



Joseph D. Allen

Arriving at 9:30 a.m. on May 3, 1939 at Bryn Mawr Hospital, PA, I was named Joseph Dana Allen after my father and his father. Both were educators in private schools, and I got a very good secondary education at The Haverford School outside of Philadelphia, where my father taught History, German, and coached football and tennis. Graduating in 1957, I traveled north to Hamilton College in Clinton NY, where B.F. Skinner had pulled hoaxes years earlier as an English major. Struggling to find a major, I followed the advice of my mother, Caroline, who had been a Psychology Major at Vassar and was then office manager for Dr. Jeff Bitterman at Bryn Mawr College. Hamilton's Psychology Department was run by four operant-conditioners who had been trained by Fred Keller and Nat Schoenfeld at Columbia University, and I learned how to build Skinner Boxes, wire up relay panels, and run pigeons and rats. Following college, I attended Southern Illinois University at Carbondale, Ill and at first worked in the operant lab headed by Dr. William Wagman, another Keller & Schoenfeld graduate. After gaining my M.A. in 1964, I switched over to Dr. David Ehrenfreund, a Spence-trained maze runner, and ran his lab pretty much single handedly for 4 years as he headed the department. Ehrenfreund gave me the freedom to do any research I wanted above and beyond his grant-supported projects, so I built a small operant lab adjacent to his double-alleys and concurrently ran motivational alley and operant research. My dissertation provided a behavioral scale of Big D (Hull's drive concept) in an operant setting and gained me a job interview at the University of Georgia. I accepted the offer of Temporary Assistant Professor from Dr. Joseph Hammock and drove with my first wife, Kae and my daughter, Kathy, to Athens in the summer of 1967.

For the next 12 years, I shunned politics completely and collaborated with both graduate and undergraduate students in my operant laboratory, launching parametric queries into the workings of

stimulus control, homeostatic regulation of food and water intake, and adjunctive behavior in animals and humans. According to the department heads at the time, my tenure and promotions might have been delayed because my research was seen as unfocused and because I spent too much time socializing with my students. However, I enjoyed what I was doing and had adopted my PhD mentor's policy of allowing students to pursue questions they were interested in. As long as I had or could build the equipment, I was happy to oblige them. Most of the topics I was quite interested in, and many spawned systematic follow-ups by other students. All in all, three or four research ideas evolved into sustained programmatic lines, got read at regional, national, and international meetings, and published in established journals. My final promotion to Full Professor in 1979 may also have been delayed because of roasting senior faculty with singing Full-Bird awards at Departmental Christmas parties, but again satirical entertainment is part of my persona.

Following promotion, I got totally immersed in computer architecture and language and, for two years, computerized my operant lab and expanded my research interests into psychophysiology, cognitive neuroscience, and by collaborating extensively with Dr. Amos Zeichner, into Behavior Medicine, and with Brad Bunnell and Irwin Bernstein into primate conceptual learning research for Walter Reed.

In 1993, after having directed an NIH Student Minority Training Center for five years, and chaired the Cognitive/Experimental Program for two, I had acquired enough experience to follow the footsteps of my forbearers into the political and administrative realms of university life. As it happened, Roger Thomas was relinquishing the Departmental Headship at the time when I was looking at seven more years of employment without a decent retirement package. Looking back, I don't know any other reason I would have attempted this harrowing position of running interference between the faculty and the dean. I ran a successful campaign using a three-item platform of increasing faculty morale (state-mandated raises had been close to zero for the two previous years), providing more teaching opportunities for our graduate students (dean's policy prevented TA's from offering upper-division courses), and desegregating the research areas for the six research programs within the building to promote more interdisciplinary interaction and research. Governor Zell Miller helped me with the first item by kindly providing 6% raise money for the first

four years. For item two, I organized a committee to develop a faculty-TA mentoring program and convinced the dean that our senior graduate students were more than capable of offering upper division courses in their research area. Finally, over the strenuous objections of the Clinical Program, I managed to integrate some child developmental programs into their first-floor space. Throughout my two terms as head, my overriding concerns were to hire new faculty, capture sufficient budgetary monies from the dean each year to support our computer labs and teaching mission, purchase research equipment for the faculty, and compile all the necessary budgetary, annual reports and evaluations, so that the faculty had unfettered time to write their grants and do their research. I certainly had no personal time to do mine, but with the aid of some very competent graduate students I remained productive.

I returned to full-time teaching (my other calling) in my final, post-head, year and then retired in the spring of 2000 but remained available as an adjunct professor offering undergraduate courses and seminars. In 2005, my third wife, Daphne, and I moved permanently to Jeffersonville, Vermont. Here I operate a 91-acre woodlot and a small sheep farm which my four grandchildren visit on occasion. I also retain an adjunct professorship at UVM and continue to offer several courses when called upon.