

SPECIAL SECTION

REMEMBERING OUR PAST

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INTRODUCTION

Bertha G. Holliday, PhD

Occasionally, events occur that cause us to stop, stand still, and take note of something of exceptional significance. The recent passing of Kenneth Bancroft Clark, PhD was such an event. For in the wake of his transition to the care of the ancestors, we recognize the greatness of Dr. Clark's contributions, the uncompromising focus and intensity of his efforts despite repeated rebuffs and unfulfilled expectations, and the unparalleled legacy of research, scholarship, and socially responsible activism he leaves to inspire and guide all psychologists.

We also take note that Dr. Clark became involved in organized psychology during his graduate studies and actively advocated for the increased participation of ethnic minorities. Indeed, during his tenure as APA President, Dr Clark championed the establishment of both an Office and a Board of Social and Ethical Responsibility whose responsibilities included increasing the participation of ethnic minorities in psychology.

This concern with increasing ethnic minority inclusion and participation in organized psychology became one of the more notable trends during the past quarter century. This pursuit was hallmarked by the establishment of the APA Board of Ethnic Minority Affairs (BEMA). This Board and its successor Committee of Ethnic Minority Affairs (CEMA), serve to provide a focal point for ethnic minority concerns in APA governance, and spearhead efforts to increase the visibility and representation of persons of color in all entities and at all levels of APA. This year marks the 25th anniversary of BEMA/CEMA.

This Special Section seeks to encourage all to remember our past, and the linkages between that past and current opportunities and participation of ethnic minorities in psychology and in APA. This Special Section honors the work, lives, and legacy of Kenneth B. Clark and his wife and colleague Mamie Phipps Clark. This Special Section memorializes a few other giants

in ethnic minority psychology who have recently transitioned to the care and status of the ancestors. This Special Section celebrates the 25th anniversary of BEMA/CEMA and its accomplishments.

Remember the past — for we stand on the shoulders of those who came before us.

THE LEGACY OF KENNETH AND MAMIE CLARK

On May 1, 2005, one of the giants in psychology, died. Kenneth Bancroft Clark, as an African American, social activist, researcher, husband and father, confronted racism, inequity and injustice in both the profession and the larger social world – and prevailed. We take this opportunity to honor this man, Mamie Phipps Clark – his wife and closest colleague, and their work.

A Tribute to Kenneth B. Clark

AnGelica Alsbrook

Morgan State University

"It is argued that detachment and objectivity are required for the discovery of truth. BUT WHAT IS THE VALUE OF A SOULLESS TRUTH? Does not truth require meaning? And does not meaning require a context of values? Is there any meaning or relevant truth without commitment? HOW IS IT POSSIBLE TO STUDY A SLUM OBJECTIVELY? What kind of human being can remain detached as he watches the dehumanization of other human beings? Why would one want to study a sick child except to make him well?"

– Kenneth Bancroft Clark, PhD



*Quoted from the website of the
Dr. Kenneth B. Clark Center For the
Study of Violence in Communities*

Dr. Kenneth B. Clark, eminent psychologist and educator, died on May 1, 2005 at the age of 90. Dr. Clark is considered one of the most influential psychologists of the 20th century. His research, conducted in collaboration with his wife Mamie Phipps Clark, another prominent researcher, was influential in the landmark U.S. Supreme Court case *Brown vs. the Topeka, KS Board of Education*.

Clark's pioneering study on the effects of racial discrimination was cited by the U.S. Supreme Court in its historic 1954 ruling in *Brown v. Board of Education*, which declared segregation in public schools unconstitutional.

Chief Justice Earl Warren wrote that separating black children from white "solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone."

– NY Times, May 2, 2005

Born in the Panama Canal Zone, Dr. Clark was shown the returns of activism at an early age. At the age of five, his mother Miriam Hanson Clark, moved him and his sister to New York City, where she struggled to earn a living as a seamstress in a sweatshop. Later, his mother, was instrumental in founding a union at that sweatshop and worked as shop steward for the International Ladies Garment Workers Union. The strong bond that Dr. Clark shared with his mother allowed him to grow into the strong political activist that he became.

Activism was not the only influence that Dr. Clark's mother had on him. When told in the ninth grade that his options were limited to trade and vocational schooling, Dr. Clark was given inspiration and an extra push by his mother, who went to the guidance counselor and informed him/her that her son was better than that. At Mrs. Clark's insistence, Dr. Clark was enrolled in George Washington High School in Upper Manhattan.

Dr. Clark furthered his education at Howard University in Washington, DC. He studied Political Science with Dr. Ralph Bunche and was introduced to great thinkers such as Bertrand Russell and Albert Einstein. After attaining his bachelor's degree in political science in 1935, Dr. Clark returned to Howard to earn a Master's degree in psychology which he received the following year.

Dr. Clark amassed many accomplishments during his life. Among them was being the first African American to graduate from Columbia University's doctoral program in psychology. In 1940, he was awarded a doctorate in experimental psychology. Before receiving it, he participated in a study of race relations by Gunnar Myrdal, a Swedish economist, entitled *An American Dilemma: The Negro Problem and Modern Democracy*. This report became required reading in college classrooms for years to come.

He was the first black professor to gain tenure at the City University of New York and was a distinguished professor emeritus at City College. He also taught at Harvard, Columbia and the University of California.
— NY Times, May 2, 2005

Shortly before receiving his doctorate, Dr. Clark was married to, Mamie Phipps, the first African American female to receive a doctorate in psychology from Columbia University. Dr. Mamie Phipps Clark became not only his wife, but also his colleague and partner, joining him in research and in founding community programs.

Perhaps the most well known research conducted by the pair resulted in findings that influenced the *Brown v. the Topeka, KS Board of Education* decision. It was not only a milestone for the civil rights movement, but also an important event for the discipline of psychology. According to Woody Klein's *Toward Justice and Humanity: The Writings of Dr. Kenneth B. Clark, Scholar of the Brown v. Board of Education Decision*, this was the first time the Court had ever admitted social science research as hard evidence (Kraweic 2001).

The studies detailed the negative repercussions of segregation on children. The children in one study were shown dolls that were identical except for the color of their skin and asked what they thought of the dolls. Children tended to label the black doll "bad" and the white doll as "good." The Clarks concluded that such labeling by Black children was evidence of poor self image that was a direct result of segregation.

Drs. Kenneth and Mamie Clark conducted many such studies between 1939 and 1950 and published five articles, showing the effects of racial segregation on kindergarten students in Washington, DC, Arkansas, and New York. The research gained nationwide appeal and then was reviewed by the U.S. Supreme Court as an appendix to the NAACP's amicus brief. On May 17, 1954, Dr. Clark received a call from Thurgood Marshall informing him of the *Brown v. Board of Education* decision that overturned "separate but equal" segregation in public education in twenty-one states. Dr. Clark later recalled that Marshall told him that "[Chief] Justice Warren had specifically mentioned the psychological testimony as key" (Severo 2005).

Thirty years after that landmark ruling, Clark described himself as “bewildered” at the persistence of de facto segregation and inferior education for many blacks.

“I believed in the 1950s that a significant percentage of Americans were looking for a way out of the morass of segregation,” he said in a 1984 interview with *The New York Times*. “It was wishful thinking.

“It took me 10 to 15 years to realize that I seriously underestimated the depth and complexity of Northern racism. ... In the South, you could use the courts to do away with separate toilets and all that nonsense. We haven’t found a way of dealing with discrimination in the North.”

—*NY Times*, May 2, 2005

Dr. Clark also was extremely dedicated to community work. He and wife, Mamie, founded and sponsored many community outreach programs designed for poor urban youth. One was the Northside Center for Child Development. The Northside Center is still open after 59 years of providing “high quality mental health and educational services, coupled with research [that aids] children and families in developing to their full potential.” (<http://www.northsidecenter.org/new/missionmain.htm> 6/14/2005)

Another program developed by the Clarks was the Harlem Youth Opportunities Unlimited (HARYOU), which received wide recognition. This organization called for reconstruction of the school system and the process of education in Harlem, by providing pre-school programs, after-school remedial education, and helping to reduce unemployment among African Americans who had dropped out of school. In 1964, under the guidance of a committee headed by Attorney General Robert F. Kennedy, \$110 million in Federal funds were allotted to finance the efforts of HARYOU Opportunities Unlimited. The program was then

He never abandoned his belief in the importance of education in overcoming racism. “I think that white and blacks should be taught to respect their fellow human beings as an integral part of being educated,” Clark once said. “A racist system inevitably destroys and damages human beings; it brutalizes and dehumanizes them, blacks and whites alike.”

— *NY Times*, May 2, 2005

merged with Associated Community Teams (ACT) headed by Adam Clayton Powell Jr., Harlem Congressman and minister, and renamed HARYOU-ACT. Unfortunately, HARYOU-ACT didn't last long after the board of directors succumbed to persuasion by political and other forces.

Kenneth Clark wrote many articles and books over his career, such as: *Prejudice and Your Child* (1955), *Dark Ghetto: Dilemmas of Social Power* (1965), *A Relevant War Against Poverty: A Study of Community Action* (with Jeannette Hopkins) (1968), and *The Pathos of Power* (1974).

Among his honors were the NAACP's prestigious Spingarn Medal in 1961 and the Four Freedoms award in 1985.
— NY Times, May 2, 2005

Dr. Clark broke many barriers for African Americans along with his professional accomplishments. In addition to being the first African American doctorate recipient from Columbia University, he was

also the first African American to become a tenured instructor in the City College system in New York City, and to be elected to the New York State Board of Regents. In 1959-1960, Dr. Clark became the first African American president of the Society for the Psychological Study of Social Issues (SPSSI) — APA's Division 9. Later in 1971, he was the first African American president of the American Psychological Association (APA), where his influence contributed to the organization of committees and boards that reflected psychologists' growing concern with diversifying the discipline and social responsibility.

Dr. Clark's commitment to racial equality became the driving force in his career, spawning research, writings and community projects that eventually facilitated the broadened scope of social science that we encounter today.

Clark's wife, Mamie, died in 1983. He is survived by a daughter, Kate C. Harris of Lausanne, Switzerland, and Osprey, Florida, a son, Hilton B. Clark of New York City; three grandchildren; and five great-grandchildren.

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Research. Retrieved June 2, 2005, from <http://www.uic.edu/orgs/kbc/KennethClark/Soul.html>

Major Events in the Life of Kenneth Bancroft Clark, PhD

Date	Event
1914	July 14 Born, Panama Canal Zone
1919	Moved to New York, NY, with mother and sister
1931	Naturalized United States citizen
1935	AB, Howard University, Washington, DC
1936	MS, psychology, Howard University, Washington, DC
1938	Married Mamie Katherine Phipps (died 1983)
1939 – 41	Participated in Gunnar Mrydal’s race relations study, <u>An American Dilemma</u>
1940	PhD, experimental psychology, Columbia University, New York, NY
1941- 1942	Assistant professor of psychology, Hampton Institute, Hampton, VA
	Research psychologist, Office of War Information, Washington, DC
1942-1975	Professor of psychology, City College, City University of New York, New York, NY
1946	Cofounder with Mamie Phipps Clark of Northside Center for Child Development, New York, NY
1950	Member, fact finding staff, Mid-Century White House Conference on Children and Youth
1951	Social science consultant, NAACP Legal Defense and Educational Fund
1954	Research on effects of racial segregation cited by Supreme Court in <i>Brown v. Board of Education</i>
1955	Published <i>Prejudice and Your Child</i> (Boston: Beacon Press. 151 pp.)
1959 - 1960	President, Society for the Psychological Study of Social Issues (SPSSI) — APA’s Division 9
1960	First African American to gain tenure at City College of New York
1961	Awarded Spingarn Medal by the NAACP
1961-1967	Consultant, personnel division, U. S. State Department

Major Events in the Life of Kenneth Bancroft Clark, PhD

1962-1964	Chairman, board of trustees, Harlem Youth Opportunities Unlimited, New York, NY
1964-1966	Director, Social Dynamics Research Institute, City College, City University of New York, NY
1965	Published <i>Dark Ghetto: Dilemmas of Social Power</i> (New York: Harper and Row, Publishers. 251 pp.)
1966-1986	Member, Board of Regents, State Education Department, University of the State of New York
1966-1975	President Metropolitan Applied Research Center, New York, NY
1968	Published with Jeannette Hopkins <i>A Relevant War Against Poverty: A Study of Community Action</i>
1968-1975	Member, Board of Directors, New York State Urban Development Corp.
1970-1971	President, American Psychological Association
1974	Published <i>The Pathos of Power</i> (New York: Harper and Row, Publishers. 188 pp.)
1976-1986	President, Clark, Phipps, Clark & Harris, New York, NY
1986-1994	President, Kenneth B. Clark & Associates, Hastings-On-Hudson, NY

*APA President Eulogizes 20th Century's Most Influential
Psychologist, Kenneth B. Clark, PhD*

On May 10, 2005, OEMA received the following email from APA President Ron Levant, EdD regarding the May 9, 2005 funeral of Kenneth B. Clark, PhD.

I had the great honor of speaking on behalf of APA at Kenneth B. Clark's funeral at St. Phillips Episcopal Church in New York City, NY. It was very moving affair, with an extraordinary priest, the Reverend Dr. Cecily P. Broderick y Guerra, who gave an outstanding homily. Many dignitaries were present at the memorial service, including Camille Cosby, Vernon Jordan, Mayor Michael Bloomberg, and noted historian Dr. John Hope Franklin. In addition psychology was well represented by, in addition to myself, Henry Tomes of the APA Public Interest Directorate, Delores Morris from NYSA, and two of Dr. Clark's former colleagues from CCNY: Larry Plotkin and Lawrence Nyman.



Below is a copy of the eulogy I delivered:

It is a distinct honor to speak to you this morning about my fellow psychologist, Dr. Kenneth Bancroft Clark.

I am also privileged to represent the American Psychological Association and its 150,000 members and to deliver our discipline's tribute to the person who was arguably the 20th century's most influential psychologist – a psychologist who may best embody the precepts of our discipline and the true purpose of our association – to advance psychology as a science and a profession and as a means of promoting health, education and human welfare.

Dr. Kenneth Clark is a giant within the discipline of psychology for two reasons. One, because he applied psychology, and in his day, pioneering research, to literally break down barriers and open doors – school house doors in this case. Second, he strongly believed in the power of science and was true to the research process, even willing to correct his own earlier beliefs when subsequent research suggested he needed to do so.

Just how did Dr. Clark open schools doors for a generation of African-Americans? Working with his wife and fellow psychologist, Dr. Mamie Phipps Clark, he designed a study which was elegant in its simplicity.

Their study was intended to measure the self-perception of school-age African American children. To do so, he showed European American and African American children black and white dolls and asked their opinion of the dolls.

The dolls, by the way, were purchased for 50 cents a piece at Woolworth's on 125th street in Harlem. This was in the 1940s and this Woolworth store was one of the few places in the city where you could buy black dolls. The white children overwhelming favored the white dolls – as expected. Most of the black children also preferred the white dolls, saying they looked “nice” and that the black dolls looked “bad”. Dr. Clark then asked the black kids which doll looked most like them. Some children responded that the white doll looked most like them. Other children refused to answer, others cried.

Dr. Clark and his doll experiment showed that black children in segregated schools were more likely to see themselves as inferior. Some time later in the landmark decision outlawing school desegregation, *Brown v. Board of Education*, Chief Justice Earl Warren wrote that separating black children from white children “solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely to ever be undone”

Kenneth B. Clark was also a towering figure within psychology, beloved by his profession for his research, his teaching and his leadership. Dr. Clark

was elected president of the American Psychological Association in 1969. His election to this office came at a time not only of great unrest in our country but at a time when American psychology was struggling to find its voice in an era of social change. Dr. Clark's election signaled movement within the APA toward increasing the relevance and influence of psychology on social justice issues. Clark's trailblazing example of applying psychological research and psychological principles to social change and social justice is a model still followed by the APA today.

In closing, I don't mind sharing with you just how intimidating it is to now hold the office once held by Kenneth B. Clark -- the psychologist, I think it's fair to say, who had the most profound, dramatic and lasting impact on the 20th century. I ask myself, how can any one person live up to this legacy. How can the American Psychological Association live up to this legacy? The answer is actually quite simple – be dedicated to the research enterprise, be courageous, work to see sound psychological principles applied to all social systems, stay true to your convictions, and never give up.

Thank you.

Ronald F. Levant, EdD, MBA, ABPP President, American Psychological Association, 2005

"Making Psychology a Household Word"

Contributions to APF's Kenneth B. and Mamie P. Clark Fund

The American Psychological Foundation's Kenneth B. and Mamie P. Clark Fund, was started by leaders in APA, and spearheaded by E. Belvin Williams, PhD. The Fund has been established partially to recognize the Clarks' contributions to American psychology and, most significantly, their joint and individual efforts to address issues of social injustice, mental health needs of the disadvantaged, the social vision of psychology and sensitivity of psychologists to the interactions of social prejudice, self identity and achievement within the context of American history.



Kenneth B. & Mamie P. Clark

The Fund will support research projects intended to lead to an increased understanding of personal factors, social arrangements, social institutions and physical factors affecting the well being of disesteemed or disadvantaged persons that may have a bearing on policy recommendations, and social practices of such institutions as family, education and government at both local and national levels. The goal is to achieve \$1 million so that significant work can be accomplished.

Additional information about the Clark Fund can be found at <http://www.apa.org/apf/clarkfund.html>. Contributions are welcome on-line at www.apa.org/apf or by mail to APF, 750 First Street, NE, Washington, DC 20002. Questions about the fund can be directed to Elizabeth Merck, APF Assistant Director, at 202/336-5622 or emerck@apa.org.

***IN CELEBRATION OF THE 25TH ANNIVERSARY OF THE
APA BOARD/COMMITTEE ON
ETHNIC MINORITY AFFAIRS***

As one means for describing and honoring the contributions of BEMA/CEMA, we asked all former BEMA/CEMA Chairs to briefly comment on those efforts that characterized their tenure as chair. The following are the responses we received.

The First BEMA: Finding Voice and Space

Henry Tomes, PhD, BEMA's 1st chairperson

The 25th anniversary of the establishment of the APA Board on Ethnic Minority Affairs (BEMA) provides an opportunity for a retrospective look at many things, but has stimulated me to think specifically of how BEMA and its successor the Committee on Ethnic Minority Affairs (CEMA) came into being. The process which led to the creation of BEMA started with the Dulles Conference which took place at the Marriott Hotel on March 14-17, 1978. For the record, the meeting was actually called the National Conference on Expanding the Role of Culturally Diverse People in the Profession of Psychology. Its sponsors were the National Institutes of Mental Health (NIMH) Center for Minority Group Mental Health Programs, the APA Board of Directors (B/Ds) and the APA Board of Social and Ethical Responsibility in Psychology (BSERP). In addition to representatives of the sponsoring groups, psychologists present were representatives of African American, American Indian, Asian American and Latino/Latina groups which in those days were known as minority groups. **Dalmas Taylor, PhD** and **James Jones, PhD**, were the conference conveners.

In spite of the conference's expansive title, the conferees almost immediately focused in on greater involvement in APA as the primary way for ethnic minority psychologists to achieve expanded roles in mental health. As I recall a very lively discussion revolved around whether ethnic minority psychologists would be better served by petitioning for a division of ethnic minority concerns or a governance group such as a board or

committee. Strong opinions were held by advocates of both positions and in true democratic style votes were taken, with the majority ultimately deciding to request that APA establish an eleven member Board of [Ethnic] Minority Affairs and provide resources to create a staff office to support it.

While there was support for a membership group within the conferees and an office to support it, the B/Ds was divided as regards a standing board or committee either or which would require a bylaws change and a vote of the APA membership to approve such a change. Over the next couple of years, the B/Ds created first a Dulles Conference implementation group, than an Ad hoc CEMA, followed by a continuing CEMA, and then wonder or wonders a bylaws amendment was submitted to the membership which then voted to change the bylaws and create the Board of Ethnic Minority Affairs.

It should be duly noted that first meeting of BEMA was convened March 6-7, 1981, just about a week of being three years from the Dulles Conference and the following persons were elected members: **Martha Alonso, Gary France, Floyd Martinez, Ana Ramirez, Guy Seymour, Richard Suinn, Henry Tomes** (chairperson), **Joseph Trimble, Gail Wyatt** and **Albert Yee**. BEMA was continued for nine years until in 1990, when it once again became CEMA, a committee of the Board for the Advancement of Psychology in the Public Interest (BAPPI) which was created as a result of sunseting and merging the mission of BEMA and the Board for Social and Ethical Responsibility in Psychology (BSERP).

In addition to the chronology of events, it is also interesting to look at some of the initial responsibilities assigned to BEMA:

- Increasing scientific understanding of those aspects of psychology as they pertain to culture and ethnicity;
- Increasing the quality and quantity of educational and training opportunities for ethnic minority persons in psychology;

- Advocating on the behalf of ethnic minority psychologists with respect to the formulation of policies of the Association;
- Maintaining satisfactory relations with other groups of ethnic minority psychologists;
- Serving as a clearinghouse for the collection and dissemination of information relevant to or pertaining to ethnic minority psychologists and students.

These elements of a charge given to BEMA continue to be pertinent and, of course, are among the issues currently being addressed by CEMA. It is sometimes said that the more things change, the more they stay the same.

BEMA 25 years later!

Richard M. Suinn, PhD, 1981 BEMA chairperson

The formation of the APA Board of Ethnic Minority Affairs (BEMA) through vote of the membership was truly an historical achievement for psychologists of color! And for me, it was my early introduction to APA governance, a special and lasting experience. Serving as its second chairperson during these infancy years, with everyone watching us and evaluating us, was a challenge - but one which our group met head on.

I congratulate all who have made BEMA/CEMA a continuing success!

The BEMA to CEMA Transition: 1989 - 1991

Bertha G. Holliday, PhD

I was a member of the last BEMA cohort and the Chair of the first CEMA. 1989 marked the beginning of a period of transition in anticipation of the reorganization of APA's Central Office (into its current four Directorates) and governance structures. In October of 1989, three BEMA members attended the Public Interest Summit at which the structure of a new Public

Interest Directorate was outlined and persons were informed that BEMA would be sunset and replaced with a 6-person committee, BEMA's Committee on Ethnic Minority Human Resource Development (CEMHRD) would be dissolved, and BAPPI would be established as an oversight board of 10 members with 4 ethnic minority members.

These findings of the Summit were endorsed by BEMA and subsequently BEMA worked feverishly to encourage both CEMHRD and various BEMA task forces to complete their work. Consequently in August 1990 the APA Council passed BEMA's English-Only Resolution (which opposed such initiatives) as well as BEMA's *Guidelines for the providers of psychological services to ethnic, linguistic and culturally diverse populations*.

BEMA also effected a planned and responsible transfer to CEMA. This included developing a CEMA Policy and Procedures statement, proposing specific goals and objectives for CEMA that were consistent with those of BEMA; developing a rotation procedure for CEMA membership, ensuring continuity between BEMA and CEMA by recommending that four members from the last BEMA would take their place as members of the first CEMA, and recommending operating procedures for BAPPI that would continue the empowerment of ethnic minorities in governance.

In November, 1990, the two Boards to be sunset, BEMA and the Board for Social and Ethical Responsibility in Psychology (BSERP), conducted a joint meeting focused on identifying specific recommendations for BAPPI's operating procedures and priorities. The top four projects recommended for BAPPI's consideration were: (a) APA Convention project (a tangible gift to each convention city); (b) nuclear, biological, chemical warfare and human rights, (c) poverty and (d) training/recruitment and mental health services to minorities.

But despite its focus on effecting a respectful transition from Board to Committee status, when major issues arose, BEMA was still willing to flex its Board muscles. For example in November of 1990, when some tried to modify APA's sanctions against the Union of South African from "total

academic sanctions” to “selective support”, BEMA roared in protest and advocated for continuation of the “total academic sanctions” policy.

The first meeting of CEMA occurred in April, 1991. Most of that meeting involved a facilitated retreat where CEMA clarified its mission and identified its short-term goals: Visibility and social issues in minority communities. Consistent with these goals, CEMA strongly supported APA’s first mini-convention on ethnic minority issues, which was held as part of the 1992 Convention. At its October, 1991 meeting, in preparation for a 1-day retreat with BAPPI, CEMA identified the desired characteristics of its relationship with other governance groups as “collaborative, participatory, and reciprocal”. However, the BAPPI retreat with its committees for the purpose of encouraging “dynamic collaborations with and among its Committees”, got off to a rocky start when one BAPPI member suggested that CEMA “should just wait until BAPPI asks you to do something”. But under the ever-wise guidance of BAPPI’s first chair, Melba Vasquez, PhD, things got smoothed out. Later during its own October, 1991 deliberations, CEMA devised a strategy involving state licensing boards, and CEMAs in SPTAs for disseminating the *Guideline for Providers of psychological services to ethnic, linguistic and culturally diverse communities*. Also, that first CEMA strongly supported OEMA’s conduct of its first survey of ethnic minorities in governance. That survey found that in 1991, ethnic minorities constituted 5.7% of APA’s Council of Representatives, 6.3% of Board of Director related groups, 3.9% of Practice related groups, 10.8% of Education related groups, 13.7% of Science related groups, and 48.9% of Public Interest related groups.

Sources: BEMA agendas books for May 5-7, 1990; CEMA agenda books for April 12-14, 1991, October 4-6, 1991, and March 13-15, 1992.

Celebrating 25 years of APA CEMA/BEMA

Fernando I. Soriano, PhD, 1995 CEMA chairperson

My congratulations to CEMA/BEMA on its 25th anniversary! During my leadership tenure on CEMA, the Committee tackled many issues that

continue to face ethnic minority psychology: (1) increasing the number of ethnic minority psychologists; (2) bringing recognition to existing meritorious ethnic minority psychologists; and (3) ensuring their representation within APA. Beyond that, perhaps the most noteworthy accomplishments were the introduction, or really, the reintroduction of timely issues to APA members and to the public of issues and debates regarding the concepts of race and ethnicity in psychological research, and separately, violence in ethnic minority communities with a focus on effective interventions. Two symposia on two consecutive years were offered at annual APA conventions to bring forward leaders within these respective fields that presented their work and outlined the challenges and complexities inherent with these topics.

Again, congratulations CEMA! May you have many, many more.

CEMA on its 25th!

Jean Lau Chin, EdD, ABPP, 1996 CEMA chairperson

The APA Committee on Ethnic Minority Affairs (CEMA) was the first APA committee on which I served and was honored to have served as chairperson. It was educational and inspiring in urging me onto service within APA to make a difference on issues of diversity and cultural competence within our profession. During my term as chairperson, one of our primary goals was to increase the empowerment of and the recognition of contributions of ethnic minority psychologists within APA and within psychology. We crafted the following statement to be included in APA's presidential vision:

Today, the United States is one of the most culturally diverse societies in the world--and it is becoming even more diverse with each year. The time is now for APA to firmly and actively work closely with faculty in psychology training and education programs in order to make a firm commitment to increasing the representation of ethnic minorities in psychology's educational pipeline. This is the only way that we can break from the traditionally low representation

of ethnic minorities in the field. However, representation is not the only issue at stake; equally as important is that the absence of ethnic minorities in psychology robs the discipline of broader and unique perspectives that are much needed in psychological research, training, and practice.

Congratulations CEMA!

Warmest Greetings to CEMA on its 25th Anniversary

Asuncion Miteria Austria, PhD, 2000 CEMA Chairperson

My heartfelt congratulations to the APA Committee on Ethnic Minority Affairs (CEMA/BEMA) on its 25th anniversary celebration! I am very honored to have been chosen to serve as CEMA's chairperson in the year 2000. Some of the Committee's important accomplishments during my tenure include the following: (1) Nominated approximately 85 ethnic minority psychologists for consideration to serve on APA governance boards and committees which has ultimately lead to an increase in the number of ethnic minority psychologists serving in the APA governance structure; (2) Sponsored a symposium entitled "Culturally relevant brain behavior relationships for the new millennium: Assessment and rehabilitation" and hosted an invitational breakfast during the APA annual convention; (3) Opposed the governance reorganization plan outlined in the APA Policy and Planning Board's Governance Renaissance Plan/Blue Ribbon Report because CEMA considered it inimical to the best interests of ethnic minorities and other underrepresented groups; (4) Conducted a survey on the underrepresentation and limited participation of ethnic minorities in the APA publications pipeline and completed a report entitled "Survey of Ethnic Minority Participation in the APA Editorial Pipeline"; and (5) Collaborated with the APA Committee on Psychological Tests and Assessment (CPTA) in the development of a bibliography addressing ethnic minority testing and assessment issues.

My sincere thanks to CEMA for an invaluable learning experience and for the outstanding support during my leadership tenure! And of course, my

best wishes for 25 more years and beyond because I'm confident that Committee members continue to be committed and dedicated to achieving CEMA's goals and objectives.

Organized psychology's voices of the future:

Ethnic minority graduate students and early career professionals

Shamin Jaffer, Division 45 Student Representative

As we celebrate the 25th anniversary of the APA Committee on Ethnic Minority Affairs (CEMA), I welcome an opportunity to share a vision for the future of ethnic minority graduate students and early career professionals. As the student representative of the APA Society for the Psychological Study of Ethnic Minority Issues (Division 45), I have had the great pleasure of interacting with graduate students from all across the country. Our discussions have been passionate, and often reflect the dedication and commitment ethnic minority graduate students and early career professionals have to the field of psychology. Though there remains a compelling interest in enhancing education and training related to ethnic minority-centered psychological service delivery and research, many discussions continue to emphasize the future of ethnic minority representation and participation in organized psychology in general, and the governance structure of APA in specific.

A recent article in the *APA Monitor*, discussed a task force appointed by 2005 APA President Ronald F. Levant, EdD, MBA, ABPP, on "Enhancing Diversity in APA." One objective of this task force is to examine how ethnic minorities and other marginalized groups experience "welcomeness" in APA and its governance structure. As a graduate student of color, actively engaged in advocacy efforts for ethnic minority graduate students in psychology, this task force emphasis is promising. Currently, the scope of participation for graduate students of color in APA governance is most often limited to "designed seats for ethnic minority issues" (i.e., diversity experts, ethnic minority representatives, or multicultural leaders, etc.). And while such representation and participation is valuable and may lead to other opportunities, I feel that a more equitable representational role

(elected or appointed to seats based on areas of expertise beyond multicultural, as is the practice for non-ethnic minority APA graduate students), for graduate students of color warrants serious consideration. My hope is that President Levant's task force will address this disparity.

My service on the Division 45 executive committee, as a student representative, has been an invaluable experience. However, I sit among people that understand me, are sensitive to my needs, and make me feel that I'm an important part of the organization's commitment to "ethnic minority issues in organized psychology." One might even say that we have the benefit of "speaking a similar language." Yet, I have observed that even the executive committee has had to adapt its "language" when advocating on behalf of psychologists of color to entities outside of ethnic minority psychology. For me, this experience has exposed the clear challenges that continue to exist for psychologists of color interested in being involved in APA governance. Such situations illustrate the limited, and even discourage potential interest of graduate students and early career professionals of color for becoming involved in organized psychology governance.

CEMA and Division 45 present viable opportunities for students and early career psychologists of color to be involved in APA governance. However, our participation and contributions should not be corralled to these two entities. As future leaders in organized psychology, we soon will be called upon to extend the pathways of governance participation and representation so carefully constructed by our mentors, elders, and pioneers. By cultivating inclusion, practicing "welcoming" behaviors, and engaging in actions that demonstrate sensitivity and understanding to the issues and concerns of graduate students and early career professionals of color, may APA's, and more importantly, psychology's future be more relevant to a changing world.

**BOARD OF ETHNIC MINORITY AFFAIRS/
COMMITTEE ON ETHNIC MINORITY AFFAIRS
CHRONOLOGY OF MAJOR INITIATIVES (1973 – 2004)**

Prepared by Benjamin Siankam, MS, OEMA Special Projects Manager

1973 The Vail Conference recommends the creation within the APA of a Board of Ethnic Minority Affairs (BEMA), composed of representatives of ethnic minority groups, and responsible for examining policies relating to ethnic minority concerns.

1978 The APA Board of Directors authorizes the creation of an Office of Ethnic Minority Affairs alongside the establishment of an Ad hoc Committee on Ethnic Minority Affairs as a prior step to the creation of BEMA.

1979 The Office of Ethnic Minority Affairs is created and charged with the specific tasks of coordinating the effective implementation of the recommendations generated by the Dulles Conference.

The Ad Hoc Committee on Minority Affairs submits its report to the APA Board of Directors in which it presents some major issues of concern for ethnic minorities, and recommended the establishment of a standing Board of Ethnic Minority Affairs (BEMA).

1980 A Board of Ethnic Minority Affairs (BEMA), comprised of 11 APA members is officially established.

1981 A Task Force on Minority Education and Training is formed under the auspices of BEMA.

1982 BEMA Subcommittee on Culturally Sensitive Materials presents the results from a survey which indicated very marginal inclusion of culturally sensitive training materials in APA-identified psychology and counseling internships and graduate school programs.

BEMA proposes the creation of a Continuing Committee on Ethnic Minority Education and Training to replace the Task Force on Minority Education and Training.

1984 BEMA's Task Force on Communication with Minority Constituents is established.

1985 The Committee on Ethnic Minority Human Resources Development (CEMHRD) is formed under BEMA's tutelage. CEMHRD presents a position paper where it advocates training in cultural diversity as a core component of training in psychology and as a prerequisite

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to providing psychological services to ethnic minorities.

- 1986 BEMA publishes the first edition of *Handbook for Increasing Ethnic Minority Participation in APA Divisions, State Psychological Associations, and the Council of Representatives*.

The Society for the Psychological Study of Ethnic Minority Issues (Division 45) is established, with the explicit purpose of advancing the contributions of psychology as a discipline in the understanding of ethnic minority issues through research.

Divisional Committees on Ethnic Minority Affairs (CEMAs) experience a significant increase in number from 11 in 1983 to 25 in 1986, whereas State Psychological Association CEMAs increase from 11 to 22 within the same time span.

- 1987 BEMA Task Force on Communication with Ethnic Minority Constituents presents its major accomplishments including: the publication of the brochure *APA: A Thrust toward Ethnic Diversity*; the advocacy for APA ethnic minority fellows identification and recognition.

A Task Force on Status of Black Men and Its Impact on Families and Communities is established under the joint sponsoring of BEMA and the APA Board of Social and Ethical Responsibility for Psychology (BSERP).

BEMA Task Force on the Delivery of Services to Ethnic Minority Populations is formed to address the crucial needs for appropriate mental health service to ethnic minorities.

- 1990 BEMA's Committee on Ethnic Minority Human Resources Development issues *The Mental Health of Ethnic Minority: A Selected Bibliography*.

BEMA is abolished and in its stead the Committee on Ethnic Minority Affairs (CEMA) is created.

- 1992 CEMA renames its dissertation award the *Jeffrey S. Tanaka Memorial Dissertation Award in Psychology* which addresses concerns relevant to people of color.

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- 1993 CEMA, BAPPI and APA's Board of Scientific Affairs (BSA) collaborate to establish a task force to examine the scientific conception of race.
- 1994 CEMA and the Office of Ethnic Minority Affairs (OEMA) successfully advocate for the establishment of an APA ethnic minority legislative advocacy agenda and the hiring of ethnic minority staff in the APA Public Interest Policy Office.
- 1995 CEMA (along with co-sponsors APA Office of Divisions Services and APA Practice Directorate) hosts inaugural Invitational CEMA Breakfast, allowing State Psychological Associations and key APA personnel to network and discuss particular issues relevant to ethnic minorities and to the attendees.
- CEMA collaborates with APA Public Policy Office to develop and present a congressional briefing entitled *The Affirmative Action Debate: Linking Research and Policy*.
- CEMA co-sponsors a convention session with APA Division 45 that focuses on the Bell Curve controversy.
- 1996 OEMA conducts CEMA-authorized survey of the editorial pipeline experiences of APA's members of color.
- 1997 CEMA and OEMA organize a mini convention within the APA Convention on *Psychology and Racism*.
- 2000 CEMA and the APA Division 45 collaborate to develop and successfully advocate for an APA Resolution on Racial/Ethnic Profiling and Other Racial and Ethnic Disparities in Law and Security Enforcement Activities.
- CEMA and the APA Committee on International Relationships in Psychology (CIRP) successfully advocate for an APA Resolution against racism and in support of the goals of the *2001 UN World Conference Against Racism*.
- 2003 CEMA along with PPO initiates a Coordinated Advocacy Campaign to address the role of behavioral health in the *Healthcare Equality and Accountability Act*.

**CHAIRS OF APA'S BOARD/COMMITTEE ON
ETHNIC MINORITY AFFAIRS**

Henry Tomes, PhD (1980 – 81)
(Chair, BEMA and Ad Hoc Committee
to Establish BEMA)
Executive Director, Public Interest
American Psychological Association

Richard M. Suinn, PhD 1981 – 83)
Professor Emeritus
Colorado State University
Fort Collins, CO

Floyd H. Martinez, PhD (1984)
Tucson, AZ

Maxine Rawlins, PhD (1985)
Professor & Director of Fieldwork and
Training
Department of Counselor Education
Bridgewater State College
Bridgewater, MA

Teresa LaFromboise, PhD (1986)
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School of Education
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Joe L. Martinez, Jr., PhD (1987)
Professor & Program Director
Cajal Neuroscience Research Center
University of Texas, San Antonio
San Antonio, TX

Sarah Diane Miyahira, PhD (1988)
Principle Investigator
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Candace M. Fleming, PhD (1989)
Associate Professor & Director of Training
National Center for American Indian &
Alaska Native Mental Health Research
Univ. of Colorado Health Sciences Center
Aurora, CO

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Clinical Director
Virgin Islands Behavioral Sciences
St. Croix, VI

Bertha G. Holliday, PhD (1991)
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American Psychological Association

Irma Serrano-Garcia, PhD (1992)
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Dozier W. Thornton, PhD (1993)
Acting Dean of Urban Affairs and
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Licensed Psychologist
Renton, WA

Fernando I. Soriano, PhD (1995)
Assistant Professor & Program Director
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Jean L Chin, EdD (1996)

Systemwide Dean
Professor, San Francisco Bay
CA School of Professional Psychology
Alliant International University
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Joseph J. Horvat, Jr., PhD (1997)

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Department of Psychology
Weber State University
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Melinda A. Garcia, PhD (1998)

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Tony L Strickland, PhD (1999)

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Playa Del Rey, CA
and
Associate Director
Department of Psychiatry
C. R. Drew University of Medicine
Los Angeles, CA

Asuncion M. Austria, PhD (2000)

Professor and Chair
Director of Clinical Training
Graduate Program in Clinical Psychology
Cardinal Stritch University
Milwaukee, WI

Freddy Paniagua, PhD (2001)

Professor
University of Texas Medical Branch
Department of Psychiatry
& Behavioral Sciences
Galveston, TX

Karen H. C. Huang, PhD (2002)

Director, Graduate Student Life
Lehigh University
Bethlehem, PA

Tawa M. Witko, PsyD (2003)

Licensed Psychologist
Cangleska, Inc.
Kyle, SD

William D. Parham, PhD (2004)

Associate Director
Student Psychological Services
University of California, Los Angeles
Los Angeles, CA

K. Patrick Okura Dies; Asian Civil Rights Leader

By Yvonne Shinhoster Lamb Washington Post Staff Writer
Wednesday, February 9, 2005; Page B05K

Patrick Okura, 93, a psychologist who was among the 120,000 Japanese Americans interned during World War II and who later established a foundation for developing Asian-Pacific American leaders in the mental health field, died January 30 of coronary artery disease at his home in Bethesda.



K. Patrick Okura, PhD

Mr. Okura and his wife, Lily, were among the 60,000 surviving Japanese Americans who in 1990 each received a \$20,000 check and a written apology from President George H.W. Bush under the 1988 Civil Liberties Act. They used the money to further their efforts to educate Asian American mental health and human services professionals in how mental health services and policies are developed.

The couple founded the Bethesda-based Okura Mental Health Leadership Foundation in 1988 to provide leadership development for promising young professionals.

Mr. Okura was one of the leading Asian figures in the health field and a civil rights leader who fought for the rights of Japanese Americans. He was president in 1962 of the Japanese American Citizens League, the oldest and largest Asian American civil rights organization.

"He was one of those individuals who was cut from the old civil rights cloth," said John Tateishi, national executive director of the league. "He was a strong believer in fighting for the downtrodden and also in attempting to level the playing field for everybody."

Okura also influenced how the U.S. government responded to health issues concerning Asian-Pacific Americans, Tateishi said. "He's the one who kind of cut that path for the entire Asian-Pacific community."

Kiyoshi Patrick Okura was born in Los Angeles, the eldest son of immigrant parents. He graduated from the University of California at Los Angeles with a bachelor's and, in 1933, a master's degrees in psychology.

In 1938, Mr. Okura began working as a personnel examiner with the Los Angeles Civil Service Commission, the highest city office held by a Japanese American. At one point, Mr. Okura was accused by a newspaper columnist of plotting to sabotage the city's water and power plants. The columnist also said the American-born psychologist was trying to pass as Irish by spelling his name K. Patrick O'Kura. The mayor, heeding the false allegations, labeled Mr. Okura the most dangerous Japanese in the city. He twice asked Mr. Okura to resign, but Mr. Okura refused. Shortly after Japan's December 7, 1941, attack on Pearl Harbor, President Franklin D. Roosevelt signed Executive Order No. 9066, authorizing the forced relocation of more than 120,000 Japanese Americans living on the West Coast.

"It was terrifying," Mr. Okura recalled once. "Not only the authorities, but the public was unfriendly. Hostile. Nasty," he said in a 1990 Washington Post article. He and his new wife were sent to the Assembly Center on the grounds of the Santa Anita racetrack near Los Angeles, where they lived in an 8-by-8-foot tack room in a horse stable for nine months. Mr. Okura said in the 1990 interview that he was not bitter about the indignities that he experienced. "How one handles hardships makes you a better person," he said. "You accept it and make the best of it." He and his wife left the internment camp after Boys Town's founder, the Rev. Edward J. Flanagan, got permission for about 50 Japanese Americans to come to Omaha to replace workers who had been called into military service. Mr. Okura was offered a position as Boys Town's staff psychologist, which he held for 17 years. He then worked as a psychologist for the state of Nebraska until 1970.

In 1971, Mr. Okura came to the Washington area to become executive assistant to the director of the National Institutes of Health. He worked at NIH for 18 years and launched programs to develop a future generation of social scientists who could address the growing number of social problems in minority communities. In 1988, he founded the National Asian Pacific American Families Against Substance Abuse. Mr. Okura was named Japanese American of the Biennium in 1978, the highest recognition given by the Japanese American Citizens League. He was honored by the emperor of Japan in 1999. In 2002, he also was inducted into the Montgomery County Human Rights Hall of Fame. Mr. Okura received the Lifetime Achievement Award presented by the American Psychological Association in 2002 and the 2005 Kun-Po Soo Award by American Psychiatric Association Committee of Asian-American Psychiatrists. He held leadership positions in the Bradley Hills Presbyterian Church in Bethesda. Survivors include his wife of 63 years, Lily A. Okura of Bethesda; two brothers; and two sisters.

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Louis A. Ramey, II: From Elder to Ancestor

In March 2005 Louis Allen Ramey, an “Elder of Elders”, made his transition to ancestor status. “Lou” or the “Professor” as he was affectionately called, was one of the seminal thinkers in shaping the entire genre of African Psychology and impacting the lives of countless psychologists of African decent.

Lou was born February 24, 1936 in Atlanta, Georgia. He graduated from Booker T. Washington High School and later Morehouse College. Lou served in the Air Force and later was employed by the Board of Education as a psychologist. His career path included serving as an administrator of many local mental health facilities. Lou’s greatest spheres of influence included Morehouse College where he served as an instructor and Chair of the Psychology Department and the Southern Regional Educational Board (SREB).

It was through funding from the SREB that Lou sponsored Black Psychology Think Tanks at historic Paschal's Hotel during the 1970s and 1980s. Lou facilitated discussion among notable psychologists and students such as Drs. Bobby Wright, Wade Nobel, Na'im Akbar, Joseph Baldwin, Chuck Fuller, Charlyn Harper Browne, Harold Braithwaite, Sherry Blake, Arletta Brinson, Lorraine Williams-Greene, Pamela George, Mr. Archie Harris, Kevin Taylor, Harun Black, and innumerable others. Through these marathon sessions and heated debate, key concepts, strategies and paradigms of service to the African community were birthed. Without these sessions, Black Psychology, African-Centered Psychology or African Psychology as we know it today would not exist. Indeed, the premier African Psychologists and scholars of the past twenty years would not have had the trajectory they received at the "feet of the Elder of Elders" nor would the doors of many majority institutions have been forced open to psychology students of color.

Lou received many honors during his lifetime. The Southern Region of the Association of Black Psychologists (ABPsi) honored Lou as a "Living Legend" as did the Atlanta Chapter of the ABPsi. Lou was recognized nationally as an astute businessman and a tireless community advocate.

The Celebration of Life Service was held on March 14, 2005 in Atlanta, Georgia. In addition to the countless psychologists who claim Lou as their professional father, his legacy is entrusted to his children, Louis Allen Ramey, III; Regina Ramey; Leilani Ramey and Allen Kofi Ramey.

The Atlanta Chapter of the ABPsi is in the process of collecting reflections on the life and impact of Lou Ramey. Comments may be sent to: Arletta T. Brinson. PhD at 40@bellsouth.net.

The Passing of a Gentle Visionary
Samuel M. Turner, PhD, 1944 – 2005
By Joseph Trimble, PhD

Samuel Mathew Turner, PhD was born in Macon, Georgia on September 19, 1944 to the late Sam and Josephine Perdue Turner.

After graduating from Peter G. Appling High School in Macon, he served four years in the United States Air Force. Dr. Turner received his Bachelor's Degree in Psychology from Georgia State University in Atlanta.



Samuel M. Turner, PhD

In 1975, he became the first African American to receive a PhD in Psychology from the University of Georgia. From 1975-1992, he was on the faculty at Western Psychiatric Institute Department of Psychiatry, University of Pittsburgh and from 1992-1998, he was Professor of Psychiatry and Behavioral Sciences at the Medical University of Maryland, College Park in 1998, where he was Professor of Psychology and Co-Director of the Maryland Center for Anxiety Disorders

(MCAD), a clinical research center for the study of anxiety in adults and children. Dr. Turner was a Diplomat of the American Board of Professional Psychology (ABPP) in Clinical Psychology and in Behavioral Psychology, and a Fellow of the American Psychological Association and the American Psychological Society. In 1997, he was the recipient of the American Psychological Association Award for Distinguished Contributions to Professional knowledge and the 1998 recipient of the Distinguished Scientist Award from the Association of Medical School Psychologist. He served as an Associate Editor of the *American Psychologists* and on the editorial board of numerous scientific journals. Dr. Turner's primary academic research, and clinical interests were in the anxiety disorders, and behavioral theories, behavioral assessment and behavioral treatment. His program of research included studies designed to delineate the phenomenology of anxiety states, etiological and developmental parameter

of anxiety disorder, and development and evaluations of treatments for anxiety disorders. In addition to these primary areas of focus, he published in the areas of clinical methodology, measurement, scale development and racial, ethnic and cultural factors in the etiology and treatments for anxiety disorders. He was the author of more than two hundred scientific publications, as well as fifty book chapters and eighteen books.

He is survived by his wife of thirty-nine years, Brenda; his son Marquette; daughter-in-law, Misha (Melanie Porter); granddaughters, Morgan and Mikaela; brother, Alvin (Linda); sisters, Anita Henry, Doris Lucas (Charles) and Joyce Turner; aunts, Bessie Mae Lewis and Gussie Turner; best friends, Deborah and Edward Beidel; and a host of family and friends.

Samuel M. Turner, PhD was one of our most visible, dedicated and visionary leaders, and his influence was felt throughout the Association and profession. Despite being an extraordinarily busy scholar, scientist, educator, clinician, mentor, and grant reviewer, Dr. Turner always made time to serve his primary professional organization, and the field benefitted because of it. In other words, Sam contributed his time and expertise to the highest policymaking level of the Association, and to all four of the key wings of APA: Science, Practice, Education, and Public Interest.

Norman B. Anderson, PhD
APA Chief Executive Officer
March 18, 2005

APA Chief Executive Officer, Norman Anderson noted the following: ...the best thing I can say about Sam is that he had an overwhelmingly positive effect on his many colleagues in psychology. One of those colleagues, Dr. Joseph Trimble, summed it up best in an e-mail message upon learning of Sam's passing. It reads: "Sam Turner is a loss for all of us who knew him and in some small way were affected by his presence and commitment to ethnic and racial topics and issues in psychology. Sam was a wonderful human being - full of spirit, vision, humor, wisdom, and intellect. He was dedicated to our profession and its possibilities. He didn't just look at stars, he reached for them and made sure others joined him in the quest and the venture. He had a quiet but confident manner that lit up the room when he walked in — we all knew Sam was in our midst not

because he drew attention to himself, but because he commanded and received respect by his gentle manner, and his way of cutting to the chase without offending anyone.”

