

SPSSI NEWSLETTER

THE SOCIETY FOR THE PSYCHOLOGICAL STUDY OF SOCIAL ISSUES
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1972

SOME REFLECTIONS OF A NEW PRESIDENT --- HAROLD M. PROSHANSKY

As a Division of the American Psychological Association, SPSSI began as and continues to be a unique organization. From its very beginning in 1936 it established as the nexus of its concern the application of behavioral science research to the major social dilemmas of modern man: war, poverty, intergroup prejudice, urban stress, industrial strife, and other problems. Implicit in this concern was the compelling assumption that science could not be value free; that in its desire to ameliorate the ills of modern society its systematic research endeavors would have political and social consequences as well as scientific ones. Lewin was right when he stated that research should be socially useful as well as theoretically meaningful, but this could only occur if the researchers involved conceptualized, organized, and directed their investigations with this end in mind.

It may well be asked as Bob Kahn did in his 1970-71 Presidential Message, whether SPSSI should go out of business since research on social issues has become both commonplace and--according to some--establishment oriented. Like Kahn, however, I believe that the study of social issues has become "neither obsolescent nor status serving." He points out that, "The continuing problem for SPSSI is to choose well among the shifting priorities for study and action." (SPSSI Newsletter, November 1970, #126). I will have a word to say at a later point about what I think at least one of these choices should be in 1972-73. But first I want to say a little more about SPSSI's uniqueness as an organization.

If its purpose is no longer unique then its means of implementing it still are. Thus, from its inception it opened its membership not just to psychologists but to behavioral scientists in other disciplines, and more importantly, to professionals or practitioners in education, social work, mental health, and other areas. It was interdisciplinary in its approach to major social problems long before such an approach was either fashionable or finally deemed as critical in the attack on these problems.

This, however, was by no means enough. Behavioral science research on complex social problems was scarce, it lacked a forum for discussion, and when it occurred reports of it were widely dispersed. A forum for discussion, and analysis was provided with the creation of the Journal of Social Issues. At a later point steps were taken to provide textbooks and research volumes for students, faculty, practitioners, and researchers concerned with social issues and their solution. The success of these publishing ventures insofar as their significance for and use by all of these groups is well known. Perhaps it should be noted in

passing that the various SPSSI members who served as consultants, editors, and authors and thereby made these volumes possible, did so (and continue to do so) without financial compensation. The extent of dedication and commitment on the part of these individuals and other SPSSI members may well be the most unique aspect of our organization.

The royalties and other income derived from SPSSI's various publishing ventures were used to further its commitment to the study of social issues and the basic social values inherent in this research orientation. Other special publications were financed, grants-in-aid were given to students and faculty for innovative research projects, individuals and groups whose academic freedoms were threatened were provided with counsel and financial aid, and in more recent years organizations of psychologists consisting of minority group members and other disenfranchised groups, were also assisted in this fashion.

Of course SPSSI's involvement and collaboration with these other groups of psychologists went far beyond the limited financial assistance it could give. Through its Council and Membership meetings as well as through its publications, it provided a forum for these groups to state and make known their views and positions on major questions concerning their status as disenfranchised groups. In some instances SPSSI served as a spokesman for some of these groups when communication with and influence of the APA was both necessary and meaningful. This brings us to what some regard as our organization's most unique role since its establishment: in its concern with major social problems, dilemmas, and injustices it has not only taken public positions but provoked the APA and at times other professional groups to become similarly involved and actively vocal about such matters. As someone else has said, "SPSSI has been the divisional social conscience of APA for these many years."

My comments were not meant to be a testimonial in support of membership in SPSSI. Clearly, as a professional-scientific organization SPSSI has had its failures as well as its successes. It too suffers to some degree from membership apathy, irksome red tape, some confusion of activities in relation to goals, as well as the now familiar problem of dwindling resources following a period of expansion. I have heard it variously described by members as "too radical", "not radical enough", "not sufficiently action oriented", "a bunch of do-gooders", and so on. No professional-scientific organization can be all things to all of its members. Nor can it expect to be free of problems or the need to modify its own activities and structure,

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LETTERS TO THE EDITORS:

Dear Editors:

I keep thinking of Lanny Beckman's letter in your April issue. It is an important document, for it literally and brilliantly expresses a mood that has become quite common among graduate students in many universities. It is important for faculty as well as for students, and indeed for the future of the academic enterprise, that this outlook be taken seriously and dispassionately discussed.

The present letter is too brief and off-the-cuff to pretend to be a contribution to such a discussion; I write mainly to stress the importance of the issues raised, and to applaud Mr. Beckman for his courage, and for the grace and force with which he conducts his argument; at the same time I want to express my dismay about his lack of political realism.

Mr. Beckman is eighty per-cent right, I think, in his castigation of the SPSSI enterprise as a specimen of the liberal approach to social problems. This casts no reflection on the depth of humanitarian commitment or on the intelligence of the many splendid people who built SPSSI and who now keep it going; it is only to say, with Mr. Beckman, that most liberals, even most radical liberals, are confined within conventional conceptual and institutional frameworks, and that it has become increasingly and depressingly clear in recent years, at least to myself, that the resiliency of our vicious economic system, which keeps spreading worse terrors over much of the rest of the world, is only enhanced as a result of liberal reform politics, even in their bolder varieties.

And in Mr. Beckman's generation this insight is shared much more widely than is the case in my own. Our generation has been thoroughly trained, after all, in the belief in democracy as the ultimate value and problem-solver of political life. Only the last decade or two has seen any amount of political education, mostly in spite of the system, that has brought home, and mainly to the young, the fraudulent nature of our political enterprise, which seeks to hide the nasty realities of economic exploitation and tyranny under the pretenses of electoral democracy and allegedly equal rights under the law.

Where Mr. Beckman, and many with him, are sadly mistaken, however, is in their belief that the right response to radical political insight is to remove oneself from positions of potential political influence. Morally I consider Mr. Beckman a true athlete, but politically he is a wishful thinker. Or possibly even an old-fashioned purist, akin to the oldline pacifists, who were more concerned with avoiding any contamination of overt complicity in acts of violence of their own, than with taking responsible part in the political enterprise of reducing as effectively as we can, and drawing on as much knowledge as is available, the total amount of that extreme evil that we call violence.

In my view the best remedy against bad psychology, or even corrupt psychology, is better psychology, or psychological work carried out with complete personal integrity as well as maximum political insight regarding the consequences of the various projects that one chooses to pursue. There is in psychology, as in every academic profession, an uphill battle on the part of those who have a humanitarian commitment, against conventional ways that are guided mainly by the powers that be and ultimately the pursestrings that

they hold. I hate to see excellent people like Mr. Beckman, and some of my own students as well, move in the direction of becoming dropouts. While such decisions may produce short-term moral satisfaction, within a political perspective this is a defeatist and ultimately, I would charge, an immoral attitude. I am not, mind you, accusing Mr. Beckman of being immoral, right after having praised him as a moral athlete; I do not know what he proposes to do with his life. That he chooses to forego the Ph.D. does not upset me at all. What I hope is that he will see his own investment in psychology and related disciplines as relevant and useful to his future efforts, inside or outside academia, toward developing and applying his own accumulated knowledge and wisdom toward the reduction of violence and suffering in the modern world. He will surely be more effective in these efforts if he keeps his lines of communication open with whomever, even those of us who still see a limited but yet very real merit in the work of SPSSI, he can still influence and, on occasion, join up with in common struggles for specific objectives.

While we are waiting for the revolution, or working for it, if we are, there are plenty of agonies in North America, not to speak of Southeast Asia, that call for any kind of relief that men of knowledge and humanitarian impulses can attempt to provide, or demand. Surely Mr. Beckman would not want us to stop saving those who are drowning on the ground that eventually we shall all be dead?

Sincerely yours,

Christian Bay
Department of Political Economy
University of Toronto
Toronto 7, Ontario, Canada

Dear Christian:

Thank you for the copy of your letter to SPSSI. I was especially glad that it came from you since I have detected in your writing, moreso than in the the others who contribute to JSI, an indignation which does not hide behind a pretext of liberal objectivity. I am interested in keeping the "lines of communication open." However, the disinterest among my ex-"teachers" in doing so is precisely the reason I have left the university. This is a problem which most young radicals have experienced. We have not been able to find teachers among our elders and so have had to turn to our contemporaries. I did not enter the university as a radical, but arrived at my present beliefs largely as a result of the spiritual/intellectual deadness of the academics I have encountered over the past 10 years.

Naturally, there was much I did not say in the letter to SPSSI. In part, the letter was an act of self-indulgence, releasing in somewhat overstated terms the venom which had accumulated over the years. It would have been easy to infer that I held attitudes of political purism and escapism, however, the actual conduct of my life does not, I feel, reflect such attitudes. (By the way, a slightly revised edition of my letter appeared in the Radical Therapist, Vol. II, No. 6, April 1972, and will be reprinted in their forthcoming paperback, Radical Therapist II, in Sept. 1972.) I have not dropped out politically; in fact, not even from the field of psychology. I have left the university because it was destructive of my talents and well-being. As I state in the expanded RT article, I be-

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REPORT TO THE MEMBERSHIP OF SPSSI, 1972 ---- JOHN P. KIRSCHT, SECRETARY-TREASURER

Let me remind you that SPSSI did suffer a setback this past year. In November 1971, the Central Office in Ann Arbor was destroyed by fire, with loss of records, back issues of journals, and some \$9-10,000 in equipment. The staff--Caroline Weichlein in particular--kept us in business and transcended the disaster with a remarkable comeback. SPSSI membership responded generously to a request for extra funds to offset the loss, contributing nearly \$5,000. The fire and its ramifications messed up the budget a bit, resulting in a total budget up from the previous year even though we planned it to be down. So much for phase II.

The 71-72 year marked an increase in discretionary spending (i.e., monies not committed to the journal and other publications, regular mailings and the Central Office) including reinstitution of grant-in-aid funds and greatly increased committee activity. We anticipate continued funding of G-I-A and about the same overall level of discretionary spending in the current fiscal year. A part of that represents a continuing series of diverse contributions such as the funds provided to assist a national Chicano social science organization, a committee on Native Americans, the Black Students Psychological Association, and the Rutherford Defense Fund.

A major part of SPSSI's activity comprises committee work. If you look back a few years, it is easy to see a marked growth in the number of committees. The roster of topics addressed reflect new emphases and involvement. To some extent, the establishment of a committee represents the routinization of problem areas sought out by, or brought to SPSSI. While the committee mechanism is not always successful or comprehensive, it does represent a way of responding to issues.

Relatively new activities are illustrated by the work of the Poverty Committee with its Congressional liaison, Committees on Police-Community Relations, Sex Discrimination in Psychology, Native Americans, and Drugs. A new committee to look at Academic Responsibility and renewal was set up at the recent Council meetings. The money (usually \$300) made available to each SPSSI Committee is especially necessary where a new group is starting to function.

PUBLICATIONS: Much of the money supporting SPSSI activities comes from publication. A new book is now available--McClintock's Experimental Social Psychology. Still in process are: the revision of Research Methods in Social Relations, Basic Studies in Social Psychology, a Handbook on Free Clinics, the Handbook of Evaluation Research, The Social Psychology of Social Issues and a reader on social issues. Richard Schmuck is the new Chair of the publications committee--a thankless and crucial job done for years by Hal Proshansky.

Several ideas for publications were discussed at the Council meetings, including the possibility of expanding journal issues into books, and publication of course syllabi and reading lists used in teaching various social issues courses.

MEETINGS: Last February, SPSSI Council met in New York, little known as a midwinter vacation spot. Included in the program were the Council business meeting, meetings of committees, and discussions with members. Some 50 SPSSI members attended. As a trial effort, the en-

riched midwinter meeting seemed quite successful and some variation of that arrangement will be tried again next February. The location is not settled but will probably be Ann Arbor or California where there are concentrations of SPSSI members.

CONSULTANTS: The roster of volunteer consultants has been in existence for a year. Thus far not much has happened. As you know, the roster includes names and topical interests of some 600 SPSSI volunteers, willing to assist groups and organizations. The roster has been sent to nearly 1000 agencies. A request for information and suggestions was recently sent to the people on the roster yielding many replies and helpful suggestions. The consensus seems to be that this effort needs publicity and local contacts, plus time for the service to become known. We have innovated but it has not yet diffused.

MEMBERSHIP: At the recent council meeting, approval of membership for 236 applicants was given. Over half of these are non-APA members, continuing a trend toward substantial membership outside APA. Offsetting the new members, some 225 names have been dropped from the rolls, principally for non-payment of dues. Our total membership is about 3000. Council approved a one-year trial membership at a reduced rate and descriptive material publicizing the Society will be sent to a large number of social scientists.

Following several discussions and a poll of the membership, SPSSI Council voted to discontinue nominations for APA Fellow Status through Division 9. Of those responding to the poll, two-thirds were in favor of discontinuing the nominations.

ELECTIONS: In the most recent election of officers, Bert Raven became the President-elect. Kenneth Clark, Marc Pilisuk, Jack Sawyer, June Tapp and Harry Triandis were elected to 2 year terms on Council. In that election, 1056 votes were cast. The issue of SPSSI elections needs some comment and discussion. There were complaints this year about the lack of representation of groups, especially women, on the ballot. Our election committee reported that only 310 votes were cast in the nomination procedure. While 4 women received enough votes for placement on the election ballot, three declined the nomination.

It strikes me as curious that some members express disgust about the election. Elections don't just happen; they follow a set of procedures. Those agreeing to a nomination appear on the ballot. In the past balloting, 6 or so of you could have nominated someone. But that means, perhaps, a bit of politicking. In small amounts, it won't contaminate. Even running actively for office would cause no permanent harm.

Each year, it seems the election committee wrestles with the problem of our electoral system on how to make it more workable and equitable. Our election committee this year suggested reworking the ballot forms to provide more information about the offices and to facilitate both nomination and voting. The point is that SPSSI officers do make decisions and represent the Society. Our procedures can be changed and suggestions on procedures are welcome. Council agreed to try out some ways of promoting student candidates for election to Council.

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REFLECTIONS OF A NEW PRESIDENT

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when, in fact, other institutional structures of which it is part, e.g. the behavioral science disciplines, the APA, the community, are also changing and being subjected to such pressures. For example, every few years with great reluctance the members of Council are forced to think of and sometimes recommend an increase in dues and journal rates as the struggle between increased prices and wages in the nation goes on.

Recommendations from SPSSI members, Council members, SPSSI Committees, and others as to what the organization should be doing and how it should change so as to be able to do it, come in at times at a fast and furious pace. However, in some if not many instances what is often ignored is that change not only takes detailed planning and consensus, but an existing structure and appropriate resources that make such change possible in the first place. To take but one example, Tom Pettigrew's suggestion when he was President of SPSSI in 1967 that the organization perform the role of "honest broker"--that is, serve as a communication link between behavioral scientists and the government--was a brilliant and timely one (SPSSI Newsletter, November 1967, #117). It was immediately seized on by SPSSI Council, some of the membership, and the Presidents who succeeded Tom in office. Yet for all of this it never really got off the ground.

Obviously, there were more than a few reasons why this happened, but at least one deserves special comment. To affect this new role for SPSSI required financial resources well beyond what our organization could manage or ever hope to manage. Perhaps what will surprise some readers is the fact that in 1965 SPSSI had only 1600 members. In 1970 the number of members rose to 3000 with evidence now indicating that membership growth has levelled off to roughly 3000. The point to be made is that in terms of its size, structure, and potential resources, there are some specific objectives and means for implementing them that SPSSI can never realize--at least in the foreseeable future. Of course Tom Pettigrew was well aware of the problem of finding adequate financial resources for setting up an "honest broker" office in Washington on a relatively permanent basis. He recommended collaboration in this endeavor with other groups--The SSSP in Sociology and The Society for Applied Anthropology--but this assumed a commonality of purposes, the financial wherewithall of these groups, and most importantly a history of previous collaboration with them that would permit the delicate details of groups sharing financial costs to be worked out. None of these assumptions turned out to be viable, as those of us who worked on the Honest Broker Committee soon found out.

Whatever difficulties confront SPSSI as an organization, the commitment of its membership to its objectives seems no less resolute today than it did in the past. Of course, members come and go and many who retain their membership do not actively participate for any number of reasons. But relatively speaking, many other members do actively participate. How else can one explain the ease with which new social issue committees are formed and become active, the willingness of others to write, edit, or serve as consultants for new SPSSI books, the very good turnout of members to the Midwinter Council Meetings held in New York last February, and finally, the ready response of SPSSI members in the past and present to serve as observers during community confrontations or as community consultants for groups in need of assistance.

As we noted earlier it was Bob Kahn who suggested that the problem for SPSSI is not whether it should continue in the business of investigating social issues, but rather the one of which issues it should give its greatest attention to. Like my predecessors, I would like to briefly mention one of my own very high priority items for the immediate future. Interestingly enough this is not a social issue outside the university but inside it, and it is the kind of issue that if given serious consideration will and should rock the boat.

If the function of SPSSI is to initiate, promote, and enhance systematic research on major social problems, then it must necessarily be very much concerned with how we train future generations of behavioral scientists for this purpose. Let me state my position directly and hope that it will lead others to action as well as discussion. The substance and organization of programs for training Ph.D.s in the behavioral sciences are obsolescent. They have failed to keep pace with the changing nature of our knowledge, the changing nature of our society, the need for new and different research roles in attacking complex social problems, and the sad lessons learned from previous attempts to achieve "scientific respectability" at the expense of problem definition and understanding. Some twenty-five years after World War II, the training approach in most Ph.D. programs is unidisciplinary, more interested in producing research technicians rather than analytic thinkers, and heavily weighted with the conception that the real world of complex human problems is not really amenable to scientific study except in the laboratory setting. Not only is there a single role model which pervades these programs--which we referred to elsewhere as the "experimental research-scientist model" but regardless of the nature of their talents, interests, and dispositions all students must eventually conform to this model.

Of course, changes in Ph.D. curriculum and program structures will be slow in coming if at all as long as the reward-structure for faculty and students are based on this model. But the matter goes beyond any single discipline and clearly involves the larger structure of the university itself in its emphasis on separate disciplines, commitments to "real science", and in its awareness of what pays off by way of prestige, status, and funding support.

The issue that I have raised falls under the aegis of the newly formed Committee on Academic Responsibility and Organizational Renewal being chaired by David Lewit. SPSSI members interested in the problems I have raised here should be in touch with Dr. Lewit, 69 Payson Road, Chestnut Hill, Massachusetts 02167.

THE APA COMMITTEE ON SCIENTIFIC AWARDS

is accepting nominations for its award program.

The Committee selects up to three persons as recipients of the Distinguished Scientific Contribution Award who, in their opinion, have made the most distinguished theoretical or empirical contributions to scientific psychology in recent years. A new award, the Distinguished Contribution for Applications in Psychology, has been authorized by the Board of Directors and will be given for the first time this year. This award will be presented to an individual who, in the Committee's opinion, has engaged in a program of research which is systematic and applied in character. Names and appropriate information should be forwarded prior to the April 1 deadline to: OFFICE OF SCIENTIFIC AFFAIRS, AMERICAN PSYCHOLOGICAL ASSOCIATION, 1200 Seventeenth St., NW, Washington, D. C. 20036.

1973 SPSSI PROGRAM

The APA Convention represents a unique opportunity to reach interested persons with the issues and programs of concern to SPSSI members. NOW is the time to make your plans and symposia suggestions for the APA Convention meeting August 27-31, 1973 in Montreal. The program deadline is February 15 so it is not too soon to think about developing and chairing a symposium. Among the best attended 1972 symposia were those dealing with:

- °°research on ethnic populations
- °°discrimination against women
- °°academic reform
- °°drugs and adolescents
- °°social change
- °°uses and misuses of tests

Not surprisingly, these social issues are still very much with us and along with other topics are welcome contributions for the Montreal program. Please let us know if you are planning to organize a symposium. Let us know also if you think you might contribute to the program in other ways. Three SPSSI committees (Drug Abuse, Poverty, and Socialization and the Law) met during the 1972 Convention. If there are other SPSSI committees who would like to make this sort of contribution to the program, let us know that as well.

As this is the first APA Convention held outside the United States, we would like to make every effort to include Canadian perspectives in our program, both in the selection of social issues considered and of participants included. For instance, suggestions for a Canadian concerned with social issues to give the invited address are most welcome. SPSSI Council has urged that symposia reporting research or social action programs with underrepresented populations (Black, Chicanos, Native Americans, Women, etc.) include members of such populations either as participants or discussants and the Program Chair stands ready to assist symposium organizers in soliciting such participation.

Correspondence concerning any aspect of the program should be sent to the 1973 SPSSI Program Chair:

CLARA MAYO
DEPARTMENT OF PSYCHOLOGY
64 CUMMINGTON STREET
BOSTON UNIVERSITY
BOSTON, MASSACHUSETTS 02215

THE BLACK STUDENTS PSYCHOLOGICAL ASSOCIATION

requests the cooperation of the SPSSI membership and other social scientists in the following items concerned with BSPA work in prison projects---

- °°°Send to the BSPA office (1200 17th St., NW, Washington, D.C. 20036) (for informational purposes) copies of proposals and programs for, and studies on, prisons where black prisoners are involved.
- °°°Invite comment from BSPA, Association of Black Psychologists, and Association of Black Social Workers prior to submission and subsequent to the conclusion of such investigations.
- °°°Include black professionals and paraprofessionals in the development of carrying out research, programs, etc., related to black prisoners.
- °°°Consult and involve incarcerated residents or ex-incarcerated residents when developing programs, research studies, etc., directly related to black prisoners.

NEWS RELEASE CONCERNING
AMERICAN INTERVENTION IN INDO-CHINA

News Release, August 31, 1972
Society for the Psychological Study of Social Issues

The Council of the Society for the Psychological Study of Social Issues wishes to express its strong opposition to the prolonged American intervention in Indo-China. The war continues with devastating costs in life and material resources. This war has seriously affected problems with which SPSSI is concerned:

- Large scale killing and destruction of food production areas
- The abusive use of drugs
- The usurpation of funds needed to combat domestic poverty
- Retarding the development of needed urban services for disadvantaged minority groups
- The alienation and disaffection of young people

SPSSI condemns the continuation of this war and calls for the immediate termination of American involvement.

- Immediate termination of U. S. bombing of Indo-China
- Immediate withdrawal of all U. S. forces from Indo-China
- Immediate termination of U. S. military, economic and political support for the Thieu regime.

--- QUIZ ---

Are you disturbed by games professors play? _____
Have academic social scientists wandered too far down paths of scientific purism and fashionable topics? _____

Have your colleagues lost sight of vital contemporary social problems? _____
Have clinical psychologists learned to serve agencies first? _____

Has organizational psychology passed by default to business schools and commercial interests? _____
Does academic psychology serve professors at the expense of students and other citizens? _____

Do you indoctrinate your graduate students? _____
Are socially concerned psychologists isolated or edged out of your department? _____

Have department politics made you a hypocrite? _____
Are reforms stalled by abuses of power within your department? _____

Can you write some more questions along these lines? _____
Could you formulate some answers? _____

If most of your answers are "yes," then join SPSSI's new Committee on Academic Responsibility and Organizational Renewal! Your input is needed. Your project suggestions are needed.

Write David Lewit (Chr.), 69 Payson Road, Chestnut Hill, Massachusetts 02167. Or phone (617) 731-8894 collect. NOW.

Letters to the Editor (continued from page 2)

lieve it is valid for social scientists to remain at the university and to work for radical change there. This would incur the almost 100% risk of being fired, however. There are, unfortunately, few academics with the guts to take the risk. While the "movement" drew its initial organizational energy from university radicals, I feel that political work on campuses is reaching a point of diminishing returns, and I personally feel more comfortable and productive working outside the academic context. But, dropping out of the university is not tantamount to dropping out politically.

The torment I experienced in trying to maneuver through the senseless requirements of the Ph.D. program resulted in my being hospitalized in 1970 as a "mental patient." In January of 1971 I was involved in founding the Mental Patients Association, a non-professional, self-governing group of patients and ex-patients. In the short time since its inception, MPA has grown at an incredible pace. We currently operate three residential centers (one a farm near Vancouver) and a drop-in/crisis center. It is somewhat ironic that after so many years as a student of psychology I should wind up working in the field, not as a psychologist (traditionally defined), but as an ex-patient. MPA exists not because of a "lack of political realism" but because of political insight. There are 500 members of the group. We are engaged in activity which is unprecedented in the barbaric field of "mental health." Within the past year, numerous other mental patients liberation groups have sprung up, mainly in the States. Much of the initiative has come from those of us who have dropped out of psychology and related fields. When I said that the best students are leaving the field, I really meant we are re-defining it, or trying to.

The ideology proffered in the social sciences (including SPSSI) is reactionary and unfortunately is expressed in the practice of countless institutions. It is the task of those who are politically aware to struggle against the ideology and practice. Keeping the lines of communication open does not mean bending over backwards to applaud the speck of "humanitarianism" of groups like SPSSI. If by "political realism" you are referring to the activities of SPSSI, I want no part of it. If, as you say, the economic system is "vicious," we should be trying not to humanize it but to replace it.

I have experienced its viciousness profoundly. I have lived in mental hospitals with other patients. In the past year, six people I have known have committed suicide. I have experienced and seen the pain, the poverty, the daily oppression with which most people live and die. I have also seen the lives of my professors, their defeatist indifference and complacency. They too are profoundly disturbed, but they have resigned themselves to their fate of teaching the same irrelevant bullshit year after year, to their alcoholism, to their tenured security. They have capitulated and can offer neither intellectual nor moral guidance. In this they are no different from most people, but most people make no pretense of having something to teach.

The university's primary task is to indoctrinate illusion. Happily, it is increasingly failing. More and more students are becoming disillusioned (how did such a positive word ever come to have such a negative connotation?). SPSSI is not contributing to the disillusionment. It has too much invested in making this system work. How much more satisfying it is for me to

be out and to be able to tell the truth in all of its exaggerated and sloppy forms.

I am writing this letter amid the manic confusion at MPA and I fear it is wandering badly. There is one further point I want to return to and that is the lack I personally feel at having been deprived of teachers. Most people in the radical left suffer grave intellectual shortcomings. I strongly believe in the necessity of rigorous intellectual understanding guiding political action. I also believe that institutions are necessary where learning and teaching occur as activities inseparable from political action. This function falls naturally to the university which has failed entirely to include political education in its curriculum. So we learn among our peers in relatively unstructured settings. MPA has a research committee which is reading, discussing and attempting to educate concerning the brutality in the mental health field. I do not feel that I have stopped "saving those who are drowning on the ground that eventually we shall all be dead." However, I do feel that most academicians are already dead; I am not sure what sort of magical alchemy will be required to wake them up, but it certainly is not the sort being purveyed by SPSSI.

Lanny Beckman
Mental Patients Association
Vancouver, British Columbia

THE PHILOSOPHY DEPARTMENT OF TUSKEGEE INSTITUTE

will hold a conference on Philosophy and Black Experience, April 5-7, 1973. Papers are sought in the following general subject areas:

- I. Race and Racism
- II. The Slavery Experience in the Americas--Social and Ethical Implications, Then and Now
- III. Reparations
- IV. The Elements of Black Experience
- V. The Role of the Black Intellectual in Interpreting Black Experience

More detailed topic suggestions are available, and papers from the perspective of disciplines other than Philosophy are welcomed. The Conference is funded by the National Endowment for the Humanities and financial support is available to those presenting papers and their commentators. Please write to:

J. Brooke Hamilton
Head, Department of Philosophy
Tuskegee Institute
Tuskegee Institute, Alabama 36088

CIRCLE FEBRUARY 9, 10, AND 11 ON YOUR CALENDAR

The SPSSI MIDWINTER COUNCIL MEETING will be held at the Institute for Social Research in ANN ARBOR on February 9, 10, and 11. The COUNCIL will meet on February 9 and 11 with SPSSI members invited to attend as observers. SPSSI INTEREST COMMITTEES will hold special meetings on February 10 with SPSSI members invited to attend the group or groups in which they have the greatest interest.

You will receive a detailed program announcement prior to the meetings but please CIRCLE THE DATES, FEBRUARY 9, 10, and 11, 1973 on your calendar NOW. Here is your chance to meet with SPSSI's representatives and contribute to the work of the committees.

SPSSI MEMBERSHIP REPORT (continued from page 3)

PEOPLE: In recognition of 10 years of service to SPSSI, the Society presented Caroline Weichlein with an inscribed memento at the Annual Business Meeting. Warm words expressed the thanks of the organization for Caroline's ineffable contributions.

In a timely contribution, Dr. Judith Rosenblith presented SPSSI with a financial donation to continue the Gordon Allport Intergroup Relations Prize for two years. This would have been the last year of the award from the original contribution by B'nai B'rith. The Society wishes to make public thanks for Dr. Rosenblith's generosity.

DUES: I didn't save the best till last and hesitate to bring up the subject of dues. As a fiscal conservative, I believe in careful spending, but see problems in the budget and dues structure. The budget problem is a long range one of increasing costs and declining income from publications. Since 1969, we have had a separation of member dues and subscription to the JSI. SPSSI Council concurred in a revision in the dues structure and the new dues schedule was approved at the Honolulu business meeting:

1. While present dues are indirectly and very modestly graduated by means of a step increase after 5 years, SPSSI Council is recommending directly graduated dues reflecting member income. We (i.e., Council) proposed a range of dues from \$7-25 corresponding to 9 categories of member income. There will be (1) no special categories; (2) a hardship clause; (3) joint membership and (4) a trial membership for one year at \$7.

2. These new dues include a subscription to the JSI in order to simplify bookkeeping and remove confusion from the dues statement (about 75% of the members elected the journal with the present system).

3. The net effect projected is a modest increase in income with a greater average contribution that would help cover the gap between contribution and cost. An increase now would help anticipate and flatten out past swings of bullish and bearish periods (caused primarily by inflation, rising costs, and shifts in activities).

So, based on a fairer method of charging dues, relief from the Excedrin size headache of double lists, and the need for some additional income, Council and the membership approved the proposed dues structure. Your dues statement will reflect the change and some explanatory material will be sent with the statement. We welcome (would you believe read?) comments, suggestions, or diatribes on this or any other Society matter.

AN INVENTORY OF DRUG-ABUSE RESEARCH INSTRUMENTS

(similar to the Research Reference Files in Alcoholism maintained by Ralph Connor, Eastern Washington State College, Cheney, Washington) has been formed. Those using such instruments are invited to submit a copy of them, as well as pertinent bibliographies and citations of relevant references (articles, reports, and books), for notice in the Inventory. The Inventory serves as an archival source for the collection, storage, duplication and issuance of pertinent research instruments and related material (e.g., bibliographies) to aid in drug-abuse research and in the development of more such instruments. A copy of the Inventory will be sent to those who do submit such material. Others will be sent a copy of the Inventory upon written or telephoned request. Requests for instruments contained in the Inventory will be promptly filled. The Inventory is now more

than two years old, and includes some eighty items in the areas of: attitudes, access and extent, measurement of subjective effects of drugs, differentiation of abusers, education and knowledge, and program-related evaluation.

Drug-Abuse Research Instrument Inventory
133 Mt. Auburn Street
Cambridge, Massachusetts 02138

CLEARING HOUSE SERVICE TO FACILITATE INTER-CHANGE OF PROFESSORS BETWEEN FRENCH AND AMERICAN UNIVERSITIES . . .

The Franco-American Commission for Educational Exchange (Fulbright Commission in France) is organizing a clearing house service to create direct teaching exchanges between French and American universities.

The purpose of this service is (1) to determine which French and American establishments of higher learning would be willing to exchange members of their teaching staff; (2) to put the interested department chairs of these institutions into direct contact, for prospective negotiations of individual professor exchange agreements; (3) to inform American university officials or individual American professors as to ways and means of reaching the best possible exchange contracts with French universities.

No limitation has been made with regard to academic disciplines or duration of appointments, although in the latter case, agreements covering one academic year or at least one semester seem generally to be preferable.

Write to:

Madame Claude Taudin
Clearing House Service
Franco-American Commission for Educational Change
9 rue Chardin
75 - Paris 16e
FRANCE

MIDWEST CONFERENCE FOR A RELEVANT SOCIAL SCIENCE

Meeting to be held at the Midland Hotel, 172 W. Adams, Chicago, Illinois; Friday - Sunday, February 23-25, 1973.

The purpose of the Conference is to consider alternate approaches to fundamental social issues. A wide range of disciplines and experiences will hopefully be drawn upon. The concern will be both with theoretical debate and with making available research and expertise to those working to improve the quality of life. There will be a general meeting followed by workshops: Social Science for Social Need; Role of Social Science in the Process of Social Change; Research on What? For Whom?

Panel discussions, workshops, and films are scheduled with a planning session for next year's Conference to be held on the afternoon of February 25.

Please get in touch with the coordinator if interested:

William A. Pelz
1237 W. North Shore Avenue
Chicago, Illinois 60626

CALL FOR AGING BOOKS

Any aging books or journals around that you can part with? More specifically, any books or journals on aging that you would be willing to donate to the library of a college whose endowment and income are too small to build their own collection?

The SPSSI Committee on Aging is initiating a program that will provide the libraries of selected colleges with these books and journals, while providing the donors with a tax deduction. At this point, the program is limited to books on adult development and aging appropriate for libraries of colleges or junior colleges. If it is successful in this one field, the program will probably be expanded.

The program works like this:

1. If you have books that you feel are appropriate, notify

DR. RICHARD A. KALISH
GRADUATE THEOLOGICAL UNION
2465 LeCONTE AVENUE
BERKELEY, CALIFORNIA 94709

Do not send books!!! Give the title, author, and date of publication of all books; give title, volume, and years of all journals. Indicate extent to which books are marked, scribbled in, etc.

2. The Committee will distribute your list to those colleges that have agreed to participate in the program. The college librarian will, in turn, check those materials he wishes to receive and return his list to Dr. Kalish.

3. You will then be notified as to which books the college wishes and whether the college will cover the costs of shipping (most do not).

4. You ship the books directly to the college, along with a letter listing the materials included.

5. The librarian will acknowledge receipt of the materials on a copy of the letter you have sent. This will serve for tax purposes. Neither the librarian nor the SPSSI Committee is in the position of indicating the value of the books for the IRS -- you will need to work that out with your tax man.

6. At that point, if you wish, you may write the librarian about other books and journals that you have on hand. However, the librarians are not interested in early editions of introductory texts, battered treasures from your junior year in college, or materials that are heavily underlined.

In the past, such collections have taken place without the active involvement of the recipient institution, which suddenly finds itself the owner of a random collection of books, many of which do not deserve cataloguing because of physical condition or age. What the Committee will do is make certain that any book or journal sent is one that is needed.

The colleges participating in this program are primarily small institutions with very low endowments; many are denominational; many serve predominantly Black and predominantly rural populations. If you know of a college that might be interested in participating in the program, please contact their librarian and have the librarian write Dr. Kalish.

It is necessary at this time to restrict the topic to adult development and aging. However, the Committee hopes to have a report ready by next year that would suggest ways to expand the program to other fields. If you have any thoughts on this matter, let us know or write directly to Dr. Kalish.

THE JOHNS HOPKINS UNIVERSITY

announces a new training program in Public Psychology, the purpose of which is to provide intensive work-training experience in public affairs for students of psychology and other behavioral sciences. The core of the experience will be a one-year internship in one or more of several urban settings providing opportunities for applied work in areas such as political behavior (offices of the mayor and of the lieutenant governor), communications media (the public television system), design and utilization of space (an architectural firm), law enforcement and justice (city and state police, public defender's office, and the state court system), crisis intervention (a center in a new town), public education, housing and community development, population control (a family planning center), and transit and traffic. Interns will also participate in weekly seminars and colloquia at Johns Hopkins. Applicants must be candidates for the doctoral degree and have completed at least two years graduate work. The Program is supported by the National Institute of Mental Health. For further information write:

Dr. Stanley D. Imber, Director
Public Psychology Program
Department of Psychiatry and Behavioral Sciences
Johns Hopkins University School of Medicine
Baltimore, Maryland 21205

INTERESTED IN THE RIGHTS OF PERSONS

"LABELED MENTALLY DISABLED"?

WANTED: Communications from mental health workers, lawyers, legislators, "patients," and any others interested in organizing and/or participating in a national conference devoted strictly to the topic of "The rights of persons labeled mentally disabled."

PURPOSE: To focus the attention of professional groups and the general public on related issues in order to accelerate social change.

POSSIBLE TOPICS: The mental health worker as patient advocate; Patient's right to be informed regarding the limitations and dangers of treatment; The right to refuse treatment; Dehumanizing aspects of treatment; Legal issues and patients' rights; Paternalism, patient responsibility and involvement in their treatment; Involuntary commitments, Patients' rights to educational programs; The right to "adequate" treatment; Experimentation with patients, voluntary and non-voluntary; Legislation and patients' rights; Organizational strategy for setting up local and national committees to watchdog the rights of those labeled mentally disabled; etc.

TENTATIVE CONFERENCE SCHEDULE: Detroit, Michigan; five days; between November 1972 and May 1973. Send any ideas, criticisms, and indicate your permission to include your name, area(s) of interest, and role(s) in conference on a circulating mailing list to:

Thomas W. Herzberg, Ph.D.
Director, Psychological Education and Research
Northville State Hospital
41001 West Seven Mile Road
Northville, Michigan 48167

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SOME REFLECTIONS OF A NEW PRESIDENT --- HAROLD M. PROSHANSKY

As a Division of the American Psychological Association, SPSSI began as and continues to be a unique organization. From its very beginning in 1936 it established as the nexus of its concern the application of behavioral science research to the major social dilemmas of modern man: war, poverty, intergroup prejudice, urban stress, industrial strife, and other problems. Implicit in this concern was the compelling assumption that science could not be value free; that in its desire to ameliorate the ills of modern society its systematic research endeavors would have political and social consequences as well as scientific ones. Lewin was right when he stated that research should be socially useful as well as theoretically meaningful, but this could only occur if the researchers involved conceptualized, organized, and directed their investigations with this end in mind.

It may well be asked as Bob Kahn did in his 1970-71 Presidential Message, whether SPSSI should go out of business since research on social issues has become both commonplace and--according to some--establishment oriented. Like Kahn, however, I believe that the study of social issues has become "neither obsolescent nor status serving." He points out that, "The continuing problem for SPSSI is to choose well among the shifting priorities for study and action." (SPSSI Newsletter, November 1970, #126). I will have a word to say at a later point about what I think at least one of these choices should be in 1972-73. But first I want to say a little more about SPSSI's uniqueness as an organization.

If its purpose is no longer unique then its means of implementing it still are. Thus, from its inception it opened its membership not just to psychologists but to behavioral scientists in other disciplines, and more importantly, to professionals or practitioners in education, social work, mental health, and other areas. It was interdisciplinary in its approach to major social problems long before such an approach was either fashionable or finally deemed as critical in the attack on these problems.

This, however, was by no means enough. Behavioral science research on complex social problems was scarce, it lacked a forum for discussion, and when it occurred reports of it were widely dispersed. A forum for discussion, and analysis was provided with the creation of the Journal of Social Issues. At a later point steps were taken to provide textbooks and research volumes for students, faculty, practitioners, and researchers concerned with social issues and their solution. The success of these publishing ventures insofar as their significance for and use by all of these groups is well known. Perhaps it should be noted in

passing that the various SPSSI members who served as consultants, editors, and authors and thereby made these volumes possible, did so (and continue to do so) without financial compensation. The extent of dedication and commitment on the part of these individuals and other SPSSI members may well be the most unique aspect of our organization.

The royalties and other income derived from SPSSI's various publishing ventures were used to further its commitment to the study of social issues and the basic social values inherent in this research orientation. Other special publications were financed, grants-in-aid were given to students and faculty for innovative research projects, individuals and groups whose academic freedoms were threatened were provided with counsel and financial aid, and in more recent years organizations of psychologists consisting of minority group members and other disenfranchised groups, were also assisted in this fashion.

Of course SPSSI's involvement and collaboration with these other groups of psychologists went far beyond the limited financial assistance it could give. Through its Council and Membership meetings as well as through its publications, it provided a forum for these groups to state and make known their views and positions on major questions concerning their status as disenfranchised groups. In some instances SPSSI served as a spokesman for some of these groups when communication with and influence of the APA was both necessary and meaningful. This brings us to what some regard as our organization's most unique role since its establishment: in its concern with major social problems, dilemmas, and injustices it has not only taken public positions but provoked the APA and at times other professional groups to become similarly involved and actively vocal about such matters. As someone else has said, "SPSSI has been the divisional social conscience of APA for these many years."

My comments were not meant to be a testimonial in support of membership in SPSSI. Clearly, as a professional-scientific organization SPSSI has had its failures as well as its successes. It too suffers to some degree from membership apathy, irksome red tape, some confusion of activities in relation to goals, as well as the now familiar problem of dwindling resources following a period of expansion. I have heard it variously described by members as "too radical", "not radical enough", "not sufficiently action oriented", "a bunch of do-gooders", and so on. No professional-scientific organization can be all things to all of its members. Nor can it expect to be free of problems or the need to modify its own activities and structure,

(continued on page 4)

LETTERS TO THE EDITORS:

Dear Editors:

I keep thinking of Lanny Beckman's letter in your April issue. It is an important document, for it literally and brilliantly expresses a mood that has become quite common among graduate students in many universities. It is important for faculty as well as for students, and indeed for the future of the academic enterprise, that this outlook be taken seriously and dispassionately discussed.

The present letter is too brief and off-the-cuff to pretend to be a contribution to such a discussion; I write mainly to stress the importance of the issues raised, and to applaud Mr. Beckman for his courage, and for the grace and force with which he conducts his argument; at the same time I want to express my dismay about his lack of political realism.

Mr. Beckman is eighty per-cent right, I think, in his castigation of the SPSSI enterprise as a specimen of the liberal approach to social problems. This casts no reflection on the depth of humanitarian commitment or on the intelligence of the many splendid people who built SPSSI and who now keep it going; it is only to say, with Mr. Beckman, that most liberals, even most radical liberals, are confined within conventional conceptual and institutional frameworks, and that it has become increasingly and depressingly clear in recent years, at least to myself, that the resiliency of our vicious economic system, which keeps spreading worse terrors over much of the rest of the world, is only enhanced as a result of liberal reform politics, even in their bolder varieties.

And in Mr. Beckman's generation this insight is shared much more widely than is the case in my own. Our generation has been thoroughly trained, after all, in the belief in democracy as the ultimate value and problem-solver of political life. Only the last decade or two has seen any amount of political education, mostly in spite of the system, that has brought home, and mainly to the young, the fraudulent nature of our political enterprise, which seeks to hide the nasty realities of economic exploitation and tyranny under the pretenses of electoral democracy and allegedly equal rights under the law.

Where Mr. Beckman, and many with him, are sadly mistaken, however, is in their belief that the right response to radical political insight is to remove oneself from positions of potential political influence. Morally I consider Mr. Beckman a true athlete, but politically he is a wishful thinker. Or possibly even an old-fashioned purist, akin to the old-line pacifists, who were more concerned with avoiding any contamination of overt complicity in acts of violence of their own, than with taking responsible part in the political enterprise of reducing as effectively as we can, and drawing on as much knowledge as is available, the total amount of that extreme evil that we call violence.

In my view the best remedy against bad psychology, or even corrupt psychology, is better psychology, or psychological work carried out with complete personal integrity as well as maximum political insight regarding the consequences of the various projects that one chooses to pursue. There is in psychology, as in every academic profession, an uphill battle on the part of those who have a humanitarian commitment, against conventional ways that are guided mainly by the powers that be and ultimately the pursestrings that

they hold. I hate to see excellent people like Mr. Beckman, and some of my own students as well, move in the direction of becoming dropouts. While such decisions may produce short-term moral satisfaction, within a political perspective this is a defeatist and ultimately, I would charge, an immoral attitude. I am not, mind you, accusing Mr. Beckman of being immoral, right after having praised him as a moral athlete; I do not know what he proposes to do with his life. That he chooses to forego the Ph.D. does not upset me at all. What I hope is that he will see his own investment in psychology and related disciplines as relevant and useful to his future efforts, inside or outside academia, toward developing and applying his own accumulated knowledge and wisdom toward the reduction of violence and suffering in the modern world. He will surely be more effective in these efforts if he keeps his lines of communication open with whomever, even those of us who still see a limited but yet very real merit in the work of SPSSI, he can still influence and, on occasion, join up with in common struggles for specific objectives.

While we are waiting for the revolution, or working for it, if we are, there are plenty of agonies in North America, not to speak of Southeast Asia, that call for any kind of relief that men of knowledge and humanitarian impulses can attempt to provide, or demand. Surely Mr. Beckman would not want us to stop saving those who are drowning on the ground that eventually we shall all be dead?

Sincerely yours,

Christian Bay
Department of Political Economy
University of Toronto
Toronto 7, Ontario, Canada

Dear Christian:

Thank you for the copy of your letter to SPSSI. I was especially glad that it came from you since I have detected in your writing, more so than in the others who contribute to JSI, an indignation which does not hide behind a pretext of liberal objectivity. I am interested in keeping the "lines of communication open." However, the disinterest among my ex-"teachers" in doing so is precisely the reason I have left the university. This is a problem which most young radicals have experienced. We have not been able to find teachers among our elders and so have had to turn to our contemporaries. I did not enter the university as a radical, but arrived at my present beliefs largely as a result of the spiritual/intellectual deadness of the academics I have encountered over the past 10 years.

Naturally, there was much I did not say in the letter to SPSSI. In part, the letter was an act of self-indulgence, releasing in somewhat overstated terms the venom which had accumulated over the years. It would have been easy to infer that I held attitudes of political purism and escapism, however, the actual conduct of my life does not, I feel, reflect such attitudes. (By the way, a slightly revised edition of my letter appeared in the Radical Therapist, Vol. II, No. 6, April 1972, and will be reprinted in their forthcoming paperback, Radical Therapist II, in Sept. 1972.) I have not dropped out politically; in fact, not even from the field of psychology. I have left the university because it was destructive of my talents and well-being. As I state in the expanded RT article, I be-

(continued on page 6)

REPORT TO THE MEMBERSHIP OF SPSSI, 1972 ---- JOHN P. KIRSCHT, SECRETARY-TREASURER

Let me remind you that SPSSI did suffer a setback this past year. In November 1971, the Central Office in Ann Arbor was destroyed by fire, with loss of records, back issues of journals, and some \$9-10,000 in equipment. The staff--Caroline Weichlein in particular--kept us in business and transcended the disaster with a remarkable comeback. SPSSI membership responded generously to a request for extra funds to offset the loss, contributing nearly \$5,000. The fire and its ramifications messed up the budget a bit, resulting in a total budget up from the previous year even though we planned it to be down. So much for phase II.

The 71-72 year marked an increase in discretionary spending (i.e., monies not committed to the journal and other publications, regular mailings and the Central Office) including reinstitution of grant-in-aid funds and greatly increased committee activity. We anticipate continued funding of G-I-A and about the same overall level of discretionary spending in the current fiscal year. A part of that represents a continuing series of diverse contributions such as the funds provided to assist a national Chicano social science organization, a committee on Native Americans, the Black Students Psychological Association, and the Rutherford Defense Fund.

A major part of SPSSI's activity comprises committee work. If you look back a few years, it is easy to see a marked growth in the number of committees. The roster of topics addressed reflect new emphases and involvement. To some extent, the establishment of a committee represents the routinization of problem areas sought out by, or brought to SPSSI. While the committee mechanism is not always successful or comprehensive, it does represent a way of responding to issues.

Relatively new activities are illustrated by the work of the Poverty Committee with its Congressional liaison, Committees on Police-Community Relations, Sex Discrimination in Psychology, Native Americans, and Drugs. A new committee to look at Academic Responsibility and renewal was set up at the recent Council meetings. The money (usually \$300) made available to each SPSSI Committee is especially necessary where a new group is starting to function.

PUBLICATIONS: Much of the money supporting SPSSI activities comes from publication. A new book is now available--McClintock's Experimental Social Psychology. Still in process are: the revision of Research Methods in Social Relations, Basic Studies in Social Psychology, a Handbook on Free Clinics, the Handbook of Evaluation Research, The Social Psychology of Social Issues and a reader on social issues. Richard Schmuck is the new Chair of the publications committee--a thankless and crucial job done for years by Hal Proshansky.

Several ideas for publications were discussed at the Council meetings, including the possibility of expanding journal issues into books, and publication of course syllabi and reading lists used in teaching various social issues courses.

MEETINGS: Last February, SPSSI Council met in New York, little known as a midwinter vacation spot. Included in the program were the Council business meeting, meetings of committees, and discussions with members. Some 50 SPSSI members attended. As a trial effort, the en-

riched midwinter meeting seemed quite successful and some variation of that arrangement will be tried again next February. The location is not settled but will probably be Ann Arbor or California where there are concentrations of SPSSI members.

CONSULTANTS: The roster of volunteer consultants has been in existence for a year. Thus far not much has happened. As you know, the roster includes names and topical interests of some 600 SPSSI volunteers, willing to assist groups and organizations. The roster has been sent to nearly 1000 agencies. A request for information and suggestions was recently sent to the people on the roster yielding many replies and helpful suggestions. The consensus seems to be that this effort needs publicity and local contacts, plus time for the service to become known. We have innovated but it has not yet diffused.

MEMBERSHIP: At the recent council meeting, approval of membership for 236 applicants was given. Over half of these are non-APA members, continuing a trend toward substantial membership outside APA. Offsetting the new members, some 225 names have been dropped from the rolls, principally for non-payment of dues. Our total membership is about 3000. Council approved a one-year trial membership at a reduced rate and descriptive material publicizing the Society will be sent to a large number of social scientists.

Following several discussions and a poll of the membership, SPSSI Council voted to discontinue nominations for APA Fellow Status through Division 9. Of those responding to the poll, two-thirds were in favor of discontinuing the nominations.

ELECTIONS: In the most recent election of officers, Bert Raven became the President-elect. Kenneth Clark, Marc Pilisuk, Jack Sawyer, June Tapp and Harry Triandis were elected to 2 year terms on Council. In that election, 1056 votes were cast. The issue of SPSSI elections needs some comment and discussion. There were complaints this year about the lack of representation of groups, especially women, on the ballot. Our election committee reported that only 310 votes were cast in the nomination procedure. While 4 women received enough votes for placement on the election ballot, three declined the nomination.

It strikes me as curious that some members express disgust about the election. Elections don't just happen; they follow a set of procedures. Those agreeing to a nomination appear on the ballot. In the past balloting, 6 or so of you could have nominated someone. But that means, perhaps, a bit of politicking. In small amounts, it won't contaminate. Even running actively for office would cause no permanent harm.

Each year, it seems the election committee wrestles with the problem of our electoral system on how to make it more workable and equitable. Our election committee this year suggested reworking the ballot forms to provide more information about the offices and to facilitate both nomination and voting. The point is that SPSSI officers do make decisions and represent the Society. Our procedures can be changed and suggestions on procedures are welcome. Council agreed to try out some ways of promoting student candidates for election to Council.

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REFLECTIONS OF A NEW PRESIDENT

(continued from page 1)

when, in fact, other institutional structures of which it is part, e.g. the behavioral science disciplines, the APA, the community, are also changing and being subjected to such pressures. For example, every few years with great reluctance the members of Council are forced to think of and sometimes recommend an increase in dues and journal rates as the struggle between increased prices and wages in the nation goes on.

Recommendations from SPSSI members, Council members, SPSSI Committees, and others as to what the organization should be doing and how it should change so as to be able to do it, come in at times at a fast and furious pace. However, in some if not many instances what is often ignored is that change not only takes detailed planning and consensus, but an existing structure and appropriate resources that make such change possible in the first place. To take but one example, Tom Pettigrew's suggestion when he was President of SPSSI in 1967 that the organization perform the role of "honest broker"--that is, serve as a communication link between behavioral scientists and the government--was a brilliant and timely one (SPSSI Newsletter, November 1967, #117). It was immediately seized on by SPSSI Council, some of the membership, and the Presidents who succeeded Tom in office. Yet for all of this it never really got off the ground.

Obviously, there were more than a few reasons why this happened, but at least one deserves special comment. To affect this new role for SPSSI required financial resources well beyond what our organization could manage or ever hope to manage. Perhaps what will surprise some readers is the fact that in 1965 SPSSI had only 1600 members. In 1970 the number of members rose to 3000 with evidence now indicating that membership growth has levelled off to roughly 3000. The point to be made is that in terms of its size, structure, and potential resources, there are some specific objectives and means for implementing them that SPSSI can never realize--at least in the foreseeable future. Of course Tom Pettigrew was well aware of the problem of finding adequate financial resources for setting up an "honest broker" office in Washington on a relatively permanent basis. He recommended collaboration in this endeavor with other groups--The SSSP in Sociology and The Society for Applied Anthropology--but this assumed a commonality of purposes, the financial wherewithall of these groups, and most importantly a history of previous collaboration with them that would permit the delicate details of groups sharing financial costs to be worked out. None of these assumptions turned out to be viable, as those of us who worked on the Honest Broker Committee soon found out.

Whatever difficulties confront SPSSI as an organization, the commitment of its membership to its objectives seems no less resolute today than it did in the past. Of course, members come and go and many who retain their membership do not actively participate for any number of reasons. But relatively speaking, many other members do actively participate. How else can one explain the ease with which new social issue committees are formed and become active, the willingness of others to write, edit, or serve as consultants for new SPSSI books, the very good turnout of members to the Midwinter Council Meetings held in New York last February, and finally, the ready response of SPSSI members in the past and present to serve as observers during community confrontations or as community consultants for groups in need of assistance.

As we noted earlier it was Bob Kahn who suggested that the problem for SPSSI is not whether it should continue in the business of investigating social issues, but rather the one of which issues it should give its greatest attention to. Like my predecessors, I would like to briefly mention one of my own very high priority items for the immediate future. Interestingly enough this is not a social issue outside the university but inside it, and it is the kind of issue that if given serious consideration will and should rock the boat.

If the function of SPSSI is to initiate, promote, and enhance systematic research on major social problems, then it must necessarily be very much concerned with how we train future generations of behavioral scientists for this purpose. Let me state my position directly and hope that it will lead others to action as well as discussion. The substance and organization of programs for training Ph.D.s in the behavioral sciences are obsolescent. They have failed to keep pace with the changing nature of our knowledge, the changing nature of our society, the need for new and different research roles in attacking complex social problems, and the sad lessons learned from previous attempts to achieve "scientific respectability" at the expense of problem definition and understanding. Some twenty-five years after World War II, the training approach in most Ph.D. programs is unidisciplinary, more interested in producing research technicians rather than analytic thinkers, and heavily weighted with the conception that the real world of complex human problems is not really amenable to scientific study except in the laboratory setting. Not only is there a single role model which pervades these programs--which we referred to elsewhere as the "experimental research-scientist model" but regardless of the nature of their talents, interests, and dispositions all students must eventually conform to this model.

Of course, changes in Ph.D. curriculum and program structures will be slow in coming if at all as long as the reward-structure for faculty and students are based on this model. But the matter goes beyond any single discipline and clearly involves the larger structure of the university itself in its emphasis on separate disciplines, commitments to "real science", and in its awareness of what pays off by way of prestige, status, and funding support.

The issue that I have raised falls under the aegis of the newly formed Committee on Academic Responsibility and Organizational Renewal being chaired by David Lewit. SPSSI members interested in the problems I have raised here should be in touch with Dr. Lewit, 69 Payson Road, Chestnut Hill, Massachusetts 02167.

THE APA COMMITTEE ON SCIENTIFIC AWARDS

is accepting nominations for its award program.

The Committee selects up to three persons as recipients of the Distinguished Scientific Contribution Award who, in their opinion, have made the most distinguished theoretical or empirical contributions to scientific psychology in recent years. A new award, the Distinguished Contribution for Applications in Psychology, has been authorized by the Board of Directors and will be given for the first time this year. This award will be presented to an individual who, in the Committee's opinion, has engaged in a program of research which is systematic and applied in character. Names and appropriate information should be forwarded prior to the April 1 deadline to: OFFICE OF SCIENTIFIC AFFAIRS, AMERICAN PSYCHOLOGICAL ASSOCIATION, 1200 Seventeenth St., NW, Washington, D. C. 20036.

1973 SPSSI PROGRAM

The APA Convention represents a unique opportunity to reach interested persons with the issues and programs of concern to SPSSI members. NOW is the time to make your plans and symposia suggestions for the APA Convention meeting August 27-31, 1973 in Montreal. The program deadline is February 15 so it is not too soon to think about developing and chairing a symposium. Among the best attended 1972 symposia were those dealing with:

- °°research on ethnic populations
- °°discrimination against women
- °°academic reform
- °°drugs and adolescents
- °°social change
- °°uses and misuses of tests

Not surprisingly, these social issues are still very much with us and along with other topics are welcome contributions for the Montreal program. Please let us know if you are planning to organize a symposium. Let us know also if you think you might contribute to the program in other ways. Three SPSSI committees (Drug Abuse, Poverty, and Socialization and the Law) met during the 1972 Convention. If there are other SPSSI committees who would like to make this sort of contribution to the program, let us know that as well.

As this is the first APA Convention held outside the United States, we would like to make every effort to include Canadian perspectives in our program, both in the selection of social issues considered and of participants included. For instance, suggestions for a Canadian concerned with social issues to give the invited address are most welcome. SPSSI Council has urged that symposia reporting research or social action programs with under-represented populations (Black, Chicanos, Native Americans, Women, etc.) include members of such populations either as participants or discussants and the Program Chair stands ready to assist symposium organizers in soliciting such participation.

Correspondence concerning any aspect of the program should be sent to the 1973 SPSSI Program Chair:

CLARA MAYO
DEPARTMENT OF PSYCHOLOGY
64 CUMMINGTON STREET
BOSTON UNIVERSITY
BOSTON, MASSACHUSETTS 02215

THE BLACK STUDENTS PSYCHOLOGICAL ASSOCIATION

requests the cooperation of the SPSSI membership and other social scientists in the following items concerned with BSPA work in prison projects---

- °°°Send to the BSPA office (1200 17th St., NW, Washington, D.C. 20036) (for informational purposes) copies of proposals and programs for, and studies on, prisons where black prisoners are involved.
- °°°Invite comment from BSPA, Association of Black Psychologists, and Association of Black Social Workers prior to submission and subsequent to the conclusion of such investigations.
- °°°Include black professionals and paraprofessionals in the development of carrying out research, programs, etc., related to black prisoners.
- °°°Consult and involve incarcerated residents or ex-incarcerated residents when developing programs, research studies, etc., directly related to black prisoners.

NEWS RELEASE CONCERNING

AMERICAN INTERVENTION IN INDO-CHINA

News Release, August 31, 1972

Society for the Psychological Study of Social Issues

The Council of the Society for the Psychological Study of Social Issues wishes to express its strong opposition to the prolonged American intervention in Indo-China. The war continues with devastating costs in life and in material resources. This war has seriously affected the problems with which SPSSI is concerned:

- Large scale killing and destruction of food producing areas
- The abusive use of drugs
- The usurpation of funds needed to combat domestic poverty
- Retarding the development of needed urban services for disadvantaged minority groups
- The alienation and disaffection of young people

SPSSI condemns the continuation of this war and calls for immediate termination of American involvement. We call for the

- Immediate termination of U. S. bombing of Indo-China
- Immediate withdrawal of all U. S. forces from Indo-China
- Immediate termination of U. S. military, economic, and political support for the Thieu regime.

--- QUIZ ---

Are you disturbed by games professors play? _____

Have academic social scientists wandered too far down paths of scientific purism and fashionable topics? _____

Have your colleagues lost sight of vital contemporary social problems? _____

Have clinical psychologists learned to serve agencies first? _____

Has organizational psychology passed by default to business schools and commercial interests? _____

Does academic psychology serve professors at the expense of students and other citizens? _____

Do you indoctrinate your graduate students? _____

Are socially concerned psychologists isolated or edged out of your department? _____

Have department politics made you a hypocrite? _____

Are reforms stalled by abuses of power within your department? _____

Can you write some more questions along these lines? _____

Could you formulate some answers? _____

If most of your answers are "yes," then join SPSSI's new Committee on Academic Responsibility and Organizational Renewal! Your input is needed. Your project suggestions are needed.

Write David Lewit (Chr.), 69 Payson Road, Chestnut Hill, Massachusetts 02167. Or phone (617) 731-8894 collect.
NOW.

Letters to the Editor (continued from page 2)

lieve it is valid for social scientists to remain at the university and to work for radical change there. This would incur the almost 100% risk of being fired, however. There are, unfortunately, few academics with the guts to take the risk. While the "movement" drew its initial organizational energy from university radicals, I feel that political work on campuses is reaching a point of diminishing returns, and I personally feel more comfortable and productive working outside the academic context. But, dropping out of the university is not tantamount to dropping out politically.

The torment I experienced in trying to maneuver through the senseless requirements of the Ph.D. program resulted in my being hospitalized in 1970 as a "mental patient." In January of 1971 I was involved in founding the Mental Patients Association, a non-professional, self-governing group of patients and ex-patients. In the short time since its inception, MPA has grown at an incredible pace. We currently operate three residential centers (one a farm near Vancouver) and a drop-in/crisis center. It is somewhat ironic that after so many years as a student of psychology I should wind up working in the field, not as a psychologist (traditionally defined), but as an ex-patient. MPA exists not because of a "lack of political realism" but because of political insight. There are 500 members of the group. We are engaged in activity which is unprecedented in the barbaric field of "mental health." Within the past year, numerous other mental patients liberation groups have sprung up, mainly in the States. Much of the initiative has come from those of us who have dropped out of psychology and related fields. When I said that the best students are leaving the field, I really meant we are re-defining it, or trying to.

The ideology proffered in the social sciences (including SPSSI) is reactionary and unfortunately is expressed in the practice of countless institutions. It is the task of those who are politically aware to struggle against the ideology and practice. Keeping the lines of communication open does not mean bending over backwards to applaud the speck of "humanitarianism" of groups like SPSSI. If by "political realism" you are referring to the activities of SPSSI, I want no part of it. If, as you say, the economic system is "vicious," we should be trying not to humanize it but to replace it.

I have experienced its viciousness profoundly. I have lived in mental hospitals with other patients. In the past year, six people I have known have committed suicide. I have experienced and seen the pain, the poverty, the daily oppression with which most people live and die. I have also seen the lives of my professors, their defeatist indifference and complacency. They too are profoundly disturbed, but they have resigned themselves to their fate of teaching the same irrelevant bullshit year after year, to their alcoholism, to their tenured security. They have capitulated and can offer neither intellectual nor moral guidance. In this they are no different from most people, but most people make no pretense of having something to teach.

The university's primary task is to indoctrinate illusion. Happily, it is increasingly failing. More and more students are becoming disillusioned (how did such a positive word ever come to have such a negative connotation?). SPSSI is not contributing to the disillusionment. It has too much invested in making this system work. How much more satisfying it is for me to

be out and to be able to tell the truth in all of its exaggerated and sloppy forms.

I am writing this letter amid the manic confusion at MPA and I fear it is wandering badly. There is one further point I want to return to and that is the lack I personally feel at having been deprived of teachers. Most people in the radical left suffer grave intellectual shortcomings. I strongly believe in the necessity of rigorous intellectual understanding guiding political action. I also believe that institutions are necessary where learning and teaching occur as activities inseparable from political action. This function falls naturally to the university which has failed entirely to include political education in its curriculum. So we learn among our peers in relatively unstructured settings. MPA has a research committee which is reading, discussing and attempting to educate concerning the brutality in the mental health field. I do not feel that I have stopped "saving those who are drowning on the ground that eventually we shall all be dead." However, I do feel that most academicians are already dead; I am not sure what sort of magical alchemy will be required to wake them up, but it certainly is not the sort being purveyed by SPSSI.

Lanny Beckman
Mental Patients Association
Vancouver, British Columbia

THE PHILOSOPHY DEPARTMENT OF TUSKEGEE INSTITUTE

will hold a conference on Philosophy and Black Experience, April 5-7, 1973. Papers are sought in the following general subject areas:

- I. Race and Racism
- II. The Slavery Experience in the Americas--Social and Ethical Implications, Then and Now
- III. Reparations
- IV. The Elements of Black Experience
- V. The Role of the Black Intellectual in Interpreting Black Experience

More detailed topic suggestions are available, and papers from the perspective of disciplines other than Philosophy are welcomed. The Conference is funded by the National Endowment for the Humanities and financial support is available to those presenting papers and their commentators. Please write to:

J. Brooke Hamilton
Head, Department of Philosophy
Tuskegee Institute
Tuskegee Institute, Alabama 36088

CIRCLE FEBRUARY 9, 10, AND 11 ON YOUR CALENDAR

The SPSSI MIDWINTER COUNCIL MEETING will be held at the Institute for Social Research in ANN ARBOR on February 9, 10, and 11. The COUNCIL will meet on February 9 and 11 with SPSSI members invited to attend as observers. SPSSI INTEREST COMMITTEES will hold special meetings on February 10 with SPSSI members invited to attend the group or groups in which they have the greatest interest.

You will receive a detailed program announcement prior to the meetings but please CIRCLE THE DATES, FEBRUARY 9, 10, and 11, 1973 on your calendar NOW. Here is your chance to meet with SPSSI's representatives and contribute to the work of the committees.

SPSSI MEMBERSHIP REPORT (continued from page 3)

PEOPLE: In recognition of 10 years of service to SPSSI, the Society presented Caroline Weichlein with an inscribed memento at the Annual Business Meeting. Warm words expressed the thanks of the organization for Caroline's ineffable contributions.

In a timely contribution, Dr. Judith Rosenblith presented SPSSI with a financial donation to continue the Gordon Allport Intergroup Relations Prize for two years. This would have been the last year of the award from the original contribution by B'nai B'rith. The Society wishes to make public thanks for Dr. Rosenblith's generosity.

DUES: I didn't save the best till last and hesitate to bring up the subject of dues. As a fiscal conservative, I believe in careful spending, but see problems in the budget and dues structure. The budget problem is a long range one of increasing costs and declining income from publications. Since 1969, we have had a separation of member dues and subscription to the JSI. SPSSI Council concurred in a revision in the dues structure and the new dues schedule was approved at the Honolulu business meeting:

1. While present dues are indirectly and very modestly graduated by means of a step increase after 5 years, SPSSI Council is recommending directly graduated dues reflecting member income. We (i.e., Council) proposed a range of dues from \$7-25 corresponding to 9 categories of member income. There will be (1) no special categories; (2) a hardship clause; (3) joint membership and (4) a trial membership for one year at \$7.

2. These new dues include a subscription to the JSI in order to simplify bookkeeping and remove confusion from the dues statement (about 75% of the members elected the journal with the present system).

3. The net effect projected is a modest increase in income with a greater average contribution that would help cover the gap between contribution and cost. An increase now would help anticipate and flatten out past swings of bullish and bearish periods (caused primarily by inflation, rising costs, and shifts in activities).

So, based on a fairer method of charging dues, relief from the Excedrin size headache of double lists, and the need for some additional income, Council and the membership approved the proposed dues structure. Your dues statement will reflect the change and some explanatory material will be sent with the statement. We welcome (would you believe read?) comments, suggestions, or diatribes on this or any other Society matter.

AN INVENTORY OF DRUG-ABUSE RESEARCH INSTRUMENTS

(similar to the Research Reference Files in Alcoholism maintained by Ralph Connor, Eastern Washington State College, Cheney, Washington) has been formed. Those using such instruments are invited to submit a copy of them, as well as pertinent bibliographies and citations of relevant references (articles, reports, and books), for notice in the Inventory. The Inventory serves as an archival source for the collection, storage, duplication and issuance of pertinent research instruments and related material (e.g., bibliographies) to aid in drug-abuse research and in the development of more such instruments. A copy of the Inventory will be sent to those who do submit such material. Others will be sent a copy of the Inventory upon written or telephoned request. Requests for instruments contained in the Inventory will be promptly filled. The Inventory is now more

than two years old, and includes some eighty items in the areas of: attitudes, access and extent, measurement of subjective effects of drugs, differentiation of abusers, education and knowledge, and program-related evaluation.

Drug-Abuse Research Instrument Inventory
133 Mt. Auburn Street
Cambridge, Massachusetts 02138

CLEARING HOUSE SERVICE TO FACILITATE INTER-CHANGE OF PROFESSORS BETWEEN FRENCH AND AMERICAN UNIVERSITIES . . .

The Franco-American Commission for Educational Exchange (Fulbright Commission in France) is organizing a clearing house service to create direct teaching exchanges between French and American universities.

The purpose of this service is (1) to determine which French and American establishments of higher learning would be willing to exchange members of their teaching staff; (2) to put the interested department chairs of these institutions into direct contact, for prospective negotiations of individual professor exchange agreements; (3) to inform American university officials or individual American professors as to ways and means of reaching the best possible exchange contracts with French universities.

No limitation has been made with regard to academic disciplines or duration of appointments, although in the latter case, agreements covering one academic year or at least one semester seem generally to be preferable.

Write to:

Madame Claude Taudin
Clearing House Service
Franco-American Commission for Educational Change
9 rue Chardin
75 - Paris 16e
FRANCE

MIDWEST CONFERENCE FOR A RELEVANT SOCIAL SCIENCE

Meeting to be held at the Midland Hotel, 172 W. Adams, Chicago, Illinois; Friday - Sunday, February 23-25, 1973.

The purpose of the Conference is to consider alternate approaches to fundamental social issues. A wide range of disciplines and experiences will hopefully be drawn upon. The concern will be both with theoretical debate and with making available research and expertise to those working to improve the quality of life. There will be a general meeting followed by workshops: Social Science for Social Need; Role of Social Science in the Process of Social Change; Research on What? For Whom?

Panel discussions, workshops, and films are scheduled with a planning session for next year's Conference to be held on the afternoon of February 25.

Please get in touch with the coordinator if interested:

William A. Pelz
1237 W. North Shore Avenue
Chicago, Illinois 60626

CALL FOR AGING BOOKS

Any aging books or journals around that you can part with? More specifically, any books or journals on aging that you would be willing to donate to the library of a college whose endowment and income are too small to build their own collection?

The SPSSI Committee on Aging is initiating a program that will provide the libraries of selected colleges with these books and journals, while providing the donors with a tax deduction. At this point, the program is limited to books on adult development and aging appropriate for libraries of colleges or junior colleges. If it is successful in this one field, the program will probably be expanded.

The program works like this:

1. If you have books that you feel are appropriate, notify

DR. RICHARD A. KALISH
GRADUATE THEOLOGICAL UNION
2465 LeCONTE AVENUE
BERKELEY, CALIFORNIA 94709

Do not send books!!! Give the title, author, and date of publication of all books; give title, volume, and years of all journals. Indicate extent to which books are marked, scribbled in, etc.

2. The Committee will distribute your list to those colleges that have agreed to participate in the program. The college librarian will, in turn, check those materials he wishes to receive and return his list to Dr. Kalish.

3. You will then be notified as to which books the college wishes and whether the college will cover the costs of shipping (most do not).

4. You ship the books directly to the college, along with a letter listing the materials included.

5. The librarian will acknowledge receipt of the materials on a copy of the letter you have sent. This will serve for tax purposes. Neither the librarian nor the SPSSI Committee is in the position of indicating the value of the books for the IRS -- you will need to work that out with your tax man.

6. At that point, if you wish, you may write the librarian about other books and journals that you have on hand. However, the librarians are not interested in early editions of introductory texts, battered treasures from your junior year in college, or materials that are heavily underlined.

In the past, such collections have taken place without the active involvement of the recipient institution, which suddenly finds itself the owner of a random collection of books, many of which do not deserve cataloging because of physical condition or age. What the Committee will do is make certain that any book or journal sent is one that is needed.

The colleges participating in this program are primarily small institutions with very low endowments; many are denominational; many serve predominantly Black and predominantly rural populations. If you know of a college that might be interested in participating in the program, please contact their librarian and have the librarian write Dr. Kalish.

It is necessary at this time to restrict the topic to adult development and aging. However, the Committee hopes to have a report ready by next year that would suggest ways to expand the program to other fields. If you have any thoughts on this matter, let us know or write directly to Dr. Kalish.

THE JOHNS HOPKINS UNIVERSITY

announces a new training program in Public Psychology, the purpose of which is to provide intensive work-training experience in public affairs for students of psychology and other behavioral sciences. The core of the experience will be a one-year internship in one or more of several urban settings providing opportunities for applied work in areas such as political behavior (offices of the mayor and of the lieutenant governor), communications media (the public television system), design and utilization of space (an architectural firm), law enforcement and justice (city and state police, public defender's office, and the state court system), crisis intervention (a center in a new town), public education, housing and community development, population control (a family planning center), and transit and traffic. Interns will also participate in weekly seminars and colloquia at Johns Hopkins. Applicants must be candidates for the doctoral degree and have completed at least two years graduate work. The Program is supported by the National Institute of Mental Health. For further information write:

Dr. Stanley D. Imber, Director
Public Psychology Program
Department of Psychiatry and Behavioral Sciences
Johns Hopkins University School of Medicine
Baltimore, Maryland 21205

INTERESTED IN THE RIGHTS OF PERSONS

"LABELED MENTALLY DISABLED"?

WANTED: Communications from mental health workers, lawyers, legislators, "patients," and any others interested in organizing and/or participating in a national conference devoted strictly to the topic of "The rights of persons labeled mentally disabled."

PURPOSE: To focus the attention of professional groups and the general public on related issues in order to accelerate social change.

POSSIBLE TOPICS: The mental health worker as patient advocate; Patient's right to be informed regarding the limitations and dangers of treatment; The right to refuse treatment; Dehumanizing aspects of treatment; Legal issues and patients' rights; Paternalism, patient responsibility and involvement in their treatment; Involuntary commitments, Patients' rights to educational programs; The right to "adequate" treatment; Experimentation with patients, voluntary and non-voluntary; Legislation and patients' rights; Organizational strategy for setting up local and national committees to watchdog the rights of those labeled mentally disabled; etc.

TENTATIVE CONFERENCE SCHEDULE: Detroit, Michigan; five days; between November 1972 and May 1973. Send any ideas, criticisms, and indicate your permission to include your name, area(s) of interest, and role(s) in conference on a circulating mailing list to:

Thomas W. Herzberg, Ph.D.
Director, Psychological Education and Research
Northville State Hospital
41001 West Seven Mile Road
Northville, Michigan 48167

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SPSSI NEWSLETTER

THE SOCIETY FOR THE PSYCHOLOGICAL STUDY OF SOCIAL ISSUES

POST OFFICE BOX 1248 ANN ARBOR, MICHIGAN

NUMBER 132

NOVEMBER

1972

SOME REFLECTIONS OF A NEW PRESIDENT --- HAROLD M. PROSHANSKY

As a Division of the American Psychological Association, SPSSI began as and continues to be a unique organization. From its very beginning in 1936 it established as the nexus of its concern the application of behavioral science research to the major social dilemmas of modern man: war, poverty, intergroup prejudice, urban stress, industrial strife, and other problems. Implicit in this concern was the compelling assumption that science could not be value free; that in its desire to ameliorate the ills of modern society its systematic research endeavors would have political and social consequences as well as scientific ones. Lewin was right when he stated that research should be socially useful as well as theoretically meaningful, but this could only occur if the researchers involved conceptualized, organized, and directed their investigations with this end in mind.

It may well be asked as Bob Kahn did in his 1970-71 Presidential Message, whether SPSSI should go out of business since research on social issues has become both commonplace and--according to some--establishment oriented. Like Kahn, however, I believe that the study of social issues has become "neither obsolescent nor status serving." He points out that, "The continuing problem for SPSSI is to choose well among the shifting priorities for study and action." (SPSSI Newsletter, November 1970, #126). I will have a word to say at a later point about what I think at least one of these choices should be in 1972-73. But first I want to say a little more about SPSSI's uniqueness as an organization.

If its purpose is no longer unique then its means of implementing it still are. Thus, from its inception it opened its membership not just to psychologists but to behavioral scientists in other disciplines, and more importantly, to professionals or practitioners in education, social work, mental health, and other areas. It was interdisciplinary in its approach to major social problems long before such an approach was either fashionable or finally deemed as critical in the attack on these problems.

This, however, was by no means enough. Behavioral science research on complex social problems was scarce, it lacked a forum for discussion, and when it occurred reports of it were widely dispersed. A forum for discussion, and analysis was provided with the creation of the *Journal of Social Issues*. At a later point steps were taken to provide textbooks and research volumes for students, faculty, practitioners, and researchers concerned with social issues and their solution. The success of these publishing ventures insofar as their significance for and use by all of these groups is well known. Perhaps it should be noted in

passing that the various SPSSI members who served as consultants, editors, and authors and thereby made these volumes possible, did so (and continue to do so) without financial compensation. The extent of dedication and commitment on the part of these individuals and other SPSSI members may well be the most unique aspect of our organization.

The royalties and other income derived from SPSSI's various publishing ventures were used to further its commitment to the study of social issues and the basic social values inherent in this research orientation. Other special publications were financed, grants-in-aid were given to students and faculty for innovative research projects, individuals and groups whose academic freedoms were threatened were provided with counsel and financial aid, and in more recent years organizations of psychologists consisting of minority group members and other disenfranchised groups, were also assisted in this fashion.

Of course SPSSI's involvement and collaboration with these other groups of psychologists went far beyond the limited financial assistance it could give. Through its Council and Membership meetings as well as through its publications, it provided a forum for these groups to state and make known their views and positions on major questions concerning their status as disenfranchised groups. In some instances SPSSI served as a spokesman for some of these groups when communication with and influence of the APA was both necessary and meaningful. This brings us to what some regard as our organization's most unique role since its establishment: in its concern with major social problems, dilemmas, and injustices it has not only taken public positions but provoked the APA and at times other professional groups to become similarly involved and actively vocal about such matters. As someone else has said, "SPSSI has been the divisional social conscience of APA for these many years."

My comments were not meant to be a testimonial in support of membership in SPSSI. Clearly, as a professional-scientific organization SPSSI has had its failures as well as its successes. It too suffers to some degree from membership apathy, irksome red tape, some confusion of activities in relation to goals, as well as the now familiar problem of dwindling resources following a period of expansion. I have heard it variously described by members as "too radical", "not radical enough", "not sufficiently action oriented", "a bunch of do-gooders", and so on. No professional-scientific organization can be all things to all of its members. Nor can it expect to be free of problems or the need to modify its own activities and structure,

(continued on page 4)

LETTERS TO THE EDITORS:

Dear Editors:

I keep thinking of Lanny Beckman's letter in your April issue. It is an important document, for it literally and brilliantly expresses a mood that has become quite common among graduate students in many universities. It is important for faculty as well as for students, and indeed for the future of the academic enterprise, that this outlook be taken seriously and dispassionately discussed.

The present letter is too brief and off-the-cuff to pretend to be a contribution to such a discussion; I write mainly to stress the importance of the issues raised, and to applaud Mr. Beckman for his courage, and for the grace and force with which he conducts his argument; at the same time I want to express my dismay about his lack of political realism.

Mr. Beckman is eighty per-cent right, I think, in his castigation of the SPSSI enterprise as a specimen of the liberal approach to social problems. This casts no reflection on the depth of humanitarian commitment or on the intelligence of the many splendid people who built SPSSI and who now keep it going; it is only to say, with Mr. Beckman, that most liberals, even most radical liberals, are confined within conventional conceptual and institutional frameworks, and that it has become increasingly and depressingly clear in recent years, at least to myself, that the resiliency of our vicious economic system, which keeps spreading worse terrors over much of the rest of the world, is only enhanced as a result of liberal reform politics, even in their bolder varieties.

And in Mr. Beckman's generation this insight is shared much more widely than is the case in my own. Our generation has been thoroughly trained, after all, in the belief in democracy as the ultimate value and problem-solver of political life. Only the last decade or two has seen any amount of political education, mostly in spite of the system, that has brought home, and mainly to the young, the fraudulent nature of our political enterprise, which seeks to hide the nasty realities of economic exploitation and tyranny under the pretenses of electoral democracy and allegedly equal rights under the law.

Where Mr. Beckman, and many with him, are sadly mistaken, however, is in their belief that the right response to radical political insight is to remove oneself from positions of potential political influence. Morally I consider Mr. Beckman a true athlete, but politically he is a wishful thinker. Or possibly even an old-fashioned purist, akin to the oldline pacifists, who were more concerned with avoiding any contamination of overt complicity in acts of violence of their own, than with taking responsible part in the political enterprise of reducing as effectively as we can, and drawing on as much knowledge as is available, the total amount of that extreme evil that we call violence.

In my view the best remedy against bad psychology, or even corrupt psychology, is better psychology, or psychological work carried out with complete personal integrity as well as maximum political insight regarding the consequences of the various projects that one chooses to pursue. There is in psychology, as in every academic profession, an uphill battle on the part of those who have a humanitarian commitment, against conventional ways that are guided mainly by the powers that be and ultimately the pursestrings that

they hold. I hate to see excellent people like Mr. Beckman, and some of my own students as well, move in the direction of becoming dropouts. While such decisions may produce short-term moral satisfaction, within a political perspective this is a defeatist and ultimately, I would charge, an immoral attitude. I am not, mind you, accusing Mr. Beckman of being immoral, right after having praised him as a moral athlete; I do not know what he proposes to do with his life. That he chooses to forego the Ph.D. does not upset me at all. What I hope is that he will see his own investment in psychology and related disciplines as relevant and useful to his future efforts, inside or outside academia, toward developing and applying his own accumulated knowledge and wisdom toward the reduction of violence and suffering in the modern world. He will surely be more effective in these efforts if he keeps his lines of communication open with whomever, even those of us who still see a limited but yet very real merit in the work of SPSSI, he can still influence and, on occasion, join up with in common struggles for specific objectives.

While we are waiting for the revolution, or working for it, if we are, there are plenty of agonies in North America, not to speak of Southeast Asia, that call for any kind of relief that men of knowledge and humanitarian impulses can attempt to provide, or demand. Surely Mr. Beckman would not want us to stop saving those who are drowning on the ground that eventually we shall all be dead?

Sincerely yours,

Christian Bay
Department of Political Economy
University of Toronto
Toronto 7, Ontario, Canada

Dear Christian:

Thank you for the copy of your letter to SPSSI. I was especially glad that it came from you since I have detected in your writing, more so than in the others who contribute to JSI, an indignation which does not hide behind a pretext of liberal objectivity. I am interested in keeping the "lines of communication open." However, the disinterest among my ex-"teachers" in doing so is precisely the reason I have left the university. This is a problem which most young radicals have experienced. We have not been able to find teachers among our elders and so have had to turn to our contemporaries. I did not enter the university as a radical, but arrived at my present beliefs largely as a result of the spiritual/intellectual deadness of the academics I have encountered over the past 10 years.

Naturally, there was much I did not say in the letter to SPSSI. In part, the letter was an act of self-indulgence, releasing in somewhat overstated terms the venom which had accumulated over the years. It would have been easy to infer that I held attitudes of political purism and escapism, however, the actual conduct of my life does not, I feel, reflect such attitudes. (By the way, a slightly revised edition of my letter appeared in the Radical Therapist, Vol. II, No. 6, April 1972, and will be reprinted in their forthcoming paperback, Radical Therapist II, in Sept. 1972.) I have not dropped out politically; in fact, not even from the field of psychology. I have left the university because it was destructive of my talents and well-being. As I state in the expanded RT article, I be-

(continued on page 6)

REPORT TO THE MEMBERSHIP OF SPSSI, 1972 ---- JOHN P. KIRSCHT, SECRETARY-TREASURER

Let me remind you that SPSSI did suffer a setback this past year. In November 1971, the Central Office in Ann Arbor was destroyed by fire, with loss of records, back issues of journals, and some \$9-10,000 in equipment. The staff--Caroline Weichlein in particular--kept us in business and transcended the disaster with a remarkable comeback. SPSSI membership responded generously to a request for extra funds to offset the loss, contributing nearly \$5,000. The fire and its ramifications messed up the budget a bit, resulting in a total budget up from the previous year even though we planned it to be down. So much for phase II.

The 71-72 year marked an increase in discretionary spending (i.e., monies not committed to the journal and other publications, regular mailings and the Central Office) including reinstitution of grant-in-aid funds and greatly increased committee activity. We anticipate continued funding of G-I-A and about the same overall level of discretionary spending in the current fiscal year. A part of that represents a continuing series of diverse contributions such as the funds provided to assist a national Chicano social science organization, a committee on Native Americans, the Black Students Psychological Association, and the Rutherford Defense Fund.

A major part of SPSSI's activity comprises committee work. If you look back a few years, it is easy to see a marked growth in the number of committees. The roster of topics addressed reflect new emphases and involvement. To some extent, the establishment of a committee represents the routinization of problem areas sought out by, or brought to SPSSI. While the committee mechanism is not always successful or comprehensive, it does represent a way of responding to issues.

Relatively new activities are illustrated by the work of the Poverty Committee with its Congressional liaison, Committees on Police-Community Relations, Sex Discrimination in Psychology, Native Americans, and Drugs. A new committee to look at Academic Responsibility and renewal was set up at the recent Council meetings. The money (usually \$300) made available to each SPSSI Committee is especially necessary where a new group is starting to function.

PUBLICATIONS: Much of the money supporting SPSSI activities comes from publication. A new book is now available--McClintock's Experimental Social Psychology. Still in process are: the revision of Research Methods in Social Relations, Basic Studies in Social Psychology, a Handbook on Free Clinics, the Handbook of Evaluation Research, The Social Psychology of Social Issues and a reader on social issues. Richard Schmuck is the new Chair of the publications committee--a thankless and crucial job done for years by Hal Proshansky.

Several ideas for publications were discussed at the Council meetings, including the possibility of expanding journal issues into books, and publication of course syllabi and reading lists used in teaching various social issues courses.

MEETINGS: Last February, SPSSI Council met in New York, little known as a midwinter vacation spot. Included in the program were the Council business meeting, meetings of committees, and discussions with members. Some 50 SPSSI members attended. As a trial effort, the en-

riched midwinter meeting seemed quite successful and some variation of that arrangement will be tried again next February. The location is not settled but will probably be Ann Arbor or California where there are concentrations of SPSSI members.

CONSULTANTS: The roster of volunteer consultants has been in existence for a year. Thus far not much has happened. As you know, the roster includes names and topical interests of some 600 SPSSI volunteers, willing to assist groups and organizations. The roster has been sent to nearly 1000 agencies. A request for information and suggestions was recently sent to the people on the roster yielding many replies and helpful suggestions. The consensus seems to be that this effort needs publicity and local contacts, plus time for the service to become known. We have innovated but it has not yet diffused.

MEMBERSHIP: At the recent council meeting, approval of membership for 236 applicants was given. Over half of these are non-APA members, continuing a trend toward substantial membership outside APA. Offsetting the new members, some 225 names have been dropped from the rolls, principally for non-payment of dues. Our total membership is about 3000. Council approved a one-year trial membership at a reduced rate and descriptive material publicizing the Society will be sent to a large number of social scientists.

Following several discussions and a poll of the membership, SPSSI Council voted to discontinue nominations for APA Fellow Status through Division 9. Of those responding to the poll, two-thirds were in favor of discontinuing the nominations.

ELECTIONS: In the most recent election of officers, Bert Raven became the President-elect. Kenneth Clark, Marc Pilisuk, Jack Sawyer, June Tapp and Harry Triandis were elected to 2 year terms on Council. In that election, 1056 votes were cast. The issue of SPSSI elections needs some comment and discussion. There were complaints this year about the lack of representation of groups, especially women, on the ballot. Our election committee reported that only 310 votes were cast in the nomination procedure. While 4 women received enough votes for placement on the election ballot, three declined the nomination.

It strikes me as curious that some members express disgust about the election. Elections don't just happen; they follow a set of procedures. Those agreeing to a nomination appear on the ballot. In the past balloting, 6 or so of you could have nominated someone. But that means, perhaps, a bit of politicking. In small amounts, it won't contaminate. Even running actively for office would cause no permanent harm.

Each year, it seems the election committee wrestles with the problem of our electoral system on how to make it more workable and equitable. Our election committee this year suggested reworking the ballot forms to provide more information about the offices and to facilitate both nomination and voting. The point is that SPSSI officers do make decisions and represent the Society. Our procedures can be changed and suggestions on procedures are welcome. Council agreed to try out some ways of promoting student candidates for election to Council.

(continued on page 7)

REFLECTIONS OF A NEW PRESIDENT

(continued from page 1)

when, in fact, other institutional structures of which it is part, e.g. the behavioral science disciplines, the APA, the community, are also changing and being subjected to such pressures. For example, every few years with great reluctance the members of Council are forced to think of and sometimes recommend an increase in dues and journal rates as the struggle between increased prices and wages in the nation goes on.

Recommendations from SPSSI members, Council members, SPSSI Committees, and others as to what the organization should be doing and how it should change so as to be able to do it, come in at times at a fast and furious pace. However, in some if not many instances what is often ignored is that change not only takes detailed planning and consensus, but an existing structure and appropriate resources that make such change possible in the first place. To take but one example, Tom Pettigrew's suggestion when he was President of SPSSI in 1967 that the organization perform the role of "honest broker"--that is, serve as a communication link between behavioral scientists and the government--was a brilliant and timely one (SPSSI Newsletter, November 1967, #117). It was immediately seized on by SPSSI Council, some of the membership, and the Presidents who succeeded Tom in office. Yet for all of this it never really got off the ground.

Obviously, there were more than a few reasons why this happened, but at least one deserves special comment. To affect this new role for SPSSI required financial resources well beyond what our organization could manage or ever hope to manage. Perhaps what will surprise some readers is the fact that in 1965 SPSSI had only 1600 members. In 1970 the number of members rose to 3000 with evidence now indicating that membership growth has levelled off to roughly 3000. The point to be made is that in terms of its size, structure, and potential resources, there are some specific objectives and means for implementing them that SPSSI can never realize--at least in the foreseeable future. Of course Tom Pettigrew was well aware of the problem of finding adequate financial resources for setting up an "honest broker" office in Washington on a relatively permanent basis. He recommended collaboration in this endeavor with other groups--The SSSP in Sociology and The Society for Applied Anthropology--but this assumed a commonality of purposes, the financial wherewithall of these groups, and most importantly a history of previous collaboration with them that would permit the delicate details of groups sharing financial costs to be worked out. None of these assumptions turned out to be viable, as those of us who worked on the Honest Broker Committee soon found out.

Whatever difficulties confront SPSSI as an organization, the commitment of its membership to its objectives seems no less resolute today than it did in the past. Of course, members come and go and many who retain their membership do not actively participate for any number of reasons. But relatively speaking, many other members do actively participate. How else can one explain the ease with which new social issue committees are formed and become active, the willingness of others to write, edit, or serve as consultants for new SPSSI books, the very good turnout of members to the Midwinter Council Meetings held in New York last February, and finally, the ready response of SPSSI members in the past and present to serve as observers during community confrontations or as community consultants for groups in need of assistance.

As we noted earlier it was Bob Kahn who suggested that the problem for SPSSI is not whether it should continue in the business of investigating social issues, but rather the one of which issues it should give its greatest attention to. Like my predecessors, I would like to briefly mention one of my own very high priority items for the immediate future. Interestingly enough this is not a social issue outside the university but inside it, and it is the kind of issue that if given serious consideration will and should rock the boat.

If the function of SPSSI is to initiate, promote, and enhance systematic research on major social problems, then it must necessarily be very much concerned with how we train future generations of behavioral scientists for this purpose. Let me state my position directly and hope that it will lead others to action as well as discussion. The substance and organization of programs for training Ph.D.s in the behavioral sciences are obsolescent. They have failed to keep pace with the changing nature of our knowledge, the changing nature of our society, the need for new and different research roles in attacking complex social problems, and the sad lessons learned from previous attempts to achieve "scientific respectability" at the expense of problem definition and understanding. Some twenty-five years after World War II, the training approach in most Ph.D. programs is unidisciplinary, more interested in producing research technicians rather than analytic thinkers, and heavily weighted with the conception that the real world of complex human problems is not really amenable to scientific study except in the laboratory setting. Not only is there a single role model which pervades these programs--which we referred to elsewhere as the "experimental research-scientist model" but regardless of the nature of their talents, interests, and dispositions all students must eventually conform to this model.

Of course, changes in Ph.D. curriculum and program structures will be slow in coming if at all as long as the reward-structure for faculty and students are based on this model. But the matter goes beyond any single discipline and clearly involves the larger structure of the university itself in its emphasis on separate disciplines, commitments to "real science", and in its awareness of what pays off by way of prestige, status, and funding support.

The issue that I have raised falls under the aegis of the newly formed Committee on Academic Responsibility and Organizational Renewal being chaired by David Lewit. SPSSI members interested in the problems I have raised here should be in touch with Dr. Lewit, 69 Payson Road, Chestnut Hill, Massachusetts 02167.

THE APA COMMITTEE ON SCIENTIFIC AWARDS

is accepting nominations for its award program.

The Committee selects up to three persons as recipients of the Distinguished Scientific Contribution Award who, in their opinion, have made the most distinguished theoretical or empirical contributions to scientific psychology in recent years. A new award, the Distinguished Contribution for Applications in Psychology, has been authorized by the Board of Directors and will be given for the first time this year. This award will be presented to an individual who, in the Committee's opinion, has engaged in a program of research which is systematic and applied in character. Names and appropriate information should be forwarded prior to the April 1 deadline to: OFFICE OF SCIENTIFIC AFFAIRS, AMERICAN PSYCHOLOGICAL ASSOCIATION, 1200 Seventeenth St., NW, Washington, D. C. 20036.

1973 SPSSI PROGRAM

The APA Convention represents a unique opportunity to reach interested persons with the issues and programs of concern to SPSSI members. NOW is the time to make your plans and symposia suggestions for the APA Convention meeting August 27-31, 1973 in Montreal. The program deadline is February 15 so it is not too soon to think about developing and chairing a symposium. Among the best attended 1972 symposia were those dealing with:

- °°research on ethnic populations
- °°discrimination against women
- °°academic reform
- °°drugs and adolescents
- °°social change
- °°uses and misuses of tests

Not surprisingly, these social issues are still very much with us and along with other topics are welcome contributions for the Montreal program. Please let us know if you are planning to organize a symposium. Let us know also if you think you might contribute to the program in other ways. Three SPSSI committees (Drug Abuse, Poverty, and Socialization and the Law) met during the 1972 Convention. If there are other SPSSI committees who would like to make this sort of contribution to the program, let us know that as well.

As this is the first APA Convention held outside the United States, we would like to make every effort to include Canadian perspectives in our program, both in the selection of social issues considered and of participants included. For instance, suggestions for a Canadian concerned with social issues to give the invited address are most welcome. SPSSI Council has urged that symposia reporting research or social action programs with under-represented populations (Black, Chicanos, Native Americans, Women, etc.) include members of such populations either as participants or discussants and the Program Chair stands ready to assist symposium organizers in soliciting such participation.

Correspondence concerning any aspect of the program should be sent to the 1973 SPSSI Program Chair:

CLARA MAYO
DEPARTMENT OF PSYCHOLOGY
64 CUMMINGTON STREET
BOSTON UNIVERSITY
BOSTON, MASSACHUSETTS 02215

THE BLACK STUDENTS PSYCHOLOGICAL ASSOCIATION

requests the cooperation of the SPSSI membership and other social scientists in the following items concerned with BSPA work in prison projects---

- °°°Send to the BSPA office (1200 17th St., NW, Washington, D.C. 20036) (for informational purposes) copies of proposals and programs for, and studies on, prisons where black prisoners are involved.
- °°°Invite comment from BSPA, Association of Black Psychologists, and Association of Black Social Workers prior to submission and subsequent to the conclusion of such investigations.
- °°°Include black professionals and paraprofessionals in the development of carrying out research, programs, etc., related to black prisoners.
- °°°Consult and involve incarcerated residents or ex-incarcerated residents when developing programs, research studies, etc., directly related to black prisoners.

NEWS RELEASE CONCERNING
AMERICAN INTERVENTION IN INDO-CHINA

News Release, August 31, 1972
Society for the Psychological Study of Social Issues

The Council of the Society for the Psychological Study of Social Issues wishes to express its strong opposition to the prolonged American intervention in Indo-China. The war continues with devastating costs in life and material resources. This war has seriously affected problems with which SPSSI is concerned:

- Large scale killing and destruction of food production areas
- The abusive use of drugs
- The usurpation of funds needed to combat domestic poverty
- Retarding the development of needed urban services for disadvantaged minority groups
- The alienation and disaffection of young people

SPSSI condemns the continuation of this war and calls for immediate termination of American involvement. We call for the

- Immediate termination of U. S. bombing of Indo-China
- Immediate withdrawal of all U. S. forces from Indo-China
- Immediate termination of U. S. military, economic, and political support for the Thieu regime.

--- QUIZ ---

- Are you disturbed by games professors play? _____
- Have academic social scientists wandered too far down paths of scientific purism and fashionable topics? _____
- Have your colleagues lost sight of vital contemporary social problems? _____
- Have clinical psychologists learned to serve agencies first? _____
- Has organizational psychology passed by default to business schools and commercial interests? _____
- Does academic psychology serve professors at the expense of students and other citizens? _____
- Do you indoctrinate your graduate students? _____
- Are socially concerned psychologists isolated or edged out of your department? _____
- Have department politics made you a hypocrite? _____
- Are reforms stalled by abuses of power within your department? _____
- Can you write some more questions along these lines? _____
- Could you formulate some answers? _____

If most of your answers are "yes," then join SPSSI's new Committee on Academic Responsibility and Organizational Renewal! Your input is needed. Your project suggestions are needed.

Write David Lewit (Chr.), 69 Payson Road, Chestnut Hill, Massachusetts 02167. Or phone (617) 731-8894 collect.
NOW.

Letters to the Editor (continued from page 2)

lieve it is valid for social scientists to remain at the university and to work for radical change there. This would incur the almost 100% risk of being fired, however. There are, unfortunately, few academics with the guts to take the risk. While the "movement" drew its initial organizational energy from university radicals, I feel that political work on campuses is reaching a point of diminishing returns, and I personally feel more comfortable and productive working outside the academic context. But, dropping out of the university is not tantamount to dropping out politically.

The torment I experienced in trying to maneuver through the senseless requirements of the Ph.D. program resulted in my being hospitalized in 1970 as a "mental patient." In January of 1971 I was involved in founding the Mental Patients Association, a non-professional, self-governing group of patients and ex-patients. In the short time since its inception, MPA has grown at an incredible pace. We currently operate three residential centers (one a farm near Vancouver) and a drop-in/crisis center. It is somewhat ironic that after so many years as a student of psychology I should wind up working in the field, not as a psychologist (traditionally defined), but as an ex-patient. MPA exists not because of a "lack of political realism" but because of political insight. There are 500 members of the group. We are engaged in activity which is unprecedented in the barbaric field of "mental health." Within the past year, numerous other mental patients liberation groups have sprung up, mainly in the States. Much of the initiative has come from those of us who have dropped out of psychology and related fields. When I said that the best students are leaving the field, I really meant we are re-defining it, or trying to.

The ideology proffered in the social sciences (including SPSSI) is reactionary and unfortunately is expressed in the practice of countless institutions. It is the task of those who are politically aware to struggle against the ideology and practice. Keeping the lines of communication open does not mean bending over backwards to applaud the speck of "humanitarianism" of groups like SPSSI. If by "political realism" you are referring to the activities of SPSSI, I want no part of it. If, as you say, the economic system is "vicious," we should be trying not to humanize it but to replace it.

I have experienced its viciousness profoundly. I have lived in mental hospitals with other patients. In the past year, six people I have known have committed suicide. I have experienced and seen the pain, the poverty, the daily oppression with which most people live and die. I have also seen the lives of my professors, their defeatist indifference and complacency. They too are profoundly disturbed, but they have resigned themselves to their fate of teaching the same irrelevant bullshit year after year, to their alcoholism, to their tenured security. They have capitulated and can offer neither intellectual nor moral guidance. In this they are no different from most people, but most people make no pretense of having something to teach.

The university's primary task is to indoctrinate illusion. Happily, it is increasingly failing. More and more students are becoming disillusioned (how did such a positive word ever come to have such a negative connotation?). SPSSI is not contributing to the disillusionment. It has too much invested in making this system work. How much more satisfying it is for me to

be out and to be able to tell the truth in all of its exaggerated and sloppy forms.

I am writing this letter amid the manic confusion at MPA and I fear it is wandering badly. There is one further point I want to return to and that is the lack I personally feel at having been deprived of teachers. Most people in the radical left suffer grave intellectual shortcomings. I strongly believe in the necessity of rigorous intellectual understanding guiding political action. I also believe that institutions are necessary where learning and teaching occur as activities inseparable from political action. This function falls naturally to the university which has failed entirely to include political education in its curriculum. So we learn among our peers in relatively unstructured settings. MPA has a research committee which is reading, discussing and attempting to educate concerning the brutality in the mental health field. I do not feel that I have stopped "saving those who are drowning on the ground that eventually we shall all be dead." However, I do feel that most academicians are already dead; I am not sure what sort of magical alchemy will be required to wake them up, but it certainly is not the sort being purveyed by SPSSI.

Lanny Beckman
Mental Patients Association
Vancouver, British Columbia

THE PHILOSOPHY DEPARTMENT OF TUSKEGEE INSTITUTE will hold a conference on Philosophy and Black Experience, April 5-7, 1973. Papers are sought in the following general subject areas:

- I. Race and Racism
- II. The Slavery Experience in the Americas--Social and Ethical Implications, Then and Now
- III. Reparations
- IV. The Elements of Black Experience
- V. The Role of the Black Intellectual in Interpreting Black Experience

More detailed topic suggestions are available, and papers from the perspective of disciplines other than Philosophy are welcomed. The Conference is funded by the National Endowment for the Humanities and financial support is available to those presenting papers and their commentators. Please write to:

J. Brooke Hamilton
Head, Department of Philosophy
Tuskegee Institute
Tuskegee Institute, Alabama 36088

CIRCLE FEBRUARY 9, 10, AND 11 ON YOUR CALENDAR

The SPSSI MIDWINTER COUNCIL MEETING will be held at the Institute for Social Research in ANN ARBOR on February 9, 10, and 11. The COUNCIL will meet on February 9 and 11 with SPSSI members invited to attend as observers. SPSSI INTEREST COMMITTEES will hold special meetings on February 10 with SPSSI members invited to attend the group or groups in which they have the greatest interest.

You will receive a detailed program announcement prior to the meetings but please CIRCLE THE DATES, FEBRUARY 9, 10, and 11, 1973 on your calendar NOW. Here is your chance to meet with SPSSI's representatives and contribute to the work of the committees.

SPSSI MEMBERSHIP REPORT (continued from page 3)

PEOPLE: In recognition of 10 years of service to SPSSI, the Society presented Caroline Weichlein with an inscribed memento at the Annual Business Meeting. Warm words expressed the thanks of the organization for Caroline's ineffable contributions.

In a timely contribution, Dr. Judith Rosenblith presented SPSSI with a financial donation to continue the Gordon Allport Intergroup Relations Prize for two years. This would have been the last year of the award from the original contribution by B'nai B'rith. The Society wishes to make public thanks for Dr. Rosenblith's generosity.

DUES: I didn't save the best till last and hesitate to bring up the subject of dues. As a fiscal conservative, I believe in careful spending, but see problems in the budget and dues structure. The budget problem is a long range one of increasing costs and declining income from publications. Since 1969, we have had a separation of member dues and subscription to the JSI. SPSSI Council concurred in a revision in the dues structure and the new dues schedule was approved at the Honolulu business meeting:

1. While present dues are indirectly and very modestly graduated by means of a step increase after 5 years, SPSSI Council is recommending directly graduated dues reflecting member income. We (i.e., Council) proposed a range of dues from \$7-25 corresponding to 9 categories of member income. There will be (1) no special categories; (2) a hardship clause; (3) joint membership and (4) a trial membership for one year at \$7.

2. These new dues include a subscription to the JSI in order to simplify bookkeeping and remove confusion from the dues statement (about 75% of the members elected the journal with the present system).

3. The net effect projected is a modest increase in income with a greater average contribution that would help cover the gap between contribution and cost. An increase now would help anticipate and flatten out past swings of bullish and bearish periods (caused primarily by inflation, rising costs, and shifts in activities).

So, based on a fairer method of charging dues, relief from the Excedrin size headache of double lists, and the need for some additional income, Council and the membership approved the proposed dues structure. Your dues statement will reflect the change and some explanatory material will be sent with the statement. We welcome (would you believe read?) comments, suggestions, or diatribes on this or any other Society matter.

AN INVENTORY OF DRUG-ABUSE RESEARCH INSTRUMENTS

(similar to the Research Reference Files in Alcoholism maintained by Ralph Connor, Eastern Washington State College, Cheney, Washington) has been formed. Those using such instruments are invited to submit a copy of them, as well as pertinent bibliographies and citations of relevant references (articles, reports, and books), for notice in the Inventory. The Inventory serves as an archival source for the collection, storage, duplication and issuance of pertinent research instruments and related material (e.g., bibliographies) to aid in drug-abuse research and in the development of more such instruments. A copy of the Inventory will be sent to those who do submit such material. Others will be sent a copy of the Inventory upon written or telephoned request. Requests for instruments contained in the Inventory will be promptly filled. The Inventory is now more

than two years old, and includes some eighty items in the areas of: attitudes, access and extent, measurement of subjective effects of drugs, differentiation of users, education and knowledge, and program-related evaluation.

Drug-Abuse Research Instrument Inventory
133 Mt. Auburn Street
Cambridge, Massachusetts 02138

CLEARING HOUSE SERVICE TO FACILITATE INTERCHANGE OF PROFESSORS BETWEEN FRENCH AND AMERICAN UNIVERSITIES . . .

The Franco-American Commission for Educational Exchange (Fulbright Commission in France) is organizing a clearing house service to create direct teaching exchanges between French and American universities.

The purpose of this service is (1) to determine which French and American establishments of higher learning would be willing to exchange members of their teaching staff; (2) to put the interested department chairs of these institutions into direct contact, for prospective negotiations of individual professor exchange agreements; (3) to inform American university officials or individual American professors as to ways and means of reaching the best possible exchange contracts with French universities.

No limitation has been made with regard to academic disciplines or duration of appointments, although in the latter case, agreements covering one academic year or at least one semester seem generally to be preferable.

Write to:

Madame Claude Taudin
Clearing House Service
Franco-American Commission for Educational Change
9 rue Chardin
75 - Paris 16e
FRANCE

MIDWEST CONFERENCE FOR A RELEVANT SOCIAL SCIENCE

Meeting to be held at the Midland Hotel, 172 W. Adams, Chicago, Illinois; Friday - Sunday, February 23-25, 1973.

The purpose of the Conference is to consider alternate approaches to fundamental social issues. A wide range of disciplines and experiences will hopefully be drawn upon. The concern will be both with theoretical debate and with making available research and expertise to those working to improve the quality of life. There will be a general meeting followed by workshops: Social Science for Social Need; Role of Social Science in the Process of Social Change; Research on What? For Whom?

Panel discussions, workshops, and films are scheduled with a planning session for next year's Conference to be held on the afternoon of February 25.

Please get in touch with the coordinator if interested:

William A. Pelz
1237 W. North Shore Avenue
Chicago, Illinois 60626

CALL FOR AGING BOOKS

Any aging books or journals around that you can part with? More specifically, any books or journals on aging that you would be willing to donate to the library of a college whose endowment and income are too small to build their own collection?

The SPSSI Committee on Aging is initiating a program that will provide the libraries of selected colleges with these books and journals, while providing the donors with a tax deduction. At this point, the program is limited to books on adult development and aging appropriate for libraries of colleges or junior colleges. If it is successful in this one field, the program will probably be expanded.

The program works like this:

1. If you have books that you feel are appropriate, notify

DR. RICHARD A. KALISH
GRADUATE THEOLOGICAL UNION
2465 LeCONTE AVENUE
BERKELEY, CALIFORNIA 94709

Do not send books!!! Give the title, author, and date of publication of all books; give title, volume, and years of all journals. Indicate extent to which books are marked, scribbled in, etc.

2. The Committee will distribute your list to those colleges that have agreed to participate in the program. The college librarian will, in turn, check those materials he wishes to receive and return his list to Dr. Kalish.

3. You will then be notified as to which books the college wishes and whether the college will cover the costs of shipping (most do not).

4. You ship the books directly to the college, along with a letter listing the materials included.

5. The librarian will acknowledge receipt of the materials on a copy of the letter you have sent. This will serve for tax purposes. Neither the librarian nor the SPSSI Committee is in the position of indicating the value of the books for the IRS -- you will need to work that out with your tax man.

6. At that point, if you wish, you may write the librarian about other books and journals that you have on hand. However, the librarians are not interested in early editions of introductory texts, battered treasures from your junior year in college, or materials that are heavily underlined.

In the past, such collections have taken place without the active involvement of the recipient institution, which suddenly finds itself the owner of a random collection of books, many of which do not deserve cataloguing because of physical condition or age. What the Committee will do is make certain that any book or journal sent is one that is needed.

The colleges participating in this program are primarily small institutions with very low endowments; many are denominational; many serve predominantly Black and predominantly rural populations. If you know of a college that might be interested in participating in the program, please contact their librarian and have the librarian write Dr. Kalish.

It is necessary at this time to restrict the topic to adult development and aging. However, the Committee hopes to have a report ready by next year that would suggest ways to expand the program to other fields. If you have any thoughts on this matter, let us know or write directly to Dr. Kalish.

THE JOHNS HOPKINS UNIVERSITY

announces a new training program in Public Psychology, the purpose of which is to provide intensive work-training experience in public affairs for students of psychology and other behavioral sciences. The core of the experience will be a one-year internship in one or more of several urban settings providing opportunities for applied work in areas such as political behavior (offices of the mayor and of the lieutenant governor), communications media (the public television system), design and utilization of space (an architectural firm), law enforcement and justice (city and state police, public defender's office, and the state court system), crisis intervention (a center in a new town), public education, housing and community development, population control (a family planning center), and transit and traffic. Interns will also participate in weekly seminars and colloquia at Johns Hopkins. Applicants must be candidates for the doctoral degree and have completed at least two years graduate work. The Program is supported by the National Institute of Mental Health. For further information write:

Dr. Stanley D. Imber, Director
Public Psychology Program
Department of Psychiatry and Behavioral Sciences
Johns Hopkins University School of Medicine
Baltimore, Maryland 21205

INTERESTED IN THE RIGHTS OF PERSONS

"LABELED MENTALLY DISABLED"?

WANTED: Communications from mental health workers, lawyers, legislators, "patients," and any others interested in organizing and/or participating in a national conference devoted strictly to the topic of "The rights of persons labeled mentally disabled."

PURPOSE: To focus the attention of professional groups and the general public on related issues in order to accelerate social change.

POSSIBLE TOPICS: The mental health worker as patient advocate; Patient's right to be informed regarding the limitations and dangers of treatment; The right to refuse treatment; Dehumanizing aspects of treatment; Legal issues and patients' rights; Paternalism, patient responsibility and involvement in their treatment; Involuntary commitments, Patients' rights to educational programs; The right to "adequate" treatment; Experimentation with patients, voluntary and non-voluntary; Legislation and patients' rights; Organizational strategy for setting up local and national committees to watchdog the rights of those labeled mentally disabled; etc.

TENTATIVE CONFERENCE SCHEDULE: Detroit, Michigan; five days; between November 1972 and May 1973. Send any ideas, criticisms, and indicate your permission to include your name, area(s) of interest, and role(s) in conference on a circulating mailing list to:

Thomas W. Herzberg, Ph.D.
Director, Psychological Education and Research
Northville State Hospital
41001 West Seven Mile Road
Northville, Michigan 48167

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SPSSI NEWSLETTER

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1972

HIGHLIGHTS OF THE SPSSI MIDWINTER COUNCIL MEETING

SPSSI's first expanded Midwinter meeting was a modest effort but a very successful one. Approximately fifty members in the New York area (one attended from St. Louis), took advantage of the opportunity to attend the several meetings of the various committees and the Council. The informal cocktail and dinner hour on Friday night for Council and SPSSI members was well attended--the food and drink was excellent as was the conversation. The Council appreciates the cooperation of the Graduate Center of the City University of New York in making the arrangements possible.

Almost all of the committees reported to the Council with enthusiasm and seemed anxious to get out and get to work on plans and projects which had been developed during their committee meetings. Some of the committees reported unusual format but good results. The Drug Committee was comprised of the chair and several extremely interested CUNY graduate students which resulted in a stimulating seminar; the Committee on Aging had only two present (the chair and one member) but came up with innovative suggestions for committee activity. It was the consensus of Council that a similar meeting should be planned for next year, probably in Ann Arbor. It isn't possible financially at this time to plan simultaneous regional meetings; the best possibility is to hold the expanded midwinter meetings in different areas in an effort to involve as many SPSSI members as possible.

Committee reports and Council action on the reports can be found on page 3 of this Newsletter. Other highlights:

***An *ad hoc* committee was appointed to explore concrete ways in which representation of underrepresented groups could be insured on APA committees and the APA Council of Representatives.

***Mitch Dorson of Common Cause talked generally to the Council about the organization and its objectives. Common Cause will explicitly define its needs and requests which could be handled by SPSSI. An *ad hoc* committee (David Gray, Richard Schmuck, Edgar Epps and Oliver Moles) was appointed to respond to the Common Cause needs. The greatest urgency is for research assistance in such areas as school busing as it relates to equal educational opportunity, school integration, criminal justice (prison reform), gun control, halfway houses, and how to contend with a hostile Congress or public.

***Council requested that a committee of psychologists who have had experience in the areas of scatter site housing and conflict resolution be appointed to bring together information for dissemination to selected audiences (Congressmen, community groups working in this

area, etc.), for future impact on scatter site housing. A request for information was made to the Council in connection with the scatter site housing planned for Forest Hills in New York--if possible, information will be gathered in time to be of use in this instance.

***A motion was passed (with two negative votes) "that priorities in grants-in-aid be given to those studies which have made a conscientious effort to involve members of the target population in deciding the appropriateness of the questions asked and the methods to be used." This motion is in keeping with the report of the SPSSI Committee on Social Responsibility.

***Richard Kalish was encouraged to proceed with a project seeking copies of unused journals to be donated to appropriate institutions. It was recommended that this project start in a limited way with enlargement and continuation depending on initial experience.

***The Council accepted with regret the resignation of Harold M. Proshansky as Chair of the Publications Committee, and expressed their appreciation of his long and effective service in this role. The Council was pleased to learn that Richard Schmuck has accepted the appointment as the new Chair for this important SPSSI committee.

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FINANCIAL HELP IS NEEDED BY

THE BLACK STUDENTS PSYCHOLOGICAL ASSOCIATION

to fund their National Convention scheduled for June 14-17, Bronx Campus, New York University. The Convention last year in Atlanta was designed for the task of collecting information from the Atlanta community to support development of a program and curriculum outline for a proposed educational facility to train paraprofessionals in psychology, and psychologists at all degree levels, at the Atlanta University Center complex. The Convention was a clear success with the resulting reports being used for further development of the project.

SPSSI has supported BSPA as much as the Society's limited financial resources has allowed; the Council has unanimously applauded the efforts and achievements of these young people. SPSSI believes your financial contribution will be put to good use--please make checks payable to BSPA (Black Students Psychological Association) and send to:

BSPA - National Convention
c/o Brother Nixon (Nwanca)
P.O. Box 305, Adelphi Station
Brooklyn, New York 11238

LETTERS TO THE EDITOR

Dear Editors:

The Dallas Society of Clinical Psychologists has involved itself in an interesting project during the Dallas continuing school desegregation crisis, and I wanted to inform SPSSI about the project and also to ask for information on similar projects around the country.

Before the final judgment on our current desegregation suit had been handed down, the Dallas Society of Clinical Psychologists wrote to the Superintendent of schools and the President of the School Board offering our voluntary services. We subsequently have obtained commitments from approximately 30 of the 50 members, all Ph.D. level clinical psychologists, for two hours per week of work somewhere in the school system. We pointed out, as best we could, our limitations in the area of education and race relations, and attempted to spell out a number of roles which we felt we could play which might be helpful to the schools and the community (for example, leaders of community, teacher or principal groups, work with inter-racial student groups, consultants on research projects having to do with integration or bussing, etc.). The School Board and Administration accepted our offer in the late summer, and since then, has circulated a notice of our availability and of our potential functions to school principals around the city. It is now up to the principals' initiative to contact the school administration to request our services.

Our preliminary plan has been to send two psychologists to each requesting school and to have them work out with the principal the format and the content of the consulting relationship. I am sure these will vary a great deal from school to school, but there is yet no compilation of the roles which different teams are developing.

We feel that this is an opportunity for the clinical psychologists in Dallas to offer a useful service to the community and, perhaps more importantly, a chance for us all to learn about issues involved in school desegregation.

I wondered if any of the psychology groups in the country have done or are doing anything similar to this. If so, we would very much appreciate the opportunity to read any of their materials and to be in contact with them.

Robert A. Brown, Ph.D.
The University of Texas
Medical School at Dallas
2600 Stemmons Freeway,
Suite 202
Dallas, Texas 75207

Dear Editors:

During 1970-71 the Committee on the Profession of the Eastern Sociological Society called attention to violations of academic freedom in institutions of higher education. Faculty members are being fired, denied tenure and promotion for reasons other than that of academic incompetence and non-performance as set forth in the AAUP's 1940 Statement on Academic Freedom and Tenure. In many instances overt and covert political reasons enter into the hiring and retention of faculty members over and above considerations of competence and performance. Where this is the case the situation is more aptly described as one of institutional repression. Examples of institutional repression minimally cover the following: penalization of would-be educational reformers, of persons who exercise their right to free speech, of persons who practice a "deviant" life style.

In 1971-72 the Committee on the Profession has undertaken the task of drawing up and ultimately implementing new and meaningful guidelines for the protection of individual rights in institutions of higher education. It is seeking to collect information on cases violating academic freedom and compile instances of institutional repression in order to accomplish these ends. Anyone

knowing of such cases and/or anyone who is the object of such actions should contact the Committee on the Profession. All information will be held in strictest confidence according to the desires of the parties involved. All communications should be sent to: Eastern Sociological Society, Committee on the Profession, c/o Secretary, Department of Sociology, Fairleigh Dickinson University, Teaneck, New Jersey 07666.

Dear SPSSI:

In view of the Republican National Convention due in San Diego next August, our Peace Operations Center has taken on as a timely project the framing of a peace plank. We feel that because of our proximity to the convention, we will be in the best position to personally present to the delegates a peoples' peace plank composed of morally urgent resolutions.

Most local peace groups and community service groups are coordinating their convention activities. However, we would also like help on the national level in order that our project may have a more forceful impact on the two major parties. We would greatly appreciate any suggestions you might have as to the contents of such a plank.

Tentatively according to inspiration, finances, and manpower, we propose to:

1. Announce the project locally, nationally and internationally to peace activists and organizations as well as to appropriate legislative, governmental and political groups.

2. Encourage sister projects, especially in Miami around the Democratic National Convention, and input to us by selected individuals and groups.

3. Send representatives to the Congressional district party platform conferences and the states party platform conferences and conventions.

4. Conduct public hearings on the peace plank in San Diego.

5. Present the plank to the appropriate groups, communications media, etc.

Our primary hope is that by demonstrating to the war-sickened youth that people of all ages are actively seeking to promote international brotherhood through a reversal of current nationalistic and militaristic trends we might ease their frustration and facilitate peaceful means of democratic decision-making.

In peace,
San Diego Peace Operations Center
210 South Euclid Avenue
San Diego, California 92114

Dear Editors:

I am writing to cancel my membership and journal subscription. This is concurrent with my decision to drop out of psychology. It has taken me a long time and a lot of hard work to become a drop-out, but looking back, I feel that it's all been worth it. The decision to quit was not an easy one; I too like the security and fat salary that goes along with having a Ph.D., but there comes a time when you must say no to the bullshit.

I ask you not to dismiss this too easily. I've been around the field for quite a while--six years as a graduate student--and have a pretty good understanding of what constitutes academic psychology. I've received consistently high marks and all of the (misguided) praise that they engender. I have read hundreds of mainstream psychological journals and texts, have passed my doctoral comprehensives, written the first draft of my dissertation and have only a couple of months to complete all requirements. I do not view my decision to quit as either fanatical or foolhardy, but as the first sensible and honest action I've taken since entering the

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REPORTS AND NOTES FROM SPSSI COMMITTEES

ACADEMIC REFORM

The SPSSI Committee for Academic Reform met from February 11 to 13 in New York City and Stony Brook, New York. Among decisions made at the first series of meetings were (1) to make a survey of innovations in the teaching of psychology; (2) to serve as a clearinghouse for information on the consequences of attempted innovations, including degrees of success achieved educationally and infringements of academic freedom (harrassment and sanctions against) innovators; (3) to become part of an informal human support network for those trying to bring about humanistic change in higher education.

Anyone with information relevant to the first item should write to Richard A. Graham, ACTION, Washington, D. C. 20525.

For exchanges of information on the political consequences of innovation, write to Charles Brownfield, 57 Cedar Street, Stony Brook, N. Y. 11790.

Anyone wishing to participate in activities of the Committee or have an informal working relationship with the committee is invited to write to David M. Gray, 221 East Gowen Avenue, Philadelphia, Pa. 19119.

EDUCATIONAL OPPORTUNITY

Albert H. Yee has been appointed Chair of the Committee on Educational Opportunity and invites interested members to suggest issues and activities for the Committee's consideration and indicate their willingness to participate. Address: Box 50, Educ. Bldg., University of Wisconsin, Madison, Wisconsin 53706.

INTERNATIONAL RELATIONS COMMITTEE

The International Relations Committee of SPSSI has for several years focused attention on the area of international relations, conflict resolution and management, the utilization of social science by policy-makers and other actors to move toward constructive conflict and social change. In this connection, the Committee has sought out as a development of dialogue with UNITAR (United Nations Training and Research) and ACDA (Arms Control and Disarmament Agency) personnel. Currently, we are engaged with the latter agency in beginning to evaluate social science contributions. SPSSI members who feel they may be interested in contributing to the activities of this committee should write for copies of minutes of recent meetings. Please send along copies of your vitae and note the kinds of contributions in this area which you feel you would be interested in and have time to make. Thomas W. Milburn, Chair, Mershon Professor of Psychology and Public Policy, Ohio State University, 199 W. 10th Street, Columbus, Ohio 43201.

NATIVE AMERICAN SOCIAL ACTION

For a number of years non-Indians have appeared to view the American Indian as both a folk hero and one of the deprived segments of this country's composite of minority cultures. As a folk hero the Indian represents that vestige of early America that many are wont to preserve

in museums, anthologies and living rooms. Here Indian folk lore, artifacts, feathers, bead and quill work, art and the like serve as reminders of the so-called glorious romantic era of early Americana. Many will point with pride at the legacies the first Americans have contributed to this country, and their private collections, without understanding the insidious implication of their behavior. Again there are many who are prone at continuing to perpetuate the image of the noble redman at peace with himself and nature just as it was in the past. For them, the Indian will always be uncivilized and they would prefer it to stay that way--a folk hero living in the twentieth century.

Then there are those who recognize that the Indian has similar difficulties as other ethnic minorities--poverty, low standards of education, economic depravity, etc. And because of this they lump the Indian in with every other deprived culture. While there is recognition of the "condition" it is usually associated with being physically remote from themselves. It is not uncommon, for example, to hear someone from the eastern shore of the United States express sympathy and concern for the "Indians out west," not realizing that approximately 14 percent of the total Indian population resides in the northeastern area and that the Indian conditions there are similar to those on the prairie and the desert. In talking with such persons it soon becomes evident that they feel one of the things they can do is to promote the adoption of orphaned Indian children or send discarded clothing to an Indian family. Beyond that, their level of commitment borders on ignorance of Indian culture and lack of awareness of Indian activism today. Their position is not unlike that of the person who holds up an Indian painting with pride and dignity.

Imagine if the situation were reversed, and Indians across the country begin digging up and saving for posterity and public viewing non-Indian artifacts. On a large scale basis Indians would adopt non-Indian children or send clothing to a needy non-Indian family because of their destitute situation.

Finally there remains the social scientist who in a unique way symbolizes a synthesis of both positions, particularly the one who has conducted vast amounts of research on the American Indian. They are typical of those who point with pride at their collection of artifacts, talk about their work with the Indians (often referring to them as "my children"), and discuss openly how much they know about Indian ethos. On this, the sad part is that they can talk with some authority for they are the ones who have coined the terms acculturation and assimilation--have subjected Indians to a multitude of personality instruments, intelligence tests and attitude scales--have interpreted Indian culture in the light of psychoanalysis or some other lucid theory of personality and unfortunately made many Indian people examine themselves in a way that they could never be. It is not uncommon for Indian youth to read about their tribal history and culture in a text written or edited by a non-Indian and end up believing it and sadly passing it along as truths. Recent research by Indian organizations has discounted the validity of a vast number of such texts and in time this may well change. Again, many social scientists have perpetuated stereotypes and images of the Native American that are in a word atrocious--to wit, "The Warrior Dropout . . .," "Savage Hunter," etc. And with esoteric clarity they delineate the

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SPSSI COMMITTEES (continued from page 3)

criteria for the adoption of non-Indian values or the process of becoming a non-Indian by developing and seemingly perfecting acculturation indices and scales to assess changes in an Indian's value system. Yet few, if any, non-Indian social scientists understand the essence of any Indian culture. Despite these harsh criticisms, the research continues and the interpretations become more inaccurate. Certain Indian groups are resisting the "volunteer syndrome," but not enough to effect a change in the non-Indian's research objectives.

Naturally these criticisms do not apply to all social scientists involved in Indian research, or citizens involved in aiding the orphaned child. Many of these individuals are very sensitive to Indian cultures and are very concerned with the Indian from an Indian perspective. There have been a small number of research studies that have been accurate, authenticated, and portray the conditions and the culture as they are in fact--and more importantly, the Indian people in many instances, have welcomed the results and have put them to practical use.

The SPSSI Committee on Native American Social Action is not so concerned with the latter as it is with the former. For a number of years certain committee members have become extremely annoyed at the attitudinal position of certain social scientists, particularly sociologists and psychologists, toward the Native American today. In a word, the position borders on ignorance and a lack of concern.

Since the spring of 1971 the committee has been attempting to provide its members and other interested social scientists with a status report of Indian affairs. In January, 1972 the committee released a 50 page document listing Indian organizations, scholarship programs, reference materials, etc., plus a state, county and town Indian demographic index pertinent to the committee member's resident state. In certain instances, recommendations were made to particular departmental chairpersons who were interested in offering graduate opportunities for Indian students in sociology and psychology. More importantly, though, the committee in attempting to awaken and alert these "aloof" social scientists to the point that the Indian is not purely an occidental phenomenon--that the Indian resides in every state in the union and conditions there are not unlike those in Oklahoma, South Dakota, New Mexico, etc., despite the variation in population distribution.

The committee will continue to provide any available information concerning the socio-economic status of the Indian, particularly to the committee members, but not necessarily restricted to them. In addition and in time, the committee will release course outlines to those instructors who desire to include materials pertaining to the Native American in their respective courses, particularly in sociology and psychology. All of this is available from the committee chair.

Finally, the committee is currently working on a proposal aimed at uncovering the salient attitudes of white America towards the Native American and quite appropriately the attitudes of Native Americans towards non-Indians, particularly social scientists. The chair welcomes those who wish to assist in the study as it will be conducted on a nation-wide basis provided the funds are available. Perhaps the rather generalized position taken earlier will either be substantiated or proved invalid.

Finally, at the midwinter meeting of SPSSI the Committee on Native American Social Action requested the Council to take action on the following two matters of concern:

1. Request time to present a case of possible "institutional racism" before the Board of Directors of the Eastern Psychological Association, at their meeting in Boston. The case involves the rejection of a symposium proposal submitted to their program chair for the 1970 session. The proposal was rejected for the following reasons: (a) "... not enough about the area of psychology," (b) "... psychologists in the east are not that concerned about Indians--there aren't any around here anyway. We suggest you submit it to a regional meeting out west." (c) "... the study of Indians belongs in the field of anthropology."

The symposium proposal was entitled, "Interdisciplinary Approaches to Understanding the American Indian." It was to be co-chaired by Drs. Carolyn W. Sherif of the Pennsylvania State University and Joseph Trimble of Oklahoma City University. The other participants included an anthropologist from Fordham University, a sociologist from the University of Delaware and a social psychologist from the University of Oklahoma Medical Center.

2. A letter addressing the editorial policy of the magazine, *Psychology Today*, concerning the absence of articles concerning the American Indian. On April 12, 1971, the Chair received a letter from PT's Articles Editor which stated, in part

"Upon returning from APA last fall I found a brick wall on the editorial board who was opposed to any articles on American Indians. He sees the Indian issue as a dead horse which deserves no further whipping.

This question has now been discussed by the editorial board at least six times with the same result and, unfortunately, I see no indications that the situation will change in the immediate future."

At this point, both issues were taken up by Council and action has been initiated.

Joseph E. Trimble, Ph.D.
Chair, SPSSI Committee on Native American
Social Action
Department of Psychology
Oklahoma City University
Oklahoma City, Oklahoma 73106

POPULATION

The Population Committee of SPSSI is developing a cooperative research effort to assess the modes of operation and the effectiveness of Zero Population Growth (ZPG) action groups. The purpose of this research is to describe and evaluate ZPG as a grass-roots social action movement. A series of case studies is envisaged, conducted within a common framework in terms of purpose, but each differing in accordance with the interests of particular investigators and the nature of cooperation obtainable from various ZPG chapters. Case studies are expected to examine topics such as the following: (1) size of group, membership characteristics, indices of member participation; (2) goals of the groups, tactics and strategy to achieve goals; (3) decision-making structure, locus of leadership; (4) index of community involvement (if campus group); (5) inventory of activities, with evaluation of effectiveness of each in relation to goals: effectiveness as perceived by members and leaders and effectiveness as measured by other criteria.

Researchers interested in participating in this effort are invited to contact the co-chairs of the Population Committee:

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THE CENTER FOR THE STUDY OF CONTEMPORARY ISSUES EASTERN MICHIGAN UNIVERSITY

Monroe Friedman
Center Director

This new university center, which is believed to be the first of its kind in the nation, was established in 1970 to study some of the major contemporary issues confronting society. The bulk of our efforts are being directed toward the development and operation of a comprehensive, issue-oriented instructional program. In addition, we are exploring various program possibilities in research and community service.

The instructional program of the Center is carried out by a director, three Center Fellows, and several graduate teaching assistants. In each academic year, this staff offers undergraduate coursework dealing with three contemporary issues. In each course, the issue is defined, its historical roots identified, and various alternatives examined for resolving the issue in the future.

An advisory board, consisting of a representative group of University students and faculty members, recommends the set of three issues to be studied by the Center in each academic year. The recommendations are made from a list of fifteen issues for which formal courses have been structured and approved.

The current list includes the following issues:

- Censorship and the Free Society
- The Challenge of the Emerging Nations
- Drugs: Uses, Abuses, and Controls
- The Impact of Technology on Man
- Militarism in Contemporary America
- The Population Explosion
- Poverty in America
- Private Enterprise and the Public Interest
- Resolving Racial Conflict in America
- The Right of Privacy in an Open Society
- The Rights of Women in Contemporary America
- The Role of the University in the Contemporary World
- Securing Environmental Quality: the Challenge for Man
- Violence in America
- The World in the Year 2000

A major responsibility for Center programs lies with the three Center Fellows, who are selected from the University faculty for one-year, full-time appointments. Each Fellow possesses knowledge of one of the contemporary issues selected for study by the Center's advisory board. He devotes his year in Center residence to instructional, research, and service activities relating to this issue. In performing his instructional activities, the Fellow calls upon faculty members and outside practitioners for assistance, as guest lecturers and panel participants for his courses.

The three issues under study in the current academic year and the faculty member responsible for each are as follows:

- The Challenge of the Emerging Nations: Janice Terry, Assistant Professor of History
- Resolving Racial Conflict in America: Robert Rosenwein, Assistant Professor of Psychology
- The Role of the University in the Contemporary World: Israel Woronoff, Professor of Educational Psychology

The following issues and faculty have been selected for the 1972-73 academic year:

Drugs: Uses, Abuses and Controls: Barry Fish, Assistant Professor of Psychology

The Rights of Women in Contemporary America: Marjorie Lansing, Assistant Professor of Political Science

Violence in America: Karen Lindenberg, Assistant Professor of Political Science

These then are the basic ingredients of our program. And now a brief word about our hopes and aspirations for the Contemporary Issues Center.

By offering courses which focus upon the major issues of our time, we hope to illustrate to our students that the contemporary classroom need not be divorced from the contemporary world--that the complex problems of our society can profitably be subjected to the scholarly scrutiny of the academic disciplines. We hope also to regain a sense of university community enjoyed in an earlier day by providing opportunities for faculty members to contribute the approaches or points of view of their disciplines to societal issues of concern to them all.

In a way of conclusion, we would be most interested in hearing from SPSSI members who are undertaking similar issue-oriented instructional programs. Please feel free to write to us at the Contemporary Issues Center, Eastern Michigan University, Ypsilanti, Michigan 48197.

CAPPS Organizes to Promote Psychological Policy and Influence in Legislative Matters

For a number of years, many individuals and groups of psychologists have sought means for increasing the influence of psychology in legislative matters involving research, training and insurance compensation funds. Many psychologists have been frustrated by the fact that they are not as sufficiently organized to influence legislation as were other disciplines such as optometry, medicine, etc. Recently, more vigorous attempts have been made to increase the influence of psychology in public policy matters. One strategy was the attempt of Division 31 to precipitate a change in the tax exempt status of APA so as to allow the Association to engage more in lobbying and other legislative activities. However, a vote of the membership of APA rejected the idea of changing APA's tax exempt status.

In July of 1971, a group of well known psychologists founded an APA spinoff-type organization designed to increase psychology's influence in public affairs. The organization was named Council for the Advancement of the Psychological Professions in Sciences (CAPPS). Its stated goals are: (1) to inform and educate the Congress and executive agencies concerning the science and practice of psychology, (2) to create a network of psychologists providing contacts with legislative and governmental officials, (3) to keep psychologists informed of important legislative developments, particularly as they pertain to funding for research, training, insurance compensation for services, etc., (4) Lobby for desirable, and against undesirable, legislation. Comprising the executive committee of CAPPS are: Theodore Blau, Nicholas Cummings, Melvin Gravitz, Ernest Lawrence, Max Siegal, Jack Wiggins, and Rogers Wright (President). The executive staff consists of David Sharman, Executive Director, and Richard Royce, Legislative Advocate.

Psychologists wishing to join CAPPS or to obtain further information can do so by writing to:

CAPPS, Suite 1000
1100 17th Street, NW
Washington, D.C. 20036

ANNOUNCEMENTS

The COMMITTEE ON INTERNATIONAL EXCHANGE OF PERSONS announces that applications for SENIOR FULBRIGHT-HAYS AWARDS for lecturing and research during 1973-74 in about 80 foreign countries are now being accepted--interested scholars who are U. S. citizens and have a doctorate or college teaching experience are asked to complete a simple registration form, available from: SENIOR FULBRIGHT-HAYS PROGRAM, 2101 Constitution Avenue, Washington, D.C. 20418. July 1, 1972 is the deadline for applying for research awards, and it is the suggested date for filing for lectureships.

Senior Fulbright-Hays awards generally consist of a maintenance allowance in local currency to cover normal living costs of the grantee and family while in residence abroad, and round-trip travel for the grantee (transportation is not provided for dependents). For lectures going to most non-European countries, the award includes a dollar supplement, subject to the availability of funds, or carries a stipend in dollars and foreign currency, the amount depending on the assignment, the lecturer's qualifications, salary, and other factors.

THE NATIONAL INSTITUTE OF LAW ENFORCEMENT AND CRIMINAL JUSTICE invites a limited number of scholars and practitioners to spend one year at the Institute on a study project of their own design. The grant is intended to fully support the Fellow and his project for the duration of the award. The purpose of the program is twofold: (1) to add to the fund of knowledge concerning crime, criminal justice, and law enforcement, and (2) to make possible a continuous exchange of ideas among Institute staff members, scholars, and practitioners in the field of law enforcement and criminal justice. Each Fellow is expected to produce a final report of publishable quality. The applicant must be either a practitioner or researcher with extensive experience in the criminal justice field. Applications should be submitted to:

Research Administration Division
National Institute of Law Enforcement and Criminal Justice
Law Enforcement Assistance Administration
U. S. Department of Justice
Washington, D.C. 20530

An INVENTORY OF DRUG-ABUSE RESEARCH INSTRUMENTS (similar to the Research Reference Files in Alcoholism maintained by Ralph Connor, Eastern Washington State College, Cheney, Washington), has been formed by the undersigned. Those using such instruments are invited to submit a copy of them, as well as pertinent bibliographies and citations of relevant references (articles, reports and books), for notice in the Inventory. The Inventory serves as an archival source for the collection, storage, duplication, and issuance of pertinent research instruments and related material (e.g., bibliographies) to aid in drug-abuse research and in the development of more such instruments. A copy of the Inventory will be sent to those who do submit such material. Others will be sent a copy of the Inventory upon request. Requests for instruments contained in the Inventory will be promptly filled. The Inventory is now more than nine months old, and includes some fifty items in the areas of: attitudes, access and extent, measurement of subjective effects of drugs, differentiation of abusers, education and knowledge, and program-related evaluation.

Ernest W. Ferneau, Jr.
Boston City Hospital Psychiatry Service
Mattapan Chronic Disease Hospital
249 River Street, Mattapan, MA 02126

College for Human Development, Syracuse Univ., workshop on ADOLESCENT CULTURE AND COUNTER CULTURE: July 5-15. For teachers, community workers, religious educators, and staff of family planning and health agencies, crisis intervention programs, and street clinics. Focus is on communication in the areas of sexuality, preparation for family life, and getting high on life (without drugs). Attendance at the workshop provides 3 academic credits. For information, write:

Family Planning and Population Information Center
Syracuse University, 760 Ostrom Avenue
Syracuse, New York 13210

THE RESEARCH COMMITTEE ON SOCIOLINGUISTICS OF THE INTERNATIONAL SOCIOLOGICAL ASSOCIATION aims at disseminating information on sociolinguistic activities, stimulating discussion of theoretical fundamentals as well as ongoing work and organizing regional, national and international conferences where closer contact and intensive exchange among concerned scientists can take place. The Committee's primary instrument of communication, the Sociolinguistics Newsletter is now published four times a year and is currently being received by approximately 600 scholars from 50 countries. Requests for sample copies of the Newsletter and applications for individual or group membership should be sent to:

Evangelos A. Afendras, Secretary-Treasurer, RCS/ISA
Social Science Research Institute
1914 University Avenue, #101, University of Hawaii
Honolulu, Hawaii 96822

SECTION I of DIVISION 12 is pleased to announce the evolution of the JOURNAL OF CLINICAL CHILD PSYCHOLOGY from the Clinical Child Psychology Newsletter. The new Journal focuses on significant issues related to children and youth. Recent articles discuss psychology's failure to meet its responsibilities to Mexican-Americans, the barbarism of child labor, children's freedom and the public library, child training at the California School of Professional Psychology and other controversial topics. The Spring 1972 edition will feature major articles on Youth by Youth. Representatives of radical, conservative, Black, Chicano, Indian and working class youth tell mental health professionals what turns them on and off about current mental health services--and more! The Journal, published three times a year, can be obtained for \$5.00, from GERTRUDE J. WILLIAMS, Ph.D., Editor, Suite 312, 111 South Meramec Avenue, Clayton, Mo. 63105. Membership in Section I, which includes the Journal and all new publications of the Section gratis or at cost, is open to APA members at \$10 and Student affiliates at \$1.00; write to Secretary-Treasurer K. GERALD MARSDEN, Ed.D., Children's Psychiatric Hospital, University of Michigan Medical Center, Ann Arbor, Michigan 48104.

THE PIEDMONT SUMMER PROGRAM is a three week residential workshop for persons who want to apply encounter/growth enrichment group methods in their work, June 19 to July 9, 1972, Winston-Salem, North Carolina. Active participation in training sessions and co-leading a week end growth group provide an experiential focus. Graduate credit available. Drawing upon the varied resources of psychotherapy, counseling, and the Human Potential Movement, study includes: training in personal awareness and interpersonal-facilitative skills with sessions on feedback procedures, roleplaying, gestalt techniques, experiential teaching, task groups, plus expressive art, body movement, yoga, sensory awareness and other body-mind procedures. Write to:

Dr. John J. Woodmansee
Department of Psychology
Wake Forest University
Winston-Salem, North Carolina 27109

VOLUNTEER CONSULTANTS ROSTER

In February, the Volunteer Consultants Roster was published and distributed to Consultants and Community Action Agencies. It is made up of five sections:

- I. Names of members willing to consult on problems related to public needs.
- II. Geographical list of consultants.
- III. Alphabetical list of consultants.
- IV. List of coordinators for regional areas to serve as liaison between consultant and agency.
- V. List of agencies or groups which may be interested in obtaining the service of consultants.

We hope that the roster will be of service to many organizations including government agencies, but that it will be especially useful to non-establishment groups, such as those concerned with welfare rights, women's rights, free medical clinics, or "counter-institutional" living styles. As most of these latter groups have limited funds, the great majority of the consultants have indicated that they would serve such groups without fee, but would charge those groups able to pay for the services.

We would like to establish a two-way action between consultants and agencies by the appointment of regional coordinators. A consultant would call his regional coordinator if he has made contact with an agency or organization and the agencies are asked to contact the coordinator if they wish a consultant. Several persons have been appointed as regional coordinators in the past six weeks so we are listing the entire roster of coordinators (including new appointments) for your information:

- AZ Jack Z. Elias, Phoenix
- AR Ralph W. Colvin, Conway
- CA Serena Stier, Los Angeles
- CN Irwin Silverman, Downsville
David Koulack, Winnipeg
- CO Harry Gollob, Denver
- CT Robert Cancro, Hartford
- DC Paul Kimmel, D.C.
- FL Max C. Dertke, Tampa
Harold L. Hawkins, Tampa
Louis A. Penner, Tampa
Robert C. Ziller, Gainesville
- GA James Ledvinka, Athens
- HI Patrick H. DeLeon, Kaneohe
- IL Philip Brickman, Evanston
- IA Herbert S. Roth, Des Moines
- KS Howard Baumgartel, Lawrence
- KY Ronald C. Dillehay, Lexington
- LA Suzanne D. Hill, Covington
- MD Lawrence E. Schlesinger, Chevy Chase
- MA Leonard Bickman, Northampton
Paul E. Johnson, Cape Cod
- MI David Gochman, Ann Arbor
- MS Roscoe A. Boyer, University
- NE Harry J. Crockett, Jr., Lincoln
- NH Robert E. Kleck, Hanover

THE COMMITTEE ON RACISM WOULD LIKE TO HEAR ANONYMOUSLY FROM BLACK STUDENTS CONCERNING THEIR EDUCATIONAL EXPERIENCES, SUCH AS INSTITUTIONAL PRACTICES. COMPLAINTS AND COMMENDATIONS ARE SOLICITED WITH THE PURPOSE OF FINDING SO THAT IMPROVEMENT CAN BE MADE. THE EXPERIENCES WILL BE COMPILED BY THE COMMITTEE AND PUBLISHED IN THE SPSSI NEWSLETTER. PLEASE SEND TO THE CO-CHAIR OF THE SPSSI COMMITTEE ON RACISM:

DR. CHARLES WADDELL
CHAIR, DEPARTMENT OF PSYCHOLOGY
SOUTHERN UNIVERSITY
BATON ROUGE, LOUISIANA 70807

- NJ Ruth Fishstein, Plainfield
- NM William R. Reeve, Socorro
- NY Marshall H. Segall, Syracuse
- ND Doug Irving, Grand Forks
- OH W. Brendan Reddy, Cincinnati
Mark Frohman, Columbus
Alan E. Gross, Columbus
G. Roy Sumpter, Youngstown
- OK William C. Scott, Stillwater
- OR Robyn M. Dawes, Eugene
- PA Norman I. Harway, Pittsburgh
- SC Harold R. Keller, Columbia
- TX Edgar Crane, Houston
- WI Frances M. Culbertson, Whitewater

Please write to the SPSSI Central Office for a copy of the Volunteer Consultants Roster if you are interested--or we will be glad to send copies to agencies who might find it useful.

SUPPORT SPSSI REPRESENTATION IN APA

Twenty-nine Representatives were cut in the recent APA Council reorganization--SPSSI lost one Representative.

Divisional representation on the Council will be reduced from 96 to 76 seats as the result of a reapportionment vote by 43.3 of APA voting membership. Divisions 12 and 16 now claim the most seats, 8 and 6 respectively, on the streamlined body. State representation decreased to 29 seats, a loss of 7.

The cut in Division 9 Representatives from 5 to 4 is in keeping with the overall percentage reduction but SPSSI is concerned. The new apportionment procedures for representation appears to compartmentalize social issue activism only to Division 9--THE SPSSI COUNCIL THEREFORE URGES ALL SPSSI MEMBERS TO ASSIGN VOTES TO DIVISION 9 AS A WAY OF MAKING APA MORE RELEVANT TO SOCIAL ISSUES.

HANDBOOK ON FREE CLINICS

Herbert Freudenberger, Ph.D., has been asked by SPSSI to edit and compile a HANDBOOK ON FREE CLINICS. The Handbook will be essentially a how-to-book for those who are in the free clinic movement, or those who are seeking to organize a free clinic in their area. It will contain chapters on how to organize a free clinic, the counseling aspects, the training of volunteers, the use of patient advocates, the problems of incorporation, legal issues, the issue of malpractice insurance, the free clinic as a health care delivery system and many other areas. It will seek to encompass an approach that will be meaningful to the professional as well as the members of a community.

If you have any thoughts as to what you would like to see in such a Handbook, please write to Dr. Freudenberger, 890 Park Avenue, New York, New York 10021.

A GUIDE TO NATIVE AMERICAN INFORMATION: A RESOURCE INVENTORY, developed by the SPSSI Committee on Native American Social Action, is a 50 page document listing Indian organizations, scholarship programs, reference materials, etc., plus a state, county and town Indian demographic index. This Guide is available by writing to the Chair of the Committee:

JOSEPH E. TRIMBLE, PH.D.
DEPARTMENT OF PSYCHOLOGY
OKLAHOMA CITY UNIVERSITY
OKLAHOMA CITY, OKLAHOMA 73106

LETTERS TO THE EDITOR

(continued from page 2)

field as a graduate student in 1964.

After almost a decade of formal study, I would like to take this opportunity to summarize my feelings about psychology in general and SPSSI in particular.

Psychology, as defined in North American universities, is a spiritual wasteland. Well, of course, what has spirituality to do with the objective study of behavior. But then, what has spirituality to do with the desolate quality of life in America? I see the two issues as inherently related. Psychology is the study of alienated man, but lacks the recognition that it is so. Psychology is the product of alienated men, men so removed from the meaning of their humanity that they actually believe that rigor, control, experimentation and statistics constitute vehicles toward understanding human life. Academic psychology is a reflection of American alienation. It explains nothing about the human condition, but is itself a symptom of a poisoned culture and, like that culture, requires explanation and radical change.

Should the world survive the evils in which social science plays its part, historians will look back on the dinosaur of American imperialism and see psychology as a tiny ganglion in its toe. And they will be amazed that for a century, a group of men and women, who pretentiously called themselves Doctors, were so blind as actually to believe that the methods of science could illuminate anything of the human heart.

Well, these criticisms apply equally to fields such as contemporary philosophy, but where psychology differs is in the fact that it is also an intellectual wasteland. The level of intelligence one finds in mainstream publications is astonishingly banal. Psychology is an object of ridicule among intellectuals. How often I have felt embarrassment when a friend has glanced through one of my books and shaken his head at the pathetic simplemindedness aggrandized by inflated psychological jargon. The best minds in the field are third-rate thinkers.

What a tragedy that students who bring to their freshman course the naive and healthy desire to study the "meaning of life" are exposed to the ignorance and reactionary platitudes that parade under the banner of psychology. The best students continue to leave the field. I take this to be a hopeful sign. The liberal enjoinder that the student ought not to reject, say the experimental method, until he has familiarized himself with it is nonsense. Wasting several years familiarizing oneself with the valueless is wasting several years. One function of a teacher (to use an obsolete term) is to encourage students to avoid what is worthless. The psychologist who does so, however, finds himself out of a job. It is my conclusion that psychology has nothing to teach and will eventually find itself without students.

As far as SPSSI goes, I find it in many ways the most objectionable branch of the psychological establishment. If anything, its intellectual impoverishment is even greater than the other branches. It's a tight race, however, and I wouldn't want to argue the point.

From a political--or as you would have it, "social action"--point of view, SPSSI brings into sharpest relief the bankruptcy of the liberal position. Your chicken-shit reformism, your Activists' Corner, your rational consideration as to whether military psychology promotes human welfare (how can men and women of reputed intelligence even entertain such an insane proposition?)--all of these typify the fraudulent and comfortable concerns of over-paid professionals living in a world filled with misery and oppression.

"SPSSI," you say, "provides an important avenue through which social scientists can apply their knowledge and insights to some of the critical social problems of today." I believe that social scientists possess no special expertise to solve social problems. Your record in military, educational, industrial and marketing psychology leaves little doubt that your expertise serves only to create and perpetuate social problems. It's no

coincidence that social science has been used by the powerful to make their schools, factories and wars run more efficiently. The biases underlying positivist methodology co-ordinate perfectly with the needs of the ruling class: the separation of subject and object; the concern with external, measurable behavior; the preoccupation with method rather than content; the need to manipulate, control and predict. Again, it's no coincidence that terms like "manipulate" and "control" are desirable in the lexicon of social science and pejorative in the vocabulary of social ethics.

The myth that scientific methodology is value-neutral, and that therefore social scientists can beneficially apply their knowledge to social problems, is false. To be sure, most SPSSI members would agree that regrettably much applied research in the social sciences has been used to reinforce rather than alleviate problems. But then, they would go on, that is not the fault of the methodology; no, that's the fault of the application of the methodology. For methods are abstract tools; it's up to us how we use them etc., etc.

I reject that line of reasoning. I don't believe in the separability of method and application. Both evolve inter-dependently in a context of specific political and economic realities. Who controls the funds to support what research? Mainly, as we all know, government, military, industry and their tax-exempt foundations foot the bill for research which sharpens the tools of "value-neutral" methodology. And, as most of us know, they do so because that methodology, when applied, serves their interests. Workers produce more; consumers buy more; inhabitants are made more docile in concentration camps called pacification centers.

The entire network of research projects is strictly controlled economically. There is no academic freedom. That's another fake myth that SPSSI fights so tenaciously to uphold. And there are no data. The world isn't given to us; it's created. The belief in data is one more piece of the positivist pie baked up by SPSSI, science and the established powers. As Laing says, the things gathered in research are capta, the things which have been seized.

And SPSSI seizes at every turn the things which betray its avowed intention of mitigating social problems. You study blacks, the poor, hippies, radicals, delinquents, the emotionally disturbed--all the groups your government tells you are problems. The oppressed are problems; they threaten vested interests; they have to be understood and boiled into the putrid soup of American culture. And SPSSI is there, Johnny-on-the-spot, to study them, to understand them, to help the system accommodate them.

Hopefully, the giant machine, which you strive so sanctimoniously and ineffectively to lubricate, will one day grind to a halt. And then your most catastrophic expectation will have come true: there will be no research funds with which to study social problems. Or worse yet, there may not even be any social problems.

My conclusion after four years as an undergraduate and six years as a graduate student is that academic psychology offers me no knowledge or insights about the social world in which I live. Rather, it consistently beclouds any understanding.

I have always disliked the pomposity with which psychologists have named their ignorance science. The situation reaches absurd proportions, however, when SPSSI couples that pomposity with pious resolutions about social action. Logical arguments aside, my visceral reaction against SPSSI is provoked mainly by the relentless strain of self-righteousness that runs through everything you publish.

You are a group of men and women earning hugely inflated salaries, while in its name retarding social progress. Consider whether you would be willing to take a cut of \$10,000 a year to see the "social problem" with which you are professionally concerned disappear. If

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HIGHLIGHTS FROM MIDWINTER COUNCIL MEETING
(continued from page 1)

***The special problems of black psychologists in making an impact on the profession was discussed with the Council recommending that letters be written to scholarly and professional journals strongly urging the adoption of an affirmative action plan with respect to the appointment of blacks to their editorial boards and as editors. The Council feels this would be a positive step toward sharing appropriate responsibility and influence with black social scientists.

***The problems of continuing education for black students were discussed. Letters are being sent to departments of psychology and social science requesting that the practice be established of budgeting financial aid for the continued education of black students if they remain in good academic standing. The Council feels that it is imperative for black students to have financial backing for more than an initial educational start as a necessary special consideration of the special problems shared by black students.

***Details of the fire were discussed with the following Resolution approved by the Council:

Whereas, in November 1971, fire destroyed the building housing the SPSSI Central Office in Ann Arbor with total loss or severe damage to records, office furniture and equipment, supplies, and journals; and

Whereas SPSSI's executive secretary, Caroline Weichlein, spent untold effort and countless hours in salvaging burnt records and equipment and in setting up a new office; and

Whereas through the dedication and hard work of Ms. Weichlein, SPSSI operations have continued almost without interruption; and

Whereas Ms. Weichlein's selfless sense of responsibility and untiring efforts on behalf of SPSSI are little known to most SPSSI members:

Now therefore be it resolved that SPSSI Council expresses its recognition and appreciation of Caroline Weichlein's enormous service to the Society, her skillful response to a serious crisis in the life of the Society beyond the requirements of her job; and

Be it further resolved that this expression of appreciation be communicated to the membership in the next SPSSI Newsletter.

Note: Ms. Weichlein sincerely appreciates and is deeply grateful to the Council for the above Resolution. She requested, however, that the Resolution include the Central Office staff as recognition of their invaluable cooperation and devotion to SPSSI during the period of crisis caused by the fire.

Representatives from the ASSOCIATION OF BLACK PSYCHOLOGISTS, BLACK STUDENTS PSYCHOLOGICAL ASSOCIATION, ASSOCIATION OF WOMEN FOR PSYCHOLOGY, ASSOCIATION OF PSYCHOLOGISTS FOR LA RAZA, LA JUNTA DE SOCIOLOGOS CHICANOS, and the PSYCHOLOGISTS FOR SOCIAL ACTION attended the meetings.

***Charles Waddell (ASSOCIATION OF BLACK PSYCHOLOGISTS) reported that ABPsi is interested in working with SPSSI in any program where goals are compatible such as combating racism and racist policies and processes within the APA. ABPsi is concerned with the procedures and pro-

ams in graduate education, the lack of flexibility and the apparent lack of concern in training people to deal with problems facing society; with the use and misuse of testing black people, and other minorities. A current ABPsi project is a new journal of black psychology to communicate to a wider audience principles about which there is concern. In this context ABPsi urges psychology and SPSSI to move in a direction of producing film for wide distribution about black psychology and psychology-at-large.

***Alfredo Castaneda (ASSOCIATION OF PSYCHOLOGISTS FOR LA RAZA) thanked the Council for launching the APLR financially and supportively which has resulted in the awarding of a grant from NIMH to assess the recruitment of Mexican Americans into graduate schools in the Southwestern States. The information gathered will be the basis of a conference to structure the needs and concerns of Mexican Americans in graduate education.

***Joan Crowley (ASSOCIATION OF WOMEN FOR PSYCHOLOGY and the COMMITTEE ON SEX DISCRIMINATION IN PSYCHOLOGY) reported that these two groups recommend the publication of an article in the SPSSI Newsletter which would bring to bear whatever power SPSSI has to open concerns on studies of sexism. It was recommended that SPSSI support such studies directly, including the relationship between psychologists and women, and should bring this concern to the attention of the SPSSI Grants-in-Aid committee and the Gordon Allport Essay contestants. The Academic Freedom committee was asked to include sexism and feminism in its academic freedom policies. A motion was passed by Council asking President Guttentag to recommend to the APA that open advertising of all positions be encouraged to remove the stigma of initiating an application for a position.

***Ralph Horton (BLACKS STUDENTS PSYCHOLOGICAL ASSOCIATION) reported on the Atlanta Conference which had been held with no financial aid other than the \$300 donated by SPSSI. Over 400 students convened in Atlanta working in teams, representing all areas of concern toward the development of a community psychology. The students talked with people on the streets, visited agencies and programs which involved education, politics, religion, housing and urban renewal, job training and employment, drug education, mental health, crime and delinquency, aged, family, and mass media. The Council approved a request from Mr. Horton for \$300 to use as seed money to get a similar conference started for the New York area this spring.

***The Council approved a request from Jaime S. Rivera (LA JUNTA DE SOCIOLOGOS CHICANOS) for \$1,200 for the establishment of a national Chicano (Raza) social science association with an additional purpose of encouraging Chicanos in other disciplines to organize just as have the Chicano sociologists and psychologists.

***Doris Miller (PSYCHOLOGISTS FOR SOCIAL ACTION) reported on the NYPSA project (partially funded by SPSSI) (1) to promote interaction between APA constituencies and leadership around issues of common concern, with the purpose of formulating positions and/or actions which members would like APA to advance; and (2) to establish APA leadership accountability to membership.

Dr. Miller listed the following action taken by PSA with outcomes and summaries:

At the APA 1971 Convention there was (1) Widespread leafletting inviting participation in a project discussion. Outcome: minimal response. (2) At the Open Forum, PSA introduced two resolutions on Central Office and elected

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HIGHLIGHTS FROM MIDWINTER COUNCIL MEETING (continued from page 9)

official accountability. Outcome: 90 - 95% of people at Open Forum responded favorably to a straw vote.

A sample mailing was made to Division 3, proposing candidates with social-responsibility orientation for Divisional offices. Outcome: favorable mail response.

A mailing was made in January, 1972 to all Council members of resolutions on accountability for support at Council. Outcome: some criticism that PSA had not had representatives at Council, shepharding these resolutions through to a vote. (Resolutions assigned to APA bodies.) Also in January, 1972, on the initiation of PSA members, Division 6 set up an Ethics Committee.

In February, there was a Greater New York Area meeting of Division members interested in Developmental-Child which addressed three areas of common concern: Sexism and Childhood, Psychologists in the Schools, New Paths in Graduate Education. Outcome: three workshops have continued to meet at regular intervals, have adopted certain political positions and are formulating positions to advance for Divisional consideration.

Summary: The activity has generated a spectrum of response from zero to highly interested, rich in-put, ongoing workshops. We plan to repeat the successful approaches with additional Division-clusters.

EFFECTS OF DESEGREGATION STUDIED--

SPSSI Grant-in-Aid Award

Martin L. Krovetz
Claremont Men's College

From September 1968 to June 1970 a study was conducted at a small rural high school in North Carolina in order to investigate the effects of desegregation on the attitudes of whites and blacks towards their own racial group and towards the other racial group. The high school was desegregated in September, 1968. The experimenter served as a teacher at the high school from 1968 to 1971 while attending graduate school at the University of North Carolina at Chapel Hill. A nearby all-black and a nearby all-white high school served as controls. A questionnaire was administered at all three schools four times over a two year period.

Results indicated that although attitudes did not change significantly at the two segregated high schools over the two year period, interracial attitudes became less favorable at the desegregated high school. The greatest changes in attitude occurred during the first school year of desegregation. Blacks became less defensive concerning themselves but less favorable towards whites, while whites became less favorable toward blacks.

As a teacher at the high school, my feelings are that the increase in unfavorable attitudes found here are not a necessary consequence of integration. Schools, it seems, desegregate, that is, place the races together in a physical setting. Few schools integrate. Integration implies the actual mixing of the two races. Previous research has shown that blacks and whites do not interact very much in extracurricular activities. It is my feeling that if integration is our goal, we must cause integration to occur through well-planned learning activities conducted during the school day both in and out of the classroom by committed teachers. Similarities between the races must be made salient during times when interactions are actually occurring.

NEW BOOK ON PROPOSAL WRITING PUBLISHED

A comprehensive new book designed to aid individuals in preparing proposals for grants or contracts has been published by the OFFICE OF FEDERAL RELATIONS, OREGON STATE SYSTEM OF HIGHER EDUCATION. Developed at the request of universities, colleges, elementary and secondary schools systems, the book is intended to serve as a guide to the preparation of proposals, particularly for support from federal government agencies. Much of the content, however, is equally applicable to private foundations, industry, and state agencies.

In general, the format of the publication follows the normal pattern of proposal preparation, beginning with a discussion of a project idea and ending with an analysis of the comments made during a final review by the funding source. Each chapter, therefore, examines a significant phase of proposal development.

Copies of the publication, *Developing Skills in Proposal Writing* by Mary Hall, may be obtained at \$10.00 from: Publications Division, Office of Federal Relations, Division of Continuing Education, Oregon State System of Higher Education, Extension Hall Annex, University Campus, Corvallis, Oregon 97331.

PROFESSOR SHOCKLEY AND I. Q.

Because of the controversy and confusion surrounding the recent invitation to Professor William Shockley to speak at Sacramento State College, the members of the Department of Psychology wish to make the following statements concerning I. Q. test performance and its relationship to heredity:

1. I. Q. tests originally were developed to predict academic performance in the established public school system. They have been used effectively for this purpose in the past, and they still have some validity in this context.
2. I. Q. tests never were designed (and furthermore cannot be designed) to cancel out the effects of the wide range of environmental and cultural differences among different segments of the U. S. population. As a consequence, the term "I.Q." is a culturally-bound concept, and it is impossible for an I. Q. test to be "culture free" or "culture fair."
3. Because of these limitations, existing I. Q. test data do not provide a scientifically sound basis for any statements concerning genetic differences in intelligence between groups. Further, any prospective research which seeks to answer genetic questions with "improved" I. Q. data is scientific nonsense.

LETTERS TO THE EDITOR

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your answer is no, I advise you to return to the less hypocritical lie of doing socially irrelevant research. If the answer is yes, I encourage you to sacrifice the remaining thousands of dollars, get out of the field, and join forces with "your" oppressed group to change the conditions responsible for their misery.

I would like you to print this letter intact as I believe that it is relevant to the entire SPSSI enterprise, that it speaks to a wide cross-section of your membership and that it articulates that sliver of doubt which pricks the liberal conscience every now and then (especially late at night). If you are offended by the obscenities, you may change "bullshit" in paragraph #1 to "hypocrisy" and "chickenshit" in paragraph #9 to "cowardly."

Lanny Beckman, Vancouver, B.C.

SPSSI COMMITTEES

(continued from page 4)

Kurt Back, Department of Sociology and Anthropology,
Duke University, Durham, N. C. 27706

James Fawcett, East-West Population Institute, The
East-West Center, Honolulu, Hawaii 96822

Please send copies of correspondence to both, describing your particular research interest or ideas for this study, indicating whether steps have been taken to secure cooperation from a local ZPG chapter, and providing information about research resources, time available for participation, and so on.

Some research funds in very modest amounts may be available from SPSSI, but in general participants will be expected to utilize existing resources or to obtain their own funds if that is warranted by the scope of a particular study.

It is hoped that this series of studies will culminate in a handbook that will incorporate individual reports as well as derive conclusions and recommendations based upon the full set of studies. Procedural details will be worked out in consultation with those persons who are invited to participate, after responses to this notice have been received and evaluated.

PRIVACY

Since November, 1971, members of the Committee on Privacy and other social scientists have focused some of their activity on documenting the impact of government surveillance on political activity. This project resulted from contact between the committee members and ACLU lawyers who are preparing several legal briefs dealing with this phenomenon. The members of the Task Force worked to provide the lawyers with social science concepts and data to support the legal contention that surveillance creates a "chilling effect" which inhibits individuals from exercising their First Amendment rights. This material was presented to Frank Askin, of the ACLU and the Constitutional Litigation Clinic of Rutgers Law School, in February, 1972. It was incorporated into the legal brief of *Laird v. Tatum* as an appendix entitled "Chilling Effect: A View from the Social Sciences." This case is now being presented before the United States Supreme Court.

At the Committee meeting in February, a report on the above activity was made. We discussed the committee's objectives and the possible strategies for accomplishing them. Stated in rather general terms, the committee is interested in developing a working relationship between social scientists and the legal community which would focus on the issue of surveillance and other relevant constitutional questions. We are interested in generating research which is pertinent to the above problems. Through our contact with the ACLU and the Rutgers Constitutional Litigation Clinic, we have become more aware of the need for social scientists and lawyers to communicate about pressing social issues.

In order to achieve our goals, we decided on the following actions: to try to stimulate and develop a series of integrated research proposals dealing with the impact of surveillance; to organize a working conference for sometime in the late spring; to initiate a cross-disciplinary course involving students and faculty from Rutgers Law School and social science graduate students; and to produce an issue of the *Journal of Social Issues* devoted to the implications of surveillance and the "chilling effect."

We are requesting that anyone interested in becoming involved in the above projects contact:

Ms. A. Sandra Abramson
Office of the Provost
Graduate Center, CUNY
33 W. 42nd Street
New York, New York 10036

RACISM

A summary of the discussion of the February committee meeting follows:

SPSSI should focus on the specific process of racism as opposed to attacking racism research (e.g., Jensen and Shockley's research).

1. Racist processes that mitigate the success of black and other minority graduate students in the university.
2. Recruitment of black and other minority groups has not changed the racist nature of graduate programs.
3. Re-evaluation of recruitment programs in graduate programs (continuation of financial support for minority students, what are good research topics, and is the academic program flexible enough to handle the needs of blacks and other minorities).
4. Submit a position paper speaking to the racist nature of graduate programs to funding agencies.
5. SPSSI NL should publish complaints and racist practices submitted by students.
6. Urge appointment of blacks and other minorities to review committees for funding agencies, consultantships, and editors to journals.

SOCIALIZATION AND THE LAW

Dr. June L. Tapp, Chair of the Committee on Socialization and the Law, reported that a follow-up was planned on the questionnaire sent to committee members to survey (1) level of interest, (2) the nature of the Committee's (human) resources, and (3) ideas, suggestions and reactions for focus. Responses to this survey are to be used as a base for the program undertaken by the Committee.

The Committee members recommended an Informal Roundtable to be held at the Hawaii APA meeting. Such a "programmatic" agenda is designed to explain possible areas of interest and expertise of Committee members in a face-to-face situation as well as to suggest future decisions that could range from the stimulation and report of "legally-oriented" research to consultation in policy decisions to development of psychology-law curricula to organizational and professional coordination with informational clearing house functions. Tentatively to be called "An Informal Roundtable in New and Old Issues in Legal Socialization, the Law, and the Administration of Justice," six major areas will be described by members of the Committee. They are intended to reflect the diversity of interest and need and include the following: (1) The State of Legal Socialization through the Life Cycle; (2) Naturalistic and Experimental Psychological Research in Legal Settings; (3) Student and Faculty Views from the Hill of "Legal Education"; (4) The Role of the Law Operations; (5) Relevance of Organizational Utilization; (6) Possibility of Professional Coordination.

A time and place will be officially assigned for the "Informal Roundtable," at the APA Convention and will be listed in the APA Program publication.

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SPSSI COMMITTEES (continued from page 11)

TEACHING OF SOCIAL ISSUES

The committee met as part of the Midwinter SPSSI Council meetings with the chair, one committee member and four interested persons from the New York area present. Clara Mayo (chair) reviewed the committee's work to date including the emphasis on collection and dissemination of the course outlines in social issues. The discussion thereafter followed three themes concerning the teaching of social issues: definition, goals, and style or process of courses. On the question "what is a social issue?", it was determined that the subjects most frequently dealt with in courses were drugs, racism, crime and poverty and more rarely feminism, environment, housing, and planning. The comment was made that courses too often define their focus by the victims rather than by institutional and other causal forces.

Several participants mentioned that courses on social issues were considered too applied and unscholarly for inclusion in the psychology curriculum where they are taught and this led to a discussion of the instructional purpose of such courses. It seemed evident that some emphasis on social issues was included in many traditional social psychology or sociology courses. It was agreed that a course focusing on several social issues made possible the drawing of generalizations across problems (the teaching of the effects of power, group identity, intergroup conflict and the like in real contexts) and was more effective in bringing students from an emotional reaction to a cognitive appraisal of an issue. Whether the goal of such a course was student action and change rather than understanding was debated at length as was the problem of bias introduced by an instructor emotionally involved with the issue under study.

The discussion led naturally to the question of experiential versus traditional teaching styles in courses in social issues. Participants mentioned that experiential learning was more popular with the students and more risk laden for faculty in terms of negative reactions from community and academic sources. The ethical issues involved in affecting unwilling or unknowing populations were discussed in the context of an advocacy stance that allows the subject-client population to define the students' tasks. Alternatives were explored such as the study of public records and open meetings of advocacy groups within the academic community, or students' own experiences with drugs, crime, etc., and the wider use of nonreactive methods.

The sharing of teaching experiences among participants at the meeting culminated in a series of suggestions for the committee's further work.

1. Teaching materials are needed and the committee chair was asked to explore the preparation of an instructor's manual containing structured exercises for students, suggestions on locating community resources, and the like. Questions were raised concerning progress on the Gergens' text on social issues.

2. The committee was asked to solicit and disseminate through the newsletter successful examples of experiential teaching of social issues.

3. A survey of psychology department chairs was suggested requesting from them information about courses or past courses that deal with social issues. While informative, the main purpose of such a survey would be to legitimize and support such teaching.

4. SPSSI Council was asked to consider the extent to which it carries weight with academic departments that

might be used to increase the granting of course credit for field work and independent course work on social issues.

The problems of carrying out effective committee work with a nationwide group whose commitment often extends only to being on the mailing list were mentioned. Clara Mayo expressed the view that even a small face-to-face meeting of "interested persons" was helpful in developing ideas and in reminding the chair of the validity of the committee's concerns.

EARLY RESERVATIONS URGED

FOR HAWAII CONVENTION

The APA Board of Convention Affairs strongly recommends that all members planning to attend the 80th Annual Convention in Honolulu, Hawaii, September 1-8, 1972, complete their travel and hotel arrangements as soon as possible.

The Coordination Center at Travel Consultants, Inc. in Washington, D.C. reports that reservations are coming in rapidly and that a very high percentage of persons is electing to participate in one of the organized travel programs such as the charter flights, "group inclusive tour" flights, etc.

However, APA members must recognize that the success of these low cost travel programs (in many cases, as much as 50 percent savings in the cost of air transportation) are solely dependent on enough early reservations.

There are three brochures available in connection with the Honolulu Convention. The main convention brochure describes hotel accommodations, air travel by various means to and from Honolulu, and contains the official registration-reservation form on which you may complete your request for confirmation on all aspects of your attendance in Honolulu. There is a separate brochure describing in detail the optional tours to the Neighbor Islands of Hawaii, Kauai, and Maui. A third brochure details post-convention travel programs to the Orient, South Pacific, and around the world.

The brochures are available from the official APA Coordination Center:

Travel Consultants, Inc.
1025 Connecticut Avenue, N.W.
Washington, D.C. 20036

The Hilton Hawaiian Village has been designated as the Headquarters Hotel for SPSSI and most of the SPSSI program will be held there. The Village has a family plan available; room rates range from \$21.00 to \$33.00 for singles; \$23.00 to \$35.00 for twins; all rooms are air conditioned.

SPSSI members who are not APA members can obtain information on charter flights to Honolulu by writing to the SPSSI Central Office, P. O. Box 1248, Ann Arbor, Michigan 48106.

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APRIL

1972

HIGHLIGHTS OF THE SPSSI MIDWINTER COUNCIL MEETING

SPSSI's first expanded Midwinter meeting was a modest effort but a very successful one. Approximately fifty members in the New York area (one attended from St. Louis), took advantage of the opportunity to attend the several meetings of the various committees and the Council. The informal cocktail and dinner hour on Friday night for Council and SPSSI members was well attended--the food and drink was excellent as was the conversation. The Council appreciates the cooperation of the Graduate Center of the City University of New York in making the arrangements possible.

Almost all of the committees reported to the Council with enthusiasm and seemed anxious to get out and get to work on plans and projects which had been developed during their committee meetings. Some of the committees reported unusual format but good results. The Drug Committee was comprised of the chair and several extremely interested CUNY graduate students which resulted in a stimulating seminar; the Committee on Aging had only two present (the chair and one member) but came up with innovative suggestions for committee activity. It was the consensus of Council that a similar meeting should be planned for next year, probably in Ann Arbor. It isn't possible financially at this time to plan simultaneous regional meetings; the best possibility is to hold the expanded midwinter meetings in different areas in an effort to involve as many SPSSI members as possible.

Committee reports and Council action on the reports can be found on page 3 of this Newsletter. Other highlights:

***An ad hoc committee was appointed to explore concrete ways in which representation of underrepresented groups could be insured on APA committees and the APA Council of Representatives.

***Mitch Dorson of Common Cause talked generally to the Council about the organization and its objectives. Common Cause will explicitly define its needs and requests which could be handled by SPSSI. An ad hoc committee (David Gray, Richard Schmuck, Edgar Epps and Oliver Moles) was appointed to respond to the Common Cause needs. The greatest urgency is for research assistance in such areas as school busing as it relates to equal educational opportunity, school integration, criminal justice (prison reform), gun control, halfway houses, and how to contend with a hostile Congress or public.

***Council requested that a committee of psychologists who have had experience in the areas of scatter site housing and conflict resolution be appointed to bring together information for dissemination to selected audiences (Congressmen, community groups working in this

area, etc.), for future impact on scatter site housing. A request for information was made to the Council in connection with the scatter site housing planned for Forest Hills in New York--if possible, information will be gathered in time to be of use in this instance.

***A motion was passed (with two negative votes) "that priorities in grants-in-aid be given to those studies which have made a conscientious effort to involve members of the target population in deciding the appropriateness of the questions asked and the methods to be used." This motion is in keeping with the report of the SPSSI Committee on Social Responsibility.

***Richard Kalish was encouraged to proceed with a project seeking copies of unused journals to be donated to appropriate institutions. It was recommended that this project start in a limited way with enlargement and continuation depending on initial experience.

***The Council accepted with regret the resignation of Harold M. Proshansky as Chair of the Publications Committee, and expressed their appreciation of his long and effective service in this role. The Council was pleased to learn that Richard Schmuck has accepted the appointment as the new Chair for this important SPSSI committee.

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FINANCIAL HELP IS NEEDED BY

THE BLACK STUDENTS PSYCHOLOGICAL ASSOCIATION

to fund their National Convention scheduled for June 14-17, Bronx Campus, New York University. The Convention last year in Atlanta was designed for the task of collecting information from the Atlanta community to support development of a program and curriculum outline for a proposed educational facility to train paraprofessionals in psychology, and psychologists at all degree levels, at the Atlanta University Center complex. The Convention was a clear success with the resulting reports being used for further development of the project.

SPSSI has supported BSPA as much as the Society's limited financial resources has allowed; the Council has unanimously applauded the efforts and achievements of these young people. SPSSI believes your financial contribution will be put to good use--please make checks payable to BSPA (Black Students Psychological Association) and send to:

BSPA - National Convention
c/o Brother Nixon (Nwanca)
P.O. Box 305, Adelphi Station
Brooklyn, New York 11238

LETTERS TO THE EDITOR

Dear Editors:

The Dallas Society of Clinical Psychologists has involved itself in an interesting project during the Dallas continuing school desegregation crisis, and I wanted to inform SPSSI about the project and also to ask for information on similar projects around the country.

Before the final judgment on our current desegregation suit had been handed down, the Dallas Society of Clinical Psychologists wrote to the Superintendent of schools and the President of the School Board offering our voluntary services. We subsequently have obtained commitments from approximately 30 of the 50 members, all Ph.D. level clinical psychologists, for two hours per week of work somewhere in the school system. We pointed out, as best we could, our limitations in the area of education and race relations, and attempted to spell out a number of roles which we felt we could play which might be helpful to the schools and the community (for example, leaders of community, teacher or principal groups, work with inter-racial student groups, consultants on research projects having to do with integration or bussing, etc.). The School Board and Administration accepted our offer in the late summer, and since then, has circulated a notice of our availability and of our potential functions to school principals around the city. It is now up to the principals' initiative to contact the school administration to request our services.

Our preliminary plan has been to send two psychologists to each requesting school and to have them work out with the principal the format and the content of the consulting relationship. I am sure these will vary a great deal from school to school, but there is yet no compilation of the roles which different teams are developing.

We feel that this is an opportunity for the clinical psychologists in Dallas to offer a useful service to the community and, perhaps more importantly, a chance for us all to learn about issues involved in school desegregation.

I wondered if any of the psychology groups in the country have done or are doing anything similar to this. If so, we would very much appreciate the opportunity to read any of their materials and to be in contact with them.

Robert A. Brown, Ph.D.
The University of Texas
Medical School at Dallas
2600 Stemmons Freeway,
Suite 202
Dallas, Texas 75207

Dear Editors:

During 1970-71 the Committee on the Profession of the Eastern Sociological Society called attention to violations of academic freedom in institutions of higher education. Faculty members are being fired, denied tenure and promotion for reasons other than that of academic incompetence and non-performance as set forth in the AAUP's 1940 Statement on Academic Freedom and Tenure. In many instances overt and covert political reasons enter into the hiring and retention of faculty members over and above considerations of competence and performance. Where this is the case the situation is more aptly described as one of institutional repression. Examples of institutional repression minimally cover the following: penalization of would-be educational reformers, of persons who exercise their right to free speech, of persons who practice a "deviant" life style.

In 1971-72 the Committee on the Profession has undertaken the task of drawing up and ultimately implementing new and meaningful guidelines for the protection of individual rights in institutions of higher education. It is seeking to collect information on cases violating academic freedom and compile instances of institutional repression in order to accomplish these ends. Anyone

knowing of such cases and/or anyone who is the object of such actions should contact the Committee on the Profession. All information will be held in strictest confidence according to the desires of the parties involved. All communications should be sent to: Eastern Sociological Society, Committee on the Profession, c/o Secretary, Department of Sociology, Fairleigh Dickinson University, Teaneck, New Jersey 07666.

Dear SPSSI:

In view of the Republican National Convention due in San Diego next August, our Peace Operations Center has taken on as a timely project the framing of a peace plank. We feel that because of our proximity to the convention, we will be in the best position to personally present to the delegates a peoples' peace plank composed of morally urgent resolutions.

Most local peace groups and community service groups are coordinating their convention activities. However, we would also like help on the national level in order that our project may have a more forceful impact on the two major parties. We would greatly appreciate any suggestions you might have as to the contents of such a plank.

Tentatively according to inspiration, finances, and manpower, we propose to:

1. Announce the project locally, nationally and internationally to peace activists and organizations as well as to appropriate legislative, governmental and political groups.
2. Encourage sister projects, especially in Miami around the Democratic National Convention, and input to us by selected individuals and groups.
3. Send representatives to the Congressional district party platform conferences and the states party platform conferences and conventions.
4. Conduct public hearings on the peace plank in San Diego.
5. Present the plank to the appropriate groups, communications media, etc.

Our primary hope is that by demonstrating to the war-sickened youth that people of all ages are actively seeking to promote international brotherhood through a reversal of current nationalistic and militaristic trends we might ease their frustration and facilitate peaceful means of democratic decision-making.

In peace,
San Diego Peace Operations Center
210 South Euclid Avenue
San Diego, California 92114

Dear Editors:

I am writing to cancel my membership and journal subscription. This is concurrent with my decision to drop out of psychology. It has taken me a long time and a lot of hard work to become a drop-out, but looking back, I feel that it's all been worth it. The decision to quit was not an easy one; I too like the security and fat salary that goes along with having a Ph.D., but there comes a time when you must say no to the bullshit.

I ask you not to dismiss this too easily. I've been around the field for quite a while--six years as a graduate student--and have a pretty good understanding of what constitutes academic psychology. I've received consistently high marks and all of the (misguided) praise that they engender. I have read hundreds of mainstream psychological journals and texts, have passed my doctoral comprehensives, written the first draft of my dissertation and have only a couple of months to complete all requirements. I do not view my decision to quit as either fanatical or foolhardy, but as the first sensible and honest action I've taken since entering the

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REPORTS AND NOTES FROM SPSSI COMMITTEES

ACADEMIC REFORM

The SPSSI Committee for Academic Reform met from February 11 to 13 in New York City and Stony Brook, New York. Among decisions made at the first series of meetings were (1) to make a survey of innovations in the teaching of psychology; (2) to serve as a clearinghouse for information on the consequences of attempted innovations, including degrees of success achieved educationally and infringements of academic freedom (harrassment and sanctions against) innovators; (3) to become part of an informal human support network for those trying to bring about humanistic change in higher education.

Anyone with information relevant to the first item should write to Richard A. Graham, ACTION, Washington, D. C. 20525.

For exchanges of information on the political consequences of innovation, write to Charles Brownfield, 57 Cedar Street, Stony Brook, N. Y. 11790.

Anyone wishing to participate in activities of the Committee or have an informal working relationship with the committee is invited to write to David M. Gray, 221 East Gowen Avenue, Philadelphia, Pa. 19119.

EDUCATIONAL OPPORTUNITY

Albert H. Yee has been appointed Chair of the Committee on Educational Opportunity and invites interested members to suggest issues and activities for the Committee's consideration and indicate their willingness to participate. Address: Box 50, Educ. Bldg., University of Wisconsin, Madison, Wisconsin 53706.

INTERNATIONAL RELATIONS COMMITTEE

The International Relations Committee of SPSSI has for several years focused attention on the area of international relations, conflict resolution and management, the utilization of social science by policy-makers and other actors to move toward constructive conflict and social change. In this connection, the Committee has sought out as a development of dialogue with UNITAR (United Nations Training and Research) and ACDA (Arms Control and Disarmament Agency) personnel. Currently, we are engaged with the latter agency in beginning to evaluate social science contributions. SPSSI members who feel they may be interested in contributing to the activities of this committee should write for copies of minutes of recent meetings. Please send along copies of your vitae and note the kinds of contributions in this area which you feel you would be interested in and have time to make. Thomas W. Milburn, Chair, Merston Professor of Psychology and Public Policy, Ohio State University, 199 W. 10th Street, Columbus, Ohio 43201.

NATIVE AMERICAN SOCIAL ACTION

For a number of years non-Indians have appeared to view the American Indian as both a folk hero and one of the deprived segments of this country's composite of minority cultures. As a folk hero the Indian represents that vestige of early America that many are wont to preserve

in museums, anthologies and living rooms. Here Indian folk lore, artifacts, feathers, bead and quill work, art and the like serve as reminders of the so-called glorious romantic era of early Americana. Many will point with pride at the legacies the first Americans have contributed to this country, and their private collections, without understanding the insidious implication of their behavior. Again there are many who are prone at continuing to perpetuate the image of the noble redman at peace with himself and nature just as it was in the past. For them, the Indian will always be uncivilized and they would prefer it to stay that way--a folk hero living in the twentieth century.

Then there are those who recognize that the Indian has similar difficulties as other ethnic minorities--poverty, low standards of education, economic depravity, etc. And because of this they lump the Indian in with every other deprived culture. While there is recognition of the "condition" it is usually associated with being physically remote from themselves. It is not uncommon, for example, to hear someone from the eastern shore of the United States express sympathy and concern for the "Indians out west," not realizing that approximately 14 percent of the total Indian population resides in the northeastern area and that the Indian conditions there are similar to those on the prairie and the desert. In talking with such persons it soon becomes evident that they feel one of the things they can do is to promote the adoption of orphaned Indian children or send discarded clothing to an Indian family. Beyond that, their level of commitment borders on ignorance of Indian culture and lack of awareness of Indian activism today. Their position is not unlike that of the person who holds up an Indian painting with pride and dignity.

Imagine if the situation were reversed, and Indians across the country begin digging up and saving for posterity and public viewing non-Indian artifacts. On a large scale basis Indians would adopt non-Indian children or send clothing to a needy non-Indian family because of their destitute situation.

Finally there remains the social scientist who in a unique way symbolizes a synthesis of both positions, particularly the one who has conducted vast amounts of research on the American Indian. They are typical of those who point with pride at their collection of artifacts, talk about their work with the Indians (often referring to them as "my children"), and discuss openly how much they know about Indian ethos. On this, the sad part is that they can talk with some authority for they are the ones who have coined the terms acculturation and assimilation--have subjected Indians to a multitude of personality instruments, intelligence tests and attitude scales--have interpreted Indian culture in the light of psychoanalysis or some other lucid theory of personality and unfortunately made many Indian people examine themselves in a way that they could never be. It is not uncommon for Indian youth to read about their tribal history and culture in a text written or edited by a non-Indian and end up believing it and sadly passing it along as truths. Recent research by Indian organizations has discounted the validity of a vast number of such texts and in time this may well change. Again, many social scientists have perpetuated stereotypes and images of the Native American that are in a word atrocious--to wit, "The Warrior Dropout . . .", "Savage Hunter," etc. And with esoteric clarity they delineate the

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SPSSI COMMITTEES (continued from page 3)

criteria for the adoption of non-Indian values or the process of becoming a non-Indian by developing and seemingly perfecting acculturation indices and scales to assess changes in an Indian's value system. Yet few, if any, non-Indian social scientists understand the essence of any Indian culture. Despite these harsh criticisms, the research continues and the interpretations become more inaccurate. Certain Indian groups are resisting the "volunteer syndrome," but not enough to effect a change in the non-Indian's research objectives.

Naturally these criticisms do not apply to all social scientists involved in Indian research, or citizens involved in aiding the orphaned child. Many of these individuals are very sensitive to Indian cultures and are very concerned with the Indian from an Indian perspective. There have been a small number of research studies that have been accurate, authenticated, and portray the conditions and the culture as they are in fact--and more importantly, the Indian people in many instances, have welcomed the results and have put them to practical use.

The SPSSI Committee on Native American Social Action is not so concerned with the latter as it is with the former. For a number of years certain committee members have become extremely annoyed at the attitudinal position of certain social scientists, particularly sociologists and psychologists, toward the Native American today. In a word, the position borders on ignorance and a lack of concern.

Since the spring of 1971 the committee has been attempting to provide its members and other interested social scientists with a status report of Indian affairs. In January, 1972 the committee released a 50 page document listing Indian organizations, scholarship programs, reference materials, etc., plus a state, county and town Indian demographic index pertinent to the committee member's resident state. In certain instances, recommendations were made to particular departmental chairpersons who were interested in offering graduate opportunities for Indian students in sociology and psychology. More importantly, though, the committee in attempting to awaken and alert these "aloof" social scientists to the point that the Indian is not purely an occidental phenomenon--that the Indian resides in every state in the union and conditions there are not unlike those in Oklahoma, South Dakota, New Mexico, etc., despite the variation in population distribution.

The committee will continue to provide any available information concerning the socio-economic status of the Indian, particularly to the committee members, but not necessarily restricted to them. In addition and in time, the committee will release course outlines to those instructors who desire to include materials pertaining to the Native American in their respective courses, particularly in sociology and psychology. All of this is available from the committee chair.

Finally, the committee is currently working on a proposal aimed at uncovering the salient attitudes of white America towards the Native American and quite appropriately the attitudes of Native Americans towards non-Indians, particularly social scientists. The chair welcomes those who wish to assist in the study as it will be conducted on a nation-wide basis provided the funds are available. Perhaps the rather generalized position taken earlier will either be substantiated or proved invalid.

Finally, at the midwinter meeting of SPSSI the Committee on Native American Social Action requested the Council to take action on the following two matters of concern:

1. Request time to present a case of possible "institutional racism" before the Board of Directors of the Eastern Psychological Association, at their meeting in Boston. The case involves the rejection of a symposium proposal submitted to their program chair for the 1970 session. The proposal was rejected for the following reasons: (a) "... not enough about the area of psychology," (b) "... psychologists in the east are not that concerned about Indians--there aren't any around here anyway. We suggest you submit it to a regional meeting out west." (c) "... the study of Indians belongs in the field of anthropology."

The symposium proposal was entitled, "Interdisciplinary Approaches to Understanding the American Indian." It was to be co-chaired by Drs. Carolyn W. Sherif of the Pennsylvania State University and Joseph Trimble of Oklahoma City University. The other participants included an anthropologist from Fordham University, a sociologist from the University of Delaware and a social psychologist from the University of Oklahoma Medical Center.

2. A letter addressing the editorial policy of the magazine, Psychology Today, concerning the absence of articles concerning the American Indian. On April 12, 1971, the Chair received a letter from PT's Articles Editor which stated, in part

"Upon returning from APA last fall I found a brick wall on the editorial board who was opposed to any articles on American Indians. He sees the Indian issue as a dead horse which deserves no further whipping.

This question has now been discussed by the editorial board at least six times with the same result and, unfortunately, I see no indications that the situation will change in the immediate future."

At this point, both issues were taken up by Council and action has been initiated.

Joseph E. Trimble, Ph.D.
Chair, SPSSI Committee on Native American
Social Action
Department of Psychology
Oklahoma City University
Oklahoma City, Oklahoma 73106

POPULATION

The Population Committee of SPSSI is developing a cooperative research effort to assess the modes of operation and the effectiveness of Zero Population Growth (ZPG) action groups. The purpose of this research is to describe and evaluate ZPG as a grass-roots social action movement. A series of case studies is envisaged, conducted within a common framework in terms of purpose, but each differing in accordance with the interests of particular investigators and the nature of cooperation obtainable from various ZPG chapters. Case studies are expected to examine topics such as the following: (1) size of group, membership characteristics, indices of member participation; (2) goals of the groups, tactics and strategy to achieve goals; (3) decision-making structure, locus of leadership; (4) index of community involvement (if campus group); (5) inventory of activities, with evaluation of effectiveness of each in relation to goals: effectiveness as perceived by members and leaders and effectiveness as measured by other criteria.

Researchers interested in participating in this effort are invited to contact the co-chairs of the Population Committee:

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THE CENTER FOR THE STUDY OF CONTEMPORARY ISSUES EASTERN MICHIGAN UNIVERSITY

Monroe Friedman
Center Director

This new university center, which is believed to be the first of its kind in the nation, was established in 1970 to study some of the major contemporary issues confronting society. The bulk of our efforts are being directed toward the development and operation of a comprehensive, issue-oriented instructional program. In addition, we are exploring various program possibilities in research and community service.

The instructional program of the Center is carried out by a director, three Center Fellows, and several graduate teaching assistants. In each academic year, this staff offers undergraduate coursework dealing with three contemporary issues. In each course, the issue is defined, its historical roots identified, and various alternatives examined for resolving the issue in the future.

An advisory board, consisting of a representative group of University students and faculty members, recommends the set of three issues to be studied by the Center in each academic year. The recommendations are made from a list of fifteen issues for which formal courses have been structured and approved.

The current list includes the following issues:

- Censorship and the Free Society
- The Challenge of the Emerging Nations
- Drugs: Uses, Abuses, and Controls
- The Impact of Technology on Man
- Militarism in Contemporary America
- The Population Explosion
- Poverty in America
- Private Enterprise and the Public Interest
- Resolving Racial Conflict in America
- The Right of Privacy in an Open Society
- The Rights of Women in Contemporary America
- The Role of the University in the Contemporary World
- Securing Environmental Quality: the Challenge for Man
- Violence in America
- The World in the Year 2000

A major responsibility for Center programs lies with the three Center Fellows, who are selected from the University faculty for one-year, full-time appointments. Each Fellow possesses knowledge of one of the contemporary issues selected for study by the Center's advisory board. He devotes his year in Center residence to instructional, research, and service activities relating to this issue. In performing his instructional activities, the Fellow calls upon faculty members and outside practitioners for assistance, as guest lecturers and panel participants for his courses.

The three issues under study in the current academic year and the faculty member responsible for each are as follows:

- The Challenge of the Emerging Nations: Janice Terry, Assistant Professor of History
- Resolving Racial Conflict in America: Robert Rosenwein, Assistant Professor of Psychology
- The Role of the University in the Contemporary World: Israel Woronoff, Professor of Educational Psychology

The following issues and faculty have been selected for the 1972-73 academic year:

Drugs: Uses, Abuses and Controls: Barry Fish, Assistant Professor of Psychology

The Rights of Women in Contemporary America: Marjorie Lansing, Assistant Professor of Political Science

Violence in America: Karen Lindenberg, Assistant Professor of Political Science

These then are the basic ingredients of our program. And now a brief word about our hopes and aspirations for the Contemporary Issues Center.

By offering courses which focus upon the major issues of our time, we hope to illustrate to our students that the contemporary classroom need not be divorced from the contemporary world--that the complex problems of our society can profitably be subjected to the scholarly scrutiny of the academic disciplines. We hope also to regain a sense of university community enjoyed in an earlier day by providing opportunities for faculty members to contribute the approaches or points of view of their disciplines to societal issues of concern to them all.

In a way of conclusion, we would be most interested in hearing from SPSSI members who are undertaking similar issue-oriented instructional programs. Please feel free to write to us at the Contemporary Issues Center, Eastern Michigan University, Ypsilanti, Michigan 48197.

CAPPS Organizes to Promote Psychological Policy and Influence in Legislative Matters

For a number of years, many individuals and groups of psychologists have sought means for increasing the influence of psychology in legislative matters involving research, training and insurance compensation funds. Many psychologists have been frustrated by the fact that they are not as sufficiently organized to influence legislation as were other disciplines such as optometry, medicine, etc. Recently, more vigorous attempts have been made to increase the influence of psychology in public policy matters. One strategy was the attempt of Division 31 to precipitate a change in the tax exempt status of APA so as to allow the Association to engage more in lobbying and other legislative activities. However, a vote of the membership of APA rejected the idea of changing APA's tax exempt status.

In July of 1971, a group of well known psychologists founded an APA spinoff-type organization designed to increase psychology's influence in public affairs. The organization was named Council for the Advancement of the Psychological Professions in Sciences (CAPPS). Its stated goals are: (1) to inform and educate the Congress and executive agencies concerning the science and practice of psychology, (2) to create a network of psychologists providing contacts with legislative and governmental officials, (3) to keep psychologists informed of important legislative developments, particularly as they pertain to funding for research, training, insurance compensation for services, etc., (4) Lobby for desirable, and against undesirable, legislation. Comprising the executive committee of CAPPS are: Theodore Blau, Nicholas Cummings, Melvin Gravitz, Ernest Lawrence, Max Siegal, Jack Wiggins, and Rogers Wright (President). The executive staff consists of David Sharman, Executive Director, and Richard Royce, Legislative Advocate.

Psychologists wishing to join CAPPS or to obtain further information can do so by writing to:

CAPPS, Suite 1000
1100 17th Street, NW
Washington, D.C. 20036

ANNOUNCEMENTS

The COMMITTEE ON INTERNATIONAL EXCHANGE OF PERSONS announces that applications for SENIOR FULBRIGHT-HAYS AWARDS for lecturing and research during 1973-74 in about 80 foreign countries are now being accepted--interested scholars who are U. S. citizens and have a doctorate or college teaching experience are asked to complete a simple registration form, available from: SENIOR FULBRIGHT-HAYS PROGRAM, 2101 Constitution Avenue, Washington, D.C. 20418. July 1, 1972 is the deadline for applying for research awards, and it is the suggested date for filing for lectureships.

Senior Fulbright-Hays awards generally consist of a maintenance allowance in local currency to cover normal living costs of the grantee and family while in residence abroad, and round-trip travel for the grantee (transportation is not provided for dependents). For lectures going to most non-European countries, the award includes a dollar supplement, subject to the availability of funds, or carries a stipend in dollars and foreign currency, the amount depending on the assignment, the lecturer's qualifications, salary, and other factors.

THE NATIONAL INSTITUTE OF LAW ENFORCEMENT AND CRIMINAL JUSTICE invites a limited number of scholars and practitioners to spend one year at the Institute on a study project of their own design. The grant is intended to fully support the Fellow and his project for the duration of the award. The purpose of the program is two-fold: (1) to add to the fund of knowledge concerning crime, criminal justice, and law enforcement, and (2) to make possible a continuous exchange of ideas among Institute staff members, scholars, and practitioners in the field of law enforcement and criminal justice. Each Fellow is expected to produce a final report of publishable quality. The applicant must be either a practitioner or researcher with extensive experience in the criminal justice field. Applications should be submitted to:

Research Administration Division
National Institute of Law Enforcement and Criminal Justice
Law Enforcement Assistance Administration
U. S. Department of Justice
Washington, D.C. 20530

An INVENTORY OF DRUG-ABUSE RESEARCH INSTRUMENTS (similar to the Research Reference Files in Alcoholism maintained by Ralph Connor, Eastern Washington State College, Cheney, Washington), has been formed by the undersigned. Those using such instruments are invited to submit a copy of them, as well as pertinent bibliographies and citations of relevant references (articles, reports and books), for notice in the Inventory. The Inventory serves as an archival source for the collection, storage, duplication, and issuance of pertinent research instruments and related material (e.g., bibliographies) to aid in drug-abuse research and in the development of more such instruments. A copy of the Inventory will be sent to those who do submit such material. Others will be sent a copy of the Inventory upon request. Requests for instruments contained in the Inventory will be promptly filled. The Inventory is now more than nine months old, and includes some fifty items in the areas of: attitudes, access and extent, measurement of subjective effects of drugs, differentiation of abusers, education and knowledge, and program-related evaluation.

Ernest W. Ferneau, Jr.
Boston City Hospital Psychiatry Service
Mattapan Chronic Disease Hospital
249 River Street, Mattapan, MA 02126

College for Human Development, Syracuse Univ., workshop on ADOLESCENT CULTURE AND COUNTER CULTURE: July 5-15. For teachers, community workers, religious educators, and staff of family planning and health agencies, crisis intervention programs, and street clinics. Focus is on communication in the areas of sexuality, preparation for family life, and getting high on life (without drugs). Attendance at the workshop provides 3 academic credits. For information, write:

Family Planning and Population Information Center
Syracuse University, 760 Ostrom Avenue
Syracuse, New York 13210

THE RESEARCH COMMITTEE ON SOCIOLINGUISTICS OF THE INTERNATIONAL SOCIOLOGICAL ASSOCIATION aims at disseminating information on sociolinguistic activities, stimulating discussion of theoretical fundamentals as well as ongoing work and organizing regional, national and international conferences where closer contact and intensive exchange among concerned scientists can take place. The Committee's primary instrument of communication, the Sociolinguistics Newsletter is now published four times a year and is currently being received by approximately 600 scholars from 50 countries. Requests for sample copies of the Newsletter and applications for individual or group membership should be sent to:

Evangelos A. Afendras, Secretary-Treasurer, RCS/ISA
Social Science Research Institute
1914 University Avenue, #101, University of Hawaii
Honolulu, Hawaii 96822

SECTION I of DIVISION 12 is pleased to announce the evolution of the JOURNAL OF CLINICAL CHILD PSYCHOLOGY from the Clinical Child Psychology Newsletter. The new Journal focuses on significant issues related to children and youth. Recent articles discuss psychology's failure to meet its responsibilities to Mexican-Americans, the barbarism of child labor, children's freedom and the public library, child training at the California School of Professional Psychology and other controversial topics. The Spring 1972 edition will feature major articles on Youth by Youth. Representatives of radical, conservative, Black, Chicano, Indian and working class youth tell mental health professionals what turns them on and off about current mental health services--and more! The Journal, published three times a year, can be obtained for \$5.00, from GERTRUDE J. WILLIAMS, Ph.D., Editor, Suite 312, 111 South Meramec Avenue, Clayton, Mo. 63105. Membership in Section I, which includes the Journal and all new publications of the Section gratis or at cost, is open to APA members at \$10 and Student affiliates at \$1.00; write to Secretary-Treasurer K. GERALD MARSDEN, Ed.D., Children's Psychiatric Hospital, University of Michigan Medical Center, Ann Arbor, Michigan 48104.

THE PIEDMONT SUMMER PROGRAM is a three week residential workshop for persons who want to apply encounter/growth enrichment group methods in their work, June 19 to July 9, 1972, Winston-Salem, North Carolina. Active participation in training sessions and co-leading a week end growth group provide an experiential focus. Graduate credit available. Drawing upon the varied resources of psychotherapy, counseling, and the Human Potential Movement, study includes: training in personal awareness and interpersonal-facilitative skills with sessions on feedback procedures, roleplaying, gestalt techniques, experiential teaching, task groups, plus expressive art, body movement, yoga, sensory awareness and other body-mind procedures. Write to:

Dr. John J. Woodmansee
Department of Psychology
Wake Forest University
Winston-Salem, North Carolina 27109

VOLUNTEER CONSULTANTS ROSTER

In February, the Volunteer Consultants Roster was published and distributed to Consultants and Community Action Agencies. It is made up of five sections:

- I. Names of members willing to consult on problems related to public needs.
- II. Geographical list of consultants.
- III. Alphabetical list of consultants.
- IV. List of coordinators for regional areas to serve as liaison between consultant and agency.
- V. List of agencies or groups which may be interested in obtaining the service of consultants.

We hope that the roster will be of service to many organizations including government agencies, but that it will be especially useful to non-establishment groups, such as those concerned with welfare rights, women's rights, free medical clinics, or "counter-institutional" living styles. As most of these latter groups have limited funds, the great majority of the consultants have indicated that they would serve such groups without fee, but would charge those groups able to pay for the services.

We would like to establish a two-way action between consultants and agencies by the appointment of regional coordinators. A consultant would call his regional coordinator if he has made contact with an agency or organization and the agencies are asked to contact the coordinator if they wish a consultant. Several persons have been appointed as regional coordinators in the past six weeks so we are listing the entire roster of coordinators (including new appointments) for your information:

AZ Jack Z. Elias, Phoenix
 AR Ralph W. Colvin, Conway
 CA Serena Stier, Los Angeles
 CN Irwin Silverman, Downsville
 David Koulack, Winnipeg
 CO Harry Gollob, Denver
 CT Robert Cancro, Hartford
 DC Paul Kimmel, D.C.
 FL Max C. Dertke, Tampa
 Harold L. Hawkins, Tampa
 Louis A. Penner, Tampa
 Robert C. Ziller, Gainesville
 GA James Ledvinka, Athens
 HI Patrick H. DeLeon, Kaneohe
 IL Philip Brickman, Evanston
 IA Herbert S. Roth, Des Moines
 KS Howard Baumgartel, Lawrence
 KY Ronald C. Dillehay, Lexington
 LA Suzanne D. Hill, Covington
 MD Lawrence E. Schlesinger, Chevy Chase
 MA Leonard Bickman, Northampton
 Paul E. Johnson, Cape Cod
 MI David Gochman, Ann Arbor
 MS Roscoe A. Boyer, University
 NE Harry J. Crockett, Jr., Lincoln
 NH Robert E. Kleck, Hanover

THE COMMITTEE ON RACISM WOULD LIKE TO HEAR ANONYMOUSLY FROM BLACK STUDENTS CONCERNING THEIR EDUCATIONAL EXPERIENCES, SUCH AS INSTITUTIONAL PRACTICES. COMPLAINTS AND COMMENDATIONS ARE SOLICITED WITH THE PURPOSE OF FINDING SO THAT IMPROVEMENT CAN BE MADE. THE EXPERIENCES WILL BE COMPILED BY THE COMMITTEE AND PUBLISHED IN THE SPSSI NEWSLETTER. PLEASE SEND TO THE CO-CHAIR OF THE SPSSI COMMITTEE ON RACISM:

DR. CHARLES WADDELL
 CHAIR, DEPARTMENT OF PSYCHOLOGY
 SOUTHERN UNIVERSITY
 BATON ROUGE, LOUISIANA 70807

NJ Puth Fishstein, Plainfield
 NM William R. Reevy, Socorro
 NY Marshall H. Segall, Syracuse
 ND Doug Irving, Grand Forks
 OH W. Brendan Reddy, Cincinnati
 Mark Frohman, Columbus
 Alan E. Gross, Columbus
 G. Roy Sumpter, Youngstown
 OK William C. Scott, Stillwater
 OR Robyn M. Dawes, Eugene
 PA Norman I. Harway, Pittsburgh
 SC Harold R. Keller, Columbia
 TX Edgar Crane, Houston
 WI Frances M. Culbertson, Whitewater

Please write to the SPSSI Central Office for a copy of the Volunteer Consultants Roster if you are interested--or we will be glad to send copies to agencies who might find it useful.

SUPPORT SPSSI REPRESENTATION IN APA

Twenty-nine Representatives were cut in the recent APA Council reorganization--SPSSI lost one Representative

Divisional representation on the Council will be reduced from 96 to 76 seats as the result of a reapportionment vote by 43.3 of APA voting membership. Divisions 12 and 16 now claim the most seats, 8 and 6 respectively, on the streamlined body. State representation decreased from 29 seats, a loss of 7.

The cut in Division 9 Representatives from 5 to 4 is keeping with the overall percentage reduction but SPSSI is concerned. The new apportionment procedures for representation appears to compartmentalize social issue activism only to Division 9--THE SPSSI COUNCIL THEREFORE URGES ALL SPSSI MEMBERS TO ASSIGN VOTES TO DIVISION 9 A WAY OF MAKING APA MORE RELEVANT TO SOCIAL ISSUES.

HANDBOOK ON FREE CLINICS

Herbert Freudenberger, Ph.D., has been asked by SPSSI to edit and compile a HANDBOOK ON FREE CLINICS. The Handbook will be essentially a how-to-book for those who are in the free clinic movement, or those who are seeking to organize a free clinic in their area. It will contain chapters on how to organize a free clinic, the counseling aspects, the training of volunteers, the use of patient advocates, the problems of incorporation, legal issues, the issue of malpractice insurance, the free clinic as a health care delivery system and many other areas. It will seek to encompass an approach that will be meaningful to the professional as well as the member of a community.

If you have any thoughts as to what you would like to see in such a Handbook, please write to Dr. Freudenberger, 890 Park Avenue, New York, New York 10021.

A GUIDE TO NATIVE AMERICAN INFORMATION: A RESOURCE INVENTORY, developed by the SPSSI Committee on Native American Social Action, is a 50 page document listing Indian organizations, scholarship programs, reference materials, etc., plus a state, county and town Indian demographic index. This Guide is available by writing to the Chair of the Committee:

JOSEPH E. TRIMBLE, PH.D.
 DEPARTMENT OF PSYCHOLOGY
 OKLAHOMA CITY UNIVERSITY
 OKLAHOMA CITY, OKLAHOMA 73106

LETTERS TO THE EDITOR (continued from page 2)

field as a graduate student in 1964.

After almost a decade of formal study, I would like to take this opportunity to summarize my feelings about psychology in general and SPSSI in particular.

Psychology, as defined in North American universities, is a spiritual wasteland. Well, of course, what has spirituality to do with the objective study of behavior. But then, what has spirituality to do with the desolate quality of life in America? I see the two issues as inherently related. Psychology is the study of alienated man, but lacks the recognition that it is so. Psychology is the product of alienated men, men so removed from the meaning of their humanity that they actually believe that rigor, control, experimentation and statistics constitute vehicles toward understanding human life. Academic psychology is a reflection of American alienation. It explains nothing about the human condition, but is itself a symptom of a poisoned culture and, like that culture, requires explanation and radical change.

Should the world survive the evils in which social science plays its part, historians will look back on the dinosaur of American imperialism and see psychology as a tiny ganglion in its toe. And they will be amazed that for a century, a group of men and women, who pretentiously called themselves Doctors, were so blind as actually to believe that the methods of science could illuminate anything of the human heart.

Well, these criticisms apply equally to fields such as contemporary philosophy, but where psychology differs is in the fact that it is also an intellectual wasteland. The level of intelligence one finds in mainstream publications is astonishingly banal. Psychology is an object of ridicule among intellectuals. How often I have felt embarrassment when a friend has glanced through one of my books and shaken his head at the pathetic simplemindedness aggrandized by inflated psychological jargon. The best minds in the field are third-rate thinkers.

What a tragedy that students who bring to their freshman course the naive and healthy desire to study the "meaning of life" are exposed to the ignorance and reactionary platitudes that parade under the banner of psychology. The best students continue to leave the field. I take this to be a hopeful sign. The liberal enjoinder that the student ought not to reject, say the experimental method, until he has familiarized himself with it is nonsense. Wasting several years familiarizing oneself with the valueless is wasting several years. One function of a teacher (to use an obsolete term) is to encourage students to avoid what is worthless. The psychologist who does so, however, finds himself out of a job. It is my conclusion that psychology has nothing to teach and will eventually find itself without students.

As far as SPSSI goes, I find it in many ways the most objectionable branch of the psychological establishment. If anything, its intellectual impoverishment is even greater than the other branches. It's a tight race, however, and I wouldn't want to argue the point.

From a political--or as you would have it, "social action"--point of view, SPSSI brings into sharpest relief the bankruptcy of the liberal position. Your chicken-shit reformism, your Activists' Corner, your rational consideration as to whether military psychology promotes human welfare (how can men and women of reputed intelligence even entertain such an insane proposition?)--all of these typify the fraudulent and comfortable concerns of over-paid professionals living in a world filled with misery and oppression.

"SPSSI," you say, "provides an important avenue through which social scientists can apply their knowledge and insights to some of the critical social problems of today." I believe that social scientists possess no special expertise to solve social problems. Your record in military, educational, industrial and marketing psychology leaves little doubt that your expertise serves only to create and perpetuate social problems. It's no

coincidence that social science has been used by the powerful to make their schools, factories and wars run more efficiently. The biases underlying positivist methodology co-ordinate perfectly with the needs of the ruling class: the separation of subject and object; the concern with external, measurable behavior; the preoccupation with method rather than content; the need to manipulate, control and predict. Again, it's no coincidence that terms like "manipulate" and "control" are desirable in the lexicon of social science and pejorative in the vocabulary of social ethics.

The myth that scientific methodology is value-neutral, and that therefore social scientists can beneficially apply their knowledge to social problems, is false. To be sure, most SPSSI members would agree that regrettably much applied research in the social sciences has been used to reinforce rather than alleviate problems. But then, they would go on, that is not the fault of the methodology; no, that's the fault of the application of the methodology. For methods are abstract tools; it's up to us how we use them etc., etc.

I reject that line of reasoning. I don't believe in the separability of method and application. Both evolve inter-dependently in a context of specific political and economic realities. Who controls the funds to support what research? Mainly, as we all know, government, military, industry and their tax-exempt foundations foot the bill for research which sharpens the tools of "value-neutral" methodology. And, as most of us know, they do so because that methodology, when applied, serves their interests. Workers produce more; consumers buy more; inhabitants are made more docile in concentration camps called pacification centers.

The entire network of research projects is strictly controlled economically. There is no academic freedom. That's another fake myth that SPSSI fights so tenaciously to uphold. And there are no data. The world isn't given to us; it's created. The belief in data is one more piece of the positivist pie baked up by SPSSI, science and the established powers. As Laing says, the things gathered in research are capta, the things which have been seized.

And SPSSI seizes at every turn the things which betray its avowed intention of mitigating social problems. You study blacks, the poor, hippies, radicals, delinquents, the emotionally disturbed--all the groups your government tells you are problems. The oppressed are problems; they threaten vested interests; they have to be understood and boiled into the putrid soup of American culture. And SPSSI is there, Johnny-on-the-spot, to study them, to understand them, to help the system accommodate them.

Hopefully, the giant machine, which you strive so sanctimoniously and ineffectively to lubricate, will one day grind to a halt. And then your most catastrophic expectation will have come true: there will be no research funds with which to study social problems. Or worse yet, there may not even be any social problems.

My conclusion after four years as an undergraduate and six years as a graduate student is that academic psychology offers me no knowledge or insights about the social world in which I live. Rather, it consistently beclouds any understanding.

I have always disliked the pomposity with which psychologists have named their ignorance science. The situation reaches absurd proportions, however, when SPSSI couples that pomposity with pious resolutions about social action. Logical arguments aside, my visceral reaction against SPSSI is provoked mainly by the relentless strain of self-righteousness that runs through everything you publish.

You are a group of men and women earning hugely inflated salaries, while in its name retarding social progress. Consider whether you would be willing to take a cut of \$10,000 a year to see the "social problem" with which you are professionally concerned disappear. If

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HIGHLIGHTS FROM MIDWINTER COUNCIL MEETING (continued from page 1)

***The special problems of black psychologists in making an impact on the profession was discussed with the Council recommending that letters be written to scholarly and professional journals strongly urging the adoption of an affirmative action plan with respect to the appointment of blacks to their editorial boards and as editors. The Council feels this would be a positive step toward sharing appropriate responsibility and influence with black social scientists.

***The problems of continuing education for black students were discussed. Letters are being sent to departments of psychology and social science requesting that the practice be established of budgeting financial aid for the continued education of black students if they remain in good academic standing. The Council feels that it is imperative for black students to have financial backing for more than an initial educational start as a necessary special consideration of the special problems shared by black students.

***Details of the fire were discussed with the following Resolution approved by the Council:

Whereas, in November 1971, fire destroyed the building housing the SPSSI Central Office in Ann Arbor with total loss or severe damage to records, office furniture and equipment, supplies, and journals; and

Whereas SPSSI's executive secretary, Caroline Weichlein, spent untold effort and countless hours in salvaging burnt records and equipment and in setting up a new office; and

Whereas through the dedication and hard work of Ms. Weichlein, SPSSI operations have continued almost without interruption; and

Whereas Ms. Weichlein's selfless sense of responsibility and untiring efforts on behalf of SPSSI are little known to most SPSSI members:

Now therefore be it resolved that SPSSI Council expresses its recognition and appreciation of Caroline Weichlein's enormous service to the Society, her skillful response to a serious crisis in the life of the Society beyond the requirements of her job; and

Be it further resolved that this expression of appreciation be communicated to the membership in the next SPSSI Newsletter.

Note: Ms. Weichlein sincerely appreciates and is deeply grateful to the Council for the above Resolution. She requested, however, that the Resolution include the Central Office staff as recognition of their invaluable cooperation and devotion to SPSSI during the period of crisis caused by the fire.

Representatives from the ASSOCIATION OF BLACK PSYCHOLOGISTS, BLACK STUDENTS PSYCHOLOGICAL ASSOCIATION, ASSOCIATION OF WOMEN FOR PSYCHOLOGY, ASSOCIATION OF PSYCHOLOGISTS FOR LA RAZA, LA JUNTA DE SOCIOLOGOS CHICANOS, and the PSYCHOLOGISTS FOR SOCIAL ACTION attended the meetings.

***Charles Waddell (ASSOCIATION OF BLACK PSYCHOLOGISTS) reported that ABPsi is interested in working with SPSSI on any program where goals are compatible such as combating racism and racist policies and processes within the A. ABPsi is concerned with the procedures and pro-

ams in graduate education, the lack of flexibility and the apparent lack of concern in training people to deal with problems facing society; with the use and misuse of testing black people, and other minorities. A current ABPsi project is a new journal of black psychology to communicate to a wider audience principles about which there is concern. In this context ABPsi urges psychology and SPSSI to move in a direction of producing films for wide distribution about black psychology and psychology-at-large.

***Alfredo Castaneda (ASSOCIATION OF PSYCHOLOGISTS FOR LA RAZA) thanked the Council for launching the APLR financially and supportively which has resulted in the awarding of a grant from NIMH to assess the recruitment of Mexican Americans into graduate schools in the Southwestern States. The information gathered will be the basis of a conference to structure the needs and concerns of Mexican Americans in graduate education.

***Joan Crowley (ASSOCIATION OF WOMEN FOR PSYCHOLOGY and the COMMITTEE ON SEX DISCRIMINATION IN PSYCHOLOGY), reported that these two groups recommend the publication of an article in the SPSSI Newsletter which would bring to bear whatever power SPSSI has to open concerns on studies of sexism. It was recommended that SPSSI support such studies directly, including the relationship between psychologists and women, and should bring this concern to the attention of the SPSSI Grants-in-Aid committee and the Gordon Allport Essay contestants. The Academic Freedom committee was asked to include sexism and feminism in its academic freedom policies. A motion was passed by Council asking President Guttentag to recommend to the APA that open advertising of all positions be encouraged to remove the stigma of initiating an application for a position.

***Ralph Horton (BLACKS STUDENTS PSYCHOLOGICAL ASSOCIATION) reported on the Atlanta Conference which had been held with no financial aid other than the \$300 donated by SPSSI. Over 400 students convened in Atlanta working in teams, representing all areas of concern toward the development of a community psychology. The students talked with people on the streets, visited agencies and programs which involved education, politics, religion, housing and urban renewal, job training and employment, drug education, mental health, crime and delinquency, aged, family, and mass media. The Council approved a request from Mr. Horton for \$300 to use as seed money to get a similar conference started for the New York area this spring.

***The Council approved a request from Jaime S. Rivera (LA JUNTA DE SOCIOLOGOS CHICANOS) for \$1,200 for the establishment of a national Chicano (Raza) social science association with an additional purpose of encouraging Chicanos in other disciplines to organize just as have the Chicano sociologists and psychologists.

***Doris Miller (PSYCHOLOGISTS FOR SOCIAL ACTION) reported on the NYPSA project (partially funded by SPSSI): (1) to promote interaction between APA constituencies and leadership around issues of common concern, with the purpose of formulating positions and/or actions which members would like APA to advance; and (2) to establish APA leadership accountability to membership.

Dr. Miller listed the following action taken by PSA with outcomes and summaries:

At the APA 1971 Convention there was (1) Widespread letting inviting participation in a project discussion. Outcome: minimal response. (2) At the Open Forum, PSA introduced two resolutions on Central Office and elected

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Kurt Back, Department of Sociology and Anthropology,
Duke University, Durham, N. C. 27706

James Fawcett, East-West Population Institute, The
East-West Center, Honolulu, Hawaii 96822

Please send copies of correspondence to both, describing your particular research interest or ideas for this study, indicating whether steps have been taken to secure cooperation from a local ZPG chapter, and providing information about research resources, time available for participation, and so on.

Some research funds in very modest amounts may be available from SPSSI, but in general participants will be expected to utilize existing resources or to obtain their own funds if that is warranted by the scope of a particular study.

It is hoped that this series of studies will culminate in a handbook that will incorporate individual reports as well as derive conclusions and recommendations based upon the full set of studies. Procedural details will be worked out in consultation with those persons who are invited to participate, after responses to this notice have been received and evaluated.

PRIVACY

Since November, 1971, members of the Committee on Privacy and other social scientists have focused some of their activity on documenting the impact of government surveillance on political activity. This project resulted from contact between the committee members and ACLU lawyers who are preparing several legal briefs dealing with this phenomenon. The members of the Task Force worked to provide the lawyers with social science concepts and data to support the legal contention that surveillance creates a "chilling effect" which inhibits individuals from exercising their First Amendment rights. This material was presented to Frank Askin, of the ACLU and the Constitutional Litigation Clinic of Rutgers Law School, in February, 1972. It was incorporated into the legal brief of Laird v. Tatum as an appendix entitled "Chilling Effect: A View from the Social Sciences." This case is now being presented before the United States Supreme Court.

At the Committee meeting in February, a report on the above activity was made. We discussed the committee's objectives and the possible strategies for accomplishing them. Stated in rather general terms, the committee is interested in developing a working relationship between social scientists and the legal community which would focus on the issue of surveillance and other relevant constitutional questions. We are interested in generating research which is pertinent to the above problems. Through our contact with the ACLU and the Rutgers Constitutional Litigation Clinic, we have become more aware of the need for social scientists and lawyers to communicate about pressing social issues.

In order to achieve our goals, we decided on the following actions: to try to stimulate and develop a series of integrated research proposals dealing with the impact of surveillance; to organize a working conference for sometime in the late spring; to initiate a cross-disciplinary course involving students and faculty from Rutgers Law School and social science graduate students; and to produce an issue of the Journal of Social Issues devoted to the implications of surveillance and the "chilling effect."

We are requesting that anyone interested in becoming involved in the above projects contact:

Ms. A. Sandra Abramson
Office of the Provost
Graduate Center, CUNY
33 W. 42nd Street
New York, New York 10036

RACISM

A summary of the discussion of the February committee meeting follows:

SPSSI should focus on the specific process of racism as opposed to attacking racism research (e.g., Jensen and Shockley's research).

1. Racist processes that mitigate the success of black and other minority graduate students in the university.
2. Recruitment of black and other minority groups has not changed the racist nature of graduate programs.
3. Re-evaluation of recruitment programs in graduate programs (continuation of financial support for minority students, what are good research topics, and is the academic program flexible enough to handle the needs of blacks and other minorities).
4. Submit a position paper speaking to the racist nature of graduate programs to funding agencies.
5. SPSSI NL should publish complaints and racist practices submitted by students.
6. Urge appointment of blacks and other minorities to review committees for funding agencies, consultantships, and editors to journals.

SOCIALIZATION AND THE LAW

Dr. June L. Tapp, Chair of the Committee on Socialization and the Law, reported that a follow-up was planned on the questionnaire sent to committee members to survey (1) level of interest, (2) the nature of the Committee's (human) resources, and (3) ideas, suggestions and reactions for focus. Responses to this survey are to be used as a base for the program undertaken by the Committee.

The Committee members recommended an Informal Roundtable to be held at the Hawaii APA meeting. Such a "programmatic" agenda is designed to explain possible areas of interest and expertise of Committee members in a face-to-face situation as well as to suggest future decisions that could range from the stimulation and report of "legally-oriented" research to consultation in policy decisions to development of psychology-law curricula to organizational and professional coordination with informational clearing house functions. Tentatively to be called "An Informal Roundtable in New and Old Issues in Legal Socialization, the Law, and the Administration of Justice," six major areas will be described by members of the Committee. They are intended to reflect the diversity of interest and need and include the following: (1) The State of Legal Socialization through the Life Cycle; (2) Naturalistic and Experimental Psychological Research in Legal Settings; (3) Student and Faculty Views from the Hill of "Legal Education"; (4) The Role of the Law Operations; (5) Relevance of Organizational Utilization; (6) Possibility of Professional Coordination.

A time and place will be officially assigned for the "Informal Roundtable," at the APA Convention and will be listed in the APA Program publication.

(continued on page 12)

SPSSI COMMITTEES (continued from page 11)

TEACHING OF SOCIAL ISSUES

The committee met as part of the Midwinter SPSSI Council meetings with the chair, one committee member and four interested persons from the New York area present. Clara Mayo (chair) reviewed the committee's work to date including the emphasis on collection and dissemination of the course outlines in social issues. The discussion thereafter followed three themes concerning the teaching of social issues: definition, goals, and style or process of courses. On the question "what is a social issue?", it was determined that the subjects most frequently dealt with in courses were drugs, racism, crime and poverty and more rarely feminism, environment, housing, and planning. The comment was made that courses too often define their focus by the victims rather than by institutional and other causal forces.

Several participants mentioned that courses on social issues were considered too applied and unscholarly for inclusion in the psychology curriculum where they are taught and this led to a discussion of the instructional purpose of such courses. It seemed evident that some emphasis on social issues was included in many traditional social psychology or sociology courses. It was agreed that a course focusing on several social issues made possible the drawing of generalizations across problems (the teaching of the effects of power, group identity, intergroup conflict and the like in real contexts) and was more effective in bringing students from an emotional reaction to a cognitive appraisal of an issue. Whether the goal of such a course was student action and change rather than understanding was debated at length as was the problem of bias introduced by an instructor emotionally involved with the issue under study.

The discussion led naturally to the question of experiential versus traditional teaching styles in courses in social issues. Participants mentioned that experiential learning was more popular with the students and more risk laden for faculty in terms of negative reactions from community and academic sources. The ethical issues involved in affecting unwilling or unknowing populations were discussed in the context of an advocacy stance that allows the subject-client population to define the students' tasks. Alternatives were explored such as the study of public records and open meetings of advocacy groups within the academic community, or students' own experiences with drugs, crime, etc., and the wider use of nonreactive methods.

The sharing of teaching experiences among participants at the meeting culminated in a series of suggestions for the committee's further work.

1. Teaching materials are needed and the committee chair was asked to explore the preparation of an instructor's manual containing structured exercises for students, suggestions on locating community resources, and the like. Questions were raised concerning progress on the Gergens' text on social issues.

2. The committee was asked to solicit and disseminate through the newsletter successful examples of experiential teaching of social issues.

3. A survey of psychology department chairs was suggested requesting from them information about courses or past courses that deal with social issues. While informative, the main purpose of such a survey would be to legitimize and support such teaching.

4. SPSSI Council was asked to consider the extent to which it carries weight with academic departments that

might be used to increase the granting of course credit for field work and independent course work on social issues.

The problems of carrying out effective committee work with a nationwide group whose commitment often extends only to being on the mailing list were mentioned. Clara Mayo expressed the view that even a small face-to-face meeting of "interested persons" was helpful in developing ideas and in reminding the chair of the validity of the committee's concerns.

EARLY RESERVATIONS URGED

FOR HAWAII CONVENTION

The APA Board of Convention Affairs strongly recommends that all members planning to attend the 80th Annual Convention in Honolulu, Hawaii, September 1-8, 1972, complete their travel and hotel arrangements as soon as possible.

The Coordination Center at Travel Consultants, Inc. in Washington, D.C. reports that reservations are coming in rapidly and that a very high percentage of persons is electing to participate in one of the organized travel programs such as the charter flights, "group inclusive tour" flights, etc.

However, APA members must recognize that the success of these low cost travel programs (in many cases, as much as 50 percent savings in the cost of air transportation) are solely dependent on enough early reservations.

There are three brochures available in connection with the Honolulu Convention. The main convention brochure describes hotel accommodations, air travel by various means to and from Honolulu, and contains the official registration-reservation form on which you may complete your request for confirmation on all aspects of your attendance in Honolulu. There is a separate brochure describing in detail the optional tours to the Neighbor Islands of Hawaii, Kauai, and Maui. A third brochure details post-convention travel programs to the Orient, South Pacific, and around the world.

The brochures are available from the official APA Coordination Center:

Travel Consultants, Inc.
1025 Connecticut Avenue, N.W.
Washington, D.C. 20036

The Hilton Hawaiian Village has been designated as the Headquarters Hotel for SPSSI and most of the SPSSI program will be held there. The Village has a family plan available; room rates range from \$21.00 to \$33.00 for singles; \$23.00 to \$35.00 for twins; all rooms are air conditioned.

SPSSI members who are not APA members can obtain information on charter flights to Honolulu by writing to the SPSSI Central Office, P. O. Box 1248, Ann Arbor, Michigan 48106.

Published by the Society for the Psychological Study of Social Issues. Editors: John P. Kirscht and Caroline Weichlein. P.O. Box 1248, Ann Arbor, Michigan 48106.

SPSSI NEWSLETTER

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HIGHLIGHTS OF THE SPSSI MIDWINTER COUNCIL MEETING

SPSSI's first expanded Midwinter meeting was a modest effort but a very successful one. Approximately fifty members in the New York area (one attended from St. Louis), took advantage of the opportunity to attend the several meetings of the various committees and the Council. The informal cocktail and dinner hour on Friday night for Council and SPSSI members was well attended--the food and drink was excellent as was the conversation. The Council appreciates the cooperation of the Graduate Center of the City University of New York in making the arrangements possible.

Almost all of the committees reported to the Council with enthusiasm and seemed anxious to get out and get to work on plans and projects which had been developed during their committee meetings. Some of the committees reported unusual format but good results. The Drug Committee was comprised of the chair and several extremely interested CUNY graduate students which resulted in a stimulating seminar; the Committee on Aging had only two present (the chair and one member) but came up with innovative suggestions for committee activity. It was the consensus of Council that a similar meeting should be planned for next year, probably in Ann Arbor. It isn't possible financially at this time to plan simultaneous regional meetings; the best possibility is to hold the expanded midwinter meetings in different areas in an effort to involve as many SPSSI members as possible.

Committee reports and Council action on the reports can be found on page 3 of this Newsletter. Other highlights:

***An ad hoc committee was appointed to explore concrete ways in which representation of underrepresented groups could be insured on APA committees and the APA Council of Representatives.

***Mitch Dorson of Common Cause talked generally to the Council about the organization and its objectives. Common Cause will explicitly define its needs and requests which could be handled by SPSSI. An ad hoc committee (David Gray, Richard Schmuck, Edgar Epps and Oliver Moles) was appointed to respond to the Common Cause needs. The greatest urgency is for research assistance in such areas as school busing as it relates to equal educational opportunity, school integration, criminal justice (prison reform), gun control, halfway houses, and how to contend with a hostile Congress or public.

***Council requested that a committee of psychologists who have had experience in the areas of scatter site housing and conflict resolution be appointed to bring together information for dissemination to selected audiences (Congressmen, community groups working in this

area, etc.), for future impact on scatter site housing. A request for information was made to the Council in connection with the scatter site housing planned for Forest Hills in New York--if possible, information will be gathered in time to be of use in this instance.

***A motion was passed (with two negative votes) "that priorities in grants-in-aid be given to those studies which have made a conscientious effort to involve members of the target population in deciding the appropriateness of the questions asked and the methods to be used." This motion is in keeping with the report of the SPSSI Committee on Social Responsibility.

***Richard Kalish was encouraged to proceed with a project seeking copies of unused journals to be donated to appropriate institutions. It was recommended that this project start in a limited way with enlargement and continuation depending on initial experience.

***The Council accepted with regret the resignation of Harold M. Proshansky as Chair of the Publications Committee, and expressed their appreciation of his long and effective service in this role. The Council was pleased to learn that Richard Schmuck has accepted the appointment as the new Chair for this important SPSSI committee.

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FINANCIAL HELP IS NEEDED BY

THE BLACK STUDENTS PSYCHOLOGICAL ASSOCIATION

to fund their National Convention scheduled for June 14-17, Bronx Campus, New York University. The Convention last year in Atlanta was designed for the task of collecting information from the Atlanta community to support development of a program and curriculum outline for a proposed educational facility to train paraprofessionals in psychology, and psychologists at all degree levels, at the Atlanta University Center complex. The Convention was a clear success with the resulting reports being used for further development of the project.

SPSSI has supported BSPA as much as the Society's limited financial resources has allowed; the Council has unanimously applauded the efforts and achievements of these young people. SPSSI believes your financial contribution will be put to good use--please make checks payable to BSPA (Black Students Psychological Association) and send to:

BSPA - National Convention
c/o Brother Nixon (Nwanca)
P.O. Box 305, Adelphi Station
Brooklyn, New York 11238

LETTERS TO THE EDITOR

Dear Editors:

The Dallas Society of Clinical Psychologists has involved itself in an interesting project during the Dallas continuing school desegregation crisis, and I wanted to inform SPSSI about the project and also to ask for information on similar projects around the country.

Before the final judgment on our current desegregation suit had been handed down, the Dallas Society of Clinical Psychologists wrote to the Superintendent of schools and the President of the School Board offering our voluntary services. We subsequently have obtained commitments from approximately 30 of the 50 members, all Ph.D. level clinical psychologists, for two hours per week of work somewhere in the school system. We pointed out, as best we could, our limitations in the area of education and race relations, and attempted to spell out a number of roles which we felt we could play which might be helpful to the schools and the community (for example, leaders of community, teacher or principal groups, work with inter-racial student groups, consultants on research projects having to do with integration or bussing, etc.). The School Board and Administration accepted our offer in the late summer, and since then, has circulated a notice of our availability and of our potential functions to school principals around the city. It is now up to the principals' initiative to contact the school administration to request our services.

Our preliminary plan has been to send two psychologists to each requesting school and to have them work out with the principal the format and the content of the consulting relationship. I am sure these will vary a great deal from school to school, but there is yet no compilation of the roles which different teams are developing.

We feel that this is an opportunity for the clinical psychologists in Dallas to offer a useful service to the community and, perhaps more importantly, a chance for us all to learn about issues involved in school desegregation.

I wondered if any of the psychology groups in the country have done or are doing anything similar to this. If so, we would very much appreciate the opportunity to read any of their materials and to be in contact with them.

Robert A. Brown, Ph.D.
The University of Texas
Medical School at Dallas
2600 Stemmons Freeway,
Suite 202
Dallas, Texas 75207

Dear Editors:

During 1970-71 the Committee on the Profession of the Eastern Sociological Society called attention to violations of academic freedom in institutions of higher education. Faculty members are being fired, denied tenure and promotion for reasons other than that of academic incompetence and non-performance as set forth in the AAUP's 1940 Statement on Academic Freedom and Tenure. In many instances overt and covert political reasons enter into the hiring and retention of faculty members over and above considerations of competence and performance. Where this is the case the situation is more aptly described as one of institutional repression. Examples of institutional repression minimally cover the following: penalization of would-be educational reformers, of persons who exercise their right to free speech, of persons who practice a "deviant" life style.

In 1971-72 the Committee on the Profession has undertaken the task of drawing up and ultimately implementing new and meaningful guidelines for the protection of individual rights in institutions of higher education. It is seeking to collect information on cases violating academic freedom and compile instances of institutional repression in order to accomplish these ends. Anyone

knowing of such cases and/or anyone who is the object of such actions should contact the Committee on the Profession. All information will be held in strictest confidence according to the desires of the parties involved. All communications should be sent to: Eastern Sociological Society, Committee on the Profession, c/o Secretary, Department of Sociology, Fairleigh Dickinson University, Teaneck, New Jersey 07666.

Dear SPSSI:

In view of the Republican National Convention due in San Diego next August, our Peace Operations Center has taken on as a timely project the framing of a peace plank. We feel that because of our proximity to the convention, we will be in the best position to personally present to the delegates a peoples' peace plank composed of morally urgent resolutions.

Most local peace groups and community service groups are coordinating their convention activities. However, we would also like help on the national level in order that our project may have a more forceful impact on the two major parties. We would greatly appreciate any suggestions you might have as to the contents of such a plank.

Tentatively according to inspiration, finances, and manpower, we propose to:

1. Announce the project locally, nationally and internationally to peace activists and organizations as well as to appropriate legislative, governmental and political groups.

2. Encourage sister projects, especially in Miami around the Democratic National Convention, and input to us by selected individuals and groups.

3. Send representatives to the Congressional district party platform conferences and the states party platform conferences and conventions.

4. Conduct public hearings on the peace plank in San Diego.

5. Present the plank to the appropriate groups, communications media, etc.

Our primary hope is that by demonstrating to the war-sickened youth that people of all ages are actively seeking to promote international brotherhood through a reversal of current nationalistic and militaristic trends we might ease their frustration and facilitate peaceful means of democratic decision-making.

In peace,
San Diego Peace Operations Center
210 South Euclid Avenue
San Diego, California 92114

Dear Editors:

I am writing to cancel my membership and journal subscription. This is concurrent with my decision to drop out of psychology. It has taken me a long time and a lot of hard work to become a drop-out, but looking back, I feel that it's all been worth it. The decision to quit was not an easy one; I too like the security and fat salary that goes along with having a Ph.D., but there comes a time when you must say no to the bullshit.

I ask you not to dismiss this too easily. I've been around the field for quite a while--six years as a graduate student--and have a pretty good understanding of what constitutes academic psychology. I've received consistently high marks and all of the (misguided) praise that they engender. I have read hundreds of mainstream psychological journals and texts, have passed my doctoral comprehensives, written the first draft of my dissertation and have only a couple of months to complete all requirements. I do not view my decision to quit as either fanatical or foolhardy, but as the first sensible and honest action I've taken since entering the

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REPORTS AND NOTES FROM SPSSI COMMITTEES

ACADEMIC REFORM

The SPSSI Committee for Academic Reform met from February 11 to 13 in New York City and Stony Brook, New York. Among decisions made at the first series of meetings were (1) to make a survey of innovations in the teaching of psychology; (2) to serve as a clearinghouse for information on the consequences of attempted innovations, including degrees of success achieved educationally and infringements of academic freedom (harrassment and sanctions against) innovators; (3) to become part of an informal human support network for those trying to bring about humanistic change in higher education.

Anyone with information relevant to the first item should write to Richard A. Graham, ACTION, Washington, D. C. 20525.

For exchanges of information on the political consequences of innovation, write to Charles Brownfield, 57 Cedar Street, Stony Brook, N. Y. 11790.

Anyone wishing to participate in activities of the Committee or have an informal working relationship with the committee is invited to write to David M. Gray, 221 East Gowen Avenue, Philadelphia, Pa. 19119.

EDUCATIONAL OPPORTUNITY

Albert H. Yee has been appointed Chair of the Committee on Educational Opportunity and invites interested members to suggest issues and activities for the Committee's consideration and indicate their willingness to participate. Address: Box 50, Educ. Bldg., University of Wisconsin, Madison, Wisconsin 53706.

INTERNATIONAL RELATIONS COMMITTEE

The International Relations Committee of SPSSI has for several years focused attention on the area of international relations, conflict resolution and management, the utilization of social science by policy-makers and other actors to move toward constructive conflict and social change. In this connection, the Committee has sought out as a development of dialogue with UNITAR (United Nations Training and Research) and ACDA (Arms Control and Disarmament Agency) personnel. Currently, we are engaged with the latter agency in beginning to evaluate social science contributions. SPSSI members who feel they may be interested in contributing to the activities of this committee should write for copies of minutes of recent meetings. Please send along copies of your vitae and note the kinds of contributions in this area which you feel you would be interested in and have time to make. Thomas W. Milburn, Chair, Mershon Professor of Psychology and Public Policy, Ohio State University, 199 W. 10th Street, Columbus, Ohio 43201.

NATIVE AMERICAN SOCIAL ACTION

For a number of years non-Indians have appeared to view the American Indian as both a folk hero and one of the deprived segments of this country's composite of minority cultures. As a folk hero the Indian represents that vestige of early America that many are wont to preserve

in museums, anthologies and living rooms. Here Indian folk lore, artifacts, feathers, bead and quill work, art and the like serve as reminders of the so-called glorious romantic era of early Americana. Many will point with pride at the legacies the first Americans have contributed to this country, and their private collections, without understanding the insidious implication of their behavior. Again there are many who are prone at continuing to perpetuate the image of the noble redman at peace with himself and nature just as it was in the past. For them, the Indian will always be uncivilized and they would prefer it to stay that way--a folk hero living in the twentieth century.

Then there are those who recognize that the Indian has similar difficulties as other ethnic minorities--poverty, low standards of education, economic depravity, etc. And because of this they lump the Indian in with every other deprived culture. While there is recognition of the "condition" it is usually associated with being physically remote from themselves. It is not uncommon, for example, to hear someone from the eastern shore of the United States express sympathy and concern for the "Indians out west," not realizing that approximately 14 percent of the total Indian population resides in the northeastern area and that the Indian conditions there are similar to those on the prairie and the desert. In talking with such persons it soon becomes evident that they feel one of the things they can do is to promote the adoption of orphaned Indian children or send discarded clothing to an Indian family. Beyond that, their level of commitment borders on ignorance of Indian culture and lack of awareness of Indian activism today. Their position is not unlike that of the person who holds up an Indian painting with pride and dignity.

Imagine if the situation were reversed, and Indians across the country begin digging up and saving for posterity and public viewing non-Indian artifacts. On a large scale basis Indians would adopt non-Indian children or send clothing to a needy non-Indian family because of their destitute situation.

Finally there remains the social scientist who in a unique way symbolizes a synthesis of both positions, particularly the one who has conducted vast amounts of research on the American Indian. They are typical of those who point with pride at their collection of artifacts, talk about their work with the Indians (often referring to them as "my children"), and discuss openly how much they know about Indian ethos. On this, the sad part is that they can talk with some authority for they are the ones who have coined the terms acculturation and assimilation--have subjected Indians to a multitude of personality instruments, intelligence tests and attitude scales--have interpreted Indian culture in the light of psychoanalysis or some other lucid theory of personality and unfortunately made many Indian people examine themselves in a way that they could never be. It is not uncommon for Indian youth to read about their tribal history and culture in a text written or edited by a non-Indian and end up believing it and sadly passing it along as truths. Recent research by Indian organizations has discounted the validity of a vast number of such texts and in time this may well change. Again, many social scientists have perpetuated stereotypes and images of the Native American that are in a word atrocious--to wit, "The Warrior Dropout . . .," "Savage Hunter," etc. And with esoteric clarity they delineate the

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SPSSI COMMITTEES (continued from page 3)

criteria for the adoption of non-Indian values or the process of becoming a non-Indian by developing and seemingly perfecting acculturation indices and scales to assess changes in an Indian's value system. Yet few, if any, non-Indian social scientists understand the essence of any Indian culture. Despite these harsh criticisms, the research continues and the interpretations become more inaccurate. Certain Indian groups are resisting the "volunteer syndrome," but not enough to effect a change in the non-Indian's research objectives.

Naturally these criticisms do not apply to all social scientists involved in Indian research, or citizens involved in aiding the orphaned child. Many of these individuals are very sensitive to Indian cultures and are very concerned with the Indian from an Indian perspective. There have been a small number of research studies that have been accurate, authenticated, and portray the conditions and the culture as they are in fact--and more importantly, the Indian people in many instances, have welcomed the results and have put them to practical use.

The SPSSI Committee on Native American Social Action is not so concerned with the latter as it is with the former. For a number of years certain committee members have become extremely annoyed at the attitudinal position of certain social scientists, particularly sociologists and psychologists, toward the Native American today. In a word, the position borders on ignorance and a lack of concern.

Since the spring of 1971 the committee has been attempting to provide its members and other interested social scientists with a status report of Indian affairs. In January, 1972 the committee released a 50 page document listing Indian organizations, scholarship programs, reference materials, etc., plus a state, county and town Indian demographic index pertinent to the committee member's resident state. In certain instances, recommendations were made to particular departmental chairpersons who were interested in offering graduate opportunities for Indian students in sociology and psychology. More importantly, though, the committee in attempting to awaken and alert these "aloof" social scientists to the point that the Indian is not purely an occidental phenomenon--that the Indian resides in every state in the union and conditions there are not unlike those in Oklahoma, South Dakota, New Mexico, etc., despite the variation in population distribution.

The committee will continue to provide any available information concerning the socio-economic status of the Indian, particularly to the committee members, but not necessarily restricted to them. In addition and in time, the committee will release course outlines to those instructors who desire to include materials pertaining to the Native American in their respective courses, particularly in sociology and psychology. All of this is available from the committee chair.

Finally, the committee is currently working on a proposal aimed at uncovering the salient attitudes of white America towards the Native American and quite appropriately the attitudes of Native Americans towards non-Indians, particularly social scientists. The chair welcomes those who wish to assist in the study as it will be conducted on a nation-wide basis provided the funds are available. Perhaps the rather generalized position taken earlier will either be substantiated or proved invalid.

Finally, at the midwinter meeting of SPSSI the Committee on Native American Social Action requested the Council to take action on the following two matters of concern:

1. Request time to present a case of possible "institutional racism" before the Board of Directors of the Eastern Psychological Association, at their meeting in Boston. The case involves the rejection of a symposium proposal submitted to their program chair for the 1970 session. The proposal was rejected for the following reasons: (a) "... not enough about the area of psychology," (b) "... psychologists in the east are not that concerned about Indians--there aren't any around here anyway. We suggest you submit it to a regional meeting out west." (c) "... the study of Indians belongs in the field of anthropology."

The symposium proposal was entitled, "Interdisciplinary Approaches to Understanding the American Indian." It was to be co-chaired by Drs. Carolyn W. Sherif of the Pennsylvania State University and Joseph Trimble of Oklahoma City University. The other participants included an anthropologist from Fordham University, a sociologist from the University of Delaware and a social psychologist from the University of Oklahoma Medical Center.

2. A letter addressing the editorial policy of the magazine, Psychology Today, concerning the absence of articles concerning the American Indian. On April 12, 1971, the Chair received a letter from PT's Articles Editor which stated, in part

"Upon returning from APA last fall I found a brick wall on the editorial board who was opposed to any articles on American Indians. He sees the Indian issue as a dead horse which deserves no further whipping.

This question has now been discussed by the editorial board at least six times with the same result and, unfortunately, I see no indications that the situation will change in the immediate future."

At this point, both issues were taken up by Council and action has been initiated.

Joseph E. Trimble, Ph.D.
Chair, SPSSI Committee on Native American
Social Action
Department of Psychology
Oklahoma City University
Oklahoma City, Oklahoma 73106

POPULATION

The Population Committee of SPSSI is developing a cooperative research effort to assess the modes of operation and the effectiveness of Zero Population Growth (ZPG) action groups. The purpose of this research is to describe and evaluate ZPG as a grass-roots social action movement. A series of case studies is envisaged, conducted within a common framework in terms of purpose, but each differing in accordance with the interests of particular investigators and the nature of cooperation obtainable from various ZPG chapters. Case studies are expected to examine topics such as the following: (1) size of group, membership characteristics, indices of member participation; (2) goals of the groups, tactics and strategy to achieve goals; (3) decision-making structure, locus of leadership; (4) index of community involvement (if campus group); (5) inventory of activities, with evaluation of effectiveness of each in relation to goals: effectiveness as perceived by members and leaders and effectiveness as measured by other criteria.

Researchers interested in participating in this effort are invited to contact the co-chairs of the Population Committee:

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THE CENTER FOR THE STUDY OF CONTEMPORARY ISSUES EASTERN MICHIGAN UNIVERSITY

Monroe Friedman
Center Director

This new university center, which is believed to be the first of its kind in the nation, was established in 1970 to study some of the major contemporary issues confronting society. The bulk of our efforts are being directed toward the development and operation of a comprehensive, issue-oriented instructional program. In addition, we are exploring various program possibilities in research and community service.

The instructional program of the Center is carried out by a director, three Center Fellows, and several graduate teaching assistants. In each academic year, this staff offers undergraduate coursework dealing with three contemporary issues. In each course, the issue is defined, its historical roots identified, and various alternatives examined for resolving the issue in the future.

An advisory board, consisting of a representative group of University students and faculty members, recommends the set of three issues to be studied by the Center in each academic year. The recommendations are made from a list of fifteen issues for which formal courses have been structured and approved.

The current list includes the following issues:

- Censorship and the Free Society
- The Challenge of the Emerging Nations
- Drugs: Uses, Abuses, and Controls
- The Impact of Technology on Man
- Militarism in Contemporary America
- The Population Explosion
- Poverty in America
- Private Enterprise and the Public Interest
- Resolving Racial Conflict in America
- The Right of Privacy in an Open Society
- The Rights of Women in Contemporary America
- The Role of the University in the Contemporary World
- Securing Environmental Quality: the Challenge for Man
- Violence in America
- The World in the Year 2000

A major responsibility for Center programs lies with the three Center Fellows, who are selected from the University faculty for one-year, full-time appointments. Each Fellow possesses knowledge of one of the contemporary issues selected for study by the Center's advisory board. He devotes his year in Center residence to instructional, research, and service activities relating to this issue. In performing his instructional activities, the Fellow calls upon faculty members and outside practitioners for assistance, as guest lecturers and panel participants for his courses.

The three issues under study in the current academic year and the faculty member responsible for each are as follows:

- The Challenge of the Emerging Nations: Janice Terry, Assistant Professor of History
- Resolving Racial Conflict in America: Robert Rosenwein, Assistant Professor of Psychology
- The Role of the University in the Contemporary World: Israel Woronoff, Professor of Educational Psychology

The following issues and faculty have been selected for the 1972-73 academic year:

Drugs: Uses, Abuses and Controls: Barry Fish, Assistant Professor of Psychology

The Rights of Women in Contemporary America: Marjorie Lansing, Assistant Professor of Political Science

Violence in America: Karen Lindenberg, Assistant Professor of Political Science

These then are the basic ingredients of our program. And now a brief word about our hopes and aspirations for the Contemporary Issues Center.

By offering courses which focus upon the major issues of our time, we hope to illustrate to our students that the contemporary classroom need not be divorced from the contemporary world--that the complex problems of our society can profitably be subjected to the scholarly scrutiny of the academic disciplines. We hope also to regain a sense of university community enjoyed in an earlier day by providing opportunities for faculty members to contribute the approaches or points of view of their disciplines to societal issues of concern to them all.

In a way of conclusion, we would be most interested in hearing from SPSSI members who are undertaking similar issue-oriented instructional programs. Please feel free to write to us at the Contemporary Issues Center, Eastern Michigan University, Ypsilanti, Michigan 48197.

CAPPS Organizes to Promote Psychological Policy and Influence in Legislative Matters

For a number of years, many individuals and groups of psychologists have sought means for increasing the influence of psychology in legislative matters involving research, training and insurance compensation funds. Many psychologists have been frustrated by the fact that they are not as sufficiently organized to influence legislation as were other disciplines such as optometry, medicine, etc. Recently, more vigorous attempts have been made to increase the influence of psychology in public policy matters. One strategy was the attempt of Division 31 to precipitate a change in the tax exempt status of APA so as to allow the Association to engage more in lobbying and other legislative activities. However, a vote of the membership of APA rejected the idea of changing APA's tax exempt status.

In July of 1971, a group of well known psychologists founded an APA spinoff-type organization designed to increase psychology's influence in public affairs. The organization was named Council for the Advancement of the Psychological Professions in Sciences (CAPPS). Its stated goals are: (1) to inform and educate the Congress and executive agencies concerning the science and practice of psychology, (2) to create a network of psychologists providing contacts with legislative and governmental officials, (3) to keep psychologists informed of important legislative developments, particularly as they pertain to funding for research, training, insurance compensation for services, etc., (4) Lobby for desirable, and against undesirable, legislation. Comprising the executive committee of CAPPS are: Theodore Blau, Nicholas Cummings, Melvin Gravitz, Ernest Lawrence, Max Siegal, Jack Wiggins, and Rogers Wright (President). The executive staff consists of David Sharman, Executive Director, and Richard Royce, Legislative Advocate.

Psychologists wishing to join CAPPS or to obtain further information can do so by writing to:

CAPPS, Suite 1000
1100 17th Street, NW
Washington, D.C. 20036

ANNOUNCEMENTS

The COMMITTEE ON INTERNATIONAL EXCHANGE OF PERSONS announces that applications for SENIOR FULBRIGHT-HAYS AWARDS for lecturing and research during 1973-74 in about 80 foreign countries are now being accepted--interested scholars who are U. S. citizens and have a doctorate or college teaching experience are asked to complete a simple registration form, available from: SENIOR FULBRIGHT-HAYS PROGRAM, 2101 Constitution Avenue, Washington, D.C. 20418. July 1, 1972 is the deadline for applying for research awards, and it is the suggested date for filing for lectureships.

Senior Fulbright-Hays awards generally consist of a maintenance allowance in local currency to cover normal living costs of the grantee and family while in residence abroad, and round-trip travel for the grantee (transportation is not provided for dependents). For lectures going to most non-European countries, the award includes a dollar supplement, subject to the availability of funds, or carries a stipend in dollars and foreign currency, the amount depending on the assignment, the lecturer's qualifications, salary, and other factors.

THE NATIONAL INSTITUTE OF LAW ENFORCEMENT AND CRIMINAL JUSTICE invites a limited number of scholars and practitioners to spend one year at the Institute on a study project of their own design. The grant is intended to fully support the Fellow and his project for the duration of the award. The purpose of the program is two-fold: (1) to add to the fund of knowledge concerning crime, criminal justice, and law enforcement, and (2) to make possible a continuous exchange of ideas among Institute staff members, scholars, and practitioners in the field of law enforcement and criminal justice. Each Fellow is expected to produce a final report of publishable quality. The applicant must be either a practitioner or researcher with extensive experience in the criminal justice field. Applications should be submitted to:

Research Administration Division
National Institute of Law Enforcement and Criminal Justice
Law Enforcement Assistance Administration
U. S. Department of Justice
Washington, D.C. 20530

An INVENTORY OF DRUG-ABUSE RESEARCH INSTRUMENTS (similar to the Research Reference Files in Alcoholism maintained by Ralph Connor, Eastern Washington State College, Cheney, Washington), has been formed by the undersigned. Those using such instruments are invited to submit a copy of them, as well as pertinent bibliographies and citations of relevant references (articles, reports and books), for notice in the Inventory. The Inventory serves as an archival source for the collection, storage, duplication, and issuance of pertinent research instruments and related material (e.g., bibliographies) to aid in drug-abuse research and in the development of more such instruments. A copy of the Inventory will be sent to those who do submit such material. Others will be sent a copy of the Inventory upon request. Requests for instruments contained in the Inventory will be promptly filled. The Inventory is now more than nine months old, and includes some fifty items in the areas of: attitudes, access and extent, measurement of subjective effects of drugs, differentiation of abusers, education and knowledge, and program-related evaluation.

Ernest W. Ferneau, Jr.
Boston City Hospital Psychiatry Service
Mattapan Chronic Disease Hospital
249 River Street, Mattapan, MA 02126

College for Human Development, Syracuse Univ., workshop on ADOLESCENT CULTURE AND COUNTER CULTURE: July 5-15. For teachers, community workers, religious educators, and staff of family planning and health agencies, crisis intervention programs, and street clinics. Focus is on communication in the areas of sexuality, preparation for family life, and getting high on life (without drugs). Attendance at the workshop provides 3 academic credits. For information, write:

Family Planning and Population Information Center
Syracuse University, 760 Ostrom Avenue
Syracuse, New York 13210

THE RESEARCH COMMITTEE ON SOCIOLINGUISTICS OF THE INTERNATIONAL SOCIOLOGICAL ASSOCIATION aims at disseminating information on sociolinguistic activities, stimulating discussion of theoretical fundamentals as well as ongoing work and organizing regional, national and international conferences where closer contact and intensive exchange among concerned scientists can take place. The Committee's primary instrument of communication, the Sociolinguistics Newsletter is now published four times a year and is currently being received by approximately 600 scholars from 50 countries. Requests for sample copies of the Newsletter and applications for individual or group membership should be sent to:

Evangelos A. Afendras, Secretary-Treasurer, RCS/ISA
Social Science Research Institute
1914 University Avenue, #101, University of Hawaii
Honolulu, Hawaii 96822

SECTION I of DIVISION 12 is pleased to announce the evolution of the JOURNAL OF CLINICAL CHILD PSYCHOLOGY from the Clinical Child Psychology Newsletter. The new Journal focuses on significant issues related to children and youth. Recent articles discuss psychology's failure to meet its responsibilities to Mexican-Americans, the barbarism of child labor, children's freedom and the public library, child training at the California School of Professional Psychology and other controversial topics. The Spring 1972 edition will feature major articles on Youth by Youth. Representatives of radical, conservative, Black, Chicano, Indian and working class youth tell mental health professionals what turns them on and off about current mental health services--and more! The Journal, published three times a year, can be obtained for \$5.00, from GERTRUDE J. WILLIAMS, Ph.D., Editor, Suite 312, 111 South Meramec Avenue, Clayton, Mo. 63105. Membership in Section I, which includes the Journal and all new publications of the Section gratis or at cost, is open to APA members at \$10 and Student affiliates at \$1.00; write to Secretary-Treasurer K. GERALD MARSDEN, Ed.D., Children's Psychiatric Hospital, University of Michigan Medical Center, Ann Arbor, Michigan 48104.

THE PIEDMONT SUMMER PROGRAM is a three week residential workshop for persons who want to apply encounter/growth enrichment group methods in their work, June 19 to July 9, 1972, Winston-Salem, North Carolina. Active participation in training sessions and co-leading a week end growth group provide an experiential focus. Graduate credit available. Drawing upon the varied resources of psychotherapy, counseling, and the Human Potential Movement, study includes: training in personal awareness and interpersonal-facilitative skills with sessions on feedback procedures, roleplaying, gestalt techniques, experiential teaching, task groups, plus expressive art, body movement, yoga, sensory awareness and other body-mind procedures. Write to:

Dr. John J. Woodmansee
Department of Psychology
Wake Forest University
Winston-Salem, North Carolina 27109

VOLUNTEER CONSULTANTS ROSTER

In February, the Volunteer Consultants Roster was published and distributed to Consultants and Community Action Agencies. It is made up of five sections:

- I. Names of members willing to consult on problems related to public needs.
- II. Geographical list of consultants.
- III. Alphabetical list of consultants.
- IV. List of coordinators for regional areas to serve as liaison between consultant and agency.
- V. List of agencies or groups which may be interested in obtaining the service of consultants.

We hope that the roster will be of service to many organizations including government agencies, but that it will be especially useful to non-establishment groups, such as those concerned with welfare rights, women's rights, free medical clinics, or "counter-institutional" living styles. As most of these latter groups have limited funds, the great majority of the consultants have indicated that they would serve such groups without fee, but would charge those groups able to pay for the services.

We would like to establish a two-way action between consultants and agencies by the appointment of regional coordinators. A consultant would call his regional coordinator if he has made contact with an agency or organization and the agencies are asked to contact the coordinator if they wish a consultant. Several persons have been appointed as regional coordinators in the past six weeks so we are listing the entire roster of coordinators (including new appointments) for your information:

AZ Jack Z. Elias, Phoenix
 AR Ralph W. Colvin, Conway
 CA Serena Stier, Los Angeles
 CN Irwin Silverman, Downsview
 David Koulack, Winnipeg
 CO Harry Gollob, Denver
 CT Robert Cancro, Hartford
 DC Paul Kimmel, D.C.
 FL Max C. Dertke, Tampa
 Harold L. Hawkins, Tampa
 Louis A. Penner, Tampa
 Robert C. Ziller, Gainesville
 GA James Ledvinka, Athens
 HI Patrick H. DeLeon, Kaneohe
 IL Philip Brickman, Evanston
 IA Herbert S. Roth, Des Moines
 KS Howard Baumgartel, Lawrence
 KY Ronald C. Dillehay, Lexington
 LA Suzanne D. Hill, Covington
 MD Lawrence E. Schlesinger, Chevy Chase
 MA Leonard Bickman, Northampton
 Paul E. Johnson, Cape Cod
 MI David Gochman, Ann Arbor
 MS Roscoe A. Boyer, University
 NE Harry J. Crockett, Jr., Lincoln
 NH Robert E. Kleck, Hanover

NJ Puth Fishstein, Plainfield
 NM William R. Reeve, Socorro
 NY Marshall H. Segall, Syracuse
 ND Doug Irving, Grand Forks
 OH W. Brendan Reddy, Cincinnati
 Mark Frohman, Columbus
 Alan E. Gross, Columbus
 G. Roy Sumpter, Youngstown
 OK William C. Scott, Stillwater
 OR Robyn M. Dawes, Eugene
 PA Norman I. Harway, Pittsburgh
 SC Harold R. Keller, Columbia
 TX Edgar Crane, Houston
 WI Frances M. Culbertson, Whitewater

Please write to the SPSSI Central Office for a copy of the Volunteer Consultants Roster if you are interested--or we will be glad to send copies to agencies who might find it useful.

SUPPORT SPSSI REPRESENTATION IN APA

Twenty-nine Representatives were cut in the recent APA Council reorganization--SPSSI lost one Representative.

Divisional representation on the Council will be reduced from 96 to 76 seats as the result of a reapportionment vote by 43.3 of APA voting membership. Divisions 12 and 16 now claim the most seats, 8 and 6 respectively, on the streamlined body. State representation decreased to 29 seats, a loss of 7.

The cut in Division 9 Representatives from 5 to 4 is in keeping with the overall percentage reduction but SPSSI is concerned. The new apportionment procedures for representation appears to compartmentalize social issue activism only to Division 9--THE SPSSI COUNCIL THEREFORE URGES ALL SPSSI MEMBERS TO ASSIGN VOTES TO DIVISION 9 A WAY OF MAKING APA MORE RELEVANT TO SOCIAL ISSUES.

HANDBOOK ON FREE CLINICS

Herbert Freudenberger, Ph.D., has been asked by SPSSI to edit and compile a HANDBOOK ON FREE CLINICS. The Handbook will be essentially a how-to-book for those who are in the free clinic movement, or those who are seeking to organize a free clinic in their area. It will contain chapters on how to organize a free clinic, the counseling aspects, the training of volunteers, the use of patient advocates, the problems of incorporation, legal issues, the issue of malpractice insurance, the free clinic as a health care delivery system and many other areas. It will seek to encompass an approach that will be meaningful to the professional as well as the member of a community.

If you have any thoughts as to what you would like to see in such a Handbook, please write to Dr. Freudenberger, 890 Park Avenue, New York, New York 10021.

THE COMMITTEE ON RACISM WOULD LIKE TO HEAR ANONYMOUSLY FROM BLACK STUDENTS CONCERNING THEIR EDUCATIONAL EXPERIENCES, SUCH AS INSTITUTIONAL PRACTICES. COMPLAINTS AND COMMENDATIONS ARE SOLICITED WITH THE PURPOSE OF FINDING SO THAT IMPROVEMENT CAN BE MADE. THE EXPERIENCES WILL BE COMPILED BY THE COMMITTEE AND PUBLISHED IN THE SPSSI NEWSLETTER. PLEASE SEND TO THE CO-CHAIR OF THE SPSSI COMMITTEE ON RACISM:

DR. CHARLES WADDELL
 CHAIR, DEPARTMENT OF PSYCHOLOGY
 SOUTHERN UNIVERSITY
 BATON ROUGE, LOUISIANA 70807

A GUIDE TO NATIVE AMERICAN INFORMATION: A RESOURCE INVENTORY, developed by the SPSSI Committee on Native American Social Action, is a 50 page document listing Indian organizations, scholarship programs, reference materials, etc., plus a state, county and town Indian demographic index. This Guide is available by writing to the Chair of the Committee:

JOSEPH E. TRIMBLE, Ph.D.
 DEPARTMENT OF PSYCHOLOGY
 OKLAHOMA CITY UNIVERSITY
 OKLAHOMA CITY, OKLAHOMA 73106

LETTERS TO THE EDITOR

(continued from page 2)

field as a graduate student in 1964.

After almost a decade of formal study, I would like to take this opportunity to summarize my feelings about psychology in general and SPSSI in particular.

Psychology, as defined in North American universities, is a spiritual wasteland. Well, of course, what has spirituality to do with the objective study of behavior. But then, what has spirituality to do with the desolate quality of life in America? I see the two issues as inherently related. Psychology is the study of alienated man, but lacks the recognition that it is so. Psychology is the product of alienated men, men so removed from the meaning of their humanity that they actually believe that rigor, control, experimentation and statistics constitute vehicles toward understanding human life. Academic psychology is a reflection of American alienation. It explains nothing about the human condition, but is itself a symptom of a poisoned culture and, like that culture, requires explanation and radical change.

Should the world survive the evils in which social science plays its part, historians will look back on the dinosaur of American imperialism and see psychology as a tiny ganglion in its toe. And they will be amazed that for a century, a group of men and women, who pretentiously called themselves Doctors, were so blind as actually to believe that the methods of science could illuminate anything of the human heart.

Well, these criticisms apply equally to fields such as contemporary philosophy, but where psychology differs is in the fact that it is also an intellectual wasteland. The level of intelligence one finds in mainstream publications is astonishingly banal. Psychology is an object of ridicule among intellectuals. How often I have felt embarrassment when a friend has glanced through one of my books and shaken his head at the pathetic simplemindedness aggrandized by inflated psychological jargon. The best minds in the field are third-rate thinkers.

What a tragedy that students who bring to their freshman course the naive and healthy desire to study the "meaning of life" are exposed to the ignorance and reactionary platitudes that parade under the banner of psychology. The best students continue to leave the field. I take this to be a hopeful sign. The liberal enjoinder that the student ought not to reject, say the experimental method, until he has familiarized himself with it is nonsense. Wasting several years familiarizing oneself with the valueless is wasting several years. One function of a teacher (to use an obsolete term) is to encourage students to avoid what is worthless. The psychologist who does so, however, finds himself out of a job. It is my conclusion that psychology has nothing to teach and will eventually find itself without students.

As far as SPSSI goes, I find it in many ways the most objectionable branch of the psychological establishment. If anything, its intellectual impoverishment is even greater than the other branches. It's a tight race, however, and I wouldn't want to argue the point.

From a political--or as you would have it, "social action"--point of view, SPSSI brings into sharpest relief the bankruptcy of the liberal position. Your chicken-shit reformism, your Activists' Corner, your rational consideration as to whether military psychology promotes human welfare (how can men and women of reputed intelligence even entertain such an insane proposition?)--all of these typify the fraudulent and comfortable concerns of over-paid professionals living in a world filled with misery and oppression.

"SPSSI," you say, "provides an important avenue through which social scientists can apply their knowledge and insights to some of the critical social problems of today." I believe that social scientists possess no special expertise to solve social problems. Your record in military, educational, industrial and marketing psychology leaves little doubt that your expertise serves only to create and perpetuate social problems. It's no

coincidence that social science has been used by the powerful to make their schools, factories and wars run more efficiently. The biases underlying positivist methodology co-ordinate perfectly with the needs of the ruling class: the separation of subject and object; the concern with external, measurable behavior; the preoccupation with method rather than content; the need to manipulate, control and predict. Again, it's no coincidence that terms like "manipulate" and "control" are desirable in the lexicon of social science and pejorative in the vocabulary of social ethics.

The myth that scientific methodology is value-neutral, and that therefore social scientists can beneficially apply their knowledge to social problems, is false. To be sure, most SPSSI members would agree that regrettably much applied research in the social sciences has been used to reinforce rather than alleviate problems. But then, they would go on, that is not the fault of the methodology; no, that's the fault of the application of the methodology. For methods are abstract tools; it's up to us how we use them etc., etc.

I reject that line of reasoning. I don't believe in the separability of method and application. Both evolve inter-dependently in a context of specific political and economic realities. Who controls the funds to support what research? Mainly, as we all know, government, military, industry and their tax-exempt foundations foot the bill for research which sharpens the tools of "value-neutral" methodology. And, as most of us know, they do so because that methodology, when applied, serves their interests. Workers produce more; consumers buy more; inhabitants are made more docile in concentration camps called pacification centers.

The entire network of research projects is strictly controlled economically. There is no academic freedom. That's another fake myth that SPSSI fights so tenaciously to uphold. And there are no data. The world isn't given to us; it's created. The belief in data is one more piece of the positivist pie baked up by SPSSI, science and the established powers. As Laing says, the things gathered in research are capta, the things which have been seized.

And SPSSI seizes at every turn the things which betray its avowed intention of mitigating social problems. You study blacks, the poor, hippies, radicals, delinquents, the emotionally disturbed--all the groups your government tells you are problems. The oppressed are problems; they threaten vested interests; they have to be understood and boiled into the putrid soup of American culture. And SPSSI is there, Johnny-on-the-spot, to study them, to understand them, to help the system accommodate them.

Hopefully, the giant machine, which you strive so sanctimoniously and ineffectively to lubricate, will one day grind to a halt. And then your most catastrophic expectation will have come true: there will be no research funds with which to study social problems. Or worse yet, there may not even be any social problems.

My conclusion after four years as an undergraduate and six years as a graduate student is that academic psychology offers me no knowledge or insights about the social world in which I live. Rather, it consistently beclouds any understanding.

I have always disliked the pomposity with which psychologists have named their ignorance science. The situation reaches absurd proportions, however, when SPSSI couples that pomposity with pious resolutions about social action. Logical arguments aside, my visceral reaction against SPSSI is provoked mainly by the relentless strain of self-righteousness that runs through everything you publish.

You are a group of men and women earning hugely inflated salaries, while in its name retarding social progress. Consider whether you would be willing to take a cut of \$10,000 a year to see the "social problem" with which you are professionally concerned disappear. If

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HIGHLIGHTS FROM MIDWINTER COUNCIL MEETING
(continued from page 1)

***The special problems of black psychologists in making an impact on the profession was discussed with the Council recommending that letters be written to scholarly and professional journals strongly urging the adoption of an affirmative action plan with respect to the appointment of blacks to their editorial boards and as editors. The Council feels this would be a positive step toward sharing appropriate responsibility and influence with black social scientists.

***The problems of continuing education for black students were discussed. Letters are being sent to departments of psychology and social science requesting that the practice be established of budgeting financial aid for the continued education of black students if they remain in good academic standing. The Council feels that it is imperative for black students to have financial backing for more than an initial educational start as a necessary special consideration of the special problems shared by black students.

***Details of the fire were discussed with the following Resolution approved by the Council:

Whereas, in November 1971, fire destroyed the building housing the SPSSI Central Office in Ann Arbor with total loss or severe damage to records, office furniture and equipment, supplies, and journals; and

Whereas SPSSI's executive secretary, Caroline Weichlein, spent untold effort and countless hours in salvaging burnt records and equipment and in setting up a new office; and

Whereas through the dedication and hard work of Ms. Weichlein, SPSSI operations have continued almost without interruption; and

Whereas Ms. Weichlein's selfless sense of responsibility and untiring efforts on behalf of SPSSI are little known to most SPSSI members:

Now therefore be it resolved that SPSSI Council expresses its recognition and appreciation of Caroline Weichlein's enormous service to the Society, her skillful response to a serious crisis in the life of the Society beyond the requirements of her job; and

Be it further resolved that this expression of appreciation be communicated to the membership in the next SPSSI Newsletter.

Note: Ms. Weichlein sincerely appreciates and is deeply grateful to the Council for the above Resolution. She requested, however, that the Resolution include the Central Office staff as recognition of their invaluable cooperation and devotion to SPSSI during the period of crisis caused by the fire.

Representatives from the ASSOCIATION OF BLACK PSYCHOLOGISTS, BLACK STUDENTS PSYCHOLOGICAL ASSOCIATION, ASSOCIATION OF WOMEN FOR PSYCHOLOGY, ASSOCIATION OF PSYCHOLOGISTS FOR LA RAZA, LA JUNTA DE SOCIOLOGOS CHICANOS, and the PSYCHOLOGISTS FOR SOCIAL ACTION attended the meetings.

***Charles Waddell (ASSOCIATION OF BLACK PSYCHOLOGISTS) reported that ABPsi is interested in working with SPSSI in any program where goals are compatible such as combating racism and racist policies and processes within the APA. ABPsi is concerned with the procedures and pro-

ams in graduate education, the lack of flexibility the apparent lack of concern in training people to with problems facing society; with the use and misuse of testing black people, and other minorities. A current ABPsi project is a new journal of black psychology to communicate to a wider audience principles about what there is concern. In this context ABPsi urges psychology and SPSSI to move in a direction of producing for wide distribution about black psychology and psychology-at-large.

***Alfredo Castaneda (ASSOCIATION OF PSYCHOLOGISTS FOR LA RAZA) thanked the Council for launching the APLR financially and supportively which has resulted in the awarding of a grant from NIMH to assess the recruitment of Mexican Americans into graduate schools in the Southwestern States. The information gathered will be the basis of a conference to structure the needs and concerns of Mexican Americans in graduate education.

***Joan Crowley (ASSOCIATION OF WOMEN FOR PSYCHOLOGY and the COMMITTEE ON SEX DISCRIMINATION IN PSYCHOLOGY) reported that these two groups recommend the publication of an article in the SPSSI Newsletter which would be to bear whatever power SPSSI has to open concerns of studies of sexism. It was recommended that SPSSI support such studies directly, including the relationship between psychologists and women, and should bring this concern to the attention of the SPSSI Grants-in-Aid committee and the Gordon Allport Essay contestants. The Academic Freedom committee was asked to include sexism and feminism in its academic freedom policies. A motion passed by Council asking President Guttentag to recommend to the APA that open advertising of all positions encouraged to remove the stigma of initiating an application for a position.

***Ralph Horton (BLACKS STUDENTS PSYCHOLOGICAL ASSOCIATION) reported on the Atlanta Conference which had held with no financial aid other than the \$300 donated by SPSSI. Over 400 students convened in Atlanta working in teams, representing all areas of concern toward development of a community psychology. The students talked with people on the streets, visited agencies and programs which involved education, politics, religion, housing and urban renewal, job training and employment, drug education, mental health, crime and delinquency, aged, family, and mass media. The Council approved a request from Mr. Horton for \$300 to use as seed money for a similar conference started for the New York area this spring.

***The Council approved a request from Jaime S. Rios (LA JUNTA DE SOCIOLOGOS CHICANOS) for \$1,200 for the establishment of a national Chicano (Raza) social science association with an additional purpose of encouraging Chicanos in other disciplines to organize just as have the Chicano sociologists and psychologists.

***Doris Miller (PSYCHOLOGISTS FOR SOCIAL ACTION) reported on the NYPSA project (partially funded by SPSSI) (1) to promote interaction between APA constituencies and leadership around issues of common concern, with purpose of formulating positions and/or actions which members would like APA to advance; and (2) to establish APA leadership accountability to membership.

Dr. Miller listed the following action taken by PSA and outcomes and summaries:

At the APA 1971 Convention there was (1) Widespread letting inviting participation in a project discussion. Outcome: minimal response. (2) At the Open Forum, introduced two resolutions on Central Office and election

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HIGHLIGHTS FROM MIDWINTER COUNCIL MEETING (continued from page 9)

official accountability. Outcome: 90 - 95% of people at Open Forum responded favorably to a straw vote.

A sample mailing was made to Division 3, proposing candidates with social-responsibility orientation for Divisional offices. Outcome: favorable mail response.

A mailing was made in January, 1972 to all Council members of resolutions on accountability for support at Council. Outcome: some criticism that PSA had not had representatives at Council, sheparding these resolutions through to a vote. (Resolutions assigned to APA bodies.) Also in January, 1972, on the initiation of PSA members, Division 6 set up an Ethics Committee.

In February, there was a Greater New York Area meeting of Division members interested in Developmental-Child which addressed three areas of common concern: Sexism and Childhood, Psychologists in the Schools, New Paths in Graduate Education. Outcome: three workshops have continued to meet at regular intervals, have adopted certain political positions and are formulating positions to advance for Divisional consideration.

Summary: The activity has generated a spectrum of response from zero to highly interested, rich in-input, ongoing workshops. We plan to repeat the successful approaches with additional Division-clusters.

EFFECTS OF DESEGREGATION STUDIED--

SPSSI Grant-in-Aid Award

Martin L. Krovetz
Claremont Men's College

From September 1968 to June 1970 a study was conducted at a small rural high school in North Carolina in order to investigate the effects of desegregation on the attitudes of whites and blacks towards their own racial group and towards the other racial group. The high school was desegregated in September, 1968. The experimenter served as a teacher at the high school from 1968 to 1971 while attending graduate school at the University of North Carolina at Chapel Hill. A nearby all-black and a nearby all-white high school served as controls. A questionnaire was administered at all three schools four times over a two year period.

Results indicated that although attitudes did not change significantly at the two segregated high schools over the two year period, interracial attitudes became less favorable at the desegregated high school. The greatest changes in attitude occurred during the first school year of desegregation. Blacks became less defensive concerning themselves but less favorable towards whites, while whites became less favorable toward blacks.

As a teacher at the high school, my feelings are that the increase in unfavorable attitudes found here are not a necessary consequence of integration. Schools, it seems, desegregate, that is, place the races together in a physical setting. Few schools integrate. Integration implies the actual mixing of the two races. Previous research has shown that blacks and whites do not interact very much in extracurricular activities. It is my feeling that if integration is our goal, we must cause integration to occur through well-planned learning activities conducted during the school day both in and out of the classroom by committed teachers. Similarities between the races must be made salient during times when interactions are actually occurring.

NEW BOOK ON PROPOSAL WRITING PUBLISHED

A comprehensive new book designed to aid individuals in preparing proposals for grants or contracts has been published by the OFFICE OF FEDERAL RELATIONS, OREGON STATE SYSTEM OF HIGHER EDUCATION. Developed at the request of universities, colleges, elementary and secondary schools systems, the book is intended to serve as a guide to the preparation of proposals, particularly for support from federal government agencies. Much of the content, however, is equally applicable to private foundations, industry, and state agencies.

In general, the format of the publication follows the normal pattern of proposal preparation, beginning with a discussion of a project idea and ending with an analysis of the comments made during a final review by the funding source. Each chapter, therefore, examines a significant phase of proposal development.

Copies of the publication, *Developing Skills in Proposal Writing* by Mary Hall, may be obtained at \$10.00 from: Publications Division, Office of Federal Relations, Division of Continuing Education, Oregon State System of Higher Education, Extension Hall Annex, University Campus, Corvallis, Oregon 97331.

PROFESSOR SHOCKLEY AND I. Q.

Because of the controversy and confusion surrounding the recent invitation to Professor William Shockley to speak at Sacramento State College, the members of the Department of Psychology wish to make the following statements concerning I. Q. test performance and its relationship to heredity:

1. I. Q. tests originally were developed to predict academic performance in the established public school system. They have been used effectively for this purpose in the past, and they still have some validity in this context.

2. I. Q. tests never were designed (and furthermore cannot be designed) to cancel out the effects of the wide range of environmental and cultural differences among different segments of the U. S. population. As a consequence, the term "I.Q." is a culturally-bound concept, and it is impossible for an I. Q. test to be "culture free" or "culture fair."

3. Because of these limitations, existing I. Q. test data do not provide a scientifically sound basis for any statements concerning genetic differences in intelligence between groups. Further, any prospective research which seeks to answer genetic questions with "improved" I. Q. data is scientific nonsense.

LETTERS TO THE EDITOR

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your answer is no, I advise you to return to the less hypocritical lie of doing socially irrelevant research. If the answer is yes, I encourage you to sacrifice the remaining thousands of dollars, get out of the field, and join forces with "your" oppressed group to change the conditions responsible for their misery.

I would like you to print this letter intact as I believe that it is relevant to the entire SPSSI enterprise, and that it speaks to a wide cross-section of your membership and that it articulates that sliver of doubt which pricks the liberal conscience every now and then (especially late at night). If you are offended by the obscenities you may change "bullshit" in paragraph #1 to "hypocrisy" and "chickenshit" in paragraph #9 to "cowardly."

Lanny Beckman, Vancouver, B.C.

SPSSI COMMITTEES

(continued from page 4)

Kurt Back, Department of Sociology and Anthropology,
Duke University, Durham, N. C. 27706

James Fawcett, East-West Population Institute, The
East-West Center, Honolulu, Hawaii 96822

Please send copies of correspondence to both, describing your particular research interest or ideas for this study, indicating whether steps have been taken to secure cooperation from a local ZPG chapter, and providing information about research resources, time available for participation, and so on.

Some research funds in very modest amounts may be available from SPSSI, but in general participants will be expected to utilize existing resources or to obtain their own funds if that is warranted by the scope of a particular study.

It is hoped that this series of studies will culminate in a handbook that will incorporate individual reports as well as derive conclusions and recommendations based upon the full set of studies. Procedural details will be worked out in consultation with those persons who are invited to participate, after responses to this notice have been received and evaluated.

PRIVACY

Since November, 1971, members of the Committee on Privacy and other social scientists have focused some of their activity on documenting the impact of government surveillance on political activity. This project resulted from contact between the committee members and ACLU lawyers who are preparing several legal briefs dealing with this phenomenon. The members of the Task Force worked to provide the lawyers with social science concepts and data to support the legal contention that surveillance creates a "chilling effect" which inhibits individuals from exercising their First Amendment rights. This material was presented to Frank Askin, of the ACLU and the Constitutional Litigation Clinic of Rutgers Law School, in February, 1972. It was incorporated into the legal brief of *Laird v. Tatum* as an appendix entitled "Chilling Effect: A View from the Social Sciences." This case is now being presented before the United States Supreme Court.

At the Committee meeting in February, a report on the above activity was made. We discussed the committee's objectives and the possible strategies for accomplishing them. Stated in rather general terms, the committee is interested in developing a working relationship between social scientists and the legal community which would focus on the issue of surveillance and other relevant constitutional questions. We are interested in generating research which is pertinent to the above problems. Through our contact with the ACLU and the Rutgers Constitutional Litigation Clinic, we have become more aware of the need for social scientists and lawyers to communicate about pressing social issues.

In order to achieve our goals, we decided on the following actions: to try to stimulate and develop a series of integrated research proposals dealing with the impact of surveillance; to organize a working conference for sometime in the late spring; to initiate a cross-disciplinary course involving students and faculty from Rutgers Law School and social science graduate students; and to produce an issue of the *Journal of Social Issues* devoted to the implications of surveillance and the "chilling effect."

We are requesting that anyone interested in becoming involved in the above projects contact:

Ms. A. Sandra Abramson
Office of the Provost
Graduate Center, CUNY
33 W. 42nd Street
New York, New York 10036

RACISM

A summary of the discussion of the February committee meeting follows:

SPSSI should focus on the specific process of racism as opposed to attacking racism research (e.g., Jensen and Shockley's research).

1. Racist processes that mitigate the success of black and other minority graduate students in the university.
2. Recruitment of black and other minority groups has not changed the racist nature of graduate programs.
3. Re-evaluation of recruitment programs in graduate programs (continuation of financial support for minority students, what are good research topics, and is the academic program flexible enough to handle the needs of blacks and other minorities).
4. Submit a position paper speaking to the racist nature of graduate programs to funding agencies.
5. SPSSI NL should publish complaints and racist practices submitted by students.
6. Urge appointment of blacks and other minorities to review committees for funding agencies, consultantships, and editors to journals.

SOCIALIZATION AND THE LAW

Dr. June L. Tapp, Chair of the Committee on Socialization and the Law, reported that a follow-up was planned on the questionnaire sent to committee members to survey (1) level of interest, (2) the nature of the Committee's (human) resources, and (3) ideas, suggestions and reactions for focus. Responses to this survey are to be used as a base for the program undertaken by the Committee.

The Committee members recommended an Informal Roundtable to be held at the Hawaii APA meeting. Such a "programmatic" agenda is designed to explain possible areas of interest and expertise of Committee members in a face-to-face situation as well as to suggest future decisions that could range from the stimulation and report of "legally-oriented" research to consultation in policy decisions to development of psychology-law curricula to organizational and professional coordination with informational clearing house functions. Tentatively to be called "An Informal Roundtable in New and Old Issues in Legal Socialization, the Law, and the Administration of Justice," six major areas will be described by members of the Committee. They are intended to reflect the diversity of interest and need and include the following: (1) The State of Legal Socialization through the Life Cycle; (2) Naturalistic and Experimental Psychological Research in Legal Settings; (3) Student and Faculty Views from the Hill of "Legal Education"; (4) The Role of the Law Operations; (5) Relevance of Organizational Utilization; (6) Possibility of Professional Coordination.

A time and place will be officially assigned for the "Informal Roundtable," at the APA Convention and will be listed in the APA Program publication.

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SPSSI COMMITTEES (continued from page 11)

TEACHING OF SOCIAL ISSUES

The committee met as part of the Midwinter SPSSI Council meetings with the chair, one committee member and four interested persons from the New York area present. Clara Mayo (chair) reviewed the committee's work to date including the emphasis on collection and dissemination of the course outlines in social issues. The discussion thereafter followed three themes concerning the teaching of social issues: definition, goals, and style or process of courses. On the question "what is a social issue?", it was determined that the subjects most frequently dealt with in courses were drugs, racism, crime and poverty and more rarely feminism, environment, housing, and planning. The comment was made that courses too often define their focus by the victims rather than by institutional and other causal forces.

Several participants mentioned that courses on social issues were considered too applied and unscholarly for inclusion in the psychology curriculum where they are taught and this led to a discussion of the instructional purpose of such courses. It seemed evident that some emphasis on social issues was included in many traditional social psychology or sociology courses. It was agreed that a course focusing on several social issues made possible the drawing of generalizations across problems (the teaching of the effects of power, group identity, intergroup conflict and the like in real contexts) and was more effective in bringing students from an emotional reaction to a cognitive appraisal of an issue. Whether the goal of such a course was student action and change rather than understanding was debated at length as was the problem of bias introduced by an instructor emotionally involved with the issue under study.

The discussion led naturally to the question of experiential versus traditional teaching styles in courses in social issues. Participants mentioned that experiential learning was more popular with the students and more risk laden for faculty in terms of negative reactions from community and academic sources. The ethical issues involved in affecting unwilling or unknowing populations were discussed in the context of an advocacy stance that allows the subject-client population to define the students' tasks. Alternatives were explored such as the study of public records and open meetings of advocacy groups within the academic community, or students' own experiences with drugs, crime, etc., and the wider use of nonreactive methods.

The sharing of teaching experiences among participants at the meeting culminated in a series of suggestions for the committee's further work.

1. Teaching materials are needed and the committee chair was asked to explore the preparation of an instructor's manual containing structured exercises for students, suggestions on locating community resources, and the like. Questions were raised concerning progress on the Gergens' text on social issues.

2. The committee was asked to solicit and disseminate through the newsletter successful examples of experiential teaching of social issues.

3. A survey of psychology department chairs was suggested requesting from them information about courses or past courses that deal with social issues. While informative, the main purpose of such a survey would be to legitimize and support such teaching.

4. SPSSI Council was asked to consider the extent to which it carries weight with academic departments that

might be used to increase the granting of course credit for field work and independent course work on social issues.

The problems of carrying out effective committee work with a nationwide group whose commitment often extends only to being on the mailing list were mentioned. Clara Mayo expressed the view that even a small face-to-face meeting of "interested persons" was helpful in developing ideas and in reminding the chair of the validity of the committee's concerns.

EARLY RESERVATIONS URGED

FOR HAWAII CONVENTION

The APA Board of Convention Affairs strongly recommends that all members planning to attend the 80th Annual Convention in Honolulu, Hawaii, September 1-8, 1972, complete their travel and hotel arrangements as soon as possible.

The Coordination Center at Travel Consultants, Inc. in Washington, D.C. reports that reservations are coming in rapidly and that a very high percentage of persons is electing to participate in one of the organized travel programs such as the charter flights, "group inclusive tour" flights, etc.

However, APA members must recognize that the success of these low cost travel programs (in many cases, as much as 50 percent savings in the cost of air transportation) are solely dependent on enough early reservations.

There are three brochures available in connection with the Honolulu Convention. The main convention brochure describes hotel accommodations, air travel by various means to and from Honolulu, and contains the official registration-reservation form on which you may complete your request for confirmation on all aspects of your attendance in Honolulu. There is a separate brochure describing in detail the optional tours to the Neighbor Islands of Hawaii, Kauai, and Maui. A third brochure details post-convention travel programs to the Orient, South Pacific, and around the world.

The brochures are available from the official APA Coordination Center:

Travel Consultants, Inc.
1025 Connecticut Avenue, N.W.
Washington, D.C. 20036

The Hilton Hawaiian Village has been designated as the Headquarters Hotel for SPSSI and most of the SPSSI program will be held there. The Village has a family plan available; room rates range from \$21.00 to \$33.00 for singles; \$23.00 to \$35.00 for twins; all rooms are air conditioned.

SPSSI members who are not APA members can obtain information on charter flights to Honolulu by writing to the SPSSI Central Office, P. O. Box 1248, Ann Arbor, Michigan 48106.