Advisory Councils of the \$ 7.68 billion National Institutes of Health. During the year a number of psychologists have been appointed to the advisory councils at NIH and at the many other federal agencies that fund behavioral science.

These councils provide oversight on the mission of agencies. In most cases they are also the final board of review for what an agency will or will not fund. Collectively they have a dramatic effect on the direction of science in the United States.

Recently the Observer asked a number of the psychologists who sit on advisory councils to comment on current issues affecting psychology at their particular agency and on the difference they believed it made to have behavioral scientists participating in advisory process. Here is what they said:

Fred King NIH Advisory Committee



(to the NIH Director)

"As behavioral scientists we must be concerned with the decline in the quality of science education. Student science scores on standard-

ized tests are worse than they were 10 years ago. The U.S. is falling behind in the hierarchy of nations. The school curriculum must be revised from K-12 as well as in the colleges and universities, particularly the colleges that educate teachers.

"It is notable that there is a psychologist on the NIH National Advisory Committee as the Committee advises the Secretary and Assistant Secretary of HHS as well as the Director of NIH.

I see my role as representing psychological science and am pleased to be a part of the biomedical and biobehavioral debate at the national level."

James Jackson NIMH National Advisory Mental Health Council



"In this decade of the brain and schizophrenia it is particularly important to have psychologists present to remind other life scientists of the interface between bio-

logical functions, broadly defined, and behavior."

"It is very, very good that behavioral and social science orientations are included—hopefully we can make a difference."

Linda Smith Advisory Committee for Biological, Behavioral and Social Sciences of the National Science Foundation.

"To date the Advisory Committee has been dominated by concerns about global change. New monies allocated to look at the human dimension have concentrated primarily on demographic issues. I envision a role for social psychologists who work in the area of attitude change and cognitive

psychologists interested in naive theories."

"When I requested that the Committee consider the arguments for a reorganization of the Foundation that would result in a directorate for Social and Behavioral Science, NSF's Assistant Director, Mary Clutter asked me to constitute and chair a task force to consider the issue for the March meeting. This will be the first time the issue has been formally considered within NSF. I see it as a foot in the door for behavioral and social scientists."

Janet Spence National Advisory Council to the Division of Research Resources, NIH



"Of greatest interest to psychologists was the move by outgoing NIH Director, James

Wyngaarten

to cut Bi-

omedical Re-

search Support Grant (BRSG) funds out of the NIH request. Psychologists are typically awarded a significant number of these grants. The Council has asked that it be restored by the incoming Director of NIH. I am glad that APS will be tracking these developments and will alert psychologists to what we can do to help convince Congress that BRSG funds are not 'slush funds.'"

"It is important to have psychologists represented on the Advisory Councils when policy issues are considered to articulate our disciplinary perspective which is often

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High Staff Turnover Harms Children in Day Care

by Don Kent
Observer Staff

WASHINGTON — For psychological research that delivers answers to the nation's most critical problems it's hard to beat the national child care staffing study conducted by University of Virginia psychologist Deborah Phillips.

She faced eight television crews and a roomful of reporters at the National Press Club in Washington alongside a California congressman and two other principal investigators of a study of 227 child care centers serving 16,000 families in five major cities. The study reveals that:

- Teaching staff are the key to good child care.
- But staff turnover has tripled in the past decade. It was 41 percent in 1983 and almost double that rate in for-profit care centers.
- Persistent turnover measurably hurts children, slowing language learning and social development.
- Children at centers with high turnover scored lower on vocabulary tests and were less engaged in social activities with their peers than those in centers with lower turnover.
- Turnover is directly related to pay and working conditions — center teachers earning less than \$4 an hour left their jobs at twice the rate of those who earned \$6 or more.
- Average pay of child care staff is \$5.35 an hour or \$9,363 a year, just below the poverty threshold for a family of three, the typical family size of center staff personnel.

Answering questions about overstretched budgets and whether Americans could afford to pay any more,

Phillips said, "It's crucially important to recognize that right now the price of care is largely paid by the depressed salaries of child care workers. We have some of the poorest citizens of this country paying the costs of care in wages that are substantially below what these women should be paid. And we are not doing the families and children any favor by paying staff those low wages. They fuel high turnover rates and high turnover is not good for children. I don't think

any parent would want to support a system that does that."

Phillips and the other two principal researchers said this study was the first to actually show a direct link between high staff turnover and bad effects on children, though this had always been suspected.

Congressman George Miller (D-CA) joined the researchers to say, "All the research tells us that child care can be an important part of the child's

(Continued on page 13)

A National Behavioral Science Research Agenda: Addressing Common Issues

by Milt Hakel

The second annual American Psychological Society Summit Meeting of over 65 scientific psychological societies will be held at the University of Arizona in Tucson on January 26-28, 1990. The meeting will focus on the involvement of these organizations in setting a national research agenda for the behavioral sciences.

Public Law 101-58 designates the years 1990-2000 as the "Decade of the Brain", calling for a broad range of related research to be conducted during the next ten years. This represents an important opportunity for psychological researchers. How should it be pursued?

Historically, psychologists have not created or pursued a specific national research agenda. Rather, investigators have responded to grant and contract opportunities ad hoc. Even when there have been efforts to set priorities within behavioral science, they have not resulted in much visible consolidation of the field around priority issues. Most recently, neither the National Institute of Mental Health's (NIMH) *Behavioral*

Science Cluster Group Report (or any of the subsequent activity related to it), nor the National Academy of Sciences's (NAS) *The Behavioral and Social Sciences: Achievements and Opportunities* have had a dramatic influence on the course of behavioral research at NIMH, the National Science Foundation, or other federal agencies in a way that would enable psychologists to have major impact on such issues as health, education, and industry.

In comparison, "big" science, as in the building of the superconducting super collider, or more directed science, as in the effort to sequence the human genome, seems to be a theme in other disciplines. Why the differences?

Research-oriented psychologists agree on the importance of research. They also agree on the need for increased funding for research and training. But they have not systematically set priorities on various research topics, much less integrated these individual priorities into a broader theme. In fact, it is not clear that there

is general agreement that priorities should be set. In part, this may be because previous efforts to set priorities have not had the involvement of the many substantive scientific psychological organizations that will be present at the APS summit, nor has there ever been an attempt to develop the organizational know-how to see that, once an agenda is shaped, an equal effort will be made to have it implemented. In contrast, we hope to both begin a process that will eventually connect individual psychological research topics into an overall theme, and to gain the commitment of the organizations present to work separately and in coalitions to support the theme.

The summit meeting will feature:

- A debate on a national research agenda involving a symposium on both the pros and cons of setting an agenda.
- Keynote addresses by Janet Spence and Charles Schuster.
- Discussion of an agenda, and what functions it serves.
- Briefings on how federal research priorities are set and related discussion by a broad range of representatives from ADAMHA, NIH, NSF, DoD,, DoEd, various foundations, etc.
- Small working groups focussing on how to build a consensual agenda. Some topics will be:
 - steps in building an agenda
 - respect for diversity in setting an agenda
 - overcoming barriers to agenda setting
 - action strategies: how to support both the complete agenda and separate parts of it
 - roles of individuals and organizations in implementing an agenda
- Voting on a plan to pursue an agenda setting process over the next year, which would include the active participation of the organizations present at the Summit.

A written report from the summit will be developed. ♦

APS Moving Day

(Continued from page 4)

Members' insurance will be available later this fall at very competitive rates, Kraut said, as final arrangements are now being concluded.

Calls for convention papers can be found in this issue of the Observer. A very active convention program committee headed by Ann Howard, with Jim Kalat and David Olton assures an even more successful meeting in Dallas, June 7 to 10, than the first meeting in Alexandria, VA, this year, Kraut noted. Ellen Kimmel is in charge of local arrangements.

Returning to his bid to alert Congress to APS's role, Kraut said, "Congressional offices wanted to find out what psychological research has to say about the problems and programs they are dealing with. Take child care, for example — what makes for good and bad child care, and related issues like parental leave, and the issues around infants being separated from parents versus toddlers being separated," Kraut noted.

"Aging is another area that psychology has a lot to say about and that is currently important in Congress — for example, what does it mean for an older adult to enter a nursing home, what services ought a nursing home provide that it might not be providing now, what should support systems for older adults look like?

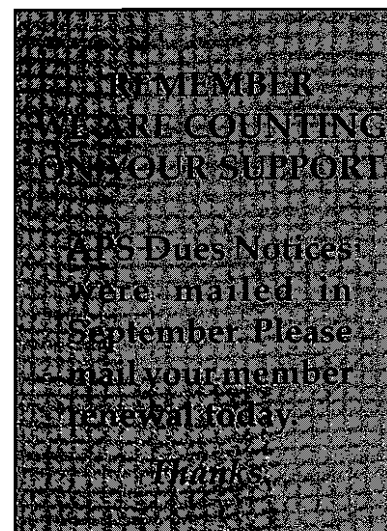
"What kinds of tests are employers using to select personnel? That's a big issue in Congress. Are there good tests and bad tests? — how do psychologists tell? And more broadly, what current research of industrial/organizational psychology focuses on the issues of competitiveness so important to this Administration and the last one? Members and staffers want to know what I/O research has to say about workplace behavior, how to motivate employees without using mind-control techniques that everyone is wary of, and what is the proper place for employees and employers in bargaining for benefits and developing productivity contracts, and generating loyalty to the job.

"The crisis in education is clearly something psychology has a lot to say about — how do children learn? how do we attract them into science tracks?

"I've been in touch with several Congressional offices, putting them in touch with experts in drug abuse issues such as development of new treatments and new research paradigms. The drug abuse bill recently out of Congressional committee was very much informed by APS's involvement with that committee.

"APS has only been in Washington as a separate entity since August. But since then we have seen a number of important pieces of legislation emerge, and I've been amazed at how readily our views have been accepted and how much of the views of scientific psychology as interpreted by APS has been included in the bills for funding the National Institute of Mental Health, the other National Institutes of Health, the National Science Foundation, the Department of Defense.

"The success stems in part, I think, from the fact that APS is not seen as a brand new presence. Its members have great prestige. And I've been in Washington for some time so it has been relatively easy to contact people I've been seeing for the past eight or nine years, but now I'm talking from the perspective of the discipline of psychology," Kraut said. (Kraut was Executive Director for Science when he left APA, and also had been APA's top Congressional relations officer for several years.) ♦



The Student Notebook

by Travis Langley

Travel Money

As the time approaches to submit abstracts for poster presentation at the June convention, the APS Student Caucus (APSSC) is working to make certain that travel expenses do not deter students from submitting. The summer conference provides a variety of opportunities for students to make contacts and actively participate in the Society. In addition to student meetings and dinners, undergraduates and graduates get to know psychologists from across the nation.

Below are a few options to consider when contemplating travel funds.

(1) APS Travel Awards. Each year the organization makes travel awards available to help students who want to assist with the job fair or convention registration, as well as students presenting research. Upon APS Board approval, the student caucus will conduct a phonathon to raise the funds for 1990. Details on how to apply for these funds will appear in an upcoming *Observer*. It is hoped that awards can be available for all students involved in the conference.

Students interested in volunteering for conference or APSSC activities should contact *Kathleen Morgan* at the address listed at the end of this column.

(2) The College or University. A student would be wise to investigate the options present at his or her own school. The psychology department certainly has motive to show off their students' progress and may already

have a fund set up for such occasions. One can also check with the dean's office or — if the school has one — office of research. It is best to find out as early as possible, because the wheels of progress can move slowly when it comes to giving away money.

(3) Psychology Club or APSSC Chapter. Even if the student gets both the journey and the hotel room paid for, a body still has to eat. Some of the best contacts are made by joining others for dinner or drinks. A psychology club or APSSC chapter can develop projects to supplement students' conference expenses.

Anyone interested in starting an APS student chapter can request application guidelines by writing *Kenn White* at the address listed at the end of this column. There are no chapter dues and all APS student associates are welcome in their school's chapters. The chapters, their sponsors, and executive officers will be recognized in this newsletter.

APS Student Caucus Board

APSSC officers will hold a winter business meeting in New Orleans, tentatively set for January 5–7. The meeting will be open to any who wish to attend. Students who wish to participate may write to the *Student Notebook* Editor.

The student caucus is presently governed by an Advisory Board, including a six-member Executive Council. Officers on the council are elected by the students who attend the June convention.

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A View

(Continued from page 9)

broader than that of other scientists."

James Woods

NIDA, National Advisory Drug Abuse Council

"Psychologists should be aware of the emphasis now being placed on the relationship of drug abuse to AIDS. Much of NIDA's funding has been rechanneled in light of this priority. A major new development is the decision to take a far more active role in the development of drugs for the treatment of drug abuse."

High Staff Turnover

(Continued from page 10)

early development, and no factor is more important than well-educated, caring and reliable staff."

"Yet frustrating roadblocks discourage dedicated people from entering or remaining in this crucial field. As this study documents, those roadblocks include plummeting wages, meager benefits and low status," Miller said. "As they force discouraged workers out of child care, programs suffer deterioration in quality that our children cannot afford."

Miller said the study shows Congress and the nation's families "how we can translate (our) concern into policy for better child care for millions of American children."

Describing how the study was conducted from February to August 1988, Phillips said classroom observations were used to assess the quality of care in each of the 227 centers ranging from non-profit church-sponsored ones to for profit chain centers in Detroit, Dallas, Atlanta, Phoenix and Boston. They included centers for infants, toddlers and pre-schoolers and spanned a wide range of social, economic and regulatory environments.

Centers were rated in terms of the number of adults caring for children,

the number of children in a group, the specific activities and materials provided, and the quality of the interaction between teaching staff and children, she said.

Child assessments were done in Atlanta only to examine the effects of program structure and staff attributes on children's development, she said.

Better quality centers were more likely to be operated on a non-profit basis, and to be located in states with more rigorous child care standards, she said. The better-rated centers also tended to meet widely accepted standards for staff training and classroom structure.

Middle income children were less likely to receive high quality care than were those at the high and low ends of the economic spectrum Phillips said, possibly because upper income families could pay for better care and lower income families used public facilities run under higher standards. For-profit centers paid lowest wages and had highest turnover, about 77 percent, the study showed.

Another principal investigator, Mary Whitebook of Child Care Employee Project, pointed out that child care staff are leaving their jobs at a rate almost three times higher than a decade ago. Real wages after inflation

dropped more than 20 percent over that period, she noted.

"This high rate of turnover forces us to examine child care as a work environment for adults, and not just as a learning environment for children," Whitebook said. In child care, children's experiences are directly linked to the well-being of their caregivers. Good quality care requires an environment that values adults as well as children."

The third member of the investigator team, Carolee Howes, assistant professor of education at UCLA, said the study found "alarming conditions in America's child care centers (but also indicated) how the centers can be improved." The recommendations included higher salaries, increased formal training and education opportunities for staff state and federal standards for staff education, training and compensation, and public education efforts to raise awareness about the importance of staff factors in child care programs.

Funding for the study, amounting to about \$250,000, was provided by several non-profit foundations: Smith-Richardson Foundation, The Ford Foundation, Foundation for Child Development, The Mailman Foundation and The Spunk Fund. ♦

American Psychological Society ♦ 1989 Charter Member Application



Name _____ Date _____
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Mailing Address _____
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Affiliation and Position _____

Education _____
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Enclosed is my check for \$10 Student Affiliate \$75 1989 Charter Member \$250 Charter Sustaining Member
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 Washington, DC 20090-0457

Science Notes

Sex Survey: Pilot Study to be Conducted

Action by the Senate looks to have salvaged the beginning step in an effort to collect data on current patterns of sexual behavior — social science data that virtually every public health official agrees is critical in the fight against AIDS and other sexually transmitted diseases, as well as in the nation's unwanted pregnancies.

A full-blown National Survey of Health and Sexual Behavior was to be sponsored by NIH's National Institute of Child Health and Human Development. As we wrote in the last *Observer*, that effort was short-circuited by the House of Representatives Appropriations Committee, who not only deleted NICHD's funding for the survey, but also directed that the study not proceed under any circumstances.

Since then, the Senate has acted. Though not able to restore funding for the survey, the Senate did state that it is "awaiting the results of a pilot survey that has already been funded," language that withstood a subsequent House/Senate Conference.

APS has learned that NIH stands ready to begin the pilot study of the survey, involving some 2,000 individuals, should no other roadblocks emerge.

Survey results would provide the most current scientific projections about the spread of AIDS. The federal government's policies to date have been based on projections coming from the research of Alfred Kinsey and his collaborators in the 1940s. Calls for new information on sexual behavior were among the main recommendations of studies by both the President's AIDS Commission and the National Academy of Science.

Health and Behavior at NIH

"The (Senate) Committee is deeply concerned . . . (that) NIH is fall(ing) short of meeting the objective (to) raise its investment in health and behavior research from the current proportion of 3 percent of overall funding and establish a comprehensive 10-year plan for steadily increasing this commitment."

Thus begins a long directive by the Senate Appropriations Committee aimed at the Director of the National Institutes of Health with the clear message to "establish each year meaningful and explicit goals to raise expenditures on health and behavioral research . . ."

Along with the directive went a record \$7.713 billion to the separate Institutes, Divisions, and Centers that comprise the National Institutes of Health — a figure that a subsequent House/Senate Conference Committee lowered to \$7.683 billion. (see table for more specific NIH funding information).

Now 3 percent of over \$7.5 billion is nothing to sneeze at. But it is the APS position that 3 percent of funding does not compare with the up-to-50 percent of mortality in the United States that study after study, by the Institute of Medicine, the Surgeon General, even the HIN itself, documents can be traced to behavioral causes, and that can be significantly reduced through changes in behavior.

This year, Congress agrees with us: "The NIH must bring into alignment its support for biobehavioral research with the human and economic costs of behavior-related illnesses and disability to society."

In the Senate, the champions for behavioral research at NIH were longtime psychology supporter Sen. Daniel Inouye (D-HI) and Senate Health Subcommittee Chair Tom Harkin (D-IA).

The final outcome of the NIH funding bill is uncertain at this writing, pending resolution of a Congress-

sionally-passed amendment allowing the federal funding of abortions after rape or incest that the President has threatened to veto.

NIMH Research Funding Increased

The work of APS and others paid off recently when, in an unusual move, a joint House/Senate Congressional Conference increased the research budget of the National Institute of Mental Health (NIMH) by more than 18% to \$419 million for fiscal year 1990.

This is in addition to Congressional language reported in the September issue of the *Observer* that directs the initiation of "... new programs aimed at increasing a behavioral and psychological presence at NIMH." Taken together, the two actions ought to make for an NIMH more open to a broader view of psychology than it has been.

A House/Senate Conference typically splits the difference between the two Congressional bodies when trying to come up with a final spending figure for the year. In this case, the Senate recommended \$35 million more than the House for NIMH research and the safe bet would have been to expect a compromise of \$17.5 million, or about \$407 million.

A figure actually well below 17.5 million was first proposed in the joint committee. It was then that Rep. Silvio Conte (R-MA), Sen. Tom Harkin (D-IA), Sen. Daniel Inouye (D-HI), Sen. Arlen Specter (R-PA), and Sen. Warren Rudman (R-NH) each expressed their hope that the conference would do better by NIMH. In a remarkable show of support for mental health research about \$31 million of the \$35 million was returned.

APS had been working with the offices of these and other members of the conference to secure such a result. Only hours after the conference, APS

Executive Director Alan Kraut, APS NIMH Liaison Contact Jane Steinberg, and APS Publications Chair Sandra Scarr met with Sen. Inouye, among others, to express APS's appreciation for his leadership in the effort.

In other budget lines that affect psychology, other parts of NIMH and the rest of the Alcohol, Drug Abuse, and Mental Health Administration also received increases over 1989. Research at the National Institute of Drug Abuse will be up almost ten percent, and research at the National Institute of Alcoholism and Alcohol Abuse will see an almost six percent boost. (see table)

NIMH funding is a small part of a \$156.7 billion Health, Labor and Education spending bill that, as of this writing, has yet to be signed by the President. For the first time in eight years, the bill would have allowed for federal Medicaid funds to be spent on

abortions in cases of rape or incest, a provision that spurred President Bush to exercise his veto power. The attempt to override that veto was unsuccessful. Until a bill is signed, NIMH and many other federal research agencies will operate under a temporary Continuing Resolution as they have since the new fiscal year started October 1.

NSF Funding: Still Waiting

The National Science Foundation continues to be in the unusual position for a research agency of being more favored by the Administration than by Congress. Fiscal Year 1990 will likely mark a year when the ultimate funding of NSSF will be less than what was asked for by President Bush, though significantly more than it was in FY

89. And that is the bad and the good news for psychology.

Earlier this year, a number of groups, including APS, worked with the House Science, Research, and Technology Subcommittee to have hearings held on the status of Behavioral and Social Science in the National Science Foundation. One result of the hearings was to send a message from the House Science Committee to the House Appropriations committee that the Behavioral and Social Sciences have borne enough budget cuts at NSF for one set of disciplines.

The result of that was a decree by the House Appropriations Committee to partially exempt the Behavioral and Social Sciences from reductions in the President's budget request that were necessary to bring down NSF's Research and Related Activities line to "only" an 8.3 percent over FY 89, or \$1.715 billion.

**Conference Agreement H.R. 2990 FY 1990 Appropriations
Alcohol, Drug Abuse and Mental Health Administration**

	FY 1989 Comparable	FY 1990 Budget Request	House Bill	Senate Bill	Conference
Nat. Institute					
Alcohol and Alcohol Abuse: Research ¹	109,888,000	116,313,000	119,520,000	122,270,000	116,313,000
Substance Abuse homeless Demonstrations	4,545,000	17,000,000	10,000,000	9,090,000	9,545,000
Nat. Institute Drug Abuse:					
Research ¹	263,539,000	288,489,000	294,569,000	293,444,000	288,489,000
Treatment Demonstrations	7,000,000	7,000,000	7,000,000	7,000,000	7,500,000
Direct Operations ¹	17,914,000	21,544,000	21,544,000	21,544,000	21,544,000
Nat. Institute					
Mental Health: Research ¹	354,464,000	389,110,000	389,110,000	424,455,000	419,000,000
Clinical Training	12,844,000	8,000,000	12,844,000	14,500,000	13,672,000
Community Support Demonstrations	25,920,000	19,000,000	26,000,000	27,591,000	28,591,000
Mental Health Prevention Demonstrations	—	—	—	4,337,000	—
Homeless Services Demonstrations	4,595,000	11,500,000	6,100,000	6,100,000	6,100,000
Protection and Advocacy	12,844,000	10,555,000	12,844,000	14,144,000	14,144,000

¹Including AIDS

Science Notes (continued)

The Senate then came along, reduced the NSF research line to \$1.685 billion (still a 6.4 percent increase over FY 89), and specifically rejected the House's partial exemption for the Behavioral Sciences.

A House/Senate Conference has since restored the House's higher figure, but was silent on the exemption for Behavioral Science. Most *Observers* believe that, ultimately, NSF will have the major say in deciding how much to fund psychology, and that psychology will receive a sizable increase over last year.

APS Comments on Shortages of Mental Health Personnel

Recently APS began a process that could lead to increased training funds for psychologists and others to practice in underserved areas or among underserved populations. It might even result in increased research on what constitutes a federal mental health "shortage" area — a designation related to increased federal support.

Currently, a federal mental health "shortage" area is based solely on a

ratio of population-to-psychiatrists. Responding to a request for comments by the Health Resources and Services Administration (HRSA), APS endorsed parts of proposed regulations that would redefine the way shortage areas are designated.

One proposed change that APS endorsed is to consider the other "core" mental health service providers of psychologists, social workers, and psychiatric nurses when designating a shortage area.

Beyond approving the general expansion, APS took issue with other more technical aspects of developing new ratios and shortage indicators that HRSA proposed. We thought that the proposed new strategies lacked a sound empirical base. Our recommendation was to initiate and support a federal program of studies that would better assess both mental health needs and the adequacy of the mental health service delivery system.

HRSA will be studying our recommendations as well as others they received, and will respond with final regulations in the next few months.

The full set of APS comments can be obtained from the APS central office in Washington.

APS at NIMH

Lewis Judd, head of the NIMH, invited APS Board member Lewis Lipsitt, along with Executive Director Alan Kraut to represent the APS at a recent NIMH meeting focusing on a report of the Institute of Medicine entitled, "Research on Children and Adolescents with Mental, Behavioral and Developmental Disorders." The approximately 30 participants, consisting of leaders of many relevant organizations, advised the NIMH on the parts of the report that should become priorities. Issues of implementation were also addressed. Kraut, who was also representing the Society for Research in Child Development, emphasized the need for research training in the disciplines of psychology and psychiatry among others. Lipsitt stressed the need for the "appropriation of more funds for institutes doing longitudinal studies of the period from birth through adolescence." He also stressed the "importance of the study of basic psychological processes in order to understand aberrations in development, including the study of learning, motivation, perception, decision making, reactions to stress, individual differences, temperament and personality development." The invitation, which came from Judd prior to his meeting with APS Board members at the APA convention was seen by Lipsitt as a sign that "people are noticing APS as an important voice in scientific psychology." ♦

APS Observer Joins Code

The APS Observer has changed the name of its journal to *Journal of Experimental Psychology: Applied*. The new journal is now published quarterly and is available to all APS members. The Observer is now published quarterly and is available to all APS members. The Observer is now published quarterly and is available to all APS members.

Deborah Phillips

(Continued from page 9)

Q. In the case of child care what do you expect to come out of Congress? Do you mind peering into a crystal ball?

A. I don't mind at all. A month from now I may be proven wrong, but it's almost certain that Congress will have approved legislation that combines a tax approach to increase the purchasing power of parents thorough the tax system, with a piece of legislation that attempts to improve the quality of the child care system itself.

Q. Do you envision national child care regulations paralleling those of the airlines, for example.

A. I do. It's crucial that we regulate child care safety at the national level.

Q. Should there be a minimum standard?

A. I think so, and based on the staffing study, there are three crucial components. The first is the level of education and the level of specialized training of the staff. The second is staff salaries. The third element that proved crucial was the ratio of caregivers to children — an adequate minimum is 1:4 for infants, 1:6 for toddlers, 1:10 for preschoolers.

Q. Do you think that APS can play a role in helping to define the child care regulations you would like to see adopted?

A. Yes, I do. I am confident that they will. It's very encouraging that they have hired Alan Kraut and opened up a Washington office. This will assure that they keep their fingers on the pulse. The leadership of APS includes some of the leaders in our field who

have shaped this sub-area of public policy and psychology.

Q. SRCD is going to be officially represented within the APS staff, is it not?

A. Yes, APS is committed to that and I am very pleased.

Q. Looking at your publications, I see one on children in poverty. Tell me about it.

A. I've really become increasingly interested in childhood poverty. I think it's the most important social issue facing children today. As a country we have taken a band-aid approach to poverty. Poor citizens are an affront to our

“It's crucial that we regulate child care safety at the national level.”

image of ourselves as a very prosperous equal opportunity country. That leads us to adopt meager policies for the poor. And, of course, children are the biggest victims of this attitude. There is a great deal of research now focusing on children and families in poverty, but is being done by economists and sociologists primarily. Psychologists have been notably absent in the current welfare reform debate and in the broader debates about poverty. This is true despite the active role psychologists played in that debate in the 1960s — Ed Ziegler and Uri Bronfenbrenner to name a

few. I think the developmental and individual difference orientations of psychologists are a crucially important component of today's debate and we should be playing a more active role in it.

Q. What are one or two questions you would focus on, on children in poverty?

A. One of the questions I am interested in is children's perceptions of poverty. How do children view poverty, both in general and with respect to their own living conditions? How do these perceptions change developmentally? Another very important related question is at what stage do poor children begin to understand how society views them? When do they begin to incorporate society's low expectations for their performance into their self-views?

Q. Setting them apart on a separate track?

A. Exactly, expecting them to drop out of school and so forth...and how do these pervasive messages get incorporated or rejected by children.

Q. I was expecting you to say how the parents' expectations are incorporated, but that's just part of it, isn't it?

A. I think you have to look at the parents and relatives, you have to look at the schools, you have to look at all institutions in society to begin to answer that question. I don't think poor children start out expecting less of themselves. We socialize them to expect less. How does that happen? Why and how do some children reared in abject poverty beat the odds? ♦

Letters



Dear Editor,

I'm sitting at my computer and I don't know where to start. The article and accompanying interview concerning the National Survey of Sexual Behavior has shocked me into keyboard lock. I am a physiological psychologist (therefore, I am as unqualified to make a psychological diagnosis as Dannemeyer and Maro are to make any statements about the effect of sex education on teenage sexual habits) but my diagnosis for Rep. Dannemeyer and his press secretary is PARANOID SCHIZOPHRENIA. In support of this diagnosis, I call attention to the fact that the honorable (?) Representative indicated that relatively few homosexuals exist but they are EVERYWHERE.

These two public officials' attitudes cry out to be compared to Joseph McCarthy's anti-communist crusade. An interesting parallel exists there. Mr. McCarthy and his two top aids (no pun intended) were reputed to be homosexuals. Thus, using the type of twisted logic that Mr. Maro is fond of, one could speculate that since his movement is McCarthyism toward homosexuals then he and Mr. Dannemeyer must be communists.

Ronald J. Mandel, Ph.D.
University of Lund
Sweden

As president of the Federation of Behavioral, Psychological, and Cognitive Sciences, I think it appropriate to respond to Abram Ansel's letter, originally sent sometime ago to William Prokasy, then president of the Federation, urging the Federation to assume the role of leadership in the current flux involving APA, APS, and the Federation.

This opportunity was not as straightforward as Ansel's letter implies. First, the individuals wishing to abandon APA and replace it by something else could not, as individuals, join the Federation — it being a federation of scientific societies. It is true that many already belong to member organizations, but apparently that did not fulfill their desire to belong to a general psy-

chological society other than APA. Second, for the Federation to gain substantial independence from APA requires some additional funds, and to increase significantly its Washington presence requires a great deal more. Ansel says, "I suggest that individual scientists in non-APA member organizations of the Federation would be willing to contribute five or ten times as much as the present five (it is actually seven, RDL) dollars for an independent Federation that could lobby effectively and be the voice of the academic and scientific sides of the behavioral, psychobiological, and cognitive sciences." Fact: At the December 1988 meeting of the Federation Council the Executive Committee recommended raising dues from seven to ten dollars with the aim of both reducing our dependence upon APA support and to increase slightly our activities. Following protracted debate, which centered largely on the burden this placed on individual societies and their probable withdrawal from the Federation, this proposal was defeated and a highly conditional increase was accepted which has yet to go into effect, even to the tune of one dollar. Ansel may well be correct about many individual scientists — after all, over 5000 have paid \$75 to belong to APS — but this is not reflected in the behavior of the governing councils of the societies, to which they belong, who choose not to introduce such large increases only to pass them along to another organization.

Perhaps the Federation leadership has simply failed to lead adequately, but I think a viable alternative hypothesis is that if one wishes a Washington presence five to ten times greater than that of the Federation's \$150,000, which has been true of the APA's Scientific Directorate, some mechanism very different from the present assessment through societies is needed.

R. Duncan Luce
University of California, Irvine

Dear Steven:

It was with amazement that I read your article on licensing and certification in the APS Observer. I had been

wondering what APS would do for me and why I should be a member. Now I know! I am grateful to Kelly Wilson and yourself for the work the two of you put into researching and writing such a good piece of journalism. I am passing it on to every psychologist I know, along with a membership application for APS. Please let me know what else I can do locally. Feel free to print any part of this letter in the Observer.

In the past, I have thought it was corny to see that I was a "founding member" of APS. In reading this article I felt like a "founding father." Knowing that my participation in APS might help change the sad situation that psychology has come to, gives me hope. All grandiosity aside, to see psychologists from all disciplines possibly uniting against the tyranny of APA and the monopoly of state licensing boards is refreshing. In addition, work needs to be done to address the problem of the "for profit" National Register.

Your article renewed feelings that I had as an undergraduate. Feelings about the ideals of psychology taught me by the psychologists in our department of psychology. This was when EVERYONE with a Ph.D. in psychology was a psychologist. I now feel a renewed camaraderie with psychologists who are my colleagues, even though their interests in psychology are oriented toward research or teaching.

I have had incredible difficulties gaining my license as a practicing psychologist since I did not graduate from an APA program. I have seen personally the great harm befalling psychology through the fractionating actions of APA and licensing boards.

I am now a member of APA only because I need the malpractice insurance provided through APA to practice. I am anxiously looking forward receiving materials on malpractice insurance through APS. Then I can add my name to the illustrious list of individuals who are ending their membership in the American Psychological Association and fueling this revolution in the re-organization and re-uniting of psychology.

Thomas M. Krapu, Ph.D.
Licensed Psychologist