

The Behavioral Neuroscientist and Comparative Psychologist

BNGP



WINTER 2019 ISSUE

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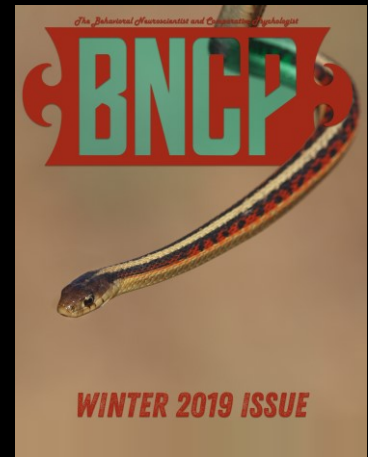
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editoralandaniel@gmail.com.

GUESS WHO ?



50 years ago this year, I began my term as Secretary-Treasurer of Division 6. I would subsequently serve as the division's Member-at-Large, Council Representative, and President.

I essentially grew up on college campuses, because my father was a psychology professor of note at Kansas State, Bryn Mawr, Colorado, Texas-Austin, and elsewhere.

My Yale Ph.D. committee was chaired by Burt Rosner, but I am typically considered to be a student of Karl Pribram.

After retirement, I spent 8 years at the Northeast Correctional Institute.

One of the threads of my research program suggests that "speech isn't so special."

WHO AM I ?

Message from the President

Mark Krause

President, APA Division 6

It is a pleasure and an honor to serve as president to the *Society for Behavioral Neuroscience and Comparative Psychology*. I have been involved in Division and Council governance over the past several years, and during this time have come to recognize the value in serving the APA. For many of us, time and travel budget constraints limit the meetings we can attend. Each year I skip meetings that also align with my interests, but being involved with APA and SBNCP brings about a unique sort of fulfillment that comes with contributing to the greater good and causes benefitting our profession. While serving on Council I learned that my fiduciary responsibility was to the whole of APA. Focusing on SBNCP work in the capacity of President has been a nice change of pace.

My motivation to be involved with the APA sometimes requires explanation for colleagues who wonder why I am involved in an organization that is “full of clinicians”. I met and worked with many clinicians during my service to APA Council, and I never got the sense that they viewed science as irrelevant to their work, or that APA should not devote resources and energy into science. Conversely, I believe that psychologists who do not work as clinicians have a fundamental obligation to recognize and support the roles played by those in clinical practice. Many of our SBNCP members are licensed clinicians or faculty who teach in the area of clinical psychology. Our clinical colleagues across the APA have shown broad support for some of the core interests of Division 6 and associated divisions, such as in the [reaffirmation of APA support](#) for the use of nonhuman animals for teaching and research.

The majority of individuals who join SBNCP are researchers and educators. Those who follow developments in education are aware of the role that the APA has played in supporting undergraduate teaching. In 2006 The APA published Guidelines for the Undergraduate Psychology Major, and released a much streamlined and user friendly [2.0 version in 2013](#). If you are involved in undergraduate education you have likely encountered these guidelines, and some of you may work in depart-

ments that have fully implemented them into the curriculum. The team who put the guidelines together is to be commended. A lot of thought and work went into crafting the guidelines. I am pleased to see that one of the five major goals (Knowledge Base in Psychology) includes “Analyze the variability and continuity of behavior and mental processes within and across animal species” as an indicator of Baccalaureate proficiency. However, while the term “biological” appears as a domain that needs to be covered in psychology curricula, there is no benchmark indicating that students should learn about the brain or nervous system.

The term “animal” appears in Goal 2 (Scientific Inquiry and Critical Thinking) in the context of research ethics, where the point is made that introductory students learn about ethical treatment of animals in research contexts. I do not dispute that this should be a part of the psychology curriculum (and not just in introductory psychology). However, I am reminded of an interesting [paper](#) that Michael Domjan and Jesse Purdy published in [American Psychologist](#) in 1995. Domjan and Purdy closely examined leading introductory psychology textbooks to evaluate their coverage of animal research. They noted that except for the chapter on conditioning and learning, very little text was devoted to animal research, or animal research studies were discussed as if they were conducted on humans. The ethical justifications for using animals were discussed in most of the books. However, the textbooks overall were lacking in demonstrating the important contributions that animal research has made to psychology, as well as both animal and human well-being. It would be interesting to do a similar follow up on Domjan and Purdy’s evaluation of introductory psychology textbooks today. The APA guidelines were not written to reflect what is covered in psychology textbooks. The reverse is more likely true. It is not unusual for psychology textbooks to use structural adherence to the APA guidelines as a selling point. After all, who doesn’t want to simplify program assessment efforts? I do believe we need to make our voices heard and recommend that a greater breadth of issues pertaining to animal research be

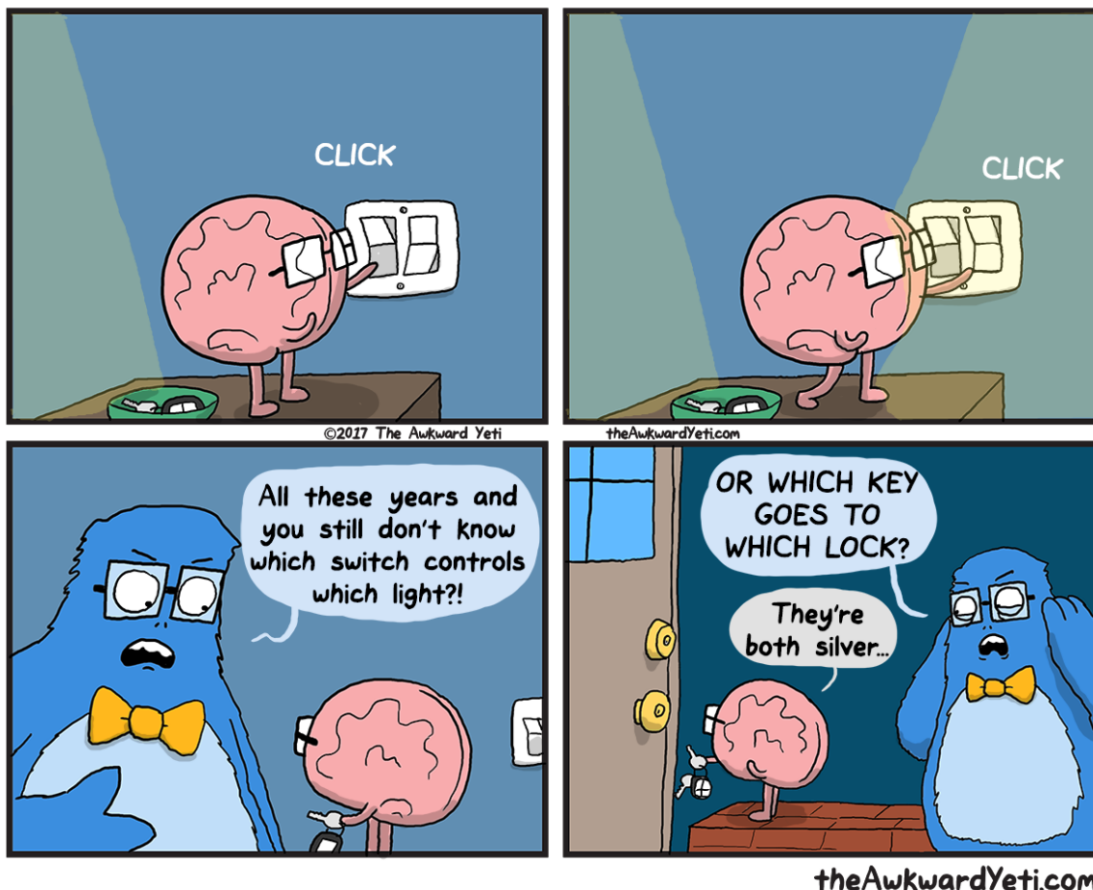
addressed in the guidelines.

Furthermore, career options identified in the guidelines include “animal trainer” for those with a bachelor’s degree. Various neuroscience related jobs are listed for people with advanced degrees. Listing potential careers for people with a psychology degree is challenging, and I do think that SBNCP members could be helpful in revising the list to reflect the career options for students.

My intention for bringing up these items is not to question the intent or knowledge of the hard working panel who created the guidelines, or to argue that the general interests of SBNCP take primacy over our colleagues representing different areas. I do believe that we need to advocate for ourselves. How can we be involved with setting the benchmarks for the undergraduate psychology major? Some ideas include 1) Contact members of the panel who oversee the creation and revision process for the guidelines. There is a 10-year revision cycle and so there is opportunity to be heard (I volunteered to serve on the panel

for version 3.0), 2) Get involved with Division 2 (Society for the Teaching of Psychology) and engage with colleagues here about your concerns. 3) Get involved with task forces, work groups, and other endeavors commissioned by the APA Board of Educational Affairs. I am sure that others have ideas as well, and I welcome you to share them with me, or, if possible, the Division 6 listserv.

Our membership continues to grow, in large part because we have created more opportunities for people to join as affiliates and students. This is of course a very positive development, and bodes well for the future of SBNCP. For those of you that are new to SBNCP, we welcome you and encourage you to get involved with us through the convention and in service to the executive committee. Please feel to reach out to me or other officers if you have questions or comments about what we do. Please encourage colleagues and students to [join SBNCP](#). A core value held by members of the SBNCP executive committee is to provide a supportive and inclusive environment for



all. Whether it be communicating over the listserv or attending the convention, we treat each other with respect and courtesy. If a member in our ranks experiences otherwise, I strongly encourage them to speak with me or another trusted member of executive committee about it. We are here to support you. In addition to being an inclusive division, we also need to be proactive when it comes to increasing diversity within our membership. At the 2019 convention in Chicago I attended a discussion group among Division leaders seeking to increase diversity among members and the executive committee. SBNCP of course is not alone in this regard. There is no single proven step that we as a division can take to promote diversity. This will be an ongoing discussion, with action that needs to follow. I do know that those of us in academic positions are the ones who can initiate change through our support and actions toward students: Particularly students who would be drowned out or marginalized unless someone in a position of influence, such as a course professor or lab PI, reaches out.

I would like to take the opportunity to acknowledge the dedication of our wonderful executive committee. Division program co-chairs Reggie Gazes and Erik Garcia are hard at work putting together an excellent slate of symposia and speakers for the 2020 meeting in Washington DC. I am grateful for all of their hard work and

enthusiasm. We are hopeful that the three collaborative proposals they are working on will be accepted. We have some solid connections with other APA divisions, and the proposals are an excellent opportunity to expand and solidify these relationships. Lauren Highfill is our awards chair, and along with past chair Jennifer Vonk, will ensure that we honor our colleagues for their distinguished service and scientific contributions. Please be sure to nominate your deserving colleagues. Heather Hill agreed to serve again as Fellows chair. It is a pleasure to welcome Preston Foerder into the fold as membership chair. Jeremy Bailoo and Cynthia Crawford continue in their service as secretary and treasurer, respectively. Irene Pepperberg and Jennifer Vonk are our members-at-large. David Washburn is our Council Representative and you can read his informative report in this issue. Brielle James is our student representative and Erik Garcia our Early Career Professional representative. I am grateful for the guidance provided by past-president Mike Beran and president-elect Jonathon Crystal. Last but not least, Alan Daniel continues to put together a wonderful newsletter for us.

I look forward to a productive year as SBNCP president. Please do not hesitate to reach out to me if you have questions, ideas, or concerns.

[Mark Krause](#)



Vote “Yes” in the Vote for Graduate Students to Vote

COUNCIL OF REPRESENTATIVES MEETING REPORT

AUGUST 2019

David A. Washburn, Division 6 Council Representative

The Council of Representatives meeting in August was filled with the usual types of activities: Updates on the association’s progress in its new strategic initiatives, election of members to initial Fellow status (including Dr. Mark Krause and Dr. Bonnie Perdue as new Fellows in Division 6!), details on the APA President’s special initiative (in this case, Dr. Rosie Phillips Davis’s initiative on deep poverty), and approval of amendments to a number of association rules. By far the most extensively discussed issue, occupying the afternoon of one day and the morning of a second day’s Council agenda, pertained to whether graduate students should have the right to vote in elections for APA President, at-large Board of Directors positions, Apportionment Ballots, and bylaws amendments. Lest you skip the details, here’s the bottom line: **Council voted by a wide margin to recommend a new “Graduate Student” membership category with voting rights—but ultimately you must make this decision official, by ratifying a number of amendments to the APA bylaws.** As your Representative to Council, I strongly encourage you to vote in favor of the amendments.

Some background: The American Psychological Association of Graduate Students (APAGS) represents about 21,000 members of the APA. A survey of these members revealed that 75% of responders supported voting rights, noting for instance that these early-career psychologists have a vested interest in APA leadership. On behalf of these members, APAGS brought a well-reasoned and compellingly articulated motion to the floor, proposing a new membership category (“Graduate Student”) for students who wish

to join the APA. Currently, graduate students who wish to participate in the APA can join as “Student Affiliates”—a category that includes doctoral, masters, undergraduate, and high-school students interested in psychology. A new Graduate Student membership category would differentiate masters and doctoral students from these other student affiliates for purpose of voting. To be eligible, the students must have at least one year in, and be in good standing in a masters or doctoral psychology program. Graduate Student members may not hold office in the APA, but receive the right to vote after one year of membership. Voting privileges for Graduate Student members in and beyond their second year of affiliation are limited to voting for APA President and at-large positions in the Board of Directors, voting on bylaws amendments that are brought to the general membership by Council, and helping to determine the distribution of Council seats by casting apportionment-ballot votes.

Prior to bringing this proposal to Council, APAGS vetted the proposal thoroughly, receiving endorsements from the following APA leadership committees: Board of Directors, Council Leadership Team, Board for the Advancement of Psychology in the Public Interest, Board of Professional Affairs, Board of Scientific Affairs, Committee on Associate and Baccalaureate Education, Committee on Aging, Committee on Psychology and Aids, Committee on Sexual Orientation and Gender Diversity, Teachers of Psychology in Secondary Schools, and Committee of Women Psychologists. They held an hourlong webinar and Q&A session to clarify objectives, address concerns, and answer questions. APAGS leaders attended caucus

meetings and spoke clearly and authoritatively, reflecting the detail to which this proposal had been planned.

Arguments on the Council floor focused on implementation issues—SBNCP member and Division 3 Council Representative Bruce Overmier made a brilliant proposal that solved many of the inconsistencies between the new Graduate Student membership category and the existing Associate membership category. Some Council representatives expressed concerns about having graduate students vote on these issues, and there was considerable debate about granting voting privileges to doctoral students, versus doctoral+masters students. But the majority of Council Representatives who spoke, favored the proposed amendments. In the end, the motion to recommend the APAGS amendment, by nearly a 3-to-1 margin.

Important: Adding this membership category for our graduate students and giving them the right to help elect their leaders (and evaluate bylaws changes that are recommended by those elected leaders) requires LOTS of tweaking of the APA bylaws. Although Council voted by a wide margin to recommend those bylaws amendments to you, they only become official if **YOU VOTE TO SUPPORT THE AMENDMENTS**. Historically, bylaws amendments that are submitted to the general membership like this have not fared well. We tend to be change resistant, particularly when we see that there are people arguing on both sides of the issue. What you can't infer from a simple "argument pro / argument con" presentation is how many more Council Representatives (including yours!) were on the "pro" side of the debate.

Graduate students who have made the decision to join APA, to spend their limited resources on APA dues (that are, yes, lower than the dues Members and Fellows pay), and to invest their limited time in support of the APA mission, would like to have a voting role in the future of their association. The balloting period for this issue is Nov 1 – Dec 16, 2019. **Please vote. Please vote to support the proposed bylaws amendments. Please vote to let graduate students vote.**

Other important actions taken by your Council of Representatives during the August meeting (full minutes, including text for these policies and resolution, are available at <https://www.apa.org/about/governance/council/>

A 2019 APA Refugee and Immigrant Policy Statement was passed, encouraging psychologists to use their training to help refugees and immigrants. The resolution also calls upon the government to ensure that such individuals have access to resources to ensure physical and mental health.

Two guidelines for psychological practice were approved: "Guidelines for Psychological Practice for

People with Low-Income and Economic Marginalization," and "Race and Ethnicity Guidelines in Psychology: Promoting Responsiveness and Equity."

A "Resolution on Drug Abuse Treatment to Prevent HIV Among People Who Inject Drugs" was also adopted by Council.

As recommended by the Board of Educational Affairs, Council voted to approve the recognition (or continuing recognition) of numerous specialty areas within professional psychology, including Behavioral and Cognitive Psychology, Clinical Neuropsychology, Industrial and Organizational Psychology, and Clinical Child Psychology.

The APA Committee for Early-Career Psychologists made an appeal on the Council floor for divisions and state associations to elect more ECPs to Council. SBNCP has traditionally selected very senior members to serve in this capacity—and strong arguments can be made for continuing to do so. However, compelling arguments can also be made for including ECPs in governance, and Council provides an excellent opportunity both to see how the APA functions and to affect that function. Indeed, it would be ideal to grow our representation on Council such that Division 6 has 2 seats (with 2 or more also for Division 3), so that both senior and more junior members can represent our society in APA Council. For now, I thank you for the opportunity to serve.

**PLEASE VOTE
ON THIS ISSUE.
THE VOTING
PERIOD CLOSSES
SOON:
DEC 16, 2019.**

History is Our Story:



Bush baby, Kilindi Resort, Nungwi, Zanzibar, Richard Mortel, June 2016

MEET DR. MARTHA WILSON

By David A. Washburn, SBNCP Historian

The history of the SBNCP/Division 6 is a story of scholarship and service. Scientists who have devoted themselves to investigations of physiological psychology, behavioral neuroscience, or comparative psychology—typically balancing the demands of data collection and analysis, publication, grant writing and other research relevant activities with workload assignments in teaching and mentoring—also find time to invest into disciplinary service. The list of distinguished scholars who have served D6 as an officer or committee chair is a veritable ‘who’s who’ of the most impactful researchers in all of psychology. Given these competing time commands, it is an impressive commitment to serve in any one office for the division. Professor Martha Wilson balanced a productive research program, academic responsibilities, and other service roles with D6 leadership in the offices of Secretary-Treasurer (1969-1971), Member-at-Large on the Executive Committee (1974-1977) Representative to Council (1977-1980), President-elect (1985-1986), President (1986-1987), and Past-president (1987-1988). She was the second Division-6 member (after Dr. Francis Graham) to be elected to all six of these leadership positions. Who is Martha Wilson, the psychologist who helped to lead our division for at least two decades? (The information below largely reflects the contents of brief but delightful phone conversations I recently had with Dr. Wilson, who is enjoying an active retirement in Block Island, RI and, to a larger extent, recollections that she wrote in a 2010 memoir. Thanks also to Dr. James Green at UConn for providing helpful information.)

Mary Alice Helson was born January 7, 1929 near Philadelphia, PA. Her father, Dr. Harry Helson (1898-1977), was a psychology professor at Bryn Mawr College at the time, and the Helson family lived in faculty housing on campus. Martha Alice, as she was called, was the second child born to Harry and Lida (nee Anderson) Helson (1900-1979?). Her brother Henry Berge Helson (1927-2010) had been born 18 months earlier. With a college campus as a playground and academically accomplished parents—mother Lida earned undergraduate and M.A. degrees in French literature before marrying Harry, who had earned his Harvard Ph.D. under the mentorship of Boring and Dallenbach—it is unsurprising that the Helson children would each grow to become accomplished academics.

Both Henry and Martha would achieve prominence as scholars and professors in their respective disciplines (mathematics and psychology, respectively); further, each would marry psychologists [Ravenna Matthews Helson (1925-) and William August Wilson, Jr. (1925-2017), respectively] who were also accomplished scholars in their own right. Through a presentist lens, it is easy to see the seeds of such academic success sprouting in those early years at Bryn Mawr, remembered by Professor Wilson as happy times, surrounded by a campus community and with summer trips to places like California, Maine, New Hampshire despite the Great Depression.

Martha Alice Helson was good student, active in sports (particularly field hockey) and a class president. Even when she changed schools, she seemed quickly to gravitate into leadership positions. When World War II began, Harry Helson moved the family to Foxboro, MA

where he was recruited to work on Navy-funded research on the human-factors aspects of radar design. After one year in Foxboro, 10th-grade Martha was sent to a Quaker boarding school about 15 miles from Bryn Mawr. Martha Helson would graduate from Westtown Friends School in 1946.

Having experienced “life away from home” in high school, Martha decided to attend college at Bryn Mawr, where her father had returned to the faculty and where money could be saved by living at home. Her father encouraged Martha to consider a career as a psychiatrist, to bring “a sound, scientific perspective to the field”

that was still dominated by psychoanalytic thought. For Martha, “psychology seemed a perfect field to me, combining some of the rigor of hard science with the intrinsic interest of studying living organisms.” She graduated with a major in psychology but also satisfied the academic requirements for admission to medical school. She also completed an independent research project on color vision under the direction of physics professor Walter C. Michaels. In 1950, Martha H. Warren—prior to her senior year, she had married Robert Warren, Jr., whom she had met at a Quaker work camp—graduated with honors from Bryn Mawr

After graduating, Martha was hired to assist with a research project (the study of education at Princeton). She was pregnant with her first child when Harry Helson became chair of psychology at Brooklyn College, and so she went to work as a research assistant for her



Martha (Helson) Warren at the time of her graduation from Bryn Mawr.

father, helping with a study funded by the Society of Illuminating Engineers on the perception of colors that were illuminated by artificial versus natural light. The work would result in Dr. Wilson's first two journal publications (Helson, Judd, & Warren, 1952; Helson, Judd & Wilson, 1956). When her marriage ended the following year, Martha and her daughter moved with Harry and Lida Helson to Austin, TX, where Professor Helson had accepted appointment to the faculty.

For doctoral training, Martha chose Yale University—where her older brother (having earned his Ph.D. from Harvard) was an Assistant Professor of Mathematics. She moved to New Haven in the Fall of 1952, working initially with Dr. Lloyd Beck, and subsequently with Professor Walter Richard Miles (1885-1978), who had reached mandatory retirement age that same year. In the Yale apprenticeship model, Martha worked with Miles in his research on color blindness. In her second year, she met Dr. Burton S. Rosner, an assistant professor in need of a research assistant to help with a funded project to study the physiological aspects of sensation. Dr. Wilson recalls, "...while it was a new area for me, I didn't hesitate and became a physiological psychologist on the spot." The research involved using electrodes to map the neural signals corresponding to tactile stimulation in guinea pigs and rabbits. After a year in this research project, Martha's plans to develop a dissertation project on somatosensory mapping, under Professor Rosner's direction, took a detour: Fellow doctoral student Lawrence Kruger encouraged Martha to develop her skills in electrophysiology at the Institute for Living in Hartford, CT, and introduced her to its Director of the Laboratory of Neurophysiology, Dr. Karl Pribram (1919-2015).

At the Laboratory of Neurophysiology, Martha joined a powerhouse team of scientists headed by Professor Pribram, and including new Ph.D.s Mortimer Mishkin and Larry Weiskrantz, and a new M.D. named William A. (Bill) Wilson, Jr., who would receive his Ph.D. from Berkeley the following year. Each of these men would profoundly impact the science of brain and behavior, but two would have particularly large influence on Martha: Dr. Pribram became her mentor, collaborator, and friend across her career. Dr. Wilson, also a life-long collaborator, became the love of her life, husband of 62 years, and father of her four children. Martha and Bill married in 1954. Martha worked at the Institute for Living from that same year until 1959.

Martha Wilson's dissertation committee consisted of Professors Rosner, Pribram and Frank A. Beach (1911-1988). Having learned neurosurgery in Hartford, her

dissertation research attempted to link structure and function in the posterior association cortex of the rhesus monkey brain. Her 1955 dissertation was titled *Effects of circumscribed cortical lesions upon somethetic and visual discrimination in the monkey*. The study linked the inferior temporal region to visual but not somatosensory discrimination learning, and posterior parietal cortex to tactual but not visual discrimination. The work was subsequently published in *Journal of Comparative and Physiological Psychology* (Wilson, 1957).

In 1958, Bill accepted a faculty position at the University of Colorado, and so Martha and Bill moved with the children to Boulder. Martha was appointed Visiting Professor and began teaching while writing-up data collected in Hartford (Wilson, Stamm & Pribram, 1960). Research facilities were not ideal, however, and an offer to Bill from Dr. M. E. Bitterman, chair of psychology at Bryn Mawr would bring the Wilson family to Martha's alma mater. Martha accepted a research associate position on Bill's NIMH-funded project, studying visual and tactual learning-set formation in a laboratory with nearly 100 monkeys (M. Wilson & W. Wilson, 1962; M. Wilson, W. Wilson, & Chiang, 1963). She also taught at nearby Rosemont College. The research and publications continued when the Wilsons moved the project, and their family, to the University of Connecticut in 1964.

With the exception of eight months in 1972 at Duke



**Dr. Martha Wilson with one of the monkeys
at the laboratory in Storrs, CT**

University, working as an NIMH special research fellow with Professor Irving Diamond—a significant year, in that it introduced her to research with bushbabies!

(e.g., Soper, Diamond & Wilson, 1975)—Dr. Martha Wilson spent the remainder of her career at the University of Connecticut, until her retirement in 1987. For the first nine years, she remained in a full-time research position, conducting experiments in the primate laboratory that UConn had built for the Wilsons in Storrs. Because Bill served within the department as a full professor—and for years as its chairperson—anti-nepotism rules restricted the opportunities for academic appointment for Martha for many years, despite an impressive and growing record of scholarly output and disciplinary service. By 1973, she had generated 19 journal articles and 2 published chapters, and had been appointed to NIMH’s Fellowship Review Committee for the Psychological Sciences, and served as its chair for 1973-1974. But by the time the Wilsons returned from Bill’s sabbatical-year visit to Durham, Martha had been offered appointment as Professor of Psychology at the University of Connecticut. The faculty position allowed Professor M. Wilson to teach and mentor students, and to apply for grants as principal investigator. Soon, she had obtained a large grant from the National Science Foundation, established a bushbaby colony in Storrs, and began studying the behavioral consequences of lesions in the visual cortex of the prosimians. She also continued to study visual processing in rhesus monkeys.

Two other shifts in Professor Wilson’s research program merit mention. As the research with bushbabies wound down in the late 1970s, Martha began to ponder whether the kinds of research questions she had been pursuing with monkeys could be applied fruitfully to human populations. She invested her 1979 sabbatical into learning the protocols for working with brain-damaged individuals, working with Professor Brenda Milner and her team at the Montreal Neurological Institute. From her first day at the Institute, Dr. Wilson was engaged in neuropsychological assessment—both as a clinical researcher, and also by serving as a normal-control volunteer participant in all of the ongoing studies.

The lessons about studying brain-behavior relations in humans, applying the testing paradigms and questions (if not the physiological methods) of her work with nonhuman primates, were taken back to Storrs after Professor Wilson’s sabbatical. Her interest in studying the mechanisms of categorization was growing. In a department led by Professor Alvin Liberman

(1917-2000), it was probably impossible not to get drawn into the “speech is special” discussion and its implications for categorical perception. In numerous studies, researchers had demonstrated that discrimination was more accurate for two stimuli that cross a categorical boundary (e.g., sounds that are categorized as different consonants, or hues that are categorized with different color words) than for two stimuli that were equally separated on the physical continuum but fall within a category (e.g., variations on the same stop-consonant, or shades of the same color). Martha believed that these same categorical-perception effects could be obtained with nonlinguistic stimuli—and with

COULD RESEARCH QUESTIONS PURSUED WITH MONKEYS BE APPLIED TO HUMANS?

nonlinguistic animals as the test subjects. Moreover, Professor Wilson believed that there was a single unified theory that could account for both categorical and continuous effects on perception: Adaptation-level Theory. Martha was very familiar with Adaptation-level Theory. Of her father’s many contributions to the field—recognized, for example with the 1962 APA Distinguished Scientific Contribution Award—Adaptation-level theory (Helson, 1964) was the most influen-

tial. According to the theory, experience with stimuli in a particular domain (e.g., sounds, line lengths) are perceived individually, but also contribute to a running average or adaptation level that serves as the background against which each new stimulus is the figure. Accordingly, a stimulus of a particular dimensional value (e.g., a particular pitch or hue) is perceived relative to the dynamic adaptation level established by previous experience with similar stimuli. (To illustrate, consider how loud a ringing phone sounds at night in contrast to the quiet that preceded it, and compared to the same ring when immediately preceded by the clatter of a typical day.) Critically for the discussion of categorical versus continuous perception, the adaptation level serves as a category boundary dividing perceptual space into two categories (e.g., bluer than average, less-blue than average), even if the stimuli fall within a linguistic category (e.g., “blue”). A clever series of studies, published in the cleverly titled article “The ABCs of Categorical Perception” (where ABC stood for “Adaptation-level Based Categorization”), provided compelling support for this perspective. Streitfeld and Wilson (1986) showed that human participants’ visual and kinesthetic discrimination performance was better between than within categories, where the category boundaries were computationally determined by Hel-



International Neuropsychological Society photo showing former Division 6 presidents Brenda Milner, Martha Wilson, and Hans-Lukas Teuber (front row, second/third/fourth from left). Bill Wilson, who served as Division 6 Member-at-large from 1972-1975 and program chair in 1976, is two rows up, second from the right.

son's logarithmic formula for calculating the adaptation level. Wilson's application of Adaptation-level Theory has important ongoing implications for a wide range of topics in psycholinguistics and cognitive psychology, including the comparative study of cognition.

From 1949 to 1963, APA's Division 6 (Physiological and Comparative Psychology) was merged with Division 3 (Experimental Psychology). In the early 1960s, discussions were initiated about separating the divisions again. Martha Wilson was tapped to be the Secretary-Treasurer of the reconstituted division, and she recorded minutes for an organizational meeting held at the 1961 APA convention (Dewsbury, 1996). By 1964, the Division of Physiological and Comparative Psychology was officially reborn with Sidney Weinstein as its president, and Francis K. Graham as its Secretary-Treasurer. However, Professor Wilson remained active and important in the organization. Dewsbury (1996) described her (along with Brenda Milner, Karl Pribram, Mortimer Mishkin, and a few others) as "regulars who kept Division 6 alive" (pg. 55). Professor Wilson would be elected Secretary-Treasurer after Graham's term. As

noted above, she was subsequently elected to the offices of Member-at-Large, Representative to Council, and President. For her 1987 presidential address, Professor Wilson discussed brain mechanisms in categorical perception. A chapter *Categorical Perception: The Groundwork of Cognition*, edited by Stevan Harnad, reviews this research (Wilson, 1987).

Dr. Wilson retired in 1988. A citation from her department at the time of her retirement noted, "The more than forty papers published by Dr. Wilson are comprehensive in the variety of brain areas and mental processes subject to her scrutiny for more than twenty-five years." She had impacted students through teaching and mentorship, and contributed to the discipline through a wide range of service, well beyond her leadership roles in Division 6. At just 59 years of age, Dr. Wilson had many productive years ahead of her, and has been active in social and political causes throughout her retirement. (Historian's note: Indeed, a letter to the editor that she recently wrote to her hometown newspaper, arguing that the paper has not been adequately vocal against gun violence, was a key

clue that led me to be able to track-down Dr. Wilson for the interview that started this column.) Of particular note, Martha Wilson volunteered her time, effort and expertise for many years at the Northeast Correctional Institute. She visited the Connecticut prison three times per week for 8 years, teaching inmates literacy skills, psychology, and other topics, and tutoring individuals in preparation for their GED tests. Thus, Dr. Wilson's legacy is one of great impact, both within and beyond her career as a scientist and professor.

Included in this legacy is Dr. Wilson's record of accomplishment during an (ongoing) era in which women faced challenges beyond those of their male peers. Like other female scholars, Martha Wilson made difficult choices and sacrifices in professional development in order to have children. Her long, happy and successful marriage to Bill Wilson came with academic costs, both from institutional biases and anti-nepotism rules and also from less overt negative attitudes and treatment. Although she benefited from strong and effective mentors and collaborators, aca-

demical and professional opportunities and recognitions were likely slower to come to Martha Wilson and other female scientists than to males with comparable academic and research records. Nevertheless, Dr. Wilson is grateful for the support, acceptance, and honors she received from our field, and noted in the foreword of her memoir that she was writing "in the context of an era that allowed me, if somewhat painfully at times, to become a different person that most women who lived in past times."

Today, the Society for Behavioral Neuroscience and Comparative Psychology largely consists of scholars who identify as either behavioral neuroscientists or comparative psychologists. Dr. Martha Wilson made important contributions to both fields with a research program that bridged physiological psychology, comparative cognition, and neuroscience. For all of these reasons, *her story is our story*.

A request from the SBNCP Historian: If you have photos, notes, minutes, or other archival materials from Division 6's history, please contact me at dwashburn@gsu.edu. I'd be happy to scan and return, or otherwise to archive, relevant information of historical interest. I am particularly eager to acquire photos from previous meetings and of previous officers. Thank you.

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The *Mystery* of APA

J. Bruce Overmier

When I joined APA, I did not ask (nor was I told) that it was a 501(C)3 organization. Heck, I would not have even known what that meant (or how it was different from a 501(C)6 organization). I was joining an organization that ran an important annual convention and published journals to which I wanted to subscribe! But APA was and always has been more than that. Until recently, it was exclusively a 501(C)3 –a charitable, educational, scientific organization devoted to advancing the public good. Yep, any advantages to me as a scholar (salary surveys, teaching guides, research protection) were “incidental” to the charitable organization purposes. But, as a charitable organization for the public good, it is by law to be apolitical. That is good because I belong to other organizations to advance my political goals. Now, as part of its advancing the public good, it often issues “statements” (white papers, etc.) on matters of education, value of science, information about psychology, psychological health, and such. In this vein, it also issues statements on things like “effects of poverty”. Noting the negative effects of poverty on children’s development or adults health is not a political issue! Proposing and supporting specific political governmental bills may be political if there is a party divide on the proposed action. The line between apolitical and political is often a blurry one. Generally—and more so under the new CEO Arthur Evans—the statements APA issues bring to bear data on the issues at hand; sometimes it is “causal” data but more often it is correlational, and as we all keep being told, correlation is not evidence for causation, although causation will also yield strong correlations. In the past there have been statements issued that were, in my view, absent meaningful data and were more “feel good”; I did not like those. But such have been becoming increasingly rare. And, Indeed, on Council, often the main point of discussion about a proposed statement or policy is the strength of the empirical data that is being brought to bear. That is good and as it should be. All that said, APA now has a companion organization [a 501(C)6] that is solely for advocacy and will bring psychology into the public debate more. It will advocate for and through our science. It will adhere to matters that advance the welfare of psychologists such as more federal funding for fellowships, or research, of fair compensation, and insuring education standards; and it will be able to actually lobby for bills and support candidates who support our 501(C)6 goals. APA really could not do that before. And, you as members can contribute to setting those goals by participating in the surveys of members that ask what you want and expect. If you do not respond, then you have no basis for complaint about what the organization does. It is YOUR organization only if you participate in it by replying to surveys, voting, and actually participating in the governance. You can do all of this! Indeed, it is your responsibility. Do not leave it to somebody else; you might not like the outcome...

An earlier version of this newsletter that was subsequently retracted included an article that was erroneously placed here that was incorrectly attributed to J. Bruce Overmier. The previous article was not authored by Dr. Overmier and do not reflect his views. This has been corrected, with our apologies to Dr Overmier for the error.

Cite While You Write: **The Pros and Cons** **of Citation Managers**

Brielle T. James

Division 6 Graduate Student Representative



To avoid plagiarism, every paper must be complete with a reference section and the corresponding citations giving credit to the original research your study is building upon. Thankfully, there are now great tools to simplify the tedious task of manually organizing references – citation management software. You may have colleagues that swear by a certain management system, but how do the different options actually compare to each other?

Citation managers are technology that allow you to easily organize and keep track of the sources cited in a literature review. Additionally, they can allow you to access your resources across multiple machines, and almost all citation managers allow you to share personal libraries with other people. While they all can make managing references immensely more efficient, one may suit your needs better than others. Below we will explore the pros and cons of three popular citation managers – Endnote, Zotero, and Mendeley – that can make the final step of academic writing much easier.

The first citation manager under review is Endnote. The basic edition of this citation manager is a desktop client. However, there is also a web version that can be installed. Endnote offers several benefits to its users, including the ability to share libraries with up to 14 colleagues, facilitating easier collaboration. Endnote also offers a very useful Microsoft Word plugin, which allows you to install Endnote commands onto your Microsoft Word toolbar. These commands can then be used to insert citations directly into the text of your document and automatically create a reference list at the end of the document. This citation plugin can also be used within Microsoft PowerPoint to insert citations and references into presentation slides. Endnote is also able to save references across various types of media (e.g., interviews, podcasts, conference papers, press releases). One unique benefit of the popular Endnote

“By using a common citation management system, collaborating with others and sharing your sources will be much easier.”

citation manager, compared to other citation management systems, is its integration into countless research databases and journal indexes. The ability to export references directly into users’ personal libraries while conducting database searches sets Endnote apart from several other citation managers. While there are several benefits to using Endnote, unfortunately it does not come problem-free. One downside to sharing personal libraries through Endnote is that everyone in the research group must be using the same version of Endnote (web vs. desktop). Additionally, Endnote is subscription-based and requires a university affiliation in order to use it at a

discounted rate. This restriction limits the access of those outside of or no longer in academia. Endnote is also known for offering significantly less storage space for personal libraries compared to other citation managers.

Another citation manager growing in popularity is Zotero. Zotero is a web-based citation manager with a desktop client that can be downloaded to save content in local storage. Zotero

has a plethora of benefits, including lots of space for storage and no need for a university affiliation. Its open-source design makes it free to use and patches for minor issues are publicly available. Zotero clearly increases management efficiency with its drag and drop feature for adding PDFs to your personal library. After easily adding references to your library, Zotero will extract and auto-populate the bibliographic information for the citation into the relevant fields for later use. Additionally, Zotero is equipped with numerous features, including the ability to tag, search, and take notes within references. Like Endnote, Zotero allows you to share your library with other people, has a Microsoft Word document feature to insert citations and references, as well as can save references across various types of media. Unique to Zotero is its extremely fast learning curve. It is very

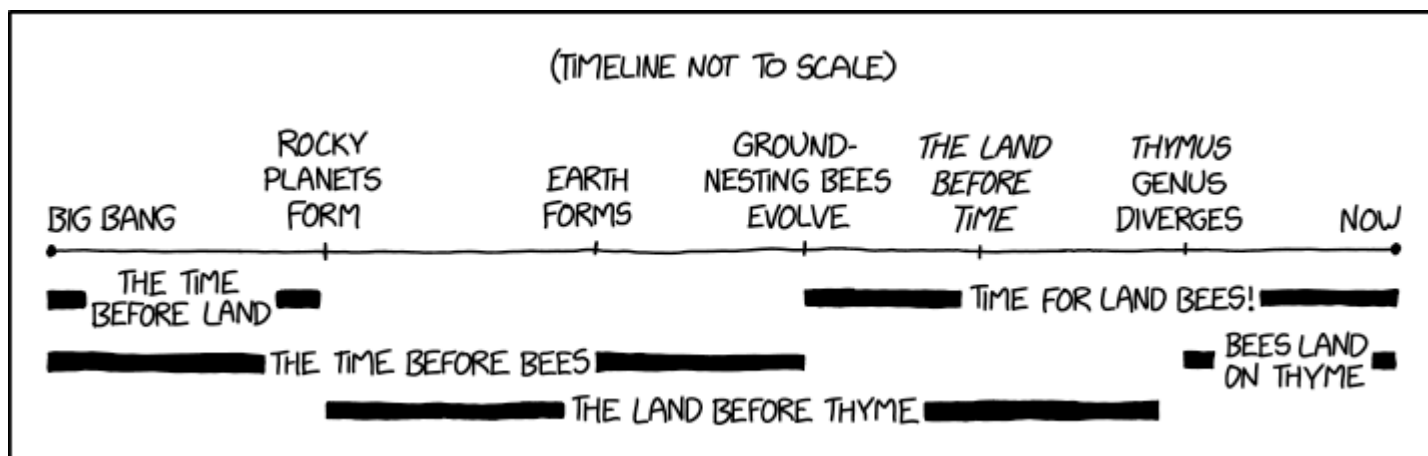
intuitive to use, making it the most beginner-friendly citation manager. Furthermore, Zotero offers a Google Chrome browser extension. This is the only reference manager that can automatically detect academic content (e.g., PDFs) in a web browser, facilitating easy addition of references into your personal library directly from the internet. One of the only commonly reported disadvantages of Zotero is that you must explicitly direct your computer to add resources to your Zotero library, as opposed to embedded export features within research databases.

Lastly, another citation manager commonly used among academics is Mendeley. This web-based desktop software is great for people who work from a “pdf-based” framework. Mendeley can cleverly “watch” a folder on your computer’s hard drive for any newly added PDFs. Whenever a new document is added to the folder, Mendeley will automatically upload it into your library. Like Zotero, Mendeley offers free accounts, lots of storage space, various features – including a PDF viewer, smart filtering, and tagging, annotating, and highlighting abilities within documents – and the ability to drag and drop PDFs into your library and auto-populate bibliographic information. Common to all three of these citation managers is also the Microsoft Word document tool and the facilitation of collaboration through shared libraries. However, a unique aspect to Mendeley is its social networking capabilities. Mendeley allows you to view other users’ profile pages on a news feed and leave comments for others to see. Unfortunately, one shortcoming to using Mendeley is that this citation manager only allows you one private group folder that can only be shared with two other people.

Overall, the pros and cons of these various citation managers must be weighed when making your decision about which to use. An additional factor to consider is which software is commonly used by the other members of your department. By using a common citation management system, collaborating with others and sharing your sources will be much easier. Another general note to consider when selecting a citation manager is if there is a resident librarian at your academic institution that is an expert in a specific citation manager. Choosing a manager for which you have local support for any potential troubleshooting issues could be helpful. Ultimately, you can also try a few of these suggested citation managers out for yourself before deciding which one works the best for you. Regardless of which citation manager you choose, they will all ease the burden of managing numerous references and make it easier to cite while you write.

For more details about how these citation managers compare (operating system restrictions, etc.), please review the various comparison charts at the webpages below.

1. <https://www.tutorspoint.com/blog/revealing-5-important-benefits-of-using-citation-tools/>
2. <http://research.library.gsu.edu/c.php?g=115302&p=751975>
3. <https://www.library.wisc.edu/research-support/collecting-organizing-analyzing-information/citation-managers/comparison-chart/>
4. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6013132/>
5. <https://guides.lib.uchicago.edu/c.php?g=297307&p=1984557>



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Have a great holiday season!

Alan M. Daniel, *Newsletter Editor*