

OPENING REMARKS AT THE SESSION ON PHYSIOLOGICAL
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Ladies and Gentlemen:

It is a great pleasure to moderate the next session on Physiological Psychology and to introduce to you Philip Teitelbaum and Richard Thompson. I cannot, however, forego the opportunity to make some brief comments about the Graduate Department which all of us honor these two days. It has been said that The Johns Hopkins School of Psychology has come a long way since the first research laboratory was established a hundred years ago, and that the Department itself has been at the forefront in making innovative changes throughout the century. Permit me, however, to describe to you the 1955 admissions bulletin, the year that I entered the graduate program in Psychology, the year after Phil Teitelbaum graduated, and 70 years after the establishment of the Department. The bulletin, like all others, listed the major fields to be mastered. It then set forth other things that were required of the student—the thesis requirements, the oral examinations. The admissions bulletin concluded with clarity and finality—it simply said, and I quote, "men preferred."

For Natasha Chapanis and for me, just entering the Graduate Department, it made no difference. Neither of us had ever read the admissions requirements, and as Tex Garner, who was Chairman of the Department, later explained, the discrimination applied only to admissions policy, not to the way we were treated once we got there. We were the only two women in the Graduate Department that year, and can confirm that in the days before women's math anxiety became a cause for psychoanalysis, we had to take as many statistics courses as anyone else.

In contrast, the current catalog—almost 30 years later—reflects either a change in sensitivity or awareness or most likely reflects the economics of graduate enrollment in experimental psychology. It now encourages women to enroll in "a 'second' career in psychology for women." The Department apparently is now looking for middle-aged housewives seeking a second career in response to their mid-life crises—derived in part I suspect from not being admitted in the first place.

The Department, of course, has always had a great commitment to research methodology. At Hopkins, a fearsome requirement for the Ph.D. degree throughout the University was an oral examination by seven members of the faculty, of whom four had to be from departments outside your own. I remember well the English Literature candidate who, because of her background in the great Victorian writers and her understanding of the unconscious

motivation of characters in the modern novel, decided to choose as one of the "outside" Departments for her oral examination the Graduate Department of Psychology. She was confident that she could handle, as a doctoral English literature candidate, the questions which might be asked by psychologists whose expertise, she thought, was in the works of Freud, Jung and Adler. The Psychology Department, on its part, designated--of all people--Al Chapanis to the oral examination. Al, as he later described it, realized that the candidate might not have had the same training as his graduate students. Therefore, he decided to ask the candidate a routine question which, as he put it, was so simple that every graduate student, whatever the field, surely would be able to answer--namely, to describe the statistical formula for the "poisson distribution." Al, even now as he tells the story, is still puzzled by the dumbstruck response of the student and the inadequacy of the training in the Graduate School of Arts and Humanities.

More seriously, the training by the Hopkins Psychology Department which insists on meticulous design, rigorous attention to clear, quantitative outcomes, and clarity of purpose makes a difference. It provides a way of approaching research problems which I have found as useful in conducting studies of public policy as it is in more traditional psychological research. It offers the capacity to know what has or has not been proven; to understand clearly the difference between value judgments and empirical conclusions; what can and cannot be measured; and the importance of clarity of expression. And for that we all are most indebted.

When I entered Hopkins, Phil Teitelbaum was a legend already, having only received his degree one year before, in 1954. Phil worked with Cliff Morgan and Eliot Stellar at Hopkins on the control, by the hypothalamus, of eating and drinking. After leaving Hopkins, Phil joined the faculty at Harvard University, then spent many years at the University of Pennsylvania, and for the past 10 years has been at the University of Illinois. His research has focused on motivated behavior, recovery of motion, and specifically on the parallels between the behaviors that occur during various stages of infant development and those that occur during recovery from brain damage in adults. Among his honors are membership in the National Academy of Sciences and the American Psychological Association's Distinguished Scientific Contribution Award for 1978. I am very happy to introduce Phil Teitelbaum to you.

Even though Richard Thompson did not graduate from Johns Hopkins--nor was he ever a member of the faculty--he has achieved great preeminence in his field. Dick graduated from the University of Wisconsin in 1956, where he concentrated on the neural bases of behavior. After leaving the Psychology Department at Wisconsin, Dick conducted research at the Wisconsin

Medical School. Since that time he has been on the faculty of the University of Oregon Medical School, the University of California, Harvard University, and he is currently at Stanford University. Dick is a member of the National Academy of Sciences and he received the American Psychological Association's Distinguished Scientific Contribution Award for 1974. I would prefer not, in this short introduction, to describe in a sentence or two the theoretical relationships with which you are all familiar between the brain and behavior, classical conditioning, habituation of reflexes, memory and learning--all fields in which Dick has made great contributions. That responsibility will be Dick Thompson's, who I am delighted to introduce to you.