

BNECP

SOCIETY FOR BEHAVIORAL NEUROSCIENCE

AND COMPARATIVE PSYCHOLOGY



The Black Bear of North America (*Ursus Americanus*).

Fall

2018

*Margaret Kuenne Harlow,
2018 Award Winners,
...and more inside!*



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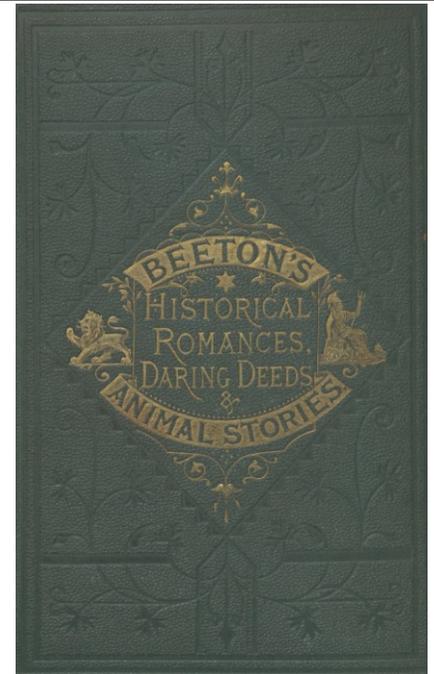
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Cover: This issue's cover was inspired by Vonk & Beran's (2012) paper on quantity estimation in black bears. The engraving was modified from *Beeton's Historical Romances, Daring Deeds, and Animal Stories*, which was published in 1873 and recently became public domain.

Thank you to our contributors!

Contribute any time by sending content to:

editoralandaniel@gmail.com.

Interested in joining Division 6/SBNCP? We welcome new members and have made it easy to join us!

- 1) You do not have to be an APA member.
- 2) Membership is always free for undergraduate and graduate student affiliates.
- 3) The first year is dues-free for everyone, \$15-25 after that.
- 4) **Joining is easy**, see our new membership process at the link-- just a short form and an email.

Already a member? Please share this with colleagues, students, and others.

<http://www.apadivisions.org/division-6/membership/index.aspx>

Message from the President

Michael J. Beran
President, APA Division 6

Division 6 (The Society for Behavioral Neuroscience and Cognitive Psychology: SBNCP) continues to be an important home for those who are interested in comparative psychology and behavioral neuroscience to build connections and to have access to important resources. SBNCP provides members with opportunities to meet each other, collaborate and share their work, and engage in important issues regarding advocacy for our science and ethical treatment of animals. SBNCP engages in a range of topics and issues that members contribute to, including those about science and education, but also ethical practices and public policy that affect scientists, students, and research.

Over the past year, SBNCP has worked very hard to increase its "reach" by engaging more in social media and exploring new ways to highlight its members and their research. Largely the result of the leadership and efforts of past-president Allyson Bennett, this has been successful as we now have a strong social media presence. Please reach out to Allyson or to me if you have ideas about how to continue this part of our growth. SBNCP now has a social media committee, and we would appreciate any input from our members. This can include sending us things about your lab or other news that you think is important to the division, and we will make sure that it is featured on our social media accounts. We think these efforts will help us attract new members, and especially students and early career psychologists.

As a reminder, [student membership in SBNP is free!](#) Please join if you are a student, or make sure to ask your students whether they are members, and if they are not, have them join! Ours is an important society for anyone interested in biological and comparative psychology and behavioral neuroscience. One of my initiatives over the next year is to find and recruit **100 new students** into the organization, and I would ask anyone who can help with this to do so. As one example of what we are doing to try to increase



membership, SBNCP will sponsor two special sessions at the spring meeting of the Southeastern Psychological Association. SEPA has recently adopted the "data blitz" format, where presenters (usually students) give a short talk that overviews their later poster. It is a great way for people to gain experience in presenting their data and also having a chance to connect with their audience in multiple ways. At SEPA, SBNCP will sponsor data blitzes on comparative cognition and neuroscience, and we hope to attract new members that way. If you have other ideas or know of other meetings where we could try the same thing, please let me know! At present, I have not appointed someone to serve as this year's membership chair, to work with me on these initiatives, so also please let me know if you are interested, or if you have someone for me to contact. I have a lot of ideas!

I am very excited about the 2019 Convention, and I am working closely with Bonnie Perdue who is the program chair. Bonnie is working on collaborative proposals with other divisions, but we also would be excited to hear from anyone who would like to organize a session, or even just wants to see a specific topic as part of the program. Please let Bonnie or I know if you have thoughts about that. She can be reached at bonnie.m.perdue@gmail.com. I hope that many of you will attend the meeting in Chicago next year. We especially want to welcome participation by student and Early Career Psycholo-

gists (ECP). Please look at the call for abstracts and consider attending the convention and presenting your work. And, please share this call with your students and colleagues. The deadline for abstracts and more information about 2019 APA Convention can be found on [the convention website](#).

[APA Council of Representatives](#) is another place where SBNCP voices are heard. Our council representative, Mark Krause, provides his report in this issue. Please read it carefully to see what is happening at APA and how it affects you and how it affects our science. As you may know, APA is in the process of a major reorganization, and potentially one that could present new opportunities for members of our division through increased advocacy for science by APA staff. I think this is something that could be very good for our division and the other science divisions, but it is important that we pay attention to the process and contribute ideas and comments when those are needed to ensure our "seat at the table." The [Board of Scientific Affairs \(BSA\)](#), the [Committee on Animal Research and Ethics \(CARE\)](#), and other APA committees and groups all provide our division with important resources, and they provide a bridge to collaboration with a diverse community of psychologists. Although SBNCP is one of the smaller divisions within APA, we can use these resources to help us advocate effectively on a range of issues and topics that affect our science, students, scientists, and society. If you have any questions or thoughts about how best to do this, please let me know.

Our society depends upon its volunteer members to serve in leadership capacities. In other words, we need you!! We certainly are happy to hear from our members about any concerns or thoughts they have, but we also want to encourage people who are interested in serving the society in some way. You can find a list of our [current officers](#) on [our website](#), which is newly updated and also contains important information on things such as [division awards](#).

Speaking of awards, please consider nominating people for those. It is easy to do, and we want to celebrate the accomplishments of our members. This year, Jennifer Vonk (vonk@oakland.edu) serves as the Awards Chair. We also want to recognize those members who have made sustained and important contributions to our science through the [APA Fellows program](#). Our Fellows chair this year is Heather Hill (hhill1@stmarytx.edu). The call for Fellows nominations is now open, and so please contact Heather or I if you want to nominate someone.

I want to end by echoing something that Allyson wrote last year in her presidential column, because I think it is vital to be repeated. There is much work to be done in science, as in society more broadly, to move toward greater inclusivity and greater respect for all people. This means many things for us as a society: seeking new ways to attract individuals from underrepresented groups to study comparative psychology and behavioral neuroscience; truly supporting these new colleagues and students once they find their way into our labs, field sites, and colleges and universities; learning from each other in those places; genuinely protecting each other from all forms of harassment, intimidation, and social isolation; and appreciating the challenges to mental health that graduate school presents, that early career challenges present, and that academic life in general can present. We must talk about how to accomplish these things, but we must also actively assess our own efforts. We must look carefully at what we do to see if those actions move us closer or further from what we want to be, which is a society that continues to grow, and that attracts a talented, diverse group of students and early career psychologists who identify with our division not only for the science we do, but for the type of people we are.

Michael J. Beran
President, APA Division 6
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2018 SBNCP AWARD Winners

The following award winners
were chosen from an excellent
pool of nominations.

The D. O. Hebb Distinguished Scientific Contribution Award honors a psychologist who has made distinguished theoretical and/or empirical contributions to basic research in behavioral neuroscience and/or comparative psychology. **J. David Smith** Professor Emeritus at SUNY Buffalo as the recipient. Dr. Smith was nominated by David Washburn. As written in the nomination letter, Dr. Smith “*has revolutionized two areas of comparative cognition. ... His innovative use of psychophysical paradigms to bring animals (human or otherwise) to an empirically verifiable region of uncertainty within decision space, and to study how those animals respond to uncertainty, has changed what we know about meta-cognition and the cues that control it. ... [Also, he is] an expert in the study of concept formation by humans and other animals*”. Dr. Smith continues to be an active, prolific researcher.

The Brenda A. Milner Award recognizes the author of an outstanding paper in the field of behavioral neuroscience or comparative psychology. This year’s winner was **Adriene Beltz**, for her paper entitled “Oral contraceptives and cognition: A role for ethinyl estradiol. Beltz, A. M., Hampson, E., & Berenbaum, S. A. (2015). *Hormones and Behavior*, 74, 209-217. doi: 10.1016/j.yhbeh.2015.06.012.

The Clifford T. Morgan Distinguished Service to Division 6 Award recognizes members of Division 6 who have made sustained and exceptional contributions to the Division in both scholarly work and service. The winner of this year’s award is **William (Bill) Mason**. Dr. Mason was selected for the award due to his numerous service contributions to the field.

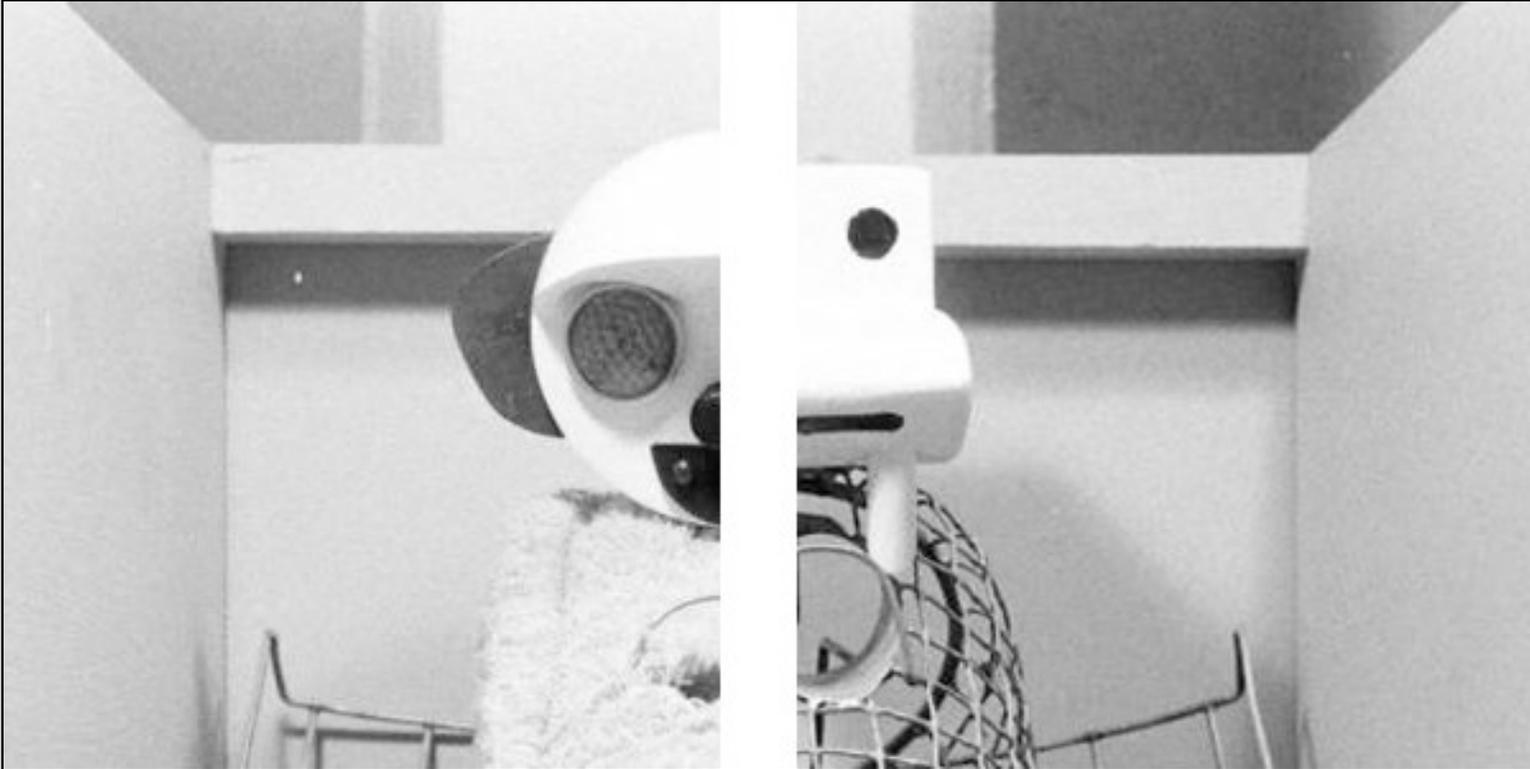
The Clever Systems Early Career Investigator Award honors an early career psychologist (within 10 years of the Ph.D.) who has made a substantial contribution to the fields of comparative psychology and/or behavioral neuroscience. The Awards Committee selected **Sergio Iñiguez** to be the awardee this year. Dr. Iñiguez is an Associate Professor in the Department of Psychology at the University of Texas El Paso.

The Frank A. Beach Comparative Psychology Award is given each year to recognize the best paper published in the *Journal of Comparative Psychology* – as selected by the Editor and Consulting Editors of the Journal. This year’s paper was **Tan, Amanda W. Y.** (2017). From play to proficiency: The ontogeny of stone-tool use in coastal-foraging long-tailed macaques (*Macaca fascicularis*) from a comparative perception-action perspective. *Journal of Comparative Psychology*, 131 (2), 89-114.

The D. G. Marquis Behavioral Neuroscience Award is given each year to recognize the best paper published in *Behavioral Neuroscience* – as selected by the Editor and Consulting Editors of the Journal. This year’s award goes to **Seip-Cammack, Katharine M.; Young, James J.; Young, Megan E.; Shapiro, Matthew L.** (2017). Partial lesion of the nigrostriatal dopamine pathway in rats impairs egocentric learning but not spatial learning or behavioral flexibility. *Behavioral Neuroscience*. 131 (2):135-142. <http://dx.doi.org/10.1037/bne000189>

Congratulations to all winners!

History is Our Story:



MARGARET RUTH KUENNE HARLOW

By David A. Washburn, SBNCP Historian

For this Historian's column, we honor the 100th anniversary of the birth of Margaret Kuenne Harlow, an accomplished child psychologist and primatologist. Her contributions to psychology were extensive, despite a life that ended before her 53rd birthday. Her work not only illuminated the importance of parental care in the development of primate infants, but also served as a model for



Dr. Margaret Kuenne Harlow (from Graham, Jensen & Yarrow, 1971, and feministvoices.com)

the integration of developmental and comparative frameworks in psychological science and theory. Margaret Ruth Kuenne was born on August 8, 1918 in St. Louis, Missouri. Her parents were Edward S. Kuene (a newspaper compositor) and Margaret E. Kuenne (a milliner). She was the eldest of three siblings, each of whom would grow to attain academic prominence: brother Robert E. Kuenne (1924-2005) would become a noted economist at Princeton, and sister Dorothy J. (Kuenne) Stearns (1927-1972) would earn her doctorate in chemistry before working in atomic physics at Washington University. Margaret Ruth Kuenne was first to obtain a Ph.D, earning hers in psychology from the State University of Iowa (1944). Previously, she received bachelor's and master's degrees at Washington University in St. Louis (1938 and 1940, respectively). She was a member of national honor societies both at Washington (Phi Beta Kappa) and at Iowa (Pi Lambda Theta). In her dissertation, directed by Kenneth W. Spence, Kuenne reported an experiment she conducted as a research assistant in the prestigious Iowa Child Welfare Research Station. The study, subsequently published in the *Journal of Experimental Psychology* (Kuenne, 1946) was an investigation of transposition by 56 preschool and kindergarten children (3 to 6 years of age). The work provided an important theoretical bridge between the animal research in the Spence tradition on the one

hand and the verbal behavior thought to mediate transposition by human adults on the other. She found that as mental age increased, and thus verbal labels like "bigger" and "smaller" became more available, children were more likely to pass the most difficult of transposition tests. The dissertation has been described as "a classic in the area of children's learning" (Graham et al., 1971). University of Michigan educational psychologist Harold W. Stevenson described Kuenne's doctoral project as "...a lucid example of how theoretically based research could be conducted with children" to bridge the chasm between developmental and comparative literatures (quoted in Graham et al., 1971, pg. 1312).

During her time at Iowa, Kuenne also trained as a clinical psychologist, and worked in this area after earning her doctorate (Pelcowitz, 2012). Her first academic appointment was at the University of Minnesota (1944). In 1946, she moved to the University of Wisconsin in Madison as an assistant professor of psychology. There, Dr. Kuenne quickly published her dissertation, as well as two book reviews in *Psychological Bulletin*. She also began a collaboration with fellow faculty member Harry Harlow, testing children to complement data he was collecting with monkeys. Professor Kuenne remained at the University of Wisconsin for the remainder of her remarkable life and productive career.

However, her career trajectory was not to be without detour. The challenges so often faced by women scholars with respect to academic-/personal-life balance are well illustrated in Dr. Kuenne's biography. A growing mutual attraction with her collaborator and colleague would force Dr. Kuenne to make a choice. As Deborah Blum (2002) wrote about Harlow and Kuenne: "They were natural collaborators, and after Harry's first marriage fell apart, their relationship shifted almost effortlessly into something more intimate."



Margaret Ruth Kuenne, from a 1945 State University of Iowa yearbook photo

On February 3, 1948, Kuenne married Harlow at a quiet ceremony in Anamosa, Iowa. The elopement was in strategic deference to the strict anti-nepotism policies at Wisconsin that forbade such relationships. Harry and “Peggy” (as he called her) Harlow would spend the next 23 years together, until her death. Together, they would have two children: Pamela (1950) and Jonathan (1953). However, the secret marriage became public long before the child psychologist gave birth to children of her own. (Indeed, their “Harlow & Harlow” publication together—a 1949 *Scientific American* article titled “Learning to Think”—described them as husband and wife, both with faculty appointments at in the same department.) Soon after the wedding, the Harlows were informed by university that at least one would be required to resign. Consequently, Dr. Margaret Harlow yielded her faculty position, although she remained professionally active as a project associate in the University of Wisconsin primate laboratory that her husband directed. She assumed the role of laboratory editor (and, in many ways, day-to-day lab manager) for Harry and his students. When Professor Harlow became editor of the

Journal of Comparative and Physiological Psychology in 1951, she expanded this role to assist with the editorial duties of that journal, for the duration of his tenure. “Harry always said that Peggy was the more ruthless editor. He told his students that it sometimes took him weeks to persuade her to approve what even he had written” (Blum, 2002).

It would be 17 years before Dr. Margaret Kuenne Harlow would again hold an academic appointment. In 1965, she was permitted to return to teaching as a lecturer in the Department of Educational Psychology at Wisconsin. In 1970, she was promoted to professor—achieving her goal of

teaching as a full professor before her untimely death.

Despite these professional challenges, Dr. Margaret Harlow contributed richly to the field of psychology, both with achievements in scholarship as well as in administration. In addition to the publications discussed above, she co-authored a paper showing that monkeys learn to solve puzzles in the absence of traditional rewards, suggesting that monkeys have a powerful and primary ‘manipulation drive’ (Harlow, Harlow & Meyer, 1950). Harlow, Harlow, Rueping and Mason (1960) published a report of infant monkeys’ performance on learning set and other tasks. Her most impactful scholarly publications, however, came as part of the long-time collaboration for which her husband is principally famous. The



Harlow and Harlow, with mother and infant rhesus macaques, from a 1971 U. Wisconsin yearbook photo

studies of maternal separation, social deprivation, contact comfort, and filial affection were critical, if controversial, contributions. Demonstrations of the deleterious behavioral, cognitive, social, and psychological consequences of maternal separation are as important today as they were a half-century ago when they were first and widely reported by Harlow and Harlow. Co-authored publications with titles like “Social deprivation in monkeys” (1962), “The effect of rearing conditions on behav-

ior” (1962), “The affectional systems” (1965), “Maternal behavior of rhesus monkeys deprived of mothering and peer associations in infancy” (1966, with Dodsworth & Arling), “Developmental aspects of emotional behavior” (1970), and “Psychopathology in monkeys” (1971) showed how effectively and productively science could be advanced through the marriage of developmental and comparative psychology. Summarizing many of the findings from this research tradition—and reflecting Margaret Harlow’s longtime interest in clinical psychology, Harlow, Harlow and Suomi (1971) published “From thought to therapy: Lessons from a primate laboratory” in *American Sci-*

entist.

Professor M. Harlow's last sole-authored publication was a 1971 apparatus paper, describing methodological innovations permitting her to study the developmental consequences for monkeys of rearing in nuclear (mother-father-child) families. About her efforts to study the paternal effects on development, Frances Graham (a former Division 6 President) and his co-authors wrote, "Once again, an important area of behavior, generally thought not to be amenable to laboratory study, succumbed to Harlow ingenuity" (Graham, et al., 1971, pg. 1314). Sadly, Margaret Harlow did not live to see this work completed.

In addition to these scholarly achievements, Professor Margaret Kuenne Harlow had a lasting professional impact from her service to the discipline. Already discussed was her many years of assistance as editor of *JCPP*. She is also credited with establishing the American Psychological Association Publications Office in 1950, serving as its first director. From 1966 until her death, she was Executive Officer of the Society for Research on Child Development.

Margaret Harlow's career was overshadowed by her famous husband, even in death: Her obituary in the Madison, Wisconsin newspaper carried the title, "Mrs. Harry Harlow Dies"! However, the newspaper continued with the apt subtitle describing her as a "Noted Primate Psychologist." The obituary further indicated that "...in 1968 [Harlow and Harlow] were jointly awarded National Medals of Science. The award was given for 10 years of research into the love relationships of primates."

It is clear that Professor Harlow had a love relationship with the fellow primate she married! Her death on August 11, 1971, following a four-year battle with breast cancer, was devastating to her family and friends. As we recognize "breast cancer awareness month" we also acknowledge the inestimable cost to the discipline when one of its leaders is taken too early—the scientific questions that she never got to ask or answer, the publications that went unwritten, and the students who lost the opportunity to be mentored by Professor Margaret Kuenne Harlow.

For additional information about M. Harlow, see:

Blum, D. (2002). *Love at Goon Park: Harry Harlow and the science of affection*. Merloyd Lawrence Books.

Graham, F. K., Jensen, K., & Yarrow, L.J (1971). In memoriam: Margaret Kuenne Harlow. *Child Development*, 42, 1312-1314.

Pelcowitz, M. (2012). <https://www.feministvoices.com/margaret-kuenne-harlow/>





COUNCIL OF REPRESENTATIVES MEETING REPORT

SAN FRANCISCO, CA., AUG 8-10, 2018

Mark Krause

Division 6 Council Representative

Those who have been following current events within the APA are aware of some major changes that are underway. These include the reorganization of APA to expand advocacy across domains by combining the 501c3 and 501c6 components, and the move to provide Master’s level clinical training through APA accredited programs, which was officially initiated during winter of this year. The APA also continues to work on developing and publishing clinical practice guidelines. Matters surrounding the Hoffman report continue to affect the APA as a whole, and many of its divisions and individual members. Also, there is the regular flow of business items that need to be addressed. APA council met for one and a half days during the San Francisco convention. There is only so much business we can accomplish in that time, so my report may not address everything to satisfaction, but I will provide resources that you can consult.

Council rejected the resolution authorizing psychologists to provide treatment of detainees or military personnel in national security settings. At a surface level it may be surprising that psychologists would attempt to block access to any individual in need of psychological services. This has been an ongoing issue for several years now. Council representatives from Division 19 (Military Psychology) made an impassioned plea to gain APA’s approval to let military psychologists work in Guantanamo Bay. The counterargument (much simplified) is that doing so violates international law and that military chain of command would

compromise individual ethical decision making, and, potentially, how detainees are treated by military psychologists and other personnel.

Council voted in favor (79% yes) to change the way that the Hoffman report is featured on the APA website. The report was previously maintained on the landing page for the independent review. The Hoffman report is still available on the APA webpage that includes the [timeline for policies and actions](#) concerning detainee welfare and ethics, which also includes Division 19 (Military Psychology) task force responses to the Independent Review. At first glance this might seem a superficial matter, but there has been ongoing discussion within council, the Board, and Division 19 about completely removing the Hoffman Report from the APA website pending the outcome of litigation against Sidley-Austin (the law firm represented by David Hoffman) and the APA.

Efforts to reorganize the APA and the APAPO (practice organization) into a single, integrated body continues under the leadership of APA past-president Dr Tony Puente, Dr Jennifer Kelly, and a Presidential work group. The original working title for this effort was “joint membership agreement” and has been replaced with “expanded APA advocacy model”. In winter 2018, 89% of council voted in favor of forming the workgroup to develop a plan to structure the APA as a combined c3c6 organization. The work group has been hard at work and brought four recommendations to council floor in San Francisco. They were to 1) receive the workgroup report, 2) approve the concept to

have a unified finance committee that will serve both the c3 and c6, 3) approve member allocation as 60% to the c6 and 40% to the c3, and 4) approve bylaw amendments that would be necessary for moving this proposal forward. Council approved all four motions. I should point out that these are not necessarily being rubber stamped. Council discussed these items at length and the workgroup has provided regular updates posted to the APA website as the process has unfolded. I will not go into detail here, but encourage you to review the workgroup updates posted [here](#) (this is a secured site so you will need your APA login).

I would like to take the opportunity to comment on council, the APA, and some of the biggest concerns that Division 6 members typically express. It is not unusual to hear psychologists, particularly those in academia, describe the APA as lacking a scientific focus and being overly represented by private practice. This is exactly why many psychologists in academia join the Association for Psychological Science instead. The APA council of representatives is particularly singled out for what may appear to be a lack of scientific focus (or interest). It is true that council is largely comprised of people who work in clinical and private practice settings. However, this does not mean that science is not, and cannot, be represented in council. I can cite three recent examples. First, at the summer 2017 meeting in Washington, DC council voted overwhelmingly to reaffirm APA's statement supporting animal research. Dozens of psychologists who work in private practice and have probably never set foot in an animal research lab demonstrated their support for a major aspect of our work.

Second, one point to keep in mind is that on council those of us who are most interested in scientific issues are asked to vote on policies, rules, and guidelines with significant implications for clinical practice, and with little or no bearing on what most comparative psychologists and neuroscientists do on a daily basis. For example, all members of council vote on the new APA clinical

guidelines. We voted to accept the clinical practice guidelines for treating PTSD, and there will be more in the coming years. These guidelines are based on the outcomes of randomized clinical trials and council has overwhelmingly supported setting high methodological standards for research that will inform the guidelines. As a body, council has held firm on this, despite some efforts to reverse course. I should point out that I am not a clinician, and I recognize that people who work in clinical practice have articulated limitations with the current criteria for setting these guidelines. My remarks are not meant to undermine anyone's

Council voted overwhelmingly to reaffirm APA's statement supporting animal research.

work or perspective on this issue.

Third, council voted to appoint a task force to reconsider its 2015 policy statement on relationships between violent video game play and aggressive behavior. This is a hotly debated and contentious issue in psychology, and the 2015 policy statement took a stance that many scholars in this area felt went well beyond the reach of what the data

suggest. Chris Ferguson (Division 46), a scholar in this area, headed up the motion to archive the policy statement, and I added my name to the document. The APA board substituted the main motion with a proposal to instead appoint a task force to reexamine the literature. The importance of replication and being cautious in our conclusions is on our minds, and we do not help the APA as an organization or the public with policy statements that are based on unresolved scientific questions. Not that anyone would necessarily recall, but in my summer 2015 council report I admitted to being the only of 160+ council members to vote against accepting the report and policy statement. The vote to form a task force might indicate that as a body council is willing to allow the self corrective nature of science to unfold, despite the temporary discomfort this might cause. Of course, in the end the task force might find reason to make an even stronger statement than its 2015 one. Self correction, of course, does not imply that a claim has to be neutralized or reversed.

It has been a pleasure serving Division 6 as

council representative for the past four years. I look forward to moving into the role of President-elect and your President in 2019. Please let me know if you have questions or concerns about my report, and if there is anything you would like to see brought before council.

Best regards,

Mark Krause, PhD
Professor
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Southern Oregon University
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Proud Sponsor of Division 6's
**Clever Systems Early Career
Investigator Award**

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UPDATE FROM THE APA COALITION FOR PSYCHOLOGY IN SCHOOLS AND EDUCATION (CPSE)

AMANDA M. DETTMER, PHD

The [Coalition for Psychology in Schools and Education](#) (CPSE) is comprised of members from various divisions within APA. The CPSE mission is to bring together interested psychologists to promote and make publicly accessible applications of the research that psychology has developed to assist the nation in improving the quality of public and private PreK-12 education. I am delighted to be the Division 6 representative to the CPSE.

The CPSE held its semi-annual meeting from June 1-3, 2018, at APA headquarters in Washington, DC (meeting minutes can be found [here](#)). In the last newsletter, I shared that I had proposed a new project and had begun working with fellow CPSE members to develop the [Mental Health Primers](#) for teachers project, and that we had begun developing the content for the first of these 1-page classroom resources. In this newsletter, I provide updates to that project, which I am leading, and others I am representing SBNCNP in:

Mental Health Primers: At the June 2018 meeting, this working group fully developed the full content for the first primer, "Students Experiencing Stress." We sent it out to PreK-12 classroom teachers across the country (a convenience sample) and received excellent feedback. We are now finalizing the revisions and will soon send it to the production folks at APA so that we can present the fully finished product at the December 2018 meeting. In addition, we developed content for primers on sadness, low self-esteem, crises, bullying, and inattention. In December, we will also work on content for primers on abuse/neglect, shyness/social withdrawal, self-harm, anger/defiance, microaggressions, and more.

Top 20 Badges Program: The [Top 20 Badges Program](#) awards virtual badges to PreK-12 schools that use evidence-based strategies to boost achievement and student well-being, based on

strategies delineated in [The Top 20 Principles from Psychology for PreK-12 Teaching and Learning](#). I was part of the team that initially developed this program, and at the June 2018 meeting I helped make critical revisions to the Badges Program website and application for dissemination to schools starting this fall.

APA Book Chapter: At the June 2018 meeting, I began working with colleagues to co-author a book chapter on self-regulation for a forthcoming book to be published by APA, *Promoting Healthy Growth and Development in Young Children: Bridging the Science-Practice Gap in Early Education Settings*. I will be co-authoring this chapter with Dr. Amanda Clinton, of APA's Office of International Affairs (and an active member of CPSE), and Heather Mildon, Director of Elementary Education at the Anchorage School District in Alaska. This book will be edited by Drs. Vincent Alfonso ([BEA](#) representative to CPSE) and George DuPaul ([Division 53](#) representative to CPSE), with the following publication schedule:

January 15, 2019 – first draft submitted to editors
February 15, 2019 – editor feedback to authors
April 15, 2019 – final draft to editors
June 1, 2019 – book submitted to APA Publications

The CPSE is one of the most dedicated, energetic, productive, and fun groups of people I've had the pleasure to work with. I'm delighted to represent SBNCNP to CPSE and I look forward to providing you with more updates on our important work in the future.

~Amanda M. Dettmer, PhD

Victorian Era Encounters with Great Apes

I hope you've enjoyed the latest issue of the BNCP newsletter. To close things out, I thought I'd share a bit more from *Beeton's Historical Romances, Daring Tales, and Animal Stories* that I thought were interesting. The tome can be found for free online; but beware; it is around 700 MB in size, and is almost 1200 pages. Samuel Orchart Beeton was a publisher that liked to target material for young boys, founding "Boys Own" magazine (the first of its kind), and this book would have been targeted for the adventurous young man. Beeton's wife gained notoriety for her 1861 classic *Mrs. Beeton's Guide to Household Management*.

Here are some excerpts from the section "The Zoological Gardens," credited to The Rev. J.G. Wood, M.A., F.L.S., which I found to be a fascinating glimpse into Victorian era experiences with great apes.

THE ORANG-OUTAN.

The enormous power of limb possessed by these animals is well shown by "Susan," as the creature is called. I have frequently seen her climb up a rope, hand over hand, and carry up with her by her feet a wooden Windsor-chair which she had grasped—Any of my readers who happen to be gymnasts will understand the difficulty of this feat. Her object in drawing up the chair was a very simple one. When she had climbed some eight or ten feet she looked down, dropped the chair, and was much amused by the crash against the floor. She would continue this destructive play for some time, behaving just like a child throwing its toys out of the window. All the large quadrumana seem to delight in such amusements, liking nothing so well as the destruction of some article, particularly if they can only steal it. A male Orang-Outan which was in the Zoological Gardens in 1851, distinguished himself by stealing a policeman's hat and sitting on it. She is fond of eating flies, and endeavours to catch those which come



into the cage. Once she caught an earwig, and very carefully bit off the tail forceps before she ate it, and when she secured a female crane-fly, she bit off the sharp ovipositor, her instinct evidently regarding the forceps and ovipositor as stings.

THE CHIMPANSEE.

Just as I reached the cage, a small mirror had been given to him, and his performances were most absurd. He held it at a little distance, and on seeing another Chimpanzee in the glass, he stretched out his neck, protruded his lips until they formed a funnel-like tube, and made all kinds of grimaces, ending by pushing his lips against the glass itself. He then peeped behind the mirror to see the imaged companion. Failing several times in this endeavour, and evidently thinking that the creature behind the glass had slipped away while he looked round, he ingeniously put a finger on the glass, so as to secure the supposed companion, and then looked quickly behind.

The keeper then took the mirror and fastened it to the wall by a nail. He had not reached the door of the cage when the Chimpanzee swung himself across by his rope, and in a moment had twisted out the nail and flung the mirror on the floor. As to the nail, he put it into his mouth, and held it there as if he were trying to smoke it. The keeper was much alarmed at this proceeding,

thinking that he might swallow it, and made every endeavour to take the nail away. All his efforts were futile, for he could not come near the ape, who ran up the sides of his cage, and looked defiant. At last the keeper wisely gave up the chase, and in a few minutes the animal dropped the nail and did not trouble himself any more about it.

This continues on for many pages, describing incidents like these in great detail. The author closes by concluding,

"Every action is performed with a strangely quiet deliberation, and many persons who have watched the animal are disturbed in their mind, thinking that it bears too close a resemblance to humanity to be pleasant."

Until Next Time....

Alan M. Daniel, *Newsletter Editor*

