



OBSERVER

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Psychology: A Potent Force at NIAAA

Psychologist researchers constitute substantial proportion of grant recipients

Here is the best kept secret in alcohol research: Psychologists are centrally involved. In fact, a PhD in psychology is the single most common credential among principal investigators (PIs) funded by the National Institute on Alcohol Abuse and Alcoholism (NIAAA), where psychologists accounted for almost one-third of the Institute's PIs in fiscal year (FY) 1993. They received over one-third of the money, too. In that same fiscal year, extramural awards to psychologist PIs totaled \$46,650,411. That is 34% of NIAAA's extramural portfolio. Specifically:

- ◆ For research grants alone, psychologists were PIs on 132 grants totalling \$33,482,662;
- ◆ Psychologist PIs also received grants or contracts for 29 other research projects totalling \$11,959,581, most of which were related to two large research projects, the Cooperative Agreement on Genetics of Alcoholism and Project MATCH, a treatment assessment study involving matching patients to specific types of treatment; and
- ◆ Psychologists were PIs on 12 training grants amounting to \$1,208,168.

Behind the Scenes

The true scope of psychology's presence goes well beyond these numbers. Many psychologists work in the NIAAA intramural program and as co-investigators and project staff in studies headed by PIs of other disciplines as well as psychology. For example, in FY 95, NIAAA will fund a new five-year multi-million dollar research

SEE NIAAA ON PAGE 3

Conversation with NSF Deputy Anne C. Petersen

New NSF deputy director examines research, policy, and administrative issues

ARLINGTON, VIRGINIA—The view from Anne C. Petersen's suite in the headquarters of the National Science Foundation (NSF) offers a perfect analogy for her new job there. Just as the office provides a sweeping view of the Washington, DC, skyline, so too does her position as Deputy Director and Chief Operating Officer of the \$3.4-billion basic research agency involve her in the broader issues of federal science. Petersen, a Charter Fellow of APS, described how things look from that vantage point during a recent conversation with APS Executive Director Alan Kraut.

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Psychology and the NIAAA Research Agenda

Enoch Gordis, *Director*

National Institute on Alcohol Abuse and Alcoholism
Guest Contributor



In 1970, the National Institute on Alcohol Abuse and Alcoholism (NIAAA) was created to investigate causes and prevention and treatment approaches to the biomedical and behavioral dimensions of alcohol abuse and alcohol dependence. Today, NIAAA funds 90 percent of the alcohol research in this country and supports more than 700 grants to scientists in universities, medical schools, hospitals, and other institutions throughout the United States.

Alcohol research strives to understand the factors contributing to the vulnerability to alcoholism. Another major focus of our research is the improvement of current treatment approaches, for example through treatment matching and pharmacotherapy.

Genetic Components of Alcohol Abuse

Twin studies and adoption studies (of infants born to alcoholic parents but adopted into nonalcoholic families) have shown that genetic risk factors can contribute to alcohol abuse. To identify these risk factors, NIAAA has initiated a study called COGA (Cooperative Agreement on Genetics of Alcoholism), which now is taking place in seven research centers. This multidisciplinary study encompasses population genetics—the collection of pedigrees of families with alcoholism—as well as molecular biology to uncover genes that are involved in the heritable portion of the vulnerability to alcoholism.

Two approaches are being used to identify genes that predispose to alcoholism. One is the candidate gene approach, in which an educated guess is made as to which genes might be responsible, based on our understanding of the disease. The second approach involves a thorough search of the whole genome with molecular markers, without proposing specific candidate genes.

The first two years of COGA were devoted to reaching a consensus about the diagnostic instruments for measuring alcoholism. This is important because without a clear distinction of who has the disease and who doesn't, all the biochemical analyses are of little value. COGA is now in its sixth year and will continue for another four.

Animal Research

The alcohol field is probably ahead of most others in the use of animals for genetic research. Animals have been bred to exhibit, in a predictable fashion, extremes of responses to alcohol. Most important are animals displaying extremes of preference for alcohol. Other alcohol-related traits selected for study with animal models include sensitivity to hypothermia, sensitivity to withdrawal seizures, and narcosis. The hope is that by studying behavioral traits in animals and linking them to the genetics or to the chemistry of the brain, we also will learn more about the genes that contribute to the vulnerability to alcoholism in humans and about the disease itself.

NIAAA's animal research portfolio also emphasizes a powerful new technology, the study of quantitative trait loci (QTL's). QTL's are collections of genes that contribute to a condition such as alcoholism, although none of these genes alone is sufficient to cause the disease. Because of recent advances in genetic mapping techniques we are now able to locate and study at least those genes that have a prominent role in alcohol dependence. We hope to expand these analyses to human studies as well.

Although the genetic studies in humans and animals focus on biochemical analyses, psychologists play a major role in their design and evaluation by providing precise definitions of the behaviors under study. Without this kind of precision, the links

SEE GORDIS ON PAGE 14

NIAAA FROM PAGE 1

center for clinical and medical epidemiology. Social psychologist Howard Blane is the PI on the project, so his name would make the list in 1995. However, in this and most other grants listed, there are many more research psychologists being supported in addition to the PIs.

From Genetics to Social Factors

NIAAA was formerly part of the Alcohol, Drug Abuse and Mental Health Administration (ADAMHA), along with the National Institute of Mental Health, and the National Institute on Drug Abuse. All three were transferred to the National Institutes of Health (NIH) two years ago when ADAMHA was reorganized into a services agency. In FY 93, NIAAA's budget was \$176.1 million, and it will reach \$191.1 million in FY 95.

Psychologists' research at NIAAA spans genetics, toxicology, teratology, studies of consumption behaviors and social, developmental, and environmental factors that

promote or inhibit consumption, plus many other areas of research that have an impact on public health and social policies. Researcher E. Scott Geller has received NIAAA support for his innovative studies on college student drinking in "natural" settings, which in this case means bars and parties. The goal is to design interventions that students can use on each other, such as a field sobriety test to determine if a friend is drunk, or setting up "social responsibility stations" that among other things might provide feedback on blood alcohol content to the drinker.

Drawing on the theory of reasoned behavior—the relationship between intentions and actual behavior—Geller is currently doing research that measures students' intentions about drinking with their actual frequency and level of impairment. The results thus far have shown an "astoundingly high" relationship, said Geller, so one possible approach might be to ask students about their

intentions when they first come to a bar or party. (Geller also points out that this finding is only true for males; there is no significant relationship between intention and actual level of drinking among the females studied.)

'Making A Difference'

Geller, an APS Fellow at Virginia Polytechnic Institute, applauds NIAAA for recognizing the value of this kind of field research. He credits the institute's emphasis on applied research with "making a tremendous difference" in an age group where alcohol-related injuries are among the leading causes of death.

At the other end of the spectrum (as well as the State), another APS Fellow, Robert Balster, of the Medical College of Virginia, is one of the nation's leading researchers on alcohol and the brain. His current grant from NIAAA uses animal models to study mechanisms by which alcohol produces intoxication. He and

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NIAAA Projects Whose PIs Are Psychologists Fiscal Year 1993

Principal Investigator

Principal Investigator's Affiliation

NIAAA Grant Title

*NIAAA Psychology
Grants in FY 1993
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ABEL, ERNEST L.
ALKANA, RONALD L.
AKKAN, ANDREA M.
ALTERMAN, ARTHUR I.
ALTERMAN, ARTHUR I.
AMSEL, ABRAM
BABOR, THOMAS F.
BAER, JOHN S.
BAER, PAUL E.
BALSTER, ROBERT L.
BAUER, RUSSELL M.
BEATTY, WILLIAM W.
BECKER, HOWARD C.
BEGLEITER, HENRI
BEGLEITER, HENRI
BEGLEITER, HENRI
BEGLEITER, HENRI
BENNETT, ROBERT
BERMAN, MARLENE O.
BEUTLER, LARRY
BLANCHARD, BETTY A.
BRODY, GENE H.
BROWN, SANDRA A.
BUCHOLZ, KATHLEEN K.
BULLER, AMY L.
CICERO, THEODORE J.
COLLINS, R. LORRAINE
CONNORS, GERARD J.
CONNORS, GERARD J.
COOK, ROYER F.
CUNNINGHAM, CHRIS L.
CUNNINGHAM, CHRIS L.
DICLEMENTE, CARLO C.
DIELMAN, TEDDY E.
DIELMAN, TEDDY E.
ELKINS, RALPH L.
EMMETT-OGLESBY, MIKE
FEIN, GEORGE
FORTINI, MARY-ELLEN
FROELICH, JANICE C.
FROMME, KIM
GAINES, LAWRENCE S.
GARDNER, ELIOT L.

WAYNE STATE UNIV
UNIV OF SOUTHERN CALIFORNIA
UNIV OF NEW MEXICO ALBUQUERQUE
UNIV OF PENNSYLVANIA
UNIV OF PENNSYLVANIA
UNIV OF TEXAS AUSTIN
UNIV OF CONNECTICUT HEALTH CTR
UNIV OF WASHINGTON
BAYLOR COLLEGE OF MEDICINE
VIRGINIA COMMONWEALTH UNIV
UNIV OF FLORIDA
UNIV OF OKLAHOMA HLTH SCIENCES CTR
MEDICAL UNIV OF SOUTH CAROLINA
HEALTH SCIENCE CTR-BROOKLYN
HEALTH SCIENCE CTR-BROOKLYN
HEALTH SCIENCE CTR-BROOKLYN
HEALTH SCIENCE CTR-BROOKLYN
UNIV OF TEXAS HLTH SCI CTR HOUSTON
BOSTON UNIV
UNIV OF CALIFORNIA SANTA BARBARA
UNIV OF MISSOURI COLUMBIA
UNIV OF GEORGIA
UNIV OF CALIFORNIA SAN DIEGO
WASHINGTON UNIV
UNIV OF NEBRASKA MEDICAL CTR
WASHINGTON UNIV
RESEARCH INST ON ADDICTIONS
RESEARCH INST ON ADDICTIONS
RESEARCH INST ON ADDICTIONS
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MEDICAL COLLEGE OF GEORGIA
UNIV OF NORTH TEXAS HLTH SCI CTR
UNIV OF CALIFORNIA SAN FRANCISCO
OCCUPATIONAL HEALTH SERVICES, INC.
INDIANA UNIV-PURDUE UNIV
UNIV OF DELAWARE
VANDERBILT UNIV
YESHIVA UNIV

RESEARCH TRAINING IN PRENATAL ALCOHOL STUDY
LOW LEVEL HYPERBARIC ETHANOL ANTAGONISM
ALCOHOL ACTIONS: A BEHAVIORAL PHARMACOGENETICS APPROACH
RISK FACTORS & THE DEVELOPMENT OF PROBLEMATIC DRINKING
SOCIOPATHY AND TREATMENT OUTCOME IN ALCOHOLIC PATIENTS
FETAL ALCOHOL: LEARNING, MEMORY, AND NEURAL DEVELOPMENT
ALCOHOLISM TREATMENT CLINICAL TRIAL: COORDINATING CTR
PREDICTION OF STABILITY OF HIGH RISK DRINKING
ALCOHOL, PSYCHOSOCIAL FACTORS AND ADOLESCENT DEVELOPMENT
NEURAL BASIS OF THE BEHAVIORAL EFFECTS OF ALCOHOL
PSYCHOPHYSIOLOGY OF IMPLICIT MEMORY IN ALCOHOLIC AMNESIA
VISUOSPATIAL PERCEPTION AND MEMORY IN ALCOHOLISM
PRENATAL ETHANOL—EFFECT ON LATER ETHANOL RESPONSIVENESS
NEUROPHYSIOLOGY IN CHILDREN AT HIGH RISK FOR ALCOHOLISM
BRAIN DYSFUNCTION AND ALCOHOLISM
COLLABORATIVE STUDIES ON THE GENETICS OF ALCOHOLISM
A COLLABORATIVE STUDY ON THE GENETICS OF ALCOHOLISM
LEARNED TOLERANCE TO ALCOHOL IN HUMANS
AFFECTIVE AND CONATIVE CHANGES IN ALCOHOLISM
FAMILY VS BEHAVIORAL TREATMENT OF ALCOHOLISM
PRENATAL ETHANOL AND HORMONE EFFECTS ON ETHANOL REWARD
ADOLESCENT ALCOHOL USE NORMS AND FAMILY PROCESSES
ADOLESCENT ALCOHOL TREATMENT OUTCOME: RECOVERY PATTERNS
NEW ALCOHOL PROBLEMS AND DISORDER—11 YEAR ECA FOLLOW-UP
INTERACTION OF ETHANOL WITH NMDA RECEPTOR SUBTYPES
PATERAL AND POSTNATAL EFFECTS OF ALCOHOL ON PUBERTY
RESTRAINT & ATTRIBUTIONS: RISK FACTORS IN ALCOHOL ABUSE
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COUNTERING PRESSURES OF ADOLESCENT ALCOHOL MISUSE
ALTERING FAMILY NORMS RE—ADOLESCENT ALCOHOL MISUSE
AVERSION THERAPY OF ALCOHOLISM
TOLERANCE TO DISCRIMINATIVE STIMULUS EFFECTS OF ETHANOL
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BELIEFS ABOUT DRINKING AND RISK FOR ALCOHOLISM
ALCOHOL REWARD AND BRAIN DOPAMINE—PHARMACO-MODULATIONS

Unique Alliance Blasts NIH Inaction on Behavioral Office

Letter to powerful congressional committee heads seeks action

WASHINGTON, DC—In one of the most strongly-worded statements ever issued from the community, 19 organizations representing not only psychology but a wide range of research and public health interests have appealed to Congress to step in and reverse the continued lack of support for behavioral and social science research at the National Institutes of Health (NIH).

In a September 26 letter to the powerful chairs of two congressional panels that oversee NIH, the groups express concern that the current leadership at NIH appears to have every intention of upholding, if not institutionalizing, NIH's decade-long policy of ignoring "Congress's explicit intent" that behavioral science research funding must be increased.

APS played a leading role in developing and setting the tone for the joint letter. The complete list of signers plus excerpts from the letter appear on page 5.

Mandates Ignored

The letter describes NIH's prolonged unresponsiveness to the spirit and often even the letter of a decade's worth of congressional directives to make behavioral science more of a priority. Over the course of the decade, these directives evolved from simple expressions of interest and gentle urgings into mandates as Congress expressed increasing interest in the public health implications of behavioral and social science research.

Although federal agencies often resist being told what to do by Congress, they also are compelled—for pragmatic reasons, if not Constitutional ones—to respond to congressional wishes. But it also is typical that agencies respond to directives and mandates with varying degrees of enthusiasm. NIH has consistently telegraphed its negative views toward behavioral research by virtually ignoring congressional mandates as long as possible, and when pressed, making only the most *pro forma* responses.

Congressional Interest Escalates

In May 1993, Rep. Henry A. Waxman (D-CA) and Sen. Ted Kennedy (D-MA) set forth in law a requirement for NIH to create an Office of Behavioral and Social Science Research (OBSSR) to oversee an expansion of NIH research in these areas (see July/August 1993 *Observer*). But, as stated in the recent September letter to Waxman and Kennedy, "It is important to note that this statutory mandate to create the OBSSR came only after Congress concluded that NIH ... had not implemented adequately ... Congressional instructions to devote more attention and funding to the behavioral aspects of health." Kennedy and Waxman head the Senate Labor and Human Resources Committee and the House Health and Environment Subcommittee, respectively, sharing responsibility for the budgetary authorization (hence they are known as the "authorizing committees") and oversight of the activities of NIH.

Responsibility for actually appropriating the annual NIH budget rests with the congressional "appropriations committees," which have become centrally involved in pushing for the increased behavioral science research. In particular, the appropriations subcommittee chaired by Sen. Tom Harkin (D-IA) has expressed its "distress" over NIH's lack of action on the OBSSR, and in its fiscal year (FY) 95 report, directed NIH to take immediate steps to implement the office. The Senate backed this view with an appropriation of \$2 million in FY 95. (See the September 1994 *Observer* for details on the Senate's position.)

Remarkable Reaction

Remarkably, NIH's reaction to all this has been to dig in, flaunt its defiance of Congress, and engage in bureaucratic delaying tactics to avoid establishing the new Office. These tactics and a growing sense of discouragement prompted the letter from the organizations: "It remains our strong wish to work directly in partnership with NIH officials to solve the nation's health problems," the groups said in the letter, "but our experiences lead us to the conclusion that NIH will not reverse its policies on behavioral and social science research without strong intervention from both the House and Senate"

The groups also feel that NIH Director Harold Varmus's personal negative views toward behavioral science—most notably expressed in the *New York Times* and *Science and Government Report* and in public meetings—could have a ripple effect throughout NIH, affecting not only how various institutes respond to Congress but also how behavioral science fares in such areas as peer review and intramural laboratory support. "The fact of the matter is," said APS Executive Director Alan Kraut, "it doesn't matter what Harold Varmus' personal views are; they should not be what determines whether NIH supports behavioral and social science research or any other area."

No formal response to the letter has been received at press time, but it is anticipated that Waxman and Kennedy will examine these issues during upcoming hearings on NIH. Informally, we have learned that several alternatives have been mentioned by congressional staffers who feel that some kind of "fundamental change" needs to occur in order for behavioral research to receive adequate attention at NIH. These alternatives have ranged from the establishment of a separate institute on health and behavior to setting aside—for behavioral research—a specific portion of the NIH budget.

Also at press time, NIH has just now closed the application portion of the search for a director of the OBSSR and is in the process of evaluating a variety of possible candidates. The current likely scenario is that a senior scientist will be brought in on a temporary one- to two-year basis to establish the office, and then a permanent director will be named.

Our interactions have forced us to question whether NIH is dealing in good faith with the behavioral and social science research community or with Congress.

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FROM PREVIOUS PAGE

NIH officials have maintained all along that the search was on a fast track, but in fact, it appears that no one will be named to the position until at least the summer of 1995, two years after the

Office was mandated.

Below are some key excerpts from the five-page letter to Congress from the 19 behavioral science and public health groups. The letter makes the case that NIH will continue to resist expanding its behavioral and social science research activities without definitive congressional intervention. (A complete copy of the letter is available from APS.) **S.B.**

[EXCERPTS FROM WAXMAN AND KENNEDY LETTER]

September 26, 1994

Dear Chairman Waxman and Chairman Kennedy:

...Our organizations have contacted top NIH officials many times to urge their adherence to congressional instructions on matters related to behavioral and social science research. Our interactions have forced us to question whether NIH is dealing in good faith with the behavioral and social science research community or with Congress. NIH has taken few meaningful steps to expand support or improve the standing of social and behavioral science. The lack of positive action to date suggests to us that without additional action by Congress, NIH will not give these sciences adequate means to realize their full potential to serve the NIH mission and the national interest.

There is no question that behavioral and social science research should be a significant part of NIH's research enterprise. The enormous impact of behavior on health has been documented in report after report by the Institute of Medicine, the National Research Council, and the Office of Technology Assessment, among others. And a host of Surgeon Generals and senior officials of Health and Human Services have noted the clear link between health and behavior: seven of the 10 leading causes of death in America today are linked to behavior; behavior accounts for 50 percent of all premature mortality. It follows that the nation's publicly funded research agencies, charged with improving Americans' health, should support a significant investment in unraveling the social and psychological aspects of health and disease.

Accordingly, we are asking that both the House and Senate examine NIH's treatment of behavioral and social science research, and that you consider stronger measures to achieve a fundamental change in NIH policies on these fields....

It remains our strong wish to work directly in partnership with NIH officials to solve the nation's health problems, but our experiences lead us to the conclusion that NIH will not reverse its policies on behavioral and social science research without strong intervention from both the House and Senate authorizing committees.... We are eager to work with you to create a new presence at NIH for our disciplines as the first major step toward bringing the full power of this research to bear on improving the health of the nation's citizens.

Sincerely,

*Academy of Behavioral Medicine Research
American Psychological Association
American Psychological Society
American Sociological Association
Association of Schools of Public Health
Council of Graduate Departments of Psychology
Consortium of Social Science Associations
Center for the Advancement of Health
Federation of Behavioral, Psychological, and
Cognitive Sciences
Gerontological Society of America*

*Institute for the Advancement of Social Work
Research
National Council on Family Relations
National Mental Health Association
Society for Psychophysiological Research
Society for the Psychological Study of Social
Issues
Society for Research in Child Development
Society for the Science of Clinical Psychology
Society for Personality and Social Psychology
Society of Behavioral Medicine*

[O]ur experiences lead us to the conclusion that NIH will not reverse its policies on behavioral and social science research without strong intervention from [Congress].

November 1994

Principal Investigator

Principal Investigator's Affiliation

NIAAA Grant Title

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GOMBERG, EDITH S L	UNIV OF MICHIGAN-ANN ARBOR	CLINICAL RESEARCH TRAINING IN ALCOHOLISM
GONZALEZ, LARRY P	UNIV OF OKLAHOMA HLTH SCIENCES CTR	ETHANOL EFFECTS ON HIPPOCAMPAL NEURONAL ACTIVITY
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GRANT, KATHLEEN A	WAKE FOREST UNIV	ROLE OF LIGAND-GATED ION CHANNELS IN ETHANOL DISCRIMINAT
GREENFIELD, THOMAS K	CALIFORNIA PACIFIC MED CTR	IMPACT OF ALCOHOLIC BEVERAGE WARNING LABELS
GRUBE, JOEL W	PACIFIC INST FOR RES AND EVALUATION	ADOLESCENT DRINKING IN THE UNITED STATES AND IRELAND
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HEATH, ANDREW C	WASHINGTON UNIV	PERSISTENCE AND CHANGE IN DRINKING HABITS: TWIN STUDY
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HESSSELBROCK, VICTOR M	UNIV OF CONNECTICUT HEALTH CTR	POST-DOCTORAL TRAINING PROGRAM IN ALCOHOL STUDIES
HESTER, REID K	ALCOHOL SELF-CONTROL PROGRAM	SECONDARY PREVENTION OF ALCOHOLISM VIA COMPUTER SOFTWARE
HILL, SHIRLEY Y	UNIV OF PITTSBURGH	COGNITIVE/PERSONALITY FACTORS IN RELATIVES OF ALCOHOLICS
HILL, SHIRLEY Y	UNIV OF PITTSBURGH	BIOLOGICAL RISK FACTORS IN RELATIVES OF ALCOHOLIC WOMEN
HOLLOWAY, FRANK A	UNIV OF OKLAHOMA HLTH SCIENCES CTR	DRUG HISTORY FACTORS IN ETHANOL'S REINFORCING EFFECTS
HOLLOWAY, FRANK A	UNIV OF OKLAHOMA HLTH SCIENCES CTR	BIOPSYCHOLOGY TRAINING IN ALCOHOL RESEARCH
HUNGUND, BASALINGAPPA	NEW YORK STATE PSYCHIATRIC INST	FATTY ACID ETHYL ESTER FORMATION & ETHANOL TOLERANCE
HUNTER, BRUCE E	UNIV OF FLORIDA	CHRONIC ETHANOL NEUROTOXICITY AND LONG-TERM POTENTIATION
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LANGER, LILLY M	FLORIDA INTERNATIONAL UNIV	ALCOHOL USE AND HIV-RELATED RISKY SEX AMONG ADOLESCENTS
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LONGABAUGH, RICHARD H	BROWN UNIV	ALCOHOL INTERVENTION/TREATMENT OUTCOME RESEARCH TRAINING
LONGABAUGH, RICHARD H	BROWN UNIV	TREATMENT RESEARCH VALIDATION AND EXTENSION PROGRAM
LOVINGER, DAVID M	BROWN UNIV	A MULTISITE MATCHING OF TREATMENT FOCUS TO DYSFUNCTION
MACKINNON, DAVID P	VANDERBILT UNIV	ETHANOL INHIBITION OF NMDA RECEPTOR-MEDIATED RESPONSES
MARIN, GERARDO	ARIZONA STATE UNIV	EFFECTS OF ALCOHOL LABELING LEGISLATION ON ADOLESCENT
MARLATT, G ALAN	UNIV OF SAN FRANCISCO	ALCOHOL PREVENTION ASPECTS AMONG MEXICAN AMERICANS
MARLATT, G ALAN	UNIV OF WASHINGTON	PREVENTION OF ALCOHOL PROBLEMS IN COLLEGE STUDENTS
MARLATT, G ALAN	UNIV OF WASHINGTON	POSTDOCTORAL PSYCHOLOGY TRAINING IN ALCOHOL RESEARCH
MASON, BARBARA J	UNIV OF WASHINGTON	PREVENTION OF ALCOHOL PROBLEMS IN THE UNIVERSITY SETTING
McCAUL, MARY E	UNIV OF MIAMI	NALMEFENE MODIFICATION OF ALCOHOLISM
McCRADY, BARBARA S	JOHNS HOPKINS UNIV	NALTREXONE EFFECTS ON ALCOHOL REINFORCEMENT & TREATMENT
McGIVERN, ROBERT F	RUTGERS THE STATE UNIV	ALCOHOL TREATMENT: INTEGRATING BASIC & APPLIED RESEARCH
McKINZIE, DAVID L	SAN DIEGO STATE UNIV	PRENATAL ALCOHOL: ENDOCRINE AND BEHAVIORAL EFFECTS
McGUE, MATTHEW K	STATE UNIV NEW YORK BINGHAMTON	ONTOGENETIC DIFFERENCES IN ETHANOL-MEDIATED LEARNING
McLEOD, DANIEL R	UNIV OF MINNESOTA TWIN CITIES	A TWIN STUDY OF FEMALE ALCOHOLISM & RELATED DISORDERS
MELLO, NANCY K	JOHNS HOPKINS UNIV	FAMILY HISTORY OF ALCOHOLISM AND PREMENSTRUAL SYMPTOMS
MENNELLA, JULIE A	MCLEAN HOSPITAL (BELMONT, MA)	ALCOHOL AND THE MENSTRUAL CYCLE: BIOBEHAVIORAL STUDIES
MERIKANGAS, KATHLEEN	MONELL CHEMICAL SENSES CTR	EFFECT OF ALCOHOL ON HUMAN LACTATION AND INFANT BEHAVIOR
MICZEK, KLAUS A	YALE UNIV	ALCOHOLISM & ANXIETY: A GENETIC EPIDEMIOLOGICAL APPROACH
MILLER, WILLIAM R	TUFTS UNIV MEDFORD	ALCOHOL, BENZODIAZEPINES AND AGGRESSION IN ANIMALS
MILLER, WILLIAM R	UNIV OF NEW MEXICO ALBUQUERQUE	PROGRAMMATIC TREATMENT INNOVATION RESEARCH
MILLER, WILLIAM R	NIV OF NEW MEXICO ALBUQUERQUE	ALCOHOL & DRUG ABUSE PREVENTION AND TREATMENT EVALUATION
MILLER, WILLIAM R	UNIV OF NEW MEXICO ALBUQUERQUE	STRATEGIES FOR MATCHING CLIENTS TO TREATMENTS
MILLER, WILLIAM R	UNIV OF NEW MEXICO ALBUQUERQUE	TREATMENT RESEARCH VALIDATION AND EXTENSION PROGRAM
MILLSTEIN, SUSAN G	UNIV OF CALIFORNIA SAN FRANCISCO	ROLE OF ALCOHOL IN ADOLESCENTS' AIDS-RISK BEHAVIORS
MITLER, MERRILL M	SCRIPPS RESEARCH INST	ALCOHOL, BREATHING, AND SLEEP—AGE AND GENDER EFFECTS
MOLLENAUER, SANDRA O	SAN DIEGO STATE UNIV	EXERCISE—EFFECTS ON ETOH IMPAIRMENT OF BEHAVIOR IN MICE
MONTI, PETER M	BROWN UNIV	SMOKING, ALCOHOLICS' REACTIVITY AND TREATMENT MOTIVATION
MOOS, RUDOLPH H	STANFORD UNIV	EVALUATING ALCOHOLISM-INDUCING COMMUNITY SETTINGS
MOOS, RUDOLPH H	STANFORD UNIV	PROBLEM DRINKING AND LIFE STRESS AMONG OLDER ADULTS
MYERS, ROBERT D	EAST CAROLINA UNIV	CNS TRANSMITTERS AND METABOLITES IN ALCOHOL ADDICTION
NATION, JACK R	TEXAS AGRIC AND MECH UNIV COLLEGE	STATION INTERACTION OF HEAVY METALS AND ETHANOL
NIXON, SARA J	UNIV OF OKLAHOMA HLTH SCIENCES CTR	COGNITIVE & PSYCHOSOCIAL RECOVERY IN ALCOHOLIC SUBTYPES
NIXON, SARA J	UNIV OF OKLAHOMA HLTH SCIENCES CTR	COGNITIVE MODELING: ALCOHOLICS AND AT-RISK YOUTH
O'FARRELL, TIMOTHY J	HARVARD UNIV	BEHAVIORAL MARITAL THERAPY IN ALCOHOLISM TREATMENT
O'MALLEY, STEPHANIE	YALE UNIV	ENHANCED ALCOHOLISM TREATMENT STRATEGIES NALTREXONE
O'MALLEY, STEPHANIE	YALE UNIV	EARLY INTERVENTION WITH FIRST-TIME DWI OFFENDERS
O'MALLEY, STEPHANIE	YALE UNIV	ANXIETY & VULNERABILITY TO ALCOHOLISM IN YOUNG ADULTS
O'CKENE, JUDITH K	YALE UNIV	INITIAL AND MAINTENANCE NALTREXONE FOR ALC DEPENDENCE
OSTERGAARD, ARNE L	UNIV OF MASSACHUSETTS MEDICAL SCH	PHYSICIAN-DELIVERED ALCOHOL INTERVENTION PROJECT
OVERTON, DONALD A	UNIV OF CALIFORNIA SAN DIEGO	MEMORY IN ALCOHOLISM—PROCESSES AND BRAIN SYSTEMS
PELHAM, WILLIAM E	TEMPLE UNIV	ALCOHOL ABUSE AND CONDITIONED DRUG EFFECTS
PERRINE, MERVYN W	UNIV OF PITTSBURGH	ROLE OF ALCOHOL IN ADULT-CHILD INTERACTIONS
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PERRINE, MERVYN W	VERMONT ALCOHOL RESEARCH INST	PSYCHOBIOLOGICAL STUDIES OF ALCOHOL TOLERANT DRIVERS
PETTINATI, HELEN M	CARRIER FOUNDATION (BELLE MEAD, NJ)	ERTRALINE FOR ALCOHOL DEPENDENCE AND DEPRESSION
POLLOCK, VICKI E	UNIV OF SOUTHERN CALIFORNIA	PSYCHOPHYSIOLOGICAL FACTORS IN ALCOHOLISM DEVELOPMENT
POLLOCK, VICKI E	UNIV OF SOUTHERN CALIFORNIA	ALCOHOLISM RISK: PSYCHOBIOLOGICAL ALCOHOL EFFECTS IN MEN
PORRINO, LINDA J	WAKE FOREST UNIV	NEURAL SUBSTRATES OF THE ACUTE EFFECTS OF ETHANOL
POWER, THOMAS G	UNIV OF HOUSTON-UNIVERSITY PARK	ATTACHMENT, AUTONOMY, & PATTERNS OF ADOLESCENT DRINKING
RAINE, ADRIAN	UNIV OF SOUTHERN CALIFORNIA	AUTONOMIC PREDICTORS OF ALCOHOL ABUSE
RANDALL, CARRIE L	MEDICAL UNIV OF SOUTH CAROLINA	BIOSBEHAVIORAL ALCOHOL RESEARCH TRAINING
RANDALL, CARRIE L	MEDICAL UNIV OF SOUTH CAROLINA	ALCOHOLICS WITH SOCIAL PHOBIA: TREATMENT MATCHING
RANDALL, CARRIE L	MEDICAL UNIV OF SOUTH CAROLINA	CO-TERATOGENICITY OF ALCOHOL AND OTHER DRUGS OF ABUSE
RILEY, EDWARD P	SAN DIEGO STATE UNIV	BEHAVIORAL EFFECTS OF NEONATAL ALCOHOL EXPOSURE
ROBERTS, LINDA J	RESEARCH INST ON ADDICTIONS	ALCOHOL AND MARITAL PROCESSES—NATURALISTIC STUDIES
ROBERTSON, LYNN C	UNIV OF CALIFORNIA DAVIS	THE EFFECT OF ALCOHOL ON PERCEPTUAL ORGANIZATION
RODIER, PATRICIA M	UNIV OF ROCHESTER	NEUROENDOCRINE EFFECTS OF PRENATAL EXPOSURE TO ALCOHOL
ROLF, JON E	JOHNS HOPKINS UNIV	AIDS & AOD PREVENTION PROJECT FOR NAVAJO YOUTH

NIAAA FROM PAGE 3

psychology graduate student Keith Shelton, who has an NIAAA fellowship, are using behavioral testing procedures to assess animal responses to alcohol while the animals are under the influence of drugs developed for other purposes. The researchers hope to identify, eventually, potential applications of these drugs for reduction of alcohol craving in humans.

A Breakthrough

Long-time NIAAA grantee and APS Fellow G. Alan Marlatt, of the University of Washington, believes NIAAA's multidisciplinary approach to alcohol research accurately reflects the fact that problems of alcohol abuse and alcoholism are "bio-psycho-social" in nature. Marlatt, whose earlier work in relapse prevention is now widely used in alcohol treatment centers, currently is using funding from the institute's prevention branch to develop early intervention strategies to reduce alcohol-related problems in young people.

Marlatt's longitudinal study of 500

college students indicates that brief interventions consisting of two short sessions during the freshman year have continued positive effects even three years later. Students receiving the interventions report significantly lower drinking rates and fewer drinking-related problems, such as engaging in risky sexual behaviors or getting into fights. These NIAAA-sponsored findings are something of a breakthrough in the field because the bulk of previous research in this area tended to document only changes in attitudes, not actual changes in behavior.

The Institute's behavioral science portfolio is described in this *Observer* issue in greater detail in the Presidential Column (page 2) written by our guest contributor Enoch Gordis, director of NIAAA.

Organizational Bonding

Recognizing that psychologists are a significant constituent group for the Institute, APS and NIAAA have been doing some organizational bonding lately. The APS Board of Directors met with Gordis during its June meeting (see the

July/August 1994 *Observer* for details.) During next year's convention in New York, NIAAA will sponsor a special program to showcase the latest developments in behavioral research on alcohol abuse and alcoholism.

Accompanying this article (beginning on page 3) is a list of the FY 93 NIAAA grants for which a psychologist was designated as PI. The total number is 173, a number that NIAAA officials indicate will be even greater in FY 94 as a result of expansion in health services research and other areas. Increases also are likely to occur in FY 95, when NIAAA will fund both behavioral and biomedical grant applications in five priority areas—women's health, minority health, prevention, youth, and medications development.

[Note: If you are not listed here and should be, it may be that you don't show up as a psychologist in NIAAA's data base. Let us know your name, affiliation, and NIAAA grant title, and we'll publish your name in an upcoming issue of the *Observer*.] ♦

Principal Investigator

Principal Investigator's Affiliation

NIAAA Grant Title

NIAAA Psychology Grants in FY 1993

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ROSE, RICHARD J
ROSE, RICHARD J
ROSS, LEONARD E
RYAN, CHRISTOPHER M
RYCHTARIK, ROBERT G
SAMSON, HERMAN H
SAMSON, HERMAN H
SAMSON, HERMAN H
SAVITZ, DAVID A
SEAGE, GEORGE R
SEARLES, JOHN S
SHELTON, KEITH L
SHER, KENNETH J
SIMSON, PETER E
SMITH, ELIZABETH M
SMITH, JANE E
SMITH, MICHAEL E
SMOLEN, TONI N
SNOW, DAVID L
SOBELL, LINDA C
SONNTAG, WILLIAM E
SPEAR, NORMAN E
STOUT, ROBERT L
STREISSGUTH, ANN P
TARTER, RALPH
TESTA, MARIA L
TUCKER, JALIE A
WALDRON, HOLLY B
WALKER, DON W
WALL, TAMARA L
WALLER, PATRICIA F
WALLER, PATRICIA F
WEINBERG, JOANNE
WEISS, FRIEDBERT
WEST, JAMES R
WIDOM, CATHY S
WINDLE, MICHAEL T
WINDLE, MICHAEL T
ZAIDEL, ERAN
ZUCKER, ROBERT A
ZWEBEN, ALLEN

INDIANA UNIV BLOOMINGTON
INDIANA UNIV BLOOMINGTON
BETHUNE-COOKMAN COLLEGE
UNIV OF PITTSBURGH
RESEARCH FDN FOR MENTAL HYGIENE INC
WAKE FOREST UNIV
WAKE FOREST UNIV
WAKE FOREST UNIV
UNIV OF NORTH CAROLINA CHAPEL HILL

VERMONT ALCOHOL RESEARCH INST
VIRGINIA COMMONWEALTH UNIV
UNIV OF MISSOURI COLUMBIA
MIAMI UNIV OXFORD
WASHINGTON UNIV
UNIV OF NEW MEXICO ALBUQUERQUE
EEG SYSTEMS LABORATORY
UNIV OF COLORADO-BOULDER
YALE UNIV
ADDICTION RESEARCH FOUNDATION
WAKE FOREST UNIV
STATE UNIV NEW YORK BINGHAMTON
BROWN UNIV
UNIV OF WASHINGTON
UNIV OF PITTSBURGH
RESEARCH INST ON ADDICTIONS
AUBURN UNIV
UNIV OF NEW MEXICO ALBUQUERQUE
UNIV OF FLORIDA
SCRIPPS RESEARCH INST
UNIV OF MICHIGAN-ANN ARBOR
UNIV OF MICHIGAN-ANN ARBOR
UNIV OF BRITISH COLUMBIA
SCRIPPS RESEARCH INST
UNIV OF IOWA
STATE UNIV OF NEW YORK-ALBANY
RESEARCH INST ON ADDICTIONS
RESEARCH INST ON ADDICTIONS
UNIV OF CALIFORNIA LOS ANGELES
MICHIGAN STATE UNIV
UNIV OF WISCONSIN MILWAUKEE

USE & ABUSE OF ALCOHOL—A BEHAVIOR-GENETICS PERSPECTIVE
LONGITUDINAL TWIN-FAMILY STUDIES: USE & ABUSE OF ALCOHOL
ALCOHOL USE AND AVIATION SAFETY
INTERVENING TO REDUCE DRINKING AND AIDS RISK IN GAY MEN
TREATMENT SETTINGS FOR ALCOHOLICS
MODELS OF DRINKING INITIATION—BEHAVIORAL STUDY
ORAL ETHANOL DRINKING AND CNS DOPAMINE-GABA SYSTEMS
VOLTAMMETRIC DOPAMINE MEASUREMENT IN ETHANOL REINFORCEMENT
PARENTAL DRINKING, TOXICANT INTERACTIONS, AND PREGNANCY
DRINKING/DRUGS/UNSAFE SEX AMONG GAY & BISEXUAL COUPLES
DIFFERENCES IN ALCOHOLIC & NON-ALCOHOLIC SIBLINGS
PHARMACOLOGICAL BASIS OF ETHANOL DISCRIMINATION IN RATS
A PROSPECTIVE STUDY OF OFFSPRING OF ALCOHOLICS
IN VIVO ELECTROPHYSIOLOGY OF ETHANOL/NMDA INTERACTIONS
CHARACTERISTICS OF HOMELESS WOMEN & THEIR CHILDREN
COMMUNITY REINFORCEMENT APPROACH WITH THE HOMELESS
COGNITIVE PERFORMANCE ASSESSMENT FOR ALC INTOXICATION
PURINERGIC MODULATION OF ETHANOL ACTIONS
IMPACT OF A WORKSITE INTERVENTION ON ALCOHOL USE
STABILITY OF NATURAL RECOVERIES FROM ALCOHOL PROBLEMS
CHRONIC ETHANOL AND INSULIN-LIKE GROWTH FACTORS
CONSEQUENCES OF ACUTE ETHANOL EXPOSURE DURING ONTOGENY
TIME DYNAMICS OF ALCOHOL TREATMENT OUTCOME
ALCOHOL INTAKE DURING PREGNANCY—OFFSPRING DEVELOPMENT
ALCOHOLIC LIVER PATHOLOGY—HEPATIC-CEREBRAL INTERACTION
HEALTH BELIEFS AND ALCOHOL USE IN PREGNANT WOMEN
ENVIRONMENTAL FACTORS IN HELP-SEEKING & NATURAL RECOVERY
FAMILIES OF ALCOHOL-ABUSING ADOLESCENTS
CHRONIC ALCOHOL CONSUMPTION:NEUROBIOLOGICAL CORRELATES
RESPONSE TO ALCOHOL IN ASIANS AND NATIVE AMERICANS
POTENTIATING EFFECTS OF ALCOHOL OR OTHER DRUGS ON INJURY
PSYCHOSOCIAL CORRELATES OF ADOLESCENT DRIVING BEHAVIORS
ALCOHOL AND STRESS:INTERACTIVE EFFECTS
BRAIN DIALYSIS AND ETHANOL SELF-ADMINISTRATION
FETAL ALCOHOL SYNDROME—THIRD TRIMESTER MODEL
CHILDHOOD VICTIMIZATION AND RISK FOR ALCOHOL PROBLEMS
COA RISK IN YOUNG ADULTS—A LONGITUDINAL SIBLING DESIGN
BEHAVIORAL RISK FOR AIDS AMONG ALCOHOLICS
ALCOHOL, NICOTINE, AND INTERHEMISPHERIC RELATIONS
RISK AND COPING IN CHILDREN OF ALCOHOLICS
THE EFFICACY OF BRIEF INTERVENTION WITH PROBLEM DRINKERS

PETERSEN FROM PAGE 1

In some ways, according to Petersen, things look much the same as they did when she was Vice President for Research at the University of Minnesota, where she also was Dean of the Graduate School and Professor of Adolescent Development and Pediatrics.

Defending Indirect Costs

"The scientific issues I was excited about from my university position are very much alive and well around here," said Petersen, who was officially confirmed as Deputy Director of NSF in August (see May/June 1994 *Observer*). "I find it fascinating to look at the history of research funding, how it's been done in this country, and whether it has been done in the best way. How do we know? How should it be done in the future?"

Petersen's NSF position also places her in the center of debates on such critical policy issues as the optimal level of federal research funding, and deciding who should receive federal research funding—universities, research institutes, or federal laboratories.

But, said Petersen, she is involved in those things from an "entirely new perspective." One such issue is indirect costs.

Petersen feels strongly that "indirect costs are part of the total cost of research," and she is concerned that some in the research community don't see it that way. "The indirect cost issue is an instance of how we haven't done a good job of educating ourselves as university administrators, faculty, and the broader science community," she explained. "We have to be able to defend research support costs if we want to defend research costs as a whole."

Eclectic Background

Petersen's career pattern clearly put her on track for her job as Deputy Director. But some things don't match up. For example, Petersen is the highest ranking behavioral scientist in the federal government, but she is a behavioral scientist in an agency probably best known, rightly or wrongly, for its concern with the physical

sciences. Asked how she came to be in this position—and the first woman to hold the Deputy post—Petersen said, "Well, my background is pretty eclectic, so I wasn't firmly entrenched in any particular mold. I've been in roles for quite some time now where I've been the only woman or among the few women. It's also unusual in university administrations to see many behavioral scientists. So being here doesn't feel at all uncomfortable. It may feel more uncomfortable for people here, perhaps, than it does to me."

A Role in Accountability

"The background that behavioral scientists bring to positions like this is extremely important," continued Petersen. "What surprises me is how many issues are not viewed here as research issues—



NSF Deputy Director, Anne Petersen, and APS Executive Director Alan Kraut discuss behavioral science issues.

things that, as a behavioral scientist, I think are very researchable" such as identifying the benefits of particular kinds of research funding investment, conducting systematic program assessment and evaluation, or devising ways to make federally funded research and research organizations more accountable.

Asked whether she could bring more of that sensitivity to NSF, Petersen replied that she is "certainly raising the issues." For example, she said, "social and behavioral science expertise is very important in the area of accountability," as NSF and other agencies examine ways to make research more amenable to accountability without changing its nature in a way that would do harm to the research enterprise. "Of course, research could be much more accountable," she said, "if we could articulate up front what our findings

are going to be. We have hypotheses, but it doesn't make sense to judge the quality of a piece of research on whether or not its results supported the original hypotheses."

"But when we design a new funding mechanism, like a center, that we think is going to help a particular area, [behavioral and social scientists] can help look at whether there's value added; we can evaluate it empirically. We know how to identify, clarify, articulate, and really sharpen those kinds of questions," she said.

Behavioral Science Development

Being at NSF also has given Petersen a chance to look at the status of her own research discipline, and given the unique perspective of behavioral science in

SEE PETERSEN ON PAGE 21

Search *Observer* Job Ads on the Internet!

Employment Bulletin ads are now searchable on APS's gopher server. (See July/August 1994, *Observer*.) Find the ads in one of two ways:

- ◆ Search via veronica or jughead for "American Psychological Society" or
- ◆ Go through the "other gopher and information servers" to find the Indiana gopher server: Hanover College Gopher.

The path from there is:

/Hanover_College_Information/
Public/American Psychological
Society Gopher Directory.



Behavior Is Now Strongest Weapon Against HIV/AIDS Transmission

New IOM Report recommends retooling by NIAAA, NIDA, and NIMH to tap basic behavioral research in effort to stem tide of AIDS epidemic

Most AIDS-related research money has been allocated primarily to basic biomedical science. But now, nearly 15 years into the AIDS epidemic—and with no vaccine or medical cure on the horizon—it appears that behavior is our major playing card. “It’s time for the behavioral sciences to be given a chance to show what they can do. I think that is the message of the IOM report,” said psychologist Baruch Fischhoff of Carnegie Mellon University.

The report he refers to is *AIDS and Behavior: An Integrated Approach*, published by the Institute of Medicine in September.* It is a congressionally mandated study that specifically assesses the AIDS research portfolios of the National Institute on Mental Health (NIMH), National Institute on Drug Abuse (NIDA), and National Institute on Alcohol Abuse and Alcoholism (NIAAA). Fischhoff was one of 14 scientists on the panel that produced the report.

Politics and Realities

“The case is effectively made that the social and behavioral sciences have something to contribute,” Fischhoff said. “As I understand the politics of AIDS that determine what really goes on, there is now a realization that the behavioral sciences are critical and probably will have to be given a fair shot at alleviating the AIDS epidemic. This stems partly from the fact that there is a community of people who are concerned about AIDS and are pressuring the [health] institutes and other agencies to be relevant. This is the community of people with AIDS and people concerned about those with AIDS.” These agencies are failing to serve these highly visible people, Fischhoff explained.

The chair of the IOM committee, H. Keith H. Brodie, president emeritus of Duke University and a former president of the American Psychiatric Association, said the congressional mandate for the study originated with “several members of Congress who felt that less attention was being paid to basic [behavioral] research and prevention and education measures than to biomedical aspects.”

NIAAA, NIDA, NIMH Are Central

“Everyone wants a new vaccine,” Brodie said. “Everyone wants a new drug that will work. But the problem is we haven’t found them in almost 15 years” of intensive biomedical research. Brodie pointed out that even once we understand the biological workings of the virus, which we continue to work on, we will then need to summons the resources to prevent it biologically. “And until such time as the biological treatments and biological preventions are at hand, we have a *serious* public health problem. It’s worldwide, and it’s gaining on us. So we need to look at those things that we *do* know work.” That was what Congress wanted, he said. Congress initiated the study to determine what the three NIH institutes (NIAAA, NIDA, and NIMH) are doing in the area of

AIDS research, believing they would be the principal locus of behavioral studies. And Congress seems to be pleased, with the report’s recommendations, Brodie said.

Getting Started

When the IOM panel began its work nearly two years ago, it discovered a paucity of information concerning human sexuality, and began to identify many gaps in knowledge about human sex behavior. “Clearly there is need for much research in this area, beginning with such basic things as the national sex survey, the federal questionnaire program that has been stopped” by political controversy, explained Brodie.

Brodie said the committee members had an “awakening experience” in San Francisco at the Center for AIDS Prevention Studies (CAPS) staffed mostly by faculty of the University of California-San Francisco, where they learned the tremendous influence of gender and race on sexual practices, and the need to tailor AIDS prevention approaches to the specific community (e.g., a Latino gay community vs a black gay community) in order to be effective.

To date, perhaps the most extensive behavioral science report on HIV-related risk behavior is that authored by APS Member Joseph A. Catania, et al., published in *Science* (Nov. 13, 1992). Working with a national random household probability sample of unmarried 18 to 44 year-olds, Catania, et al., examined several basic factors correlated with transmission of sexually transmitted disease. Catania’s behavioral epidemiological studies have sired predictive models including a risk reduction model.

Initial press reaction to the IOM study following release of its contents in July focused mainly on two points. One was the panel’s recommendation to move ahead with a long-delayed national survey

CORRECTIONS

The National Academy of Science’s latest report, *Learning, Remembering, Believing: Enhancing Human Performance*, described in the September *Observer* (page 19) can be ordered directly from the National Academy Press toll free (outside the Washington, DC, area) at 800-624-6242.

The September *Observer* article on Wesleyan University (page 27) should have reported Chaterine T. Best as having received her PhD from Michigan State University.

In the international psychology story on preserving Casa Amarilla (page 22), Ronald Ley’s affiliation should have been reported as the University at Albany, State University of New York.

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of sexual behavior. The other was the committee's call to lift the ban on use of federal funds for needle exchange programs.



Auerbach

Recommendations

But of equal or greater interest to behavioral scientists are about 40 recommendations that constitute a virtual agenda for basic and applied research related to AIDS, most of it strongly behavioral and much of it concerned with populations bypassed in studies conducted to date. Some examples of suggested research areas are AIDS and the seriously mentally ill, prevention measures for areas that are still low-risk so that they can remain so, and possible interactions with antinarcotic and antipsychotic medications. [IOM recommendations are summarized in the accompanying box on page 13.]

There is a strong drumbeat for cross-disciplinary research throughout the report. The IOM committee calls for research that integrates basic biological, epidemiological, psychological and social research on sex and drug use. It recommends that NIMH, NIDA and NIAAA develop new initiatives to support research on the role of social, cultural, and structural factors in HIV/AIDS transmission, prevention, and intervention. It calls for integration of theories of behavioral change models with theories of gender.

The report recommends increased funding within NIMH, NIDA, and NIAAA for a wide range of improved HIV intervention research initiatives, including basic and applied research on risk behavior relapse prevention.

Interdisciplinary

"The important point this report highlights is that we've got to make research much more interdisciplinary," said APS Charter Member Susan Folkman

of the University of California-San Francisco. She was liaison to the research community for the IOM committee and is Co-Director of the University's Center for AIDS Prevention Studies.

"In order to understand HIV 'misbehavior' we must take into account biological, psychological, and social levels of understanding," Folkman said. While biopsychosocial models have been around for a long time, she said, they have not been put to serious practice. "So I think one of the major points of this report is its recommendation again and again that we really must do interdisciplinary research."

According to Folkman that means funding agencies need to look more favorably on teams representing multiple disciplines. Research centers and institutes need to push for greater collaboration among different disciplines. "And that doesn't mean just putting an anthropologist or sociologist or psychologist on as a consultant. It means putting together research that gets at diverse levels of analysis. We have got to incorporate multiple levels" if we are going to understand AIDS-related risk behavior, Folkman said.

Most current models tend to emphasize the individual. They contain virtually no parameters for biological, genetic determinants of behavior, and social levels are sometimes referred to as norms, "but that



Folkman

really doesn't do the trick. The social level includes values and beliefs, cultures, the social dyad in which sexual behavior takes place, the context of the behavior,

the meaning of the social context to the individuals, and much more. And these are variables that really have not been given full value in our theoretical models," Folkman said.

Different Populations, Special Messages

From her perspective as director of the NIMH Office on AIDS, APS Member

Ellen Stover said such cross-disciplinary approaches are needed "to find out what are the ingredients that allow us to be effective in changing behaviors within different populations."

Stover cited large numbers of virtually unstudied populations for which current AIDS prevention messages may have to be specially adapted. "We need more

research on persons with cognitive or mental difficulties in functioning. We have very little research on areas where AIDS prevalence rates are low and where we want to keep it that way. We are interested in developing more effective primary and secondary interventions (the latter for infected individuals) within many special populations."

New Public Health Theories Needed

The report's recommendation for new research frameworks that take culture, gender, and other factors into account will offer opportunities for new researchers, Hortensia de los Angeles Amaro pointed out. A member of the IOM committee, she is a health/developmental psychologist at the Boston University School of Public Health.

"We have stuck with some very old theories of health risk. But those theories don't help us understand the very complex set of behaviors embedded in the social context of HIV risk behaviors, said Amaro. Such issues include gender relations, power differentials between sex partners, and intimacy in general, and these are very different from (theoretical approaches to) lowering your fat intake, for instance.

On the issue of condom use, for

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example, Amaro noted, "It's the man who uses (or doesn't use) the condom. But the woman's behavior is to try to talk her partner into using one, and that's very different from the behavior involved for the man. But we really haven't distin-



Amaro

guished such things in our behavioral models."

Hispanic attitudes, beliefs and norms profoundly affect an intimate negotiation of this type, which may be crucial to AIDS transmissions, Amaro said. "Yet there is almost no research on sexuality among Hispanic persons in the United States. We

need to know more about cultural norms around sexuality, how Latino parents socialize their children around sexuality, what those families are open to and what they might not see as appropriate. That would tell us a lot about appropriate and inappropriate intervention strategies for kids and families. We also know very little about Latin gay males and lesbians," she said.

"As yet there has been no systematic program of research to inform us as to the ingredients of successful interventions with various Hispanic populations," Amaro said. "Interventions need to be preceded by basic preliminary research around attitudes, beliefs and norms relevant to HIV and other issues that may intersect with HIV prevention, such as beliefs about the family, about interpersonal relationships, about sexuality, about communication," Amaro said. Differences in transmission of HIV, in epidemiology, from one part of the country to



Stover

another, also have to be taken into account. "Transition is mainly man-to-man in the Southwest, but in the Northeast there is a larger proportion of individuals infected as a result of injection drugs," she noted.

For anyone contemplating research in the area, Amaro recommends APS Member Geraldo Marin and Barbara VanOss Marin's volume *Research with Hispanic Populations* (Sage Publications, Applied Social Research Methods Series, Vol. 23, 1991).

Non-Interdisciplinary Research

Judith Auerbach, study director for the IOM committee, cautioned that "one thing the committee wanted to make clear is they don't think all research has to be integrated and

multidisciplinary. There is still room for the individual investigator who is single-disciplined and wants to pursue a particular line of inquiry.

"But the general point about integrated or cross-disciplinary research is that there is a dichotomy between biomedical and behavioral research and it is very important to look at things that are at the intersection rather than in one place or the other, biomedical or behavioral," explained Auerbach.

Auerbach also noted, "AIDS is a very complex phenomenon especially as regards behavior change. You can't just say that now that people have the information it's going to change their behavior. We really have to unpack how the psychological interacts with biochemical factors associated with drug addiction, for example; cultural and socio-structural factors; socioeconomic factors; and racial/ethnic values."

Also, the psychology of women is an area in which the committee recommends much research, Auerbach suggested. Issues of gender, power, and inequality have not yet been successfully integrated in behavioral change models, she said.

"In a heterosexual relationship," Auerbach said, "one needs to understand the dynamics of gender as it operates in the negotiation over sex." You cannot

The AIDS Epidemic Toll

Through June 1994 the Centers for Disease Control and Prevention received reports of 401,749 cases of AIDS in the United States. These include 347,767 in males, 53,978 in females, and four cases not identified by sex. The great majority of cases were among adults and adolescents, totaling 396,015. There were 5,734 cases among children under 13 years of age.

Death has been reported in 61% of the cases, a total of 243,423 deaths as of June 1994.

HIV-AIDS infection was the leading cause of death among men ages 25 to 44 in 1992, according to CDC, surpassing injury, heart disease, cancer, suicide and homicide. For women in the same age group, HIV infection and AIDS was the fourth leading cause of death. Among persons of all ages in the United States, HIV-AIDS was the eighth leading cause of death in 1992.

CONTINUED ON NEXT PAGE

assume, she said, that among knowledgeable partners—who know that condom use is important—they are going to use condoms, because there are all kinds of dynamics involved in a woman demanding it or a man even suggesting it. “Those dynamics vary within and between cultural communities and ethnic groups with their different value systems about how you talk about sex or don’t, how prepared you are for it, and whether a woman must never insist on anything or whether she can.”



Fischhoff

Sex Survey

As to the much-heralded and politically squelched sex survey, Auerbach said the IOM committee recommended it assess not just sex behaviors. While it *would* collect information on each type of sex act, along with frequency, partner, and contextual information, it should also look at drug use and drug behavior, alcohol consumption, and violence in an attempt to get more definite information about what people are doing and to what extent they are doing it.

“Now, although the current [political] climate is more supportive of such research, basic behavioral and social science research is having to catch up,” the committee said in a press statement.

Institutional Reactions

Auerbach said the report has been receiving “tremendous response” from all entities within NIH and many outside.

“It is being used already in a number of activities at the three NIH institutes we focused on,” she said. “They use it in setting their budget priorities for their own AIDS activities, for conferences and workshops to discuss where they should be going, and to guide them in various lines of AIDS research.”

The Institute of Medicine report recommends that NIAAA, NIDA, and NIMH ...

Support basic research to understand HIV risk-taking behavior, including:

- ◆ A national survey to determine prevalence and correlates of behavior.
- ◆ Additional research on social, psychological, and biological determinants of behavior.
- ◆ Research on high-risk settings.
- ◆ Research that integrates basic biological, epidemiological, psychological, and social research on sex and drug use.
- ◆ Research on AIDS risk and behavioral change among the seriously mentally ill.

The report also recommends that the institutes:

- ◆ Expand research on social and structural factors that increase risks for AIDS, affect progression of the disease, and provide points of intervention.
- ◆ Increase funding of HIV intervention research initiatives.
- ◆ Fund research that integrates theories of gender and behavior change models and research on woman-controlled prevention methods.
- ◆ Fund research on AIDS and the seriously mentally ill, on possible interactions among psychotropic drugs and antinarcotic and antipsychotic drugs and those used to treat HIV infection, and research that integrates substance abuse and mental health treatment.
- ◆ Fund additional research on caregiving.
- ◆ Develop new initiatives to support research on social, cultural and structural factors in AIDS transmission, prevention, and intervention.

The report also recommends that the institutes improve grant review to support innovative, collaborative and cross-disciplinary proposals.

The Office of AIDS Research (OAR) that coordinates such research through NIH is also using it. William Paul, the new OAR director, is on record saying the report “is guiding a lot of our efforts” at OAR. It is reported that congressional staff will use the report to guide their appropriations deliberations, too.

Fischhoff said he expects to see improvement in the way the three NIH institutes studied by the IOM committee handle their funding activities. He said the committee was not highly impressed with the way the institutes had been handling their research portfolios.

“We could not see any overriding rationale for the [past AIDS-related] allocations of research funding of the agencies,” he said. “It seemed as though they did their planning incrementally. When they discovered there was something not being done, they applied

pressures to do more of that thing. But there did seem to be greater efforts to increase their behavioral portfolio, particularly at NIMH, somewhat at NIDA, and still less at NIAAA,” he claimed.

“There was no comprehensive thinking that we could see, however, no analytical thinking to justify from first principles their research spending priorities,” Fischhoff concluded. **D.K.**

* *AIDS and Behavior: An Integrated Approach* is available for \$39.95 plus shipping (\$4 for the first copy and \$.50 for each additional copy) from: National Academy Press, 2101 Constitution Ave., NW, Washington, DC 20418; Tel.: 202-334-3313 or order by phone toll free (1-800-624-6242 from outside the Washington, DC, area).

GORDIS FROM PAGE 2

between behavior and genetics or neurochemistry cannot be established.

By defining the genetic side of a predisposition to alcoholism we begin to hone in on the environmental side as well, because the two aspects are complementary. One of the fundamental questions that alcohol researchers now face is, how do genes and environment combine to produce the vulnerability to alcohol dependence? The answers to this question will have significant implications for treatment.

Patient-Treatment Matching

Contemporary alcoholism treatment did not develop from the mainstream of medicine or professional health care. Therefore, methods of rigorous treatment assessment, which have long been standard in other areas of medicine, have been applied to alcoholism treatment only in the last 10 or 15 years. These methods include use of controls, blind studies, randomized design, placebos (in pharmacological studies), rigorous definition of outcomes, and attention to the validity of the measurements used.

Until relatively recently, patients entering treatment programs were offered a smorgasbord of treatment options that were added over the years as fashions in treatment changed. NIAAA now is investigating whether, by a precise description of patient characteristics and a precise enunciation of what treatment components consist of, we can match patients to specific modalities so that treatment will become more effective and less costly.

Our major study to determine the effectiveness of patient-treatment matching is Project MATCH. In this multi-site controlled clinical trial, patients are randomly assigned to one of three different categories of verbal therapy: 12-step facilitation, cognitive-behavioral coping skills therapy, or motivational enhancement therapy. Alcohol and other drug use, psychosocial functioning, and other patient characteristics were evaluated both before and at three-month intervals during the 12 months after treatment. We now have 1,700 patients enrolled at nine research sites. The program will be completed late this year, and preliminary results of the study should be available by the end of 1995.

Psychologists have played a key role in much of the design and the implementation of Project MATCH. The field of psychology also has made major contributions to the development of the statistical techniques that will be used for our analyses of these data.

Pharmacotherapy

In addition to the evaluation of various verbal therapies, NIAAA sponsors studies on pharmacotherapy. Using findings from neuroscience, these studies attempt to determine which

medications might help lessen the craving for alcohol. Craving is characteristic of abstinence, and the discomfort of craving often causes or precedes relapse. Studies of the opioid antagonist naltrexone, for example, have shown promise for reducing craving. Of equal importance to the merits of this particular medication is the fact that these studies represent the beginning of a new era in alcohol treatment in which we can learn how to combine both psychological and pharmacological therapy effectively.

Brain Research

Another important area of research, both in NIAAA's intramural and extramural programs, is the study of alcohol-induced defects in memory and abstraction. Neuropsychology has been a major contributor to this line of investigation. Recently such studies have been augmented with research which focuses on neuroimaging and neurochemistry. An interesting question now being pursued in our intramural program is whether craving is related to any of the defects in memory and abstraction. Since the definition of and mechanisms leading to craving are relevant to all addictions, this area is becoming increasingly important.

The Future of Alcohol Research

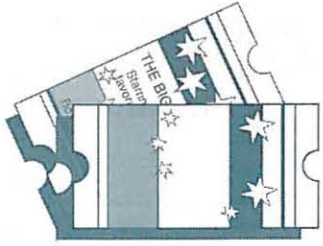
In 1992, and 22 years after its creation, NIAAA formally became a part of the National Institutes of Health (NIH). The move to NIH brought new attention to an important issue in alcohol research and in contemporary science in general; that is, whether a reductionist position in biology is justified. The extreme reductionist's position implies that every important facet of biology, whether physiological or behavioral, ultimately can be explained by the individual's genetic sequence. Genetic

For the most productive way to understand the vulnerability to alcoholism, both genetic and non-genetic avenues of science should be supported and made attractive to young investigators, because they will illuminate each other.

ENOCH GORDIS
NIAAA

studies obviously have a high priority at NIH and, in view of their importance and recent triumphs, well they should. On the other hand, I doubt that all the aspects of higher organisms ever will be predictable solely on the basis of the nucleotide sequence. I believe that higher levels of organization, such as brain functions or behavior, have properties that are influenced heavily by genetics but are not completely predictable from the genome and are influenced as well by random environmental events.

For the most productive way to understand the vulnerability to alcoholism, both genetic and non-genetic avenues of science should be supported and made attractive to young investigators, because they will illuminate each other. Only the precise study of a behavior can enable the geneticist to find its molecular basis. Conversely, genomic analyses will identify genes whose function is unanticipated and will undoubtedly shed new light on the higher levels of organization. I believe that when genes for the vulnerability to alcoholism are discovered, we may be in for exciting surprises that eventually will lead to the development of new approaches in prevention and treatment. ♦



Science Stars in 1995 APS Production

"Science in a Broadway"

In June of 1995, APS gets its big break and opens its 7th Annual Convention on the Great White Way. Although the show will run only from June 29 through July 2 at the Sheraton New York Hotel and Towers, critics are predicting that it will be the hit of the 1995 season for all scientific psychologists. This surefire smash revue, titled "APS in NYC: Science in a Broadway," will feature the best performances within psychological science—the biggest stars, the most controversial acts, and hundreds of psychological scientists cast in both select concurrent sessions and more than 700 diverse poster presentations. (The deadline for submissions is January 25, 1995. See the insert in the September *Observer* or watch your mailbox for a full set of instructions. It's your chance to be discovered!)

Appearing on the same playbill will be a matinee performance of the 2nd Annual APS Institute on the Teaching of Psychology. This day-long show combines substantive talks by leaders in scientific psychology with poster and roundtable presentations that feature innovative teaching strategies and effective classroom tools. Aimed at an audience of teachers at two- and four-year colleges and universities and graduate students, this performance is sure to be a sellout. Last year's inaugural teaching institute attracted almost 450 participants, so make sure you reserve your seat when "tickets" go on sale in March.

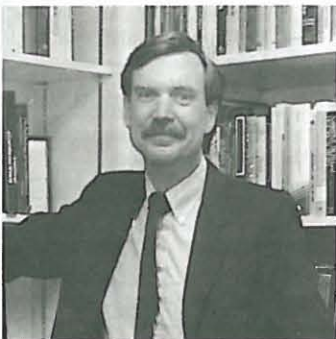
Previews of the 7th APS Annual Convention already have critics searching for new superlatives. The sampling below is just to whet your appetite, so keep watching future issues for more highlights of this hit show!



Kihlstrom to Kick Off New York Meeting

John Kihlstrom, incoming editor of *Psychological Science* and professor of psychology at Yale University, will deliver the Keynote Address on the evening of Thursday, June 29, during the 7th Annual Convention's opening ceremony. His address is titled "From the Subject's Point of View: The Experiment as Conversation and Collaboration Between Investigator and Subject." Kihlstrom makes this star turn after a critically and popularly acclaimed supporting performance in the Presidential Symposium at the recent APS Convention in Washington, DC.

Dubbed a "psychologist's psychologist" by many, Kihlstrom embodies the *science in a Broadway* theme of this year's meeting. His credits include training in personality and experimental psychopathology, a clinical internship, his well-known work on memory function in aging and lifespan developmental psychology, and his cognitive neuropsychology and neuroscience work on amnesia and memory.



APS OBSERVER
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Bring-the-Family Address Explores Gender Behavior

What makes a male "male" and a female "female"? Stephen Glickman, University of California-Berkeley psychology professor, explores this fascinating question in the Bring-the-Family Address at 8PM on Friday, June 30. His research on spotted hyenas, illustrated by dramatic video footage, has provided information which tends to break down conventional distinctions between the sexes. Glickman emphasizes the complexity of the developmental routes through which so-called male hormones influence the brains, bodies, and behavior of both males and females. In addition, it appears that in hyena societies, as in human societies, hormones merely predispose or permit the appearance of a particular behavior. It is the social structure of the society that either emphasizes, or eliminates, that expression.

Glickman has been studying animal behavior for more than 30 years, observing a range of species from alligators to two-toed sloths. In 1975, he received our discipline's equivalent to an Oscar when he was given a Distinguished Teaching Award for his work on the Berkeley campus.



Members Invest in APS Success

Many members contribute to APS general fund, Convention, and Student Travel Fund

The generosity of APS members toward the Society and toward the student affiliate organization, the APS Student Caucus, is very much appreciated. Over the past year, many members have contributed to the still-young Society to further the APS mission. In recognition of their commitment to the Society, we list here those who made donations. They have helped provide a financial base to try out new ideas and promote new programs and services.

Their generosity shows the high level of member investment in the Society's goals. We hope you take their lead and make a name for yourself as an APS contributor! It's easy. The APS dues renewal form and Convention registration form provide an effortless way to help. Simply fill in the amount you wish to contribute on the "contribution line" and include it with your payment. Or, easier still, just use the form at the right...

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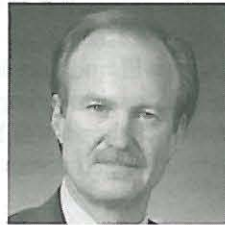
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People

Recent Promotions, Appointments, Awards...

APS Fellow **Maurice Elias** was promoted to Professor of Psychology and Coordinator of the Internship Program in Applied, School, and Community Psychology at Rutgers University. He was also appointed to Chair of the Membership Development Committee for the Society for Community Research and Action (SCRA). Elias received the 1993 SCRA Award for the Distinguished Contributions to the Practice of Community Psychology. This past spring he conducted a legislative briefing for members of Congress, their staff, and federal agency staff covering preventative mental health and its relation to issues of violence and health care reform.

APS Charter Fellow **Richard M. Foxx** has been elected President of the Association for Behavior Analysis: International (ABA). The Association is dedicated to advancing the science of behavior and its application. Following his ABA presidency, Foxx will assume the presidency of the Society for the Advancement of Behavior Analysis, which is dedicated to the promotion of behavior analysis through research, publication, leadership, and education. Foxx is professor of Psychology at Pennsylvania State University-Harrisburg and Clinical Adjunct Professor of Pediatrics in the College of Medicine.



Gerald P. Koocher, an APS Fellow, was named Executive Director of the newly established Linda Pollin Institute. Editor of *Ethics & Behavior*, he is Associate Professor of Psychology in the Department of Psychiatry at Harvard Medical School, and is Chairman of the Department of Psychology at Children's Hospital-Boston. The Pollin Institute is dedicated to improving psychological support services for chronically ill patients and their families. "Koocher's outstanding work in providing psychological support for the chronically ill, and Harvard Medical School's ... commitment to its patient-oriented ... educational system," are cited by Institute founder Linda Pollin for selecting Koocher. He holds diplomas from the American Board of Professional Psychology in Clinical, Forensic, and Health Psychology and has authored nearly 100 publications on topics including: bereavement, coping with chronic and life-threatening illness, and professional ethics. He has received research grants from foundations; the National Heart, Lung and Blood Institute; and the National Institute of Mental Health.

Kathy Pezdek has been appointed North American Editor of *Applied Cognitive Psychology*. She was the unanimous choice of the newly formed Society for Applied Memory and Cognition and will take over from Professor Michael Pressley of Albany University-New York in January 1995. Pezdek, an APS Fellow, is Professor of Psychology at The Claremont Graduate School where she directs the programs in Applied Cognitive Psychology and Applied Developmental Psychology.

Her research has spanned various aspects of visual memory including eyewitness memory, spatial memory, memory for information presented on television, and the suggestibility of memory. Currently she is editing a special issue of the journal *Cognition and Awareness* on the recovered memory/false memory debate. She received her PhD in Cognitive Psychology from the University of Massachusetts-Amherst in 1975.



Lawrence J. Siegel, an APS Fellow, has been appointed interim dean of the Ferkauf Graduate School of Psychology at Yeshiva University in New York where he is professor of psychology and director of the clinical training program. Siegel received his PhD from Case Western Reserve University in 1975. He received funding from the American Cancer Society and the Hogg Foundation for his outstanding contributions to child mental health and serves on several federal review panels. Siegel's research interests include risk factors for suicide and depression in children and adolescents, and psychological issues in children with chronic health problems. He is co-author of two books, most recently *Approaches to Child Treatment*, and many professional journal articles.

Michael A. Smyer, an APS Charter Fellow, was selected dean of the Graduate School of Arts and Sciences and as the University's first associate vice president for research at Boston College. Smyer, a psychologist at Pennsylvania State University, will assume the positions in 1995. In addition, he will fill a new role at Boston College by providing new impetus, organization, and leadership to research endeavors across the University's nine colleges and schools. A member of the Penn State human development faculty since 1977, Smyer is an active scholar with a distinguished publishing record. He holds a doctorate in personality and clinical psychology from Duke University. His research has focused on the design, implementation, and evaluation of health-related interventions for older adults and their families.

APS Charter Fellow **Bruce Thompson**, Professor and Distinguished Research Fellow at Texas A&M University, and Adjunct Professor of Community Medicine at Baylor College of Medicine, has been named editor of *Educational and Psychological Measurement*. *EPM* is currently publishing its 54th volume. Previous *EPM* editors have included Frederick Kuder, W. Scott Gehman, and William B. Michael, and Geraldine Thomas Sheehy.

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

PETERSEN FROM PAGE 9

dealing with accountability, for example, Kraut asked whether she sees behavioral science research developing as a discipline under the NSF umbrella.

"I have a lot to learn yet," said Petersen, "But there are huge variations among the social and behavioral science disciplines in terms of the way they're instantiated here. I think we support about 9% of the basic research in psychology, and the bulk of the rest of it is in [the National Institutes of Health]. The percentage in sociology is quite a bit higher, and I haven't seen the data on economics but I'm told that we're the primary source of support."

Kraut asked about the status of the behavioral and social sciences compared to other disciplines, "particularly in this agency best known for more traditional, physical sciences?"

"There's a big educational task to be done by the field," replied Petersen. "I really like the approach that Cora Marrett [Assistant Director for NSF's Social, Behavioral and Economic Sciences Directorate] has taken to establish linkages between her research directorate and other areas of the Foundation. She has done a very effective job of persuading other assistant directors of the importance of social and behavioral science for the broad areas like global change and manufacturing. That's very good for the field."

"We are able to do our work in ways I think are interesting and challenging," continued Petersen. "We perform an educational function for the field in letting people know what the contributions of our field are. I think we need to do a lot more of that. The Human Capital Initiative is emerging, and I think it will be very important for the field and for the Foundation to use that to develop ideas within social and behavioral sciences as well as to communicate their importance more broadly," she added.

"Strategic" Research

Petersen comes to the NSF at a time when the agency is grappling with a mandate from Congress to support "strategic research." That has touched off an intense debate about preserving NSF's basic research mission while being more

cognizant of national needs. "To a great extent, the era we grew up in was anomalous," said Petersen. "We're going through a self-righting period, but it could go too far. I certainly hope there is a center [ground]."

"Research funding boomed after World War II, when people saw how effective universities were in building the Bomb.

That was very mission oriented, and we built a huge enterprise from those beginnings. So to say that strategic research is some new and threatening thing is to really misunderstand the history," she said.

"Research lies on a continuum, from basic to applied," noted Petersen. "NSF has always funded along that continuum. You can always define research in terms of its potential for real problems, even when it's very basic. You can't always ensure that it will turn out to contribute to our understanding of that problem, but at least you can think about it. So most of what we do is fundamental, but most of it also pertains to some particular problem."

But will applied terms like "violence research" cause researchers to forget about the most basic level of that topic as they aim a little higher on the research continuum? For example, in discussing "basic research related to violence, we are really talking about basic science in cognition or in the development of peer pressure or peer groups. Do you think that using more strategic terms like 'violence' will change the way principal investigators think about this kind of research?" Kraut asked.

"I know lots of people disagree with me," responded Petersen, "but if there's an opportunity to do a piece of fundamental research that might also address some real question by thinking about it a little further, I would argue we ought to try to do that. I'm not saying people should do a different kind of research, but they should really try to think about whether they might help with some important issue. That's part of the responsibility of getting federal research money. This doesn't have

to apply to everything—there may be topics where it's just not possible. But some of our research has suffered by not looking at it broadly enough."

Petersen maintains that it is not "tenable to argue that if you have to think about some of these [applied] issues, you're not going to be able to think the 'great thoughts.' The example I like to

use is physics. There is probably no other field so well known for its theoretical work. But the field developed under a very mission oriented, applied framework. Perhaps not every physicist was thinking about the Bomb when they were part of weapons

development; but the mission focus of that field does not appear to have been constraining." Petersen also believes that the "nation's needs that we can aid are no less significant than building the Bomb, and they're surely more appealing."

Outside Organizations

"We're coming to see you as representatives of a scientific constituency and an outside organization," said Kraut. "Outside organizations have this relationship with federal agencies where we think we are your constituency. So we want to make sure you get the best budget numbers and the best support generally. On the other hand, there are times when we see things differently, doing things that probably the federal agency wishes we didn't. How do you see the give-and-take between the outside professional communities and the Foundation?"

"You represent a piece of NSF's constituency," acknowledged Petersen, "and so you need to be pushing those issues. We need to be looking across many areas, so there will be times when our views diverge. I think that organizations like yours are very important to the Foundation. But we won't always agree on what the Foundation's policy should be. It's your job to pursue things in a particular direction that we might not always be able to do." ♦

We're going through a self-righting period, but it could go too far. I certainly hope there is a center [ground].

ANNE C. PETERSEN
NATIONAL SCIENCE FOUNDATION

Member Profile

Igniting, Extinguishing Fires as Professor and Fire Chief

*Nancy Furlong, Alfred University psychology department chair, ignites student interest
And quenches blazing buildings*

The siren wails! Your personal pager beeps! Both rudely interrupt your engrossing morning lecture that has just sparked a bit of comprehension in your students. In fact, they're even lighting up a bit over research methods and statistics! But you've got to scramble to the scene, the fire scene, that is.

How does it feel to get fired up in your job like this only to have to jump from the spark into the fire? Ask APS Charter Member Nancy Furlong, a developmental psychologist who is Chair of Psychology at Alfred University in upstate New York and Chief of Alfred village's volunteer fire department and ambulance service.

"The adrenaline rush is rather intense," Furlong says. "You think to yourself, 'Maybe this is a car accident involving real trauma!' Or 'Maybe it's a fire in a potentially deadly situation. I might be putting myself in a burning building in the next 10 minutes.' You can't avoid the adrenaline rush."

"When the dispatcher says words like 'unconscious,' 'unresponsive,' or 'hemorrhaging,' we instinctively head for the scene. My car is near my classroom, so I easily go straight away at a moment's notice. Other members of the fire company who respond on the fire truck or ambulance go to the fire hall.

"But most of our calls are more routine. You naturally startle when the beeper sounds. But if the voice message from the dispatcher says it's an abdominal pain or asthma attack, we react more calmly," Furlong says.

The 20-Minute Emergency

How do Furlong's students feel?

"Of course when the beeper goes off in class, all my students are very solicitous about the persons who need help. They want me to leave immediately to do my other job."

Furlong's students are not left in the lurch. She has arranged with them that if there is an important emergency early in the class they are to stand by for 20 minutes, because many calls turn out to be false alarms. If an emergency erupts during the second hour of a two-hour class, she dismisses the class. And if she is not there at the start of the class—if an emergency develops before she even gets there—she asks that her students wait 20 minutes for her to arrive.

Actually, the firefighting and ambulance activities never have cut deeply into the hours of class. Furlong has never had to dismiss any class more than once in any semester.

The beeper did go off six times during her 9AM course in spring semester. It seems that is a popular hour for deciding to go to the hospital, she suggests. In each case it turned out to be a minor call that didn't require her being at the scene personally with the ambulance.

Dual Careers: In Control

Furlong now logs in about 600 hours a year as firefighter and emergency medical technician. And she wonders what she used to do with her free time before she joined the fire company six years ago.

Of her first visit to the fire house in 1988 she recalls, "Being the academic that

I am I took a notebook and pen. But I never got to use them. Within 10 minutes I was dressed in all the gear and riding on the back of a speeding firetruck."

That was a conversion experience toward which she was guided by academic friends who were doing volunteer service in the fire company and other emergency services. Another influence on her decision to join the fire company was a panicky situation she experienced when a student had an epileptic seizure during a final exam that Furlong was administering. "I freaked—I didn't know anything about anything," she says. Friends had told Furlong you don't panic when you know what to do in emergencies, and you can learn what to do.

Now she is an "EMT-I," an advanced emergency medical technician. "That means I can administer intravenous therapy and if necessary I can stick a tube down your throat to revive you, if you aren't breathing. Those are the two advanced skills we perform in our ambulance company," she explains. As to firefighting skills, her CV shows she completed no less than nine training courses with titles like "Initial Fire Attack," "Silo Fire and Rescue," and "Commanding the Initial Response."

The Alfred village fire department—formally known by its ancient name, the A. E. Crandall Hook & Ladder Company—serves the 1,300 permanent residents of Alfred, a rural town about 70 miles from Rochester, New York, and the 6,000 students on Alfred's two campuses. Alfred University, including the renowned New York State College of Ceramics, has



Nancy Furlong believes her community volunteering and university teaching provide invaluable and mutually transferable experience.

approximately 2,000 undergraduate and 500 graduate students. Across the street from Alfred University, the Alfred State College of Technology (State University of New York-Alfred) has approximately 4,000 students.

Mixing Psychology with Fire

A large part of Furlong's fire chief job focuses on training and organizational sides of the fire company. This is where her experience in the psychology classroom helps most, she says.

"As chief, one of my major responsibilities is to organize the training of our members, and it is relatively simple for me to plan a training session and know how to present it well. Four evenings a month are set aside for drills—sometimes hands-on experiences out-of-doors, but often lecture/demonstration activities. Being a teacher makes it a little bit easier."

Setting Fires in School

As to what she takes back to the classroom from the firehouse, she thinks the main positive factor is the way her students think about her. "They see it as somewhat unusual and 'neat,' and that may polish my reputation with them a little bit," she says.

Though she has little time for research herself, firefighters and other emergency

service people may provide an interesting focus for research, for example on "critical incident stress debriefings" aimed at preventing post-traumatic stress syndrome in firefighters and emergency medical technicians, she suggests.

Volunteering

about a dozen hours a week to the fire company, Furlong says, "I find it very worthwhile for many reasons—the personal challenges that I enjoy meeting, and obviously the rewards you get from helping people who call for emergency services."

For psychologists and academics in other fields, she says, "To get out of the academic world and serve people outside that world is mind-broadening." She apparently is not the only university professor to think so.

"There are 14 other Alfred University faculty or technical specialists besides myself in our fire department," Furlong points out. "That's a third of the total 45 active volunteers. Another four volunteers are faculty members of the State University of New York campus in Alfred. Six members of the fire company are either practicing psychologists or counselors. We also have some administrative and staff members from each university. So almost half of our active volunteer membership works for one of the two schools. And at least 12 of these people have PhDs.

"People keep telling me we're the most highly educated company in the country. I keep saying I doubt that. I can't imagine there is not another little college town with a fire company something like ours." ♦

As chief, one of my major responsibilities is to organize the training of our members, and it is relatively simple for me to plan a training session and know how to present it well.

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Teaching Tips

TEACHING TIPS provides the latest in practical advice on the teaching of psychology. TEACHING TIPS is aimed at current and future faculty of two- and four-year colleges and universities.

Complementing the Annual APS Institute on the Teaching of Psychology, TEACHING TIPS will inform teachers about the content, methods, and profession of teaching. Chief editor Baron Perlman and Co-editors Lee McCann and Susan McFadden, all of the University of Wisconsin-Oshkosh, welcome your comments and suggestions.

Send article ideas or draft submissions directly to Barry Perlman, TEACHING TIPS Editor, Dept. of Psychology, Univ. of Wisconsin-Oshkosh, Oshkosh, WI 54901-8601; Tel.: 414-424-2300; Fax: 414-424-73177, Bitnet: PERLMAN@OSHKOSHW; Internet: PERLMAN@VAXA.CIS.UWOSH.EDU.

As Time Goes by: Maintaining Vitality In the Classroom

Margaret A. Lloyd

Georgia Southern University

For beginning teachers, mastering the craft of teaching usually takes a back seat to mastering the content—it's enough just to stay one day ahead of the students! But experienced teachers know that being effective in the classroom isn't merely a matter of finally "getting down" both content and craft, and then forgetting about it. Rather, maintaining our vitality as teachers requires regular attention and care.

In our early years of teaching, if we're lucky, we discover mentors who guide our development. As we mature, we need to become our own mentors—i.e., devising our own ways of enhancing the quality of our teaching and solving the teaching-related problems that invariably arise. If you're an experienced teacher and feel it's time for a "tune-up," the following tips may help.

Self-Mentoring Tips

1. Be Willing To Experiment!

One of the best ways to maintain a sense of excitement about teaching is to do something different. If you typically teach large classes, try a smaller one, or vice versa. Develop a new course or offer a seminar on a special topic. If you're a dynamic and effective lecturer, learn how to lead good discussions. Team teach a course. Incorporate more demonstrations and activities in your classes. Would cooperative learning strategies work in any of your classes?

2. Take Careful Notes About What Works And What Doesn't

We learn by experience, but sometimes we fail to take full advantage of our experience because we forget the lesson we learned! To solve this problem, write notes to yourself about what goes over particularly well and what "bombs" in classes. Keep a sheet of paper in the back of each course folder for notes about revisions you want to implement the next

time you teach the class. At the end of the term, immediately review these notes and evaluate the course. Then, compile a list of the changes you want to make for next time, and file it for later reference.

3. Seek Out New Ideas About Teaching

Keeping up with advancements in our discipline is familiar to us. We may be less knowledgeable about how to keep up on the craft of teaching. Luckily, there are numerous resources on instruction available.

◆ **Read journals on teaching.** *Teaching of Psychology* is available; you receive a free journal subscription with a membership in APA's Division Two, and you can join the Division as an affiliate member for \$20 or less without having to join APA.

◆ **Read newsletters on teaching.** There are also several newsletters for teachers. *The Teaching Professor* (toll free tel.: 800-433-0499 for information) has reduced rates for group subscriptions, and your department/division/college might want to subscribe. Or, there is *The Psychology Teacher Network*

which is published by APA and free to members; available to non-members for \$15 a year (tel.: 202-336-5963).

- ◆ **Attend a conference or session devoted to teaching.** Teaching conferences exist across the country, both regional and national. The most widely known may be the Annual National Institute on the Teaching of Psychology, held each January in St. Petersburg Beach, Florida. It is run cooperatively by the University of Illinois-Urbana Champaign, the University of South Florida, and APS (contact Joanne Fetzner or Doug Bernstein: 217-398-6969). APS also has a one-day Institute on the Teaching of Psychology as part of its national meeting (contact the APS Conference Department: 202-783-2077).

Other conferences include those sponsored by Ithaca College (New York, contact Bernard Beins, 607-274-3512), Southern Indiana University (Evansville, contact Vivian Jenkins, 812-464-1855), Texas Wesleyan University (Fort Worth, contact John P. Hall, 817-531-4956), Kennesaw State College (Marietta, Georgia, contact Bill Hill, 404-423-6225), the College of DuPage (Glen Ellyn, Illinois, contact Pat Puccio, 708-858-2800, Ext. 2325), SUNY-Farmingdale (contact Judith Levine, 516-420-2725), and the Western Psychological Association Teaching Institute (Los Angeles, contact Mary Allen, 805-664-2366, or Lisa Gray-Shellberg, 213-516-3427). (My apologies to any conferences I have omitted.)

Teaching conferences provide a context within which to focus solely on teaching, and to compare experiences and ideas with other teachers of psychology. Many people who have taught for years find it enriching to learn new teaching techniques and to discover that they are not alone in their struggle to be a good teacher.

- ◆ **Consider other sources of new ideas.** Read books about teaching (see the list of recommended readings below for suggestions). Share teaching strategies with interested colleagues. Why not institute once-a-term departmental teaching workshops for those who are interested?

4. Get a Different Perspective on Your Teaching

A great way to see how you're actually

coming across in the classroom is to have a class videotaped and view it for strengths and weaknesses. Many of us do this early in our careers, but it's helpful to do it later as well, because, over time, our perspectives on teaching change, as does our teaching. You'll see some good things ("Wow, that was a really lucid explanation!") and some bad ones ("I can't believe it—I must have said, "OK?" 25 times in 50 minutes!").

Also, check for non-verbal messages that affect your students and the classroom atmosphere. You can get other perspectives by asking faculty with reputations for excellent teaching to observe your classes or a videotape. See what services your institution's Teaching Center offers.

5. Stay in Touch With Your Students

Do students return blank stares when you share a humorous anecdote that used to bring forth appreciative chortles and nods of understanding? I can still recall my shock at students' mystified looks when I mentioned the Bay of Pigs disaster while discussing a social psychology experiment! As we become more experienced as teachers, we also grow older. Sooner or later, we hit the point when we're the age of our students' parents. For better or worse, this means that students' perceptions of us change, and vice versa.

A big part of being a good teacher is to know "where your students are coming from"—so you can connect the course material to experiences in their lives and use language to which they can relate. (If you have college-aged children or acquaintances, this gives you a small edge—although I know parents who would dispute this!). As we get more distant in age from our students, it's important to stay tuned in to their culture. Take a look at the demographic information and survey data on the attitudes of college freshmen in the Almanac issue of the *Chronicle of Higher Education* published every August. It's also helpful to know what books students are reading; the *Chronicle* usually carries a list of best-sellers on college campuses. And, if you're feeling really adventuresome, tune into MTV or some pop radio stations (stand well back from the speakers) to hear what they're listening to!

6. Regularly Seek Students' Suggestions for Improving Your Courses

Try conducting mid-term evaluations on critical aspects of your courses. This strategy is especially helpful if you're trying something new for the first time, or if you discover that something that used to work in class no longer has the same effect. Giving mid-term evaluations also allows you to make changes in a course, if you choose, while the students who made the suggestions can still benefit from them. Or, consider a small student committee to keep you apprised of how things are going in the course.

7. Cultivate a Positive Attitude and Maintain Your Enthusiasm

An essential part of teaching—especially these days—is motivating students to be interested in the material. Enthusiasm and optimism are contagious. After teaching the same ideas for a long time, we may find our excitement about the material diminishing. Also, sometimes we wrongly assume, because certain concepts are common knowledge to us, that students are also familiar with them. From this perspective, it is like being forced to tell a joke realizing that the audience already knows the punch-line. But, if we can key in on what we find interesting about the material, students are likely to get excited about it as well—and this also helps maintain *our* enthusiasm!

Self-Mentoring in Special Circumstances

Sometimes we face situations for which solutions aren't obvious. Maybe we have a particularly troublesome student or feel that we're not able to hold students' attention the way we would like. Maybe we don't even know what the specific problem is—things just aren't going well. At times like this, we can use self-mentoring in a more deliberate and systematic way. We can take the role of a "helpful other," and ask ourselves the same questions we would pose to a colleague

SEE VITALITY ON PAGE 29

Letters to the Editor



Psychologist Nobel Laureates

Dear Editor:

I want to quibble with your inclusion of Georg von Békésy with Roger Sperry and Herbert Simon (July/August 1994 *Observer* in the preface to the Sperry obituary). Von Békésy is one of *nine* contributors to psychology who have received the Nobel Prize in Physiology and Medicine but whose primary identity and/or work was in biology; the others are Pavlov, Sherrington, Eccles, Frisch, Lorenz, Tinbergen, Wiesel, and Hubel. I don't see how his claim is better than any of theirs. I believe that their involvement in the development of psychology should be acknowledged, but the title of Nobel Laureate psychologist should be restricted to Sperry and Simon. All were discipline-spanners, but only Sperry and Simon moved into psychology, identified with it, and contributed to its advance.

DAVID F. BARONE
CENTER FOR PSYCHOLOGICAL STUDIES
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Stetson and Sperry

Dear Editor:

In his fine appreciation of Roger Sperry in the July/August *Observer*, Robert Doty refers to Sperry's "indebtedness to his young professor of psychology at Oberlin, R. H. Stetson."

Stetson was a first-rate psychologist and a master teacher from all accounts, but young he was not, not by the time Sperry studied under him. Stetson was born in 1872, earned his PhD at Harvard in 1901, was Head of the Department of Psychology at Oberlin from 1909-1939, and became Emeritus in 1939. At that time he became Director of Oberlin's Oscillograph Laboratory which was devoted to the study of motor movement.

The nature and controls of movement were Stetson's lifelong preoccupation and most of his research was devoted to

getting at the fine grain of movement, both topographic and "twitches." At the turn of the century his very detailed studies on rhythm helped clarify the difference between ballistic movement and what he called "slow tension movements." By the mid-1920s he had moved to the study of speech movements in what he called "motor phonetics." With the advent of that wonderful invention, the oscilloscope, he was finally able to study the very finest articulatory movements of speech.

It would have been very natural for Sperry to be infected by Stetson's functionalist preoccupation with action as expressed in movement at the time Sperry took his Masters in 1937. Sperry ultimately worked at a different level than Stetson, but the problem of the "why" of movement, from his work with Weiss and Lashley through his split-brain discoveries, was surely set for him by his association with Stetson.

Stetson wrote an excellent general psychology textbook after he retired. It was written for superior students, and from it one can get a good sense of the kind of person Sperry was associated with in his formative years in psychology: a genuine experimentalist, and a theorist with a philosophical bent.

RICHARD A. LITTMAN
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The Editor welcomes your letters to the Editor

Submit typewritten letters of up to 300 words in paper form and, if possible, on computer diskette: DOS (5.25" or 3.5" diskette) or Macintosh (3.5" diskette). Indicate which word processor you used or, ideally, save as an ASCII or text file.

VITALITY FROM PAGE 25

who came to us with our problem. "What seems to be the nature of the problem?" "What might be some likely causes of the problem, based on what I know about myself, and the situation?" "What kinds of things might I do to solve the problem?" These questions speak to the "expertise" aspect of mentoring.

Avoid the "Negativity Trap"

But reflect for a moment on our role as a mentor to *others*. Sharing our expertise is important, but we usually do our best work when we draw on the "attitudinal" aspect of mentoring—by encouraging others and reminding them of their capabilities and positive qualities.

Sometimes we can get caught in a "negativity trap"—blaming ourselves or blaming our students. When this happens, it's important to remember to serve ourselves as well as we would serve others—tuning into our strengths and positive qualities. Encouragement and acceptance can produce the same pay-offs for ourselves as they do for others!

Conclusion

Self-mentoring can optimize our enjoyment of teaching and keep us "alive" in the classroom as we mature in our profession. If you're not already doing it, give it a try!

Recommended Readings

- Angelo, T.A., & Cross, K.P. (1993). *Classroom Assessment Techniques: A Handbook for College Teachers* (2nd ed.). San Francisco: Jossey-Bass.
- Davis, B.G. (1993). *Tools for Teaching*. San Francisco: Jossey-Bass.
- Lowman, J. (1984). *Mastering the Techniques of Teaching*. San Francisco: Jossey-Bass.

Marky Lloyd is professor of psychology at Georgia Southern University. She is currently president of APA's Division Two (Teaching of Psychology). She is the author of *Adolescence* (1985) and co-author (with Wayne Weiten) of *Psychology Applied to Modern Life* (1994).

Obituaries

Founder of Matching Law Richard J. Herrnstein (1930-1994)

Richard J. Herrnstein, whose research and theoretical writings transformed the study of reinforced behavior, died on September 13, 1994, of lung cancer at his home in Belmont, Massachusetts. He was 64.



Herrnstein grew up in a working-class New York City neighborhood. His parents had emigrated from Hungary, and, as was typical of many immigrant families of their era, they were highly literate but had little formal education. His father worked as a house painter and on weekends ran what may well have been America's only Hungarian language theatre. Herrnstein was a talented violinist and successfully passed the entrance audition for New York's Music and Art High School. After Music and Art, he attended the City College of New York, graduating with a degree in psychology in 1952. City College was followed by Harvard's program in experimental psychology.

At the time, the Psychology Department was housed in the basement of Memorial Hall. Smitty Stevens's psychophysics laboratory was at one end, and B.F. Skinner's animal laboratory was at the other end. Herrnstein started off in Stevens's lab (his first publication was on apparent loudness) but found that he was more interested in behavior than in psychophysical judgments. He moved down the hall and did a thesis on schedule behavior, receiving his PhD in 1955. However, as became clear in his later work, Herrnstein maintained the quantitative spirit of Stevens's psychophysics, and perhaps, in acknowledgement of this relationship, kept a picture of Stevens in his office.

Herrnstein's PhD was followed by a three-year stint in the army, spent mostly at the Walter Reed Army Institute. In 1958, he returned to Harvard as an assistant professor and remained there his entire career. He received tenure in 1964 (a rare event for junior faculty at Harvard), full professorship in 1967, and a named chair (Edgar Pierce Professor of Psychology) in 1981.

Prior to Herrnstein's three papers on response strength (1961, 1970, and 1974), the primary dependent measure in operant psychology experiments was an inked tracing that showed moment-to-moment changes in response rate. These "pictures" revealed the fine-grain control of reinforcement contingencies. However, there was no general quantitative account of how reward strengthened responding. This changed with Herrnstein's 1961 paper. He arranged an operant choice procedure and found that relative response rate at each schedule approximated (matched) its relative rate of reward. Subsequent research

showed that this simple symmetry held for different species, both inside and outside of the laboratory, and because of its generality, Herrnstein's finding is now known as the "matching law." In 1970, Herrnstein published a more general version of the matching law. The new formulation predicted absolute as well as relative response rates and proved as empirically general as did the initial version.

Herrnstein's matching law was not a modification of earlier quantitative theory; it was new. Consequently, its acceptance entailed a transformation of research practice. Equations replaced the cumulative recorder tracings, quantitative implications of the matching law stimulated new experiments, and theoretically oriented researchers discovered logical connections with signal detection theory and consumer demand theory. More recently, the matching law has been used to explain criminal behavior, addiction, and economic behavior.

Publication trends and review chapters provide some idea of the changes within operant psychology. In the first two years of the *Journal of the Experimental Analysis of Behavior* (JEAB), 1957-1958, about 7% of the articles were on choice. In 1987-1988, 40% of JEAB articles were on choice—and most of these papers were based on the matching law. The chapter on reinforced behavior in the first edition of Stevens's *Handbook of Experimental Psychology* (1951) contained no quantitative principles. The parallel chapter in the second edition of the *Handbook* (1988) contains 54 equations, and almost all refer to the matching law.

Herrnstein made major contributions in other areas of psychology as well. He published one of the first papers on placebo effects in rats (1958), he wrote seminal papers on general issues in learning theory and the history of behaviorism, and he conducted highly original research on concept formation in laboratory-bred and reared pigeons, showing that these creatures could readily form open-ended concepts such as "tree," "fish," or "person," even though they had no language and, of course, had never encountered a fish or tree. The breadth of Herrnstein's contributions to psychology is best illustrated by his general introductory textbook, simply called *Psychology*, and written with Roger Brown. It is an engaging text, providing readers a sophisticated introduction to perception, learning, motivation, cognition, personality, psychopathology, and social psychology.

However, Herrnstein is best known for his writings on intelligence. He argued that IQ figured importantly in a wide array of socially important behaviors, that IQ had a significant heritability, and that psychologists had failed to present their findings on IQ to the public. These statements brought controversy, severe criticism in the public media, and accusations of racism. However, Herrnstein's view, which is most clearly stated in his just published book with Charles Murray, *The Bell Curve: Intelligence and Class Structure in the United States*, was that to move forward on social problems, policymakers must face the fact that individual differences in intellectual ability significantly

CONTINUED ON NEXT PAGE

influence the very outcomes that they are trying to alter. Herrnstein was keenly aware that his account of the correlates of intelligence was unpopular, even with psychologists and colleagues at Harvard. However, he felt that society would be better off if studies on IQ and its social ramifications were given the attention they deserved and that he, and other psychologists, were obliged to make the data accessible.

Conversations with Herrnstein were fun. He was witty, had a storehouse of anecdotes and information at his finger tips, was markedly candid, and, above all, was an original and provocative thinker. He strongly argued his views, but managed to keep his sense of humor and friendships while doing so. He also strongly appreciated the work of students and colleagues. These qualities attracted students and collaborators. Many of the students became leading contributors to the study of behavior, and his co-authors on books alone include, E.G. Boring, Roger Brown, James Q. Wilson, and Charles Murray.

Herrnstein taught at Harvard for 36 years and is recalled by those who worked with him as a potent force for departmental and university well-being. Ben Friedman, Harvard Professor of Political Economy, commented that "what was remarkable about Dick Herrnstein was not just his incredible research contribution and his teaching, but also his extraordinary contribution to Harvard in the sense of the life of the place. He was intimately involved with so many aspects of the ongoing functioning of Harvard, whether on admission, or athletics, or rethinking the college." However, it should be added that Herrnstein was also quite willing to go to the mat against Harvard bureaucracy in defense of a graduate student or colleague who he felt was being treated unfairly.

Herrnstein was working on several projects when he learned in early June that he had lung cancer. He was tying up loose ends on the *Bell Curve*, had just started a new course on behavioral economics, and was planning a new book and research on economic theory from the perspective of the matching law.

Herrnstein is survived by a daughter, Julia, and two grandchildren living in Fontana, California, and by his wife Susan, and two sons, Max in Tokyo and James in Cambridge, Massachusetts.

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- Herrnstein, R.J. (1970). On the law of effect. *Journal of the Experimental Analysis of Behavior*, 13, 243-266.
- Herrnstein, R.J. (1974). Formal properties of the matching law. *Journal of the Experimental Analysis of Behavior*, 21, 159-164.

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CORRECTION

Allen L. Edwards was president of the Psychometric Society (1964-65) *not* the Psychonomic Society as was printed in the obituary in the September 1994 *Observer*.

KinderGrantsSM

KinderCare Sponsors Research on Child Care & America's Busiest Families

KinderCare Learning Centers, Inc., announces a new program of research grants in two related areas of child care and family life. Goals of the program are to: (1) improve quality and availability of child care in the United States and (2) examine needs and issues in the lives of America's Busiest Families, whose children attend child care. Proposals for research on multi-age groupings in toddler and preschool care and on before- and after-school care are especially welcome. Total funds available in 1995-1996 will be \$200,000 in direct costs. Applications for grants of up to \$100,000/year will be considered. Amounts of future funding will be determined in 1995.

Awards will be determined by the Research Committee (Sandra Scarr, Chair) in a two-stage process:

- ◆ Interested investigators should send three copies of each of the following: a brief proposal (1,000 words max.), an estimated budget, and the cv of the Principal Investigator to: Research Committee, KinderCare Learning Centers, Inc., 2400 Presidents Dr., Montgomery, AL 36102-2151. Deadline for receipt is December 31, 1994.
- ◆ Second, based on a review, approximately 10 investigators will be invited by March 1, 1995, to submit complete proposals with detailed budgets by June 1, 1995. Grants may begin July 1, 1995.

Questions about the grants program may be directed to Marcy Guddemi, Vice President for Education, at 205-977-5090 or to Sandra Scarr, Chairman of the Board, at 804-924-0653 or SS9V@VIRGINIA.EDU.

Health Services Research Foundation Announces

Picker/Commonwealth Scholars

On behalf of **The Commonwealth Fund**, the Foundation for Health Services Research (FHSR) is pleased to announce the third grant cycle of the **Picker/Commonwealth Scholars Program**.

Established in 1992 by The Commonwealth Fund, the Scholars Program provides research grants of approximately \$100,000 over a two-year period to faculty members early in their academic careers who are committed to studying patient's experiences with health care, their needs and expectations, and the responsiveness of health care providers in meeting their concerns.

Up to five scholars will be selected annually. Applicants must be nominated by their institutions. The grant is to be used principally for salary support to enable the scholars to devote 50 percent or more of their time to a research agenda focused on studying the process, quality and outcomes of care from the patient's perspective.

It is expected that the work contributed over time by Picker/Commonwealth Scholars will have broad implications for the organization and delivery of health services; the expanded role of the patient and family in clinical decisionmaking; improvements in patient-provider communications; a re-orientation of health professionals' education; and the examination of the ethical, financial, and clinical impacts of those changes. **Deadline for receipt of application is February 1, 1995.**

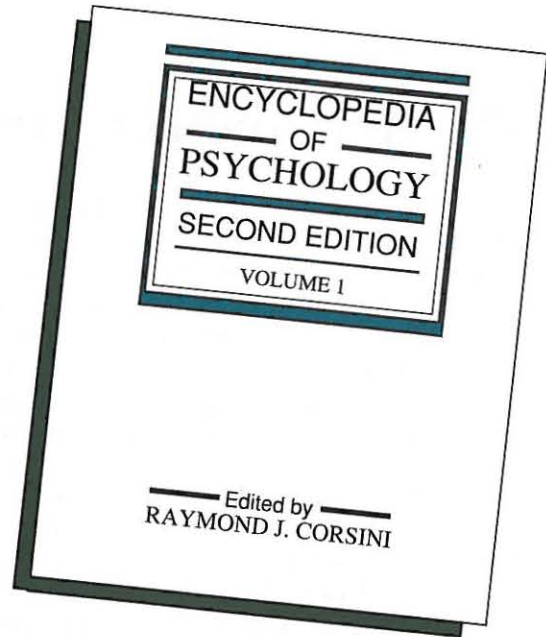
The Picker/Commonwealth Scholars Program is supported by The Commonwealth Fund, a national philanthropy noted for its work on health care and social policy issues. The Picker/Commonwealth Patient-Centered Care Program, of which the Scholars Program is a part, considers the patient's perspective central to improve health care.

For further information and an application package, contact: FHSR, 1350 Connecticut Ave., NW, Suite 1100, Washington, DC 20036, Tel.: 202-223-2477. (Please note change of address after 12/15/94: FHSR, 1130 Connecticut Ave., NW, 7th Floor, Washington, DC 20036.)

APS: An Encyclopedic Organization

The following material describing APS is reprinted from the four-volume *Encyclopedia of Psychology*, Raymond J. Corsini, editor, published by Wiley & Sons, Inc., in 1994. APS also is described in several other such publications including *The Encyclopedia of Psychology, Psychiatry and Psychoanalysis*, published by Henry Holt, Inc. We thought our readers would like to see how their Society is being documented in the encyclopedic realm. Admittedly already somewhat out of date, here's what others are learning about APS ...

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American Psychological Society

The American Psychological Society is the national organization devoted to scientific psychology. Established in 1988, APS's membership exceeded 15,000 in 5 years, making it probably the fastest growing scientific society in the world. The society's mission is to promote, protect, and advance the interests of scientifically oriented psychology in research, application, and improvement of human welfare.

APS members include psychologists engaged in scientific research or the application of scientifically grounded research findings without regard for specialties. APS represents members—including over 500 outside the United States—whose interests span the entire gamut of psychological science subdisciplines. Requirements of membership are a doctoral degree or evidence of sustained and significant contributions to scientific psychology; student affiliates are also accepted. Distinguished contributions are recognized by Fellow status or, in cases of superior achievement, by specific awards.

APS serves its members and pursues its mission through a variety of activities administered or overseen by its Washington, DC, office, consisting as of 1992 of an executive director and 9 staff members, exemplifying its informal motto of "lean and nice."

Publications

APS publishes two bimonthly scholarly journals, *Psychological Science* and *Current Directions in Psychological Science*. *Psychological Science* presents the latest developments in psychological science for the purposes of promoting interdisciplinary knowledge among psychologists as well as presenting scientific psychology to nonpsychologists. *Current Directions in Psychological Science* publishes minireview articles, spanning the range of cutting-edge psychological research. The society also publishes *The APS Observer*, a newsletter that features the

current activities of the society, national and international events that affect the society or psychology, noteworthy psychological research, and employment listings.

Annual Convention

A three-day annual meeting, featuring the latest in scientific research and theory, is held each June (the meeting site varies from year to year). Addresses and symposia explore major issues in psychological science from a variety of perspectives. Poster presentations highlight specific research questions and findings, and exhibits offer the latest in published research and technological developments.

Student Caucus

APS offers its student affiliates the opportunity to serve in a leadership role within the society. The APS Student Caucus (APSSC) elects its own officers and advocates who advise the board of directors on issues of student membership recruitment, retention, and conversion as well as accreditation and employment concerns. The APSSC also oversees the formation of student chapters and administers a mentorship program, guest lecture program, and a student travel award fund.

Achievement Awards

APS recognizes exceptional contributions to scientific psychology with its William James Fellow Award, two of which are awarded each year. Two new awards—the James McKeen Cattell Award in applied psychology and a still unnamed award for significant contributions to the discipline during the early stages of one's career—are scheduled to be awarded beginning in 1993.

Formation

The impetus for creating APS came from the recognition that (1) the needs and interests of scientific and academic psychologists were distinct from those of members of the professional community primarily engaged in clinical practice and (2) that there was a strong need for a society that would advance the interests of the discipline in ways that specialized organizations were not intended to do. An interim group, the Assembly for Scientific and Applied Psychology (ASAP), had sought repeatedly to reform the American Psychological Association (APA) from within, but efforts to increase the autonomy of academically oriented psychologists within the APA framework were rejected by a membership-wide vote of that organization. Following the failure of these reorganization efforts, the American Psychological Society became the official embodiment of the ASAP reform effort, and the new organization was launched August 12, 1988, when a mail ballot of the membership was approved 419 to 13.

One indication that APS was an organization waiting to happen has been its membership growth, surpassing 5,000 members in six months. Other indications are the strides APS has made in unifying and strengthening the science of psychology.

Summits

One of APS's first activities was to convene the Summit of Scientific Psychological Societies in January 1989. Attendees, representing more than 40 different psychological organizations, addressed the role of science advocacy, how to enhance the identity of psychology as a coherent scientific discipline, the protection of scientific values in education and training, the use of science in the public interest, and scientific values in psychological practice. Subsequent summit meetings, involving representatives of 70 organizations, produced the *Human capital initiative (HCI)*, a national behavioral science research agenda. The document targets six critical contemporary problems facing the nation, communities, and families that can be helped by psychological science: worker productivity, schooling and literacy, the aging society, drug and alcohol abuse, mental and physical health, and violence in American society. The *HCI* is intended as guidance for Congress and federal research agencies in planning behavioral science research activities. Future summits will formulate specific research initiatives, addressing other cross-cutting concerns.

The APS-sponsored summit of 1992 addressed accreditation criteria and procedures for graduate psychology education programs. Although the suggested accreditation system applies only to doctoral programs aimed at training clinical, counseling, or school psychologists, accreditation affects graduate education in psychology in numerous ways and, therefore, is an issue of concern to all psychologists. The most direct influence is on the content and curriculum of the programs themselves, but accredi-

tation requirements also affect the distribution of resources across different programs, the use of faculty time, and the priorities of graduate students within those departments.

Advocacy

A primary reason APS was founded was to provide a distinct Washington presence for scientific psychology. APS is widely recognized as an active leader in advancing the interests of basic and applied psychological, behavioral, and social science research in the legislative arena and in the federal agencies that support these areas of research. Through APS's efforts, Congress has directed several federal research agencies to give greater priority to behavioral science research funding, resulting in an increase of millions of dollars for psychology investigators. APS was a primary force behind the creation of a separate directorate for behavioral and social sciences at the National Science Foundation (NSF). At the National Institutes of Health (NIH), APS's efforts resulted in improved visibility for health and behavior research and a more prominent place for psychological research within NIH's mission and long-term strategic plan. As one of the core constituent groups of the National Institute of Mental Health (NIMH), APS has shaped the funding policies and programs of the agency to be more responsive to the training and research needs of psychological and behavioral science. APS also helped ensure that the behavioral science mission of NIMH would be preserved during the transfer of NIMH to NIH, effective October 1992.

Despite its relative youth, APS already has established itself as the preeminent society of scientific psychologists.

Encyclopedia of Psychology, Second Edition, Raymond J. Corsini, editor, John Wiley & Sons, Inc., 1994, Vol. 1, pp. 63-64.

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Reminder ...

Return your 1995 annual dues form and payment to APS ASAP. Doing so will help the Society keep rising mailing costs under control and keep your membership record up to date!

Organizational Profile

Association for Research in Vision and Ophthalmology

Origins and Purpose

The Association for Research in Vision and Ophthalmology (ARVO), is a scientific, non-profit association, founded in 1928 in Washington, DC, by 73 ophthalmologists. Originally named the Association for Research in Ophthalmology (ARO), the word "vision" was added in 1970 to better reflect the scientific profile of the membership. As stated in the Association's bylaws, Article 1.02, "The purposes of ARVO shall be to encourage and assist research, training, publication, and dissemination of knowledge in vision and ophthalmology."

Membership

The Association's membership, comprised of over 9,000 individuals from 54 countries, has continued to grow, with a 56% increase over the last five years. There are seven categories of membership in ARVO: Regular (\$110/year); Fellow, Resident, Other Postdoctoral Student (\$75/year); Predoctoral Student (\$50/year); Family (\$140/year); Sustaining (\$160/year); Contributing (\$160/year); and Life (\$2,500). There is a \$20 surcharge on all membership categories for non-US members. All members receive a full range of benefits, such as the monthly journal, *Investigative Ophthalmology and Visual Science*, which includes the Annual Meeting *Abstract Program Book* supplement, reduced registration fees for the annual meeting, and much more.

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

In 1969, ARVO reorganized its membership from Regional Sections to Scientific Sections. Currently, there are 13 Scientific Sections: Anatomy & Pathology; Biochemistry & Molecular Biology; Clinical & Epidemiologic Research; Cornea; Electrophysiology; Eye Movements, Strabismus, Amblyopia & Neuro-ophthalmology; Glaucoma; Immunology & Microbiology; Lens; Physiology & Pharmacology; Retina; Retinal Cell Biology; and Visual Psychophysics & Physiological Optics.

The membership is multidisciplinary and international, with 33% of the members living outside the United States. It consists of both clinical and basic researchers, with approximately 47% MD ophthalmologists, 29% PhDs, and 24% other, including optometrists, osteopaths, and veterinarians.

ARVO's Central Office, established in 1986, is located on the campus of the Federation of American Societies of Experimental Biology in Bethesda, Maryland.

The annual meeting has been held in Florida for 27 years, and in 1995 (May 14-19), it will be held in Fort Lauderdale, where meeting attendance is expected to reach 7,000. The 1995 scientific program will feature four major symposia, 13 mini-symposia, and over 1,000 paper and 4,000 poster presentations by eye and vision researchers. Commercial exhibit opportunities will be available for the first time in the Association's history. The 1996 annual meeting will be held from April 21-26, in Fort Lauderdale, Florida.

ARVO features an Awards Program and a Research and Travel Fellowship Award Program. Publications include, in addition to the monthly journal, the semiannual *ARVO Newsletter*; the annual *Membership Directory*; the *Abstract Packet*, and other publications, such as the *Handbook for the Use of Animals in Biomedical Research*, with a related poster; and the *Saving Sight* brochure.

Contact for Membership and Annual Meeting:

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