

TO THE EDITOR...

Letters should be marked clearly 'Letter for publication in *The Psychologist*' and addressed to the Editor at the Society office in Leicester. Please send by e-mail if possible: psychologist@bps.org.uk (include a postal address). Letters over 500 words are less likely

to be published. The Editor reserves the right to edit, shorten or publish extracts from letters. If major editing is necessary, this will be indicated. Space does not permit the publication of every letter received. Letters to the Editor are not normally acknowledged.

Publishers must not drag their feet

ROBIN Campbell's letter (August 2001) on copyright is perhaps just a touch one-sided. But even as a publisher, I can sense the concern he feels for his students and colleagues.

First, publishers now make it easy for academics to obtain permissions, through CLARCS (Copyright Licensing Agency Rapid Clearance Service). The costs of such permissions are carefully calculated: they may not always be as low as an academic might like (they are usually related to the price of the book or journal concerned), but they are not 'arbitrary'! Half the payments for book chapters do come back to authors.

Secondly, Campbell discusses books and journals almost in the same breath. They are very different animals, from the points of view of both the academic and the publisher. Academics publish in journals, being the

beneficiary of publishers' entrepreneurial investment, peer review system, editorial management, design and layout, printing, packaging, promotion and worldwide marketing and, increasingly, electronic dissemination, to demonstrate their successful research to their peers and to further their own careers. They receive, normally, no financial reward. Incidentally, may I say to Mike West (reply to Robin Campbell's letter, August 2001) that the great majority of publishers do not make 'huge' profits from scientific journals – as an average I suspect their margins would be a good deal lower than those of BPS journals. And many publishers publish journals on behalf of learned societies and pay the societies handsomely for the privilege; the BPS is an exception to the rule.

For a publisher, a journal is a long haul. The norm is that a

journal takes more than five years to make a profit. The losses in the first years have to be borne by the company's established, profitable journals. Publishers would love to pay contributors for their articles – but where would the money come from? Most probably from libraries or individual subscribers, or both.

The Public Library of Science is asking publishers specifically to make their journal content 'free' (at least electronically) six months after publication; it does not oppose copyright law as such. Many publishers are not unsympathetic, but must have time to work out the implications; equally, they must not drag their feet.

Books are quite different from journals. Copyright is often retained by the author, though this usually involves the author in much administration

for little extra reward. If I may venture to correct Robin Campbell, when a book is withdrawn from a publisher's list, copyright (if originally assigned to the publisher) usually reverts to the author: there is no way that publishers 'sit tight on the copyright of out-of-print books'.

Misunderstandings abound between authors and publishers. In some cases misunderstanding becomes mistrust. In fact, publishers and authors have very much to gain from co-operation. Could the BPS host a seminar on author-publisher interaction? I hope intensely that greater co-operation may come to pass, and we should be grateful to Robin Campbell for initiating the discussion.

Wendy Mould
Editorial Manager
Whurr Publishers
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Academic access denied

I WOULD love to participate in 'bringing psychology to society' as suggested by Petra Boynton in her interview ('A woman of achievement', August 2001). Indeed, I am already a professional writer, and one of my reasons for studying psychology was to enable me to do that. Three years and a first class BSc later, my head is full of ideas. There is just one problem. My college (King Alfred's in Winchester) does not allow alumni any rights to use the online databases. Thus my primary resources, including PsycLIT and BIDS, without



which it is almost impossible to research the latest material, are lost to me.

Without a database my knowledge of up-to-date articles

is limited to what I read in *The Psychologist* and manual searching. This does not offer the comprehensive knowledge to which I have grown accustomed. Dr Boynton claims that the media are crying out for well-informed professionals like psychologists. However, writing for the media is a very different discipline from writing psychological research reports. Mass-market writing requires a chatty style, which is not what the typical psychologist has been trained to use. As a writer with a column in a mass-market magazine, I am very familiar with this style. I would like to

write psychology-based articles for the popular press. But without those databases, my fingers are left dangling. To subscribe to PsycLIT myself would cost in excess of £2000 per year. I cannot afford this. I could afford a fee, and have suggested as much to my ex-college. All I have received from the librarian, however, is a shake of the head and a don't-care smile. If anybody has the solution, I'd be very pleased to hear it.

Margret Geraghty
Church Lodge
Hursley
Winchester



Guilty as charged

I WAS re-reading an old copy of *The Psychologist* recently and came across the article 'Career moves – From student to teacher' by Nigel Sherriff (August 1999).

The author was advocating a career teaching psychology in the FE sector. I should like to challenge members to consider a career in mainstream

education, teaching psychology at A-level. Having done so for 12 years at the Cheltenham Sixth Form Centre and having seen the department grow from eight to 100 students, many of whom go on to university to read psychology, I can assure members – as Nigel Sherriff did for further education – that teaching mainstream is also

Just another tool

LYNNE Segal, whose commentary on evolutionary psychology ('Main agendas and hidden agendas') appeared in the August issue, seems to have mistaken name-calling for rational argument. Evolutionary psychology (EP) is not a reductionist panacea, and Archer admits as much in his article. EP is just another tool, albeit a voguish one, in understanding the totality of what it means to be human. If Segal is afraid of a supposed 'hidden agenda' behind EP, she should be taking care that evolutionary-guided research isn't left to those she suspects of pernicious intent, rather than merely making superficial and condescending criticisms.

It is easy to raise criticisms of any particular EP hypothesis, but – as Archer discusses – the strength of EP is that it suggests new hypotheses, not that it proves anything. The point is to then investigate the hypothesis using the standard methods of empiricism. To cry 'shameless reductionism' and run for cover behind the supposed need to obstruct the political agenda of EP is no excuse for failing to investigate the hypothesis properly (just as, it should be said, claiming an evolutionary framework is no excuse for failing to investigate the hypothesis properly).

Evolutionary considerations can be, and need to be, integrated into the framework of psychological investigation. Evolutionary psychology as an isolated discipline is doomed, just as any discipline relying on a single methodology would be doomed (reaction time psychology, anyone?). Concerns about the hidden political agenda accompanying EP should not be allowed to prevent the exploration of Darwin's Dangerous Idea and its relevance to psychology as a whole.

Tom Stafford

Department of Psychology
University of Sheffield

'exciting, rewarding and challenging'. From my perspective in mainstream I would add that you are in a position to influence your students significantly with respect to their career choices, probably more than as a teacher in FE. Only last week I had a

card from a past student telling me that she had just been accepted by her university on to a PhD psychology course, and telling me it was 'all my fault'. To which I happily plead guilty.
Keith Twining
Head of Psychology
Cheltenham Sixth Form Centre

Finding the time

THE matter of ensuring professional competence at all levels through the Society is crucial to our professional integrity, and I warmly welcome the aims of CPD. However, as I understand it at present, as a full-time parent with some availability for part-time work I will have to fulfil as many hours in CPD as someone who is in full-time employment or education as a psychologist, where their job or studies will automatically count towards the required amount of CPD. Even though my job as a parent already extends well beyond normal working hours, I will need to spend additional time to ensure that I comply with the requirements for CPD. I feel

that it will prove difficult both to get the full amount of time for this and to gain access to relevant material whilst being a full-time parent. The current state of affairs for CPD seems to favour those already engaged in psychology full-time, and to discriminate against those who are trying to keep their professional career whilst also raising a family.

These are both issues where it is difficult to find the correct balance for all members and I hope that there is further debate within the Society to ensure that the rules are fair to all members at all times during their membership.

M. J. Scott Myers

1 Hyacinth Grove
Wirral

Amanda Harris, Deputy Chair of the Standing Committee for Continuing Professional Development, replies:

M.J. Scott raises an issue that is relevant to all chartered psychologists who work part-time: Should they be required to undertake the same amount of CPD as those working full-time?

Last year members voted to make CPD a mandatory requirement for chartered psychologists holding practising certificates. It was felt that this would offer a means by which the BPS can assure the public that chartered psychologists will practise at a high level of competence.

The requirement of 40 hours of CPD annually is regarded as the minimum needed for this; therefore it was felt that this

should apply to all chartered psychologists with practising certificates, irrespective of the number of hours they may be working. In addition, members of Divisions are required to undertake any additional CPD activity specified by their Division.

It could be argued that it is even more important for those in part-time work to fulfil their CPD requirements to show that they are keeping up to date. CPD can be used to enhance individual career development, and will be particularly relevant for those who may wish to return to full-time work or gain new skills. In view of the wide range of learning activity that can constitute CPD and the fact that the activities are intended to meet the learning needs of the

individual, CPD can be seen as a flexible tool to aid development rather than just a hoop to jump through.

Work is under way on reviewing and developing the Society's approach to CPD. Following a process of consultation, new CPD

guidelines will be agreed for the Society, and Divisional guidelines will be reviewed and amended as necessary. CPD updates will be published in *The Psychologist*, *Divisional and Branch newsletters* and on the Society's website (www.bps.org.uk).

during the past hundred years. I was astounded not to see photos of Philip E. Vernon nor of his sister, Magdalen Vernon, both of whom made such contributions to psychology.

Magdalen Vernon was one of the first women to hold a chair in psychology (Reading) and had worked on visual perception and reading backwardness. Philip occupied the Chair of Psychology at London University's Institute of Education, and later went to

Calgary in Canada, largely for health reasons. He made outstanding contributions in the field of intelligence, particularly in relation to cross-cultural studies.

It seems to me extraordinary to omit these two psychologists, particularly Philip, when you have included many young psychologists who, no doubt, have done or are doing, valuable work; however, someone of Philip E. Vernon's stature should surely be included in a history of

How do you choose?

I RECENTLY visited the National Portrait Gallery, where the Society, in celebration of its centenary,

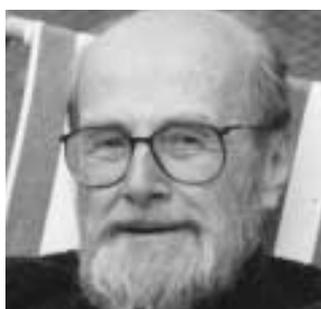
has displayed photographs of psychologists who have made an outstanding or historical contribution to psychology

Patrick Wall 1925–2001

GENERATIONS of neuroscientists studying pain, and many clinicians and associates, speak of Patrick Wall with affection and awe. He was a giant, and changed understanding of pain for ever.

Psychologists have much to thank him for. His work is a reliable source of anti-dualistic and psychologically aware explanations of pain phenomena, and he increasingly recognised and promoted psychologists' contribution to the field. In his introduction to the third of four editions of the *Textbook of Pain* he tackled some 'unmentionable topics', among them 'the silence of psychiatrists and the burden on psychologists'. He felt that psychologists were posed the 'wrong questions' by classical medicine and struggled to develop their own discourse. In the same introduction, he referred to cognitive and behavioural therapies as beneficial, but he was not convinced by current explanations for that efficacy and concluded that clinical psychology 'needs and deserves our intellectual support in answering the conundrum we and the patients have set'. He deserves more thorough reading by pain and health psychologists.

Pat's directness, about science and politics, antagonised some: he was particularly appalled by the Vietnam War and returned to the UK at that time; and he was scathing about health care contingent on income and about false claims to solve pain problems. Many found his vigorous debating style difficult, but his persistent questioning of ideas, his own and others', led to much of what is effective in pain treatment now. In 1999, three years after his cancer had been diagnosed, the 9th World Congress of the International Association for the Study of Pain (IASP) was dedicated to him. He joined debate as vigorously as ever, despite being physically frail and tiring quickly. In addition, a special edition of the journal *Pain* contained papers by some of his previous students, now international figures in their own right, recognising his influence on their work. He was a founder of both the IASP and *Pain*, and its editor and co-editor for its first 25 years. As editor, his summaries of referees' reports could be brutally frank; they could also be very funny, though mostly unrepeatable. His concern was for maximum accessibility of papers to the wide readership, and he expected a convincing



answer to the 'So what?' question.

I had found inspiration in his published work, particularly his collaboration with the psychologist Ron Melzack, with whom he developed the gate control model of pain, long before I met him or heard him speak. I was fortunate to find in him a mentor, a critic and a friend. He was generous in his encouragement, and although it could be fearsome to be asked to account for one's ideas, his incisive questioning came from intense curiosity, dissatisfaction with models which didn't work, suspicion of jargon, and a determination that the treatment of pain patients be bettered. I'd leave our encounters reeling from the richness of the ideas and somewhat from the alcohol which lubricated the discussion. I shall miss his summonses to wine and talk, and his involvement in ongoing work, from the application of

evolutionary psychology to pain to the design of and research on a healing environment, to which he typically brought very eminent collaborators from architecture and animal behaviour.

Chronic pain patients had no difficulty feeling understood and stimulated by discussing their experiences with him, and he was a long-time supporter and patron of a number of self-help initiatives in the pain field. He talked about his own pain, from cancer and from some of the procedures he underwent, with dispassion and the same curiosity he brought to his reading and academic discussions. For him, introspection and the accounts of pain patients were essential data in understanding such a subjective experience; for all that, his work has led to far more concrete understanding of the nervous system's representation of pain. His most recent book, *Pain: The Science of Suffering*, was written for patients as well as professionals and is an extraordinarily accessible account of pain science.

Amanda Williams
INPUT Pain Management Unit
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London

psychology's first hundred years. How did you come to compile the names of your eminent psychologists?

Margaret E. Wood
11 Roundwood Drive
Welwyn Garden City

Steve Newstead, Chair of the Centenary Subcommittee,

replies: The exhibition at the National Portrait Gallery was organised by Halla Beloff on behalf of the Centenary Subcommittee. In selecting portraits of eminent past psychologists we did not presume to be able to name the most influential psychologists of the last 100 years. This would have been an invidious

and thankless task. On the contrary, one of the principal criteria we used was completely non-psychological: the existence of a portrait that met the demanding standards of the National Portrait Gallery.

To ensure that the exhibition was not too rooted in the past, we commissioned Louise Bobbé to take photos of living psychologists. We selected the current holders of major awards from the BPS.

The criteria we used were thus fairly straightforward if in some ways arbitrary. There is certainly no slight to any psychologist, living or dead, in the selections made.

Brackets (fingered)

THE recent acceptance of an article in another publication prompts me to wonder why so many, including this one, require brackets around the dates for references. Does Green, P. (1974) convey any more than

Blue, C. 1973? Suppose there are around 25,000 such publications a year, with an average of 10 references. Each date requires two brackets and each bracket two finger movements – shift and key. That is one million finger

movements, without retyping. Quite a lot of information can be conveyed by two fingers, but I will merely ask politely,

and ergonomically: Are your parentheses really necessary?
John Radford
University of East London



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INFORMATION

■ I AM currently studying for an MSc in cognitive neuropsychology at University College London. Eventually I hope to go on to study for a doctorate in the area of forensic psychiatry. I am particularly interested in looking at **psychopathy in the light of neurobiological and neuropsychological findings**; for example, using imaging techniques to identify how the affective and attentional deficits interrelate. If anyone could help with **voluntary work** in this area, please contact me.
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■ I AM currently undertaking a systematic **literature review on adolescent residential treatment effectiveness** and have just completed a search of the usual

electronic databases. However, I would very much like to hear from anyone who knows of studies (published or unpublished, e.g. dissertations, conference proceedings, etc.) which you think should be included or I may have missed. At this stage I'd rather be over-inclusive. I'd also like to hear from anyone who has specific studies they think are outstanding for any particular reason (again I'd rather replicate findings at this stage).

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■ WE are a **Leicester-based psychology graduate group** that meets monthly to provide an informal network and expand awareness for any psychology

graduate. These sessions are varied and interesting, and include guest speakers from various disciplines in psychology and also helpful advice/ideas for applying and preparing for further psychology courses and interviews. If you are interested, please contact me.

Justine Hardy
Leicestershire Graduate Psychologists Group
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■ ARE you a psychology research assistant, psychology graduate, final-year student or volunteer? Are you interested in a career in clinical psychology, and do you live in the Yorkshire region? If so, contact the **Yorkshire Graduate Psychologists' Group**.

The group meets every two months at hospitals and psychology departments across the region. The meetings include a business section and an invited speaker, and usually

last for approximately two hours. The group can offer peer support, information and discussions on issues pertinent to clinical psychology.

For more information on future meetings, or about joining the group, please contact me.
Sarah Gasson
YGPG Co-ordinator
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sarahgasson@hotmail.com

■ I AM a psychology graduate wanting to gain **practical experience in clinical psychology** in order to gain acceptance on to a clinical psychology course. I would welcome offers for **voluntary work** in and around **Hampshire, Surrey and Berkshire**. It may be as a research psychologist or support worker.

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