ASP AMERICAN SOCIETY OF PRIMATOLOGISTS BULLETIN
Banner artwork by Joel Ito

Amanda M. Dettmer, Executive Secretary
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Winter 2018

A Message from the President...

Happy 2018! May this year bring peace, joy, and funding and publications to us all.

In August 2017, the Board of Directors, Executive Committee, and a select number of senior members met to discuss the results of recent member and lapsed member surveys, and to prepare mission and vision statements for the Society. This Strategic Planning process allowed us to reflect on who we are, what we are, and what we want to do. We established core values and core priorities. These priorities/guiding principles will lead us into the future, shaping our decisions and allocating resources of time and money. Our consultant, Kathy Joyce, administered the survey, summarized the survey results, and guided us through this process.

I am pleased to share with you a draft of the strategic plan and a summary of the survey results. These items will be available shortly via the Members only section of the website. Please read through these documents and provide the Board of Directors with your feedback by March 31, 2018. The BOD will then review comments before finalizing the strategic plan for the Society.

In December, I represented ASP at the annual American Institute of Biological Sciences Council meeting. The focus of the meeting was Engaging Policymakers: Opportunities for Biological Science Organizations. Three overarching goals were presented wherein societies could focus and make an impact:

1. Increase public appreciation for, and confidence in, science.

The peer review system has received much negative press in recent years – some report the system to be flawed and biased. This has led to policymakers proposing drastic changes to the peer review process for grants. However, those of us in science know that while flawed, the peer review system works. So how can we, as scientists, communication the value, contributions and reliability of this system to the public and to policymakers? How can we improve the system to maximize its effectiveness?

2. Facilitate the timely use of science to inform policy decisions.

How should scientific societies such as ASP engage with science policy issues? How can we improve our ability to summarize critical scientific knowledge, and on behalf of the membership, present it effectively in the policy arena? How can scientific societies develop methods for responding to a rapidly emerging issue (i.e., Zika virus)?

3. Ensure the health of the scientific enterprise into the future.

How can societies help publicize the value of research so that support for science remains a priority? How can societies work together to train students for a variety of careers in science? How can societies develop

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programs that help their members develop effective outreach activities? How do organizations engage in the policy FOR science? (education, research, different areas of science, etc.)

I would love to receive your feedback on these three goals.

~Kimberley Phillips
President, ASP

ASP Board of Directors Election Results

The ASP Board of Directors is pleased to announce the new officers who will begin their terms at the conclusion of ASP 2018.

Please join us in congratulating and welcoming our future leaders!

President-Elect, **Lynne Isbell**
Executive Secretary, **Corinna Ross**
Treasurer, **Erin Riley**

News and Updates for ASP 2018 #ASPSATX2018

- **Submit abstracts for the Conservation Symposium!** The Conservation Committee would like to encourage all members to submit their conservation-related abstracts by **March 17** for this year's meeting in San Antonio. The committee will identify abstracts that fit this year's theme (TBD), and ask presenters to be part of the symposium. All you have to do to be considered is submit your abstract as usual and be sure to choose 'conservation' from the pull-down menu during abstract submission.
- **Continuing Education Credits for Veterinarians to be Offered at the ASP Conference!** ASP is now a RACE accredited organization, so veterinarians and veterinary technicians can earn continuing education credits at the 2018 meeting. Last year 9.0 credit hours were provided and we expect to offer at least that many at the upcoming meeting. Once the specific number of hours for this meeting is determined, it will be posted on the ASP website.
- **Confirmed Speakers for #ASPSATX2018**
  2017 Early Career Award Winner - **Amanda Melin**
  2017 Distinguished Primatologist Award Winner - **Paul Garber**
  2015 Legacy Award Winner - **Amanda M. Dettmer**

The most up-to-date meeting information can be found on the ASP website in both English and Spanish.

Get Social with ASP!

Connect with ASP online

@ASPVoice #ASPSATX2018

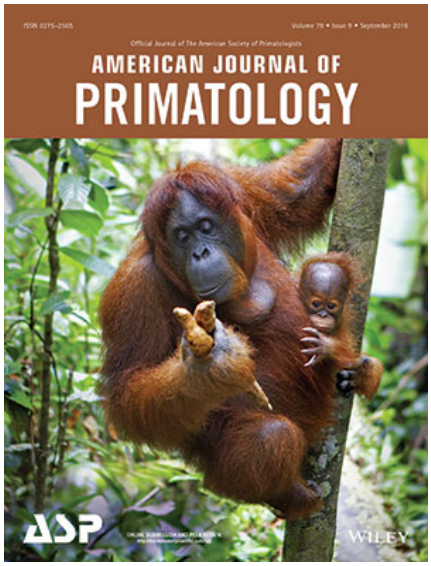
Don't forget to join the ASP members Facebook group via the members-only section at http://www.asp.org

Please don't forget to use the ASP Amazon link (on the ASP homepage: www.asp.org) for all purchases.

amazon.com

FROM THE *AJP* EDITOR

Data Sharing in Primatology



Data sharing is now routinely mandated for certain types of data (like genome sequences), and for certain journals. However, it is not yet the norm for primatology. The move to share data is being driven by funder mandates (e.g. NIH, the Wellcome Trust, the Bill and Melinda Gates Foundation, etc.), and has the potential to provide a number of benefits including better rigor and reproducibility; access to file-drawer data and negative results; and increased transparency. The results of one inspirational challenge to showcase the results of sharing data can be seen here.

Despite the benefits, many scientists have a number of misgivings regarding data sharing. For instance, you may worry about when and what you are supposed to share (raw data? data that have been scored/manipulated/coded?), how sensitive information might be used, or whether sharing would reduce your own future publications. Part of the challenge of moving forward is to address these questions in a thoughtful way that maximizes both the incentives to share data and the comfort level for the authors. The *American Journal of Primatology* currently has a policy *encouraging* data sharing by authors. We hope to (very gradually) move towards a full requirement for data sharing by authors.

At the annual ASP meeting in San Antonio, we plan to hold a roundtable on data sharing. We will hear from experts in library science, as well as a scientist involved in the data sharing movement in psychology, and an editorial team from the *American Journal of Primatology*. I encourage everyone to attend, ask questions, and give opinions as we think about the future of the journal and its place at the forefront of scientific publishing in primatology.

~Karen L. Bales, Editor-in-Chief, *American Journal of Primatology*
Professor of Psychology, University of California, Davis

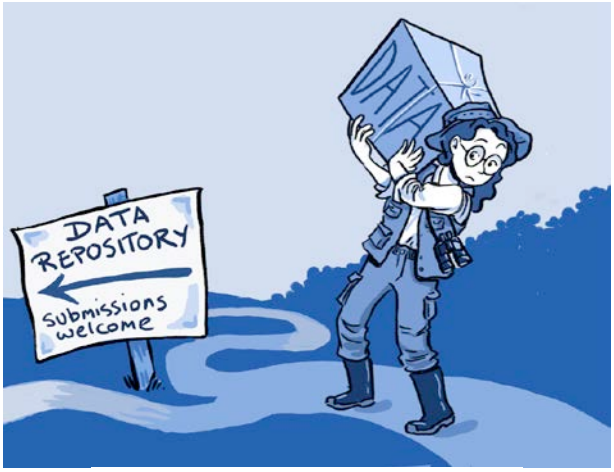


Illustration: Ainsley Seago.

COMMITTEE UPDATES

Awards & Recognition

Call for Nominations

The Awards and Recognition Committee encourages nominations to recognize those who have contributed in different ways to primatology or to the ASP. Please consider nominating someone who has devoted substantial time and energy over the years to the ASP for the Distinguished Service Award. We also have the Early Career Award for someone who has made an exceptional contribution to primatology at the beginning of their professional career and the Distinguished Primatologist Award for someone who has made exceptional contributions throughout the course of their professional career. The nomination deadline is **May 1, 2018**. For details on the nomination process for these awards and others, all summarized below, please see https://asp.org/grants/awards/index.cfm.

- Distinguished Primatologist Award for career achievement in primatology
- Senior Research Award for research achievement by one who has not received the highest academic degree in his/her field
- Early Career Award for exceptional contributions by a primatologist who is less than seven years past receiving the Ph.D.
- Distinguished Service Award for long-term contributions to the ASP
- Special Recognition/Achievement Award for exceptional one-time or short-term service to the ASP

~Lynne Isbell, Chair, Awards & Recognition Committee Chair

Conservation

The Conservation Committee is pleased to share two reports from grantees, **Montserrat Franquesa-Soler** and **Noemi Spagnoletti**. The reports are on pp. 7-11 of this bulletin.

The committee would also like to remind all ASP members to please share their conservation-related publications and announcements so that we can share the good news! You can send your announcements to conservation@asp.org.

~Michelle Bezanson & Stacey Tecot, Conservation Committee Co-Chairs

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Education

We here at the ASP Education Committee are hoping you all had a happy and healthy end to 2017. As we enter 2018 we wanted to update the membership on a few things on the go for the Education Committee in 2018, and beyond!

This year because of some personal issues for both Karen and I, along with the support from the ASP President Kim Phillips, and the Board of Directors, we have decided to not be an exhibitor at this year's USA Science & Engineering Festival in April 2018. With the gracious support and understanding of the ASP BOD, we decided that it would be better to do a GREAT job at the 2020 USA Science & Engineering Festival than to only do a satisfactory job in 2018. Again, Karen and I can't thank ASP and Kim Phillips enough for their support and understanding.

As Spring 2018 approaches us (more slowly here in Canada), we are already preparing for ASP 2018 in San Antonio, Texas. This year we will again be holding the Student Paper and Poster competition sponsored by the AJP. If you are a student or have a student planning to give a paper or poster at ASP 2018, please consider entering or encourage them to enter the competition by completing the student competition application form in addition to submitting an abstract by 17 March 2018. For more information check out the Education page on the ASP website. Application forms and competition details are located here.

Finally, the ASP Education committee is actively seeking members willing to sit on the Committee. As we prepare for ASP 2018 in San Antonio, and the 2020 USA Science & Engineering Festival we will need help! If you would like to serve on a great committee, please don't hesitate to contact Karen or myself. We would love to have you. If you are a past student competition winner, we ask you strongly consider joining!

We look forward to seeing our ASP Family in San Antonio this August!

~Michael Reid (Canadian Mike) and Karen Hambright, Education Committee Co-Chairs

Research & Development

Applications are now being accepted for the 2018 Small Grant awards from ASP. Applicants will be accepted through **May 1, 2018** with the awards announced at the ASP meeting in San Antonio August 8-11, 2018. Specific requirements for applications are available on the website, but in general for the ASP small grants the applicants must be **ASP members, including students, and the research must consist of hypothesis driven studies**. Requirements for the Moore Memorial award are that the applicant must be within 5 years of their Ph.D. and not in a tenured or tenure-track position. Also, the Moore award is oriented specifically toward hypothesis driven field research. The ASP small grant awards will be for amounts up to $1500, while the single Moore Memorial award for 2018 will be for $2000. If you have questions please feel free to email them to me (welawrence@mdanderson.org or research@asp.org).

~Larry Williams, Research & Development Committee Chair

CONSERVATION SMALL GRANT REPORTS

Promoting black howler monkey conservation in Mexico through environmental education

Principal Investigator: Montserrat Franquesa-Soler

This project focused on an arts based educational approach for the conservation of black howler monkeys (*Alouatta pigra*). The study was conducted in Southern Mexico over two annual elementary school cycles (2014-2016). Study sites were selected based on the geographical distribution of the black howlers, corresponding to approximately 250,000 km2 in the states of Tabasco, Chiapas, Campeche, Yucatan, and Quintana Roo. The project began by evaluating children's learning preferences and their knowledge about black howlers. Results dictated subsequent pedagogical strategies. Post evaluation was carried out after the intervention to evaluate the effectiveness of the pedagogical strategies and assess children's gratification. Pedagogical strategies consisted of 12 mural paintings and 3 workshops implemented during one week per school, with 1,154 6-12 year-old children and 312 teachers, principals, staff, and parents participating in designing and creating the murals.

As artistic expressions, murals combine the aesthetic sense of the visual arts with the constructive sense of architecture. The aim of this artistic intervention was to expand the relationship between the cultural and natural worlds, contributing to sustainable development, protecting natural resources, and supporting health, happiness and success. A video of this process can be viewed at: https://www.youtube.com/watch?v=QeY8UtNGuT4. The final design of each mural emerged through a collaborative process, and each school's mural had its particular shape and color. The mural elements consisted of a background of tropical jungle of Southeastern Mexico with stenciled animals endemic to that environment.

Research and practice have suggested that middle school students can be difficult to engage through traditional science curriculum. This study, however, tested a novel approach in which students participated in different learning approaches that incorporated scientific information on primate conservation. Children who attended the educational activities spread their knowledge to others as part of social learning. Thus, this educational approach shows that students can be moved to take action on an environmental issue in their community.

Local people and media thought this project was important and significant; journalists interviewed participants about the project's purpose and they published the story in Mexican and Spanish newspapers. Collaborations with different Mexican organizations helped to carry out the project, including SOM Editorial Colectiva AC (promoting a reading culture, someditorialcolectiva.org) and Argot Cultural AC (cultural development through arts). Furthermore, the project was endorsed by official Mexican institutions, including Secretaría de Educación Pública (SEP; http://www.gob.mx/sep), Comisión Nacional de Áreas Naturales Protegidas (CONANP; http://www.gob.mx/conanp), and Procuraduría Federal de Protección al Ambiente (PROFEPA; https://www.gob.mx/profepa). An NGO, Miku Conservación AC (mikuconservacion.org), was created to promote conservation culture by engaging a network of 12 schools and by acting as a bridge between academic and local communities.

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We are all Primates! A community initiative involving rural schools to promote primate conservation in a semiarid habitat of Brazil

Principal Investigator: Noemi Spagnoletti, Ph.D.
Dept. of Experimental Psychology – Institute of Psychology, University of São Paulo, São Paulo, Brazil

Summary

Wild *Sapajus libidinosus* living in the semiarid region of south of Piauí, Brazil, habitually use hammer stones and anvils to crack encased foods (Fragaszy et al, 2014; Spagnoletti et al, 2012). Unfortunately, despite many studies and interdisciplinary projects carried out to investigate such unique behavior (Whiten, 2013), little attention is given to the conservation of semiarid habitats where these primates live. Moreover, many students who were born there had never seen capuchin monkeys and did not know the importance of the *Cerrado* biome. The *Cerrado* is one of the world's biodiversity hotspots showing the richest flora among the world savannas (>7000 species) and the highest level of endemism. Nevertheless, numerous animal and plant species are threatened with extinction. In the last 35 years, more than 50% of this semiarid habitat (approximately 2 million km^2) has been transformed into pasture and agricultural lands planted with cash crops (Klink and Machado, 2005). Due to the rapid expansion of industrial agriculture and the migration of rural people to the cities, the capuchin stone tool use culture may be lost unless the local communities become aware of their importance, and the semiarid environment is protected.

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The project aimed to promote the unique capuchin culture through a community conservation initiative. The threats to primate survival have human origins, so community support and involvement are essential for the success of primate conservation strategies as well as for the conservation of natural resources. Through a community-based initiative we disseminated scientific research and promoted a new experience for the local community towards their primates and their forest. Students learned by non-formal education (Coomb and Ahmed, 1973) about capuchin monkeys: what they are, what they ate, where they live, the *Cerrado,* the connection of this forest with human well-being, and the importance of capuchin monkeys; and of the value of flora and fauna of *Cerrado.* We offered local students the opportunity to visit the Etho*Cebus* field station and to meet Brazilian and foreign primatologists. Finally, students, their teachers, and their families had the opportunity to walk into the forest and observe tool using capuchin monkeys.

Methods

Study Site

The study took place in the municipality of Gilbués in the south of Piauí State, Brazil. The study area included the Etho*Cebus* field research station, the basis of the Etho*Cebus* project, a research collaborative program established in 2005 among São Paulo University (Brazil), the University of Georgia (USA) and the Institute for Sciences and Technology of CNR (Italy). The aims of the Etho*Cebus* project are to study ecology, social behavior, and cognition of tool user capuchin monkeys (Visalberghi and Fragaszy, 2013).

Poverty is widespread in the region. For rural communities, education and health facilities are not readily available (Spagnoletti, 2013). The life of the local community is based on subsistence economy; 62.3% of adults are farmers. Each family manages a small farm, with few livestock and a field for growing rice, manioc, beans and corn (Spagnoletti et al., 2016).

Activities

The present project delivered non-formal teaching activities to six rural schools located in the municipality of Gilbués, for a total of 60 students and 5 teachers. With the help of two local field assistants and of Dr. Chiara Lucisano, a professional educator with long and strong experience in circus performance, we visited six schools. All activities were performed in Portuguese. Ethnographic methods, including informal discussion and questionnaires, were used to measure the success of the project at the beginning and at the end of the activities.

Ethical Issues

At the beginning of the Etho*Cebus* project in 2001, two groups of wild capuchin monkeys were habituated to the presence of researchers (Spagnoletti, 2009), and one was also habituated to the presence of small groups of tourists. Usually, tourists can watch the monkey in a special area and at a certain distance to avoid aggression from monkeys and prevent transmission of disease, but mostly to not interfere with their activities. The students followed the same rules during their visit. This project was part of a larger study that uses ethnographic methods to study the local community's

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perceptions. Therefore, the project received the approval of the Research Ethic Committee of Institute of Psychology-USP (333067; number CAAE: 14337013.9.0000.5561).

Results

We visited the schools from May through June 2015. For each school we organized 5 classroom meeting days, and a sixth final event at the Etho*Cebus* project field research station, for a total of 31 days of activities (Figure 1). Through playful activities, the students were presented with some of the characteristics and peculiarities of capuchin monkeys, such as facial expression, vocalizations and movements, and stone tool use. We also conducted activities such as theatrical games and circus performances, drawings, poetry, music, writing, exhibits, interviews, and outdoor activities. A small theatre play was also performed. The goal of the proposed activities was the *mise-en-scene* of a play in which the students actively participated in writing the script ("*A Historia do Cerrado liberado"*), making costumes, and designing and setting up the set (Figures 2 and 3). Family members or relatives of the students attended the play which was held at the Etho*Cebus* project field research station on June 20th, 2015, for a total of more than 120 people involved, including students and visiting researchers (Figure 4). Before the play, all the participants had the opportunity to observe the Etho*Cebus* project field research, to walk into the forest, and to observe capuchin monkeys in the wild (Figures 5 and 6). During the meeting we also presented a short documentary to scholars and their families, entitled "Humans and capuchin monkeys in Brazilian sertão: knowing to preserve" (Spagnoletti & Peternelli, 2015). The documentary describes the Brazilian semi-arid habitat where the tool using capuchin monkeys live and the scientific knowledge generated by the Etho*Cebus* research project.

The proposed study represented the first community-based project carried out in the municipality of Gilbués. It was the first time that students had experiences with non-formal education. All teachers appreciated the proposed activities and enthusiastically participated and encouraged their students. Moreover, they were interested in collaborating again for future projects. On the other hand, students were shy at the beginning, but excitedly looked forward to future classes. In addition, as reported by some parents, they were playing our activities even in our absence. Finally, the large participation of family members in the final event was an important result, confirming that the project was successful. Our activities and presence in the region helped to increase the local perception of natural resources. These kinds of projects are one of the ways to involve the community in environmental issues, especially where farmers coexist positively with capuchin monkeys (Spagnoletti et al., 2016). We really believe that the involvement of the local community, especially students, is essential for the future conservation of this unique population of capuchin monkeys as well as of the semiarid habitat. The "fame" due to the present and future scientific discoveries about these monkeys might be used a tool to improve living conditions of the local communities through eco-tourism and scientific/conservation activities.

Thanks to the conservation small grant of the ASP we could cover the rental of transport with driver to take students and their families to the EthoCebus research field station, as well as transportation of field assistants to the rural schools. The overall project was also supported by BIOTA/FAPESP young investigator grant (2013/19219-2) and by private conservation initiatives organized in Italy.

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Figure 1. At the beginning of the class Noemi Spagnoletti and Chiara Lucisano explained the meaning of the word Etho-Cebus and told students about how the project started and what the project does (Photo Jozimar da Silva Oliveira).

Figure 2. Each student/actor prepared his own stage costume (Photo Marino J. Fonseca de Oliveira).

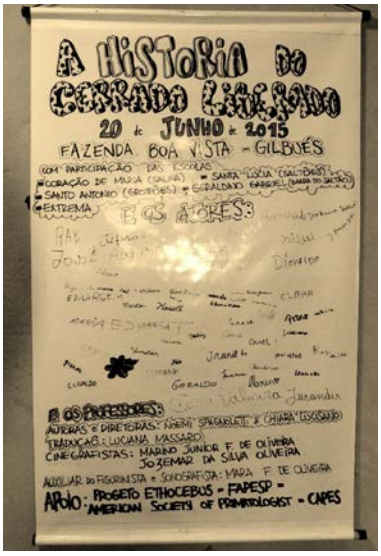


Figure 3. Event flyer signed by all the students who participated at the theatre play "A Historia do Cerrado liberado".

Figure 4. Students, professors, directors and assistants after the theatre play at Fazenda Boa Vista, June 20, 2015.

Figure 5. Researcher Lucas Peternelli describes to students the equipment used by researchers to study capuchin monkeys at Fazenda Boa Vista (Photo Marino J. Fonseca de Oliveira).

Figure 6. Students walked into the forest and observed a group of capuchin monkeys. Here a juvenile capuchin while cracks a nut on a wood anvil at the Etho*Cebus* field station, Fazenda Boa Vista, Piauí, Brazil (Photo Marino J. Fonseca de Oliveira).

IN MEMORIAM: W. Richard "Dick" Dukelow

Figure 1 Photo credit: Rawlins et al., 2018.

Dick was a founding member of the ASP. In 1976, at the suggestion of Andrew Hendrickx, he met with Joe Erwin to discuss formation of the ASP and development of the American Journal of Primatology. He subsequently served as Treasurer and then President of ASP. He also served as Treasurer and President of the International Primatological Society (IPS).

Dukelow received his B.S. (1957), M.S. (1958), and Ph.D. (1962) (Reproductive Physiology) from the University of Minnesota. Following a one-year post-doctoral position at the University of Georgia (1964–1965) in the Department of Chemistry, he joined the faculty in the Department of Biochemistry as an Assistant Professor (1965–1969). In 1969, he moved to Michigan State University as an Associate Professor of Physiology and Animal Science and Director of the Endocrine Research Center. By 1974 he was promoted to Professor in the same departments and continued as Director of the Center. From 1985 to 1988 he was also the Associate Dean for the College of Veterinary Medicine at Michigan State University.

Dukelow published an impressive list of over 220 scientific articles and an approximately equal number of papers and abstracts presented at scientific meetings. His main scientific discovery was the elucidation and demonstration of the physiological factors needed to achieve fertilization in vitro for primates using *Saimiri sciureus* as the animal model. In addition to his articles, Dick also authored or edited four research volumes and contributed to others.

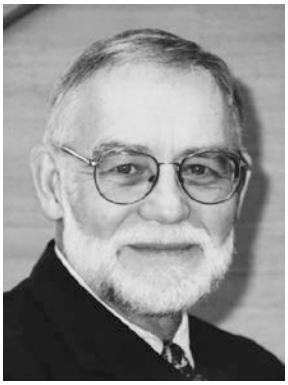
From 1993 to 1995 he worked with Leo Whitehair at NIH where he served as Director of the Regional Primate Research Centers Program and was instrumental in stopping reductions in funding for the Centers. While at NIH he also served as Director of the NIH Chimpanzee Breeding Program and conducted research on the history of the seven original Regional (now National) Primate Research Centers and their first directors published as the book *The Alpha Males* in 1995.

Dick took great pride in his membership and ultimately Chairmanship of the Scientific Advisory Board of the Caribbean Primate Research Center at the University of Puerto Rico on which he served with several other distinguished primatologists for 15 years (1986–2001).

Primatology has lost a great friend and mentor. Dick passed away at his home in Montana after a long period of illness. He will be sorely missed by all of us whose lives he touched over the years. He leaves behind a legacy of academic excellence as a teacher and grantsman, a body of seminal publications in the field of primate reproductive biology, and key contributions to primatology as Director of the Endocrine Research Center, the NIH NPRCs and chimp programs, and as an officer of our national and international primate societies. But, his greatest contribution is that this former Eagle Scout was a man of tremendous integrity and a loyal friend to all. He was a towering figure in the growth and development of primatology and of his many students scattered throughout the world. We can only hope to repay the intellectual debt we owe for all that he has done for so many.

~Excerpted with permission by the authors of: Rawlins RG, Kessler MJ, Erwin JM. In memoriam: W. Richard "Dick" Dukelow (1936–2018), former ASP president and distinguished primatologist. Am J Primatol. 2018;80:e22741. https://doi.org/10.1002/ajp.22741

IN MEMORIAM: Andrew Hendrickx



Andrew Hendrickx. Courtesy photo.

Andrew Hendrickx passed away at home on January 7th 2018 in the loving presence of his family. Andy endured Alzheimer's Disease for 12 years with grace, humility, and humor. Andy was born on July 14th 1933 as part of a large family with twelve children in Minnesota. Andy was a very athletic student participating in baseball, track, football and boxing. He received his Bachelors of Science Degree at Concordia College and his Masters and Ph.D. at Kansas State. His scientific career began at the Southwest Foundation for Research and Education in San Antonio Texas as the Head of Embryology. He moved to the California National Primate Research Center in Davis in 1969 first taking a position as Research Physiologist. He then became Associate Director for Research and in 1987 he became the Director of the CNPRC for 13 years. During his time as Director the CNPRC saw significant expansion with a 40% growth in the primate colony along with expanded research programs in behavior and AIDS research. During his tenure the Primate Center also experienced significant growth in physical facilities with additional outdoor corrals, a CDC quarantine facility, several modular animal buildings for AIDS research, and a North Animal Wing built in conjunction with the Center for Comparative Medicine.

Andy was a Professor of Human Anatomy in the UC Davis School of Medicine and established an international reputation in embryology and the study of birth defects. His graduate and postdoctoral students went on to have extensive impact in the fields of developmental biology and teratology in both academia and pharmaceutical industry. He was an advisor to the World Health Organization, the National Institutes of Health and the State of California on Proposition 65. He served as President of the Teratology Society and the American Society of Primatology as well as Chair of the Department of Cell Biology and Human Anatomy at the School of Medicine. He published over 300 scientific papers and was acknowledged internationally for his expertise in his field.

He is survived by his wife of 22 years Pam Peterson, as well as his 5 children, 8 grandchildren, and 1 great grandchild. He will be missed by his colleagues and the many friends who had the opportunity to work with Andy during his long career.

Jeffrey Roberts DVM DACLAM
Associate Director Primate Services
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University of California Davis

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