

*Journal* and to attend scientific meetings, but to no representation. However, the Council agreed that trainees should attend meetings of the College's standing committees and take part in a working party of the Education Committee and one concerned with examinations, and to this end the President of the College held a meeting with trainees from University Departments of Psychiatry, the Regional Divisions of the College and A.P.I.T. At that meeting those trainees, few of whom were A.P.I.T. members, were agreed that the only body which could and should represent trainees was A.P.I.T. The Association in turn recognized their need to be seen to be truly representative of junior psychiatrists and therefore organized the referendum of all trainee psychiatrists in England, Scotland, Ireland and Wales.

The joint working party has met to discuss how trainees might have a more effective means of communication with the College. The Association has suggested that psychiatrists in training required attend the College's committees should be provided by representatives elected by A.P.I.T. members. The Association would undertake to organize such elections and to ensure that all trainees would be informed of the respective activities of the College and A.P.I.T. In this way a two-way channel of communication between trainees and the College could be established.

At the local level A.P.I.T. hopes to combat the general feeling that trainees are out of touch not only with Regional Boards and Universities but also with each other, by setting up a means whereby there can be more co-ordination between junior staff. The Association's constitution proposes the election of

Regional representatives who would be on the one hand in close touch with 'grass root' problems in each psychiatric hospital, and also have the duty of conveying this information to A.P.I.T.'s executive. A.P.I.T. is not dominated by those in teaching centres, and the constitution emphasises the concern with peripheral training and staffing.

The Association has been communicating with the Secretary of State at the D.H.S.S. and obtained an invitation for a representative to attend the October conference on the Planning of Comprehensive District Psychiatric Services. A.P.I.T.'s standing Training Programmes Committee has commenced a thorough survey of all aspects of teaching and training. The information gathered will, it is hoped, be baseline data from which pressure can be exerted if necessary on those bodies directly and indirectly responsible for training, including Government departments, Universities, Regional Hospital Boards and the College.

The Association's second Annual General Meeting is being held at the Institute of Psychiatry, London, at 7.30 p.m. on Thursday, 16th November. The date coincides with the College meeting and also with the World Psychiatric Association conference on Schizophrenia at the Royal College of Physicians. On Friday, 17th November, A.P.I.T. is holding a symposium entitled 'Psychiatry in the community: vision or mirage?' to which eminent speakers have been invited. This will be followed by an informal party. Details of the symposium will be appearing in the medical press.

JOHN R. HAMILTON,  
*Honorary Secretary.*

## CORRESPONDENCE

### SCIENTIFIC FREEDOM REGARDING HUMAN BEHAVIOUR AND HEREDITY

DEAR SIR,

The enclosed Resolution, which was drafted by Professor Ellis B. Page of the University of Connecticut, has appeared in the July 1972 issue of the *American Psychologist*, the official journal of the American Psychological Association. (This journal is read by the more than thirty thousand members of the A.P.A.).

Among the fifty signers of the resolution there are four Nobel Laureates in genetics and related fields, four Past Presidents of the American Psychological Association, a Past President of the British Psychological Society, six members of the National Academy of Sciences, and many other distinguished researchers in the biological and behavioural sciences.

I believe you may find the resolution newsworthy.

ARTHUR R. JENSEN.

*Professor of Educational Psychology,  
University of California, Berkeley.*

The following is the text of the Resolution:

The history of civilization shows many periods when scientific research or teaching was censored, punished, or suppressed for non-scientific reasons, usually for seeming to contradict some religious or political belief.

Today, similar suppression, censure, punishment, and defamation are being applied against scientists who emphasize the role of heredity in human behavior. Published positions are often misquoted and misrepresented; emotional appeals replace scientific reasoning; arguments are directed against the man rather than

against the evidence (e.g. a scientist is called 'fascist', and his arguments are ignored).

A large number of attacks come from non-scientists, or even anti-scientists, among the political militants on campus. Other attackers include academics committed to environmentalism in their explanation of almost all human differences. And a large number of scientists, who have studied the evidence and are persuaded of the great role played by heredity in human behaviour are silent, neither expressing their beliefs clearly in public, nor rallying strongly to the defence of their more outspoken colleagues.

The results are seen in the present academy: it is virtually heresy to express a hereditarian view, or to recommend further study of the biological bases of behaviour. A kind of orthodox environmentalism dominates the liberal academy, and strongly inhibits teachers, researchers, and scholars from turning to biological explanations or efforts.

Resolution: Now therefore, we the undersigned scientists from a variety of fields, declare the following beliefs and principles:

(1) We have investigated much evidence concerning the possible role of inheritance in human abilities and behaviours, and we believe such hereditary influences are very strong.

(2) We wish strongly to encourage research into the biological and hereditary bases of behaviour, as a major complement to the environmental efforts at explanation.

(3) We strongly defend the right, and emphasize the scholarly duty, of the teacher to discuss hereditary influences on behaviour, in appropriate settings and with responsible scholarship.

(4) We deplore the evasion of hereditary reasoning in current textbooks, and the failure to give responsible weight to heredity in disciplines such as sociology, social psychology, social anthropology, educational psychology, psychological measurement, and many others.

(5) We call upon liberal academics—upon faculty senates, upon professional and learned societies, upon the American Association of University Professors, upon the American Civil Liberties Union, upon the University Centers for Rational Alternatives, upon presidents and boards of trustees, upon departments of science, and upon the editors of scholarly journals—to insist upon the openness of social science to the well-grounded claims of bio-behavioural reasoning, and to protect vigilantly any qualified faculty members who responsibly teach, research, or publish concerning such reasoning.

We so urge because as scientists we believe that human problems may best be remedied by increased human knowledge, and that such increases in

knowledge lead much more probably to the enhancement of human happiness than to the opposite.

JACK A. ADAMS, Professor of Psychology, University of Illinois

DOROTHY C. ADKINS, Professor/Researcher in Education, University of Illinois

ANDREW R. BAGGALEY, Professor of Psychology, University of Pennsylvania

IRWIN A. BERG, Professor of Psychology and Dean of Arts and Sciences, Louisiana State University

EDGAR F. BORGATTA, Professor of Sociology, Queens College, New York

ROBERT CANCRO, Professor of Psychiatry, University of Connecticut

RAYMOND B. CATTELL, Distinguished Research Professor of Psychology, University of Illinois

FRANCIS H. C. CRICK, Nobel Laureate, Medical Research Council Laboratory of Molecular Biology, Cambridge University

C. D. DARLINGTON, F.R.S., Sherardian Professor of Botany, Oxford University

ROBERT H. DAVID, Professor of Psychology and Assistant Provost, Michigan State University

M. RAY DENNY, Professor of Psychology, Michigan State University

OTIS DUDLEY DUNCAN, Professor of Sociology, University of Michigan

BRUCE K. ECKLAND, Professor of Sociology, University of North Carolina

CHARLES W. ERIKSEN, Professor of Psychology, University of Illinois

HANS J. EYSENCK, Professor of Psychology, Institute of Psychiatry, University of London

ERIC F. GARDNER, Slocum Professor and Chairman, Education and Psychology, Syracuse University

BENSON E. GINSBURG, Professor and Head, Biobehavioral Sciences, University of Connecticut

GARRETT HARDIN, Professor of Human Ecology, University of California, Santa Barbara

HARRY S. HARLOW, Professor of Psychology, University of Wisconsin

RICHARD HERRNSTEIN, Professor and Chairman of Psychology, Harvard University

LLOYD G. HUMPHREYS, Professor of Psychology, University of Illinois

DWIGHT J. INGLE, Professor and Chairman of Physiology, University of Chicago

ARTHUR R. JENSEN, Professor of Educational Psychology, University of California, Berkeley

RONALD C. JOHNSON, Professor and Chairman of Psychology, University of Hawaii

HENRY F. KAISER, Professor of Education, University of California, Berkeley

E. LOWELL KELLY, Professor of Psychology and Director, Institute of Human Adjustment, University of Michigan

JOHN C. KENDREW, Nobel Laureate, MRC Laboratory of Molecular Biology, Cambridge, England

FRED N. KERLINGER, Professor of Educational Psychology, New York University

- WILLIAM S. LAUGHLIN, Professor of Anthropology and Biobehavioral Sciences, University of Connecticut
- DONALD B. LINDSLEY, Professor of Psychology, University of California, Los Angeles
- QUINN MCNEMAR, Emeritus Professor of Psychology, Education, and Statistics, Stanford University
- PAUL E. MEEHL, Regents Professor of Psychology and Adjunct Professor of Law, University of Minnesota
- JACQUES MONOD, Nobel Laureate, Professor, Institut Pasteur, Collège de France
- JOHN H. NORTHRUP, Nobel Laureate, Professor Emeritus of Biochemistry, University of California and Rockefeller University
- LAWRENCE J. O'KELLY, Professor and Chairman of Psychology, Michigan State University
- ELLIS BATTEN PAGE, Professor of Educational Psychology, University of Connecticut
- R. A. RASMUSEN, Professor of Animal Genetics, University of Illinois
- ANNE ROE, Professor Emerita, Harvard University and Lecturer in Psychology, University of Arizona
- DAVID ROSENTHAL, Research Psychologist and Chief of Laboratories, National Institute of Mental Health
- DAVID G. RYANS, Professor and Director Educational R and D Center, University of Hawaii
- ELIOT SLATER, Editor, *British Journal of Psychiatry*
- H. FAIRFIELD SMITH, Professor of Statistics, University of Connecticut
- S. S. STEVENS, Professor of Psychophysics, Harvard University
- WILLIAM R. THOMPSON, Professor of Psychology, Queens University, Canada
- ROBERT L. THORNDIKE, Professor of Psychology and Education, Teachers College, Columbia University
- FREDERICK C. THORNE, Editor, *Journal of Clinical Psychology* Brandon, Vermont
- PHILIP E. VERNON, Professor of Educational Psychology, University of Calgary, Alberta
- DAVID WECHSLER, Professor of Psychology, N.Y.U. College of Medicine
- MORTON W. WEIR, Professor of Psychology and Vice-Chancellor, University of Illinois
- DAVID ZEAMAN, Professor of Psychology and NIMH Career Research Fellow, University of Connecticut,

## FORTHCOMING EVENTS

### **Institute of Psychiatry**

The Third Edward Mapother Lecture will be given by Dr. C. P. Blacker, Consultant Physician, the Bethlem Royal and Maudsley Hospital, on The Confluence of Psychiatry and Demography at

the Wolfson Lecture Theatre at 5.30 p.m. on 29 November 1972. The Chair will be taken by Sir Denis Hill, Professor of Psychiatry at the Institute of Psychiatry.