

TEACHING OF STATISTICS IN THE HEALTH SCIENCES

BOB OSTER

From the Section Chair

Our section has had many great accomplishments this year. Included among these are the following: (1) Excellent and well-attended sessions and roundtable luncheons at the Joint Statistical Meetings in Toronto. (2) An excellent continuing education course at the Joint Statistical Meetings in Toronto. (3) Three excellent issues of the TSHS newsletter. (4) The updating of materials on the TSHS website, as well as a completely redesigned website. (5) The establishment of two listservs in order to facilitate section member and section officer communications. (6) A thorough review of the TSHS charter, which produced several proposed revisions in order to bring the charter up-to-date. (7) The establishment of the TSHS Distinguished Achievement Award. (8) The development of detailed guidelines for the responsibilities of the Chair-Elect, the Chair, and the Immediate Past Chair. (9) The beginning of joint ventures with the Section on Statistical Education (Stat Ed).

I will now briefly elaborate on each of these achievements. First, I want to thank Brent Shelton, our Program Chair, for organizing our JSM sessions, and Patrick Arbogast, our Program Chair-Elect, for organizing our JSM roundtable luncheons. I also want to thank Tom Lang and Ralph O'Brien for organizing and teaching a continuing education one-day short course entitled "Writing Effectively: Communicating with Non-Statisticians".

Next, I want to thank Stephen Looney, our Newsletter Editor, for making sure that we continue to have a first-rate newsletter. At this point, I need to mention that Stephen will be resigning as Newsletter Editor as of December 31, 2004. He has been the editor for the past five years, and deserves our thanks for a job well done.

Our new Newsletter Editor is Ed Gracely. Ed works at the Drexel University College of

Medicine, and will begin his term as Newsletter Editor on January 1, 2005. Ed has been an active TSHS member. His e-mail address is eg26@drexel.edu. Please join me in welcoming Ed as our new Newsletter Editor!

Rui Wang, of the Cleveland Clinic Foundation, deserves our thanks for maintaining our website (www.bio.ri.ccf.org/ASA_TSHS). Rui took the initiative to completely redesign the website. Ralph O'Brien continues to oversee Rui's activities regarding the website.

Our website is now up-to-date, although we realize that keeping it up-to-date will always be a work in progress. Thanks to Stephen Looney and others for assisting me in this task. All TSHS newsletters from 1990 through 2004 can now be found on the website (under the link "Newsletter"). In addition, most annual reports, executive committee minutes (including treasurer's reports), and business meeting minutes from 1998 through 2004 are now located on the website (under the links "Governance, Reports" and "Meeting Minutes", respectively).

We now have two listservs available for use. One of these is for any section member to post to, and the other one is for members of the TSHS Executive Committee to post to. Details on these appeared in Stephen Looney's announcement and my column in the Summer 2004 issue of this newsletter. The address for the listserv that any section member can post to is asa_tshs_members-l@amstat-online.org.

I want to thank Jim Leeper, our Immediate Past Chair, and Ralph O'Brien for serving with me on the Charter Review Committee. We have now completed our work on the proposed charter revisions. Two documents that are posted on the website (under the link "Governance, Charter") describe these. The one contained under "Proposed Charter Revisions" describes each proposed change in detail, providing the place of the change, the reason for the change, and the proposed change itself. The one contained under "Side by Side View" displays the current charter in the left hand column, and the revised charter (if approved by section members) in the right hand column. All section members will have an

opportunity to vote on whether to approve the proposed charter revisions in the 2005 ASA elections.

The Executive Committee has approved a new Distinguished Achievement Award. This award is intended to be the highest honor that TSHS can bestow upon an individual section member, and consists of a monetary award and a nice plaque. Guidelines for this award have been posted on the website (under the link "Awards").

Detailed guidelines for the responsibilities of the Chair-Elect, the Chair, and the Past Chair have been developed and now appear on the website (under the link "Governance, Chairs"). The guidelines are intended to be helpful not only for members currently holding these offices, but also for members that are interested in running for TSHS Chair-Elect in future ASA elections.

Finally, a separate article appearing elsewhere in this issue describes the beginning of joint TSHS – Stat Ed ventures. Note that these ventures include proposed joint JSM sessions and a proposed joint TSHS – Stat Ed section membership.

I next want to thank all of the vendors who donated door prizes for our business meeting and mixer in Toronto. Thanks are due to the following: Blackwell Publishing for donating two copies of "Statistical Methods in Medical Research" by Armitage et al.; Cambridge University Press for donating "Medical Statistics from A to Z" by Everitt; Chapman and Hall for donating "Modelling Survival Data in Medical Research, 2nd ed" by Collett; Elsevier/Academic Press for donating "Statistics in Medicine" by Riffenburgh; Oxford University Press for donating "Oxford Dictionary of Statistical Terms" by Dodge; Springer-Verlag for donating "Statistical Consulting" by Cabrera; Prentice-Hall for donating "Biostatistical Analysis, 3rd ed" by Zar; and Wiley for donating "Bayesian Approaches to Clinical Trials and Health Care Evaluation" by Spiegelhalter et al.

The 2005 JSM will be held in Minneapolis, Minnesota. Please give your ideas for sessions and presenters to Patrick Arbogast, our 2005 Program Chair, and consider helping him out if you can. Remember that we currently have awards for best invited paper, best contributed paper, best contributed poster, and best topic contributed paper session organizer for the JSM each year. It is also not too early to begin thinking about the 2006 JSM, which will be held in Seattle, Washington. Janet Tooze, our 2006 Program Chair, will welcome your ideas and suggestions for the 2006 program as well as for the roundtable luncheons for 2005.

Final thanks are due to two officers who will be leaving the executive committee at the end of December: Program Chair Brent Shelton and Immediate Past Chair Jim Leeper. I have benefited from Jim's advice during the past year, and the entire section has benefited from Jim's strong support for TSHS. The officers (including those in appointed positions) for 2005 are as follows: Walter Ambrosius, Chair; Cyndy Long, Chair-Elect; Bob Oster, Past Chair; Patrick Arbogast, Program Chair; Janet Tooze, Program Chair-Elect; Reena Deutsch, Secretary/Treasurer; Lynn Ackerson, Council of Sections Representative; Renee Stolove, Publications Officer; Ed Gracely, Newsletter Editor; and Dan Byrne, Book Review Editor.

Thanks again for giving me the privilege and honor of serving as your Chair in 2004. I wish all of you the best of luck. I hope to see everyone in Minneapolis in 2005!

FEATURE ARTICLE

PRODUCTIVITY, PROFESSIONALISM AND THE JUNIOR STATISTICIAN

Lemuel A. Moyé, M.D., Ph.D.

Univ. of Texas School of Public Health
Houston, Texas

While each new generation of junior statisticians faces its future with energy and a spirit of bold curiosity, lately, these young scientists have had to face a new challenge. Its arrival offers both peril and opportunity. The purpose of this article is to announce the danger and suggest an approach that I hope will lead the junior scientist not just to career survival, but to career prosperity.

Statistical research is rapidly growing in breath and complexity. As is the case in the other sciences, e.g., genetics, agriculture, epidemiology, avionics, mathematics, biology, astronomy, economics, and medicine, work today is more complicated than it has ever been before.

In the traditional paradigm that was in operation for hundreds of years, research efforts were crippled by the absence of technology, but propelled by competent, disciplined thought. Time was readily available for both research design and personal development.

Today, however technological demands eagerly consume our time as we take advantage

of an ever expanding world of opportunity. If you permit it, your day is easily consumed with productive activities, e.g., electronic literature searches using a high speed internet connection at the airport, followed by an airborne grant writing session as you travel to yet one more meeting. Computers once had waiting lines of users; they now stand ready to word process, calculate, and even simulate experiments at our behest. The scientific systems can now accept more work product than we can produce. The faster we work, the faster the production of analyses, the quicker the generation of papers and products, the more rapid the pace of progress. In the old paradigm, travel and technological capacity were the rate limiting step. Now — we are.

This new dynamic places a greater premium on scientific product, yet there is more to a career than productivity. The principles, judgment, conduct, ethic, and temperament of statisticians must develop simultaneously with our work product if we are to develop into mature professionals. This is particularly important for junior statisticians to recognize. Although they have fine educational backgrounds, they frequently do not yet have the poise, vision, or coping skills that they need in order to identify and sustain the optimum productivity level in their careers. A philosophical approach that would help them achieve this balance would serve as an important foundation. However, junior statisticians typically give little consideration to the development of a set of guiding principles. With this aspect of their development neglected, they often stumble to this equipoise on their own. Unfortunately, many talented young statisticians never find it, and can be confused, disoriented, and ultimately discouraged by their undirected search.

Statisticians are perhaps better served by asserting principles that can produce and sustain their character growth and development. The central thesis of these principles is that the relentless pursuit of productivity is not a worthy career goal for the junior scientist. While productivity is and will be a fundamental attribute of the professional, there are other core themes that must be allowed to develop, appear, and exert their influences as well. The presence of self-control and patience, of moral excellence and compassion, of discipline and flexibility are as critical to the development of the junior statistician as is the acquisition of technical skills. The presence of these traits engenders collegiality, persuasive strength, responsibility, administrative

diligence, influence, and vision, i.e. the qualities of charitable leadership.

Character Development and Self-Value

The foundation for character growth begins with a solid, unshakable sense of your high value. There is only one person, and, throughout the existence of mankind, there has been only one person, with the unique combination of abilities, strengths, knowledge, curiosity, diligence, and intuition that you have. The instillation of these capabilities and insights within you first imbues, and then empowers you with value separate and apart from external circumstances. External threats do not occur because you are valueless, but quite the contrary, because you have value. Avoid falling into the traps of 1) believing that your value is determined by how you feel at any given time, and 2) believing that your value is controlled by your performance. Generate within yourself a sense of worth that can neither be added to, nor subtracted from. Don't be productive to generate self-value. Be productive because you possess value.

If you can come to see that the reality of your elevated and constant value is greater than the reality of your day-to-day failures, then you can understand that no real damage can be inflicted on you if you fail in your diligent work efforts. This realization permits you to apply yourself with your full energy to your tasks, making bold efforts to learn, to teach, to grow, to think, to calculate, to postulate, to develop, and to mature. Scientific failures are temporary and its defeats are transient, while your high value retains its permanence. A solid sense of self-value permits you to be open to accepting the responsibility for leadership by protecting you from the damage produced by blame. Finally, it allows you to be secure enough to give the best of yourself to others, the hallmark of charitable prosperity.

Self-Assessment

As a junior scientist, first critically evaluate your strengths and weaknesses with the view of building up your ability to deal with issues that have been a chronic problem for you. Work on and strive for self-transformation, converting your weaknesses into new positive energy. An affirmative sense of self-value permits you to stretch yourself to do what you don't feel like doing, in order to become what you want to become.

As a junior scientist, your environment is, and in all likelihood will continue to be, tumultuous. Many of your days will be unpredictable. You will have to balance stability with adaptability, imagination with discipline,

strength with compassion, intellectual exertions with restoration, professional priorities with personal ones. It is just as important to equilibrate these aspects of your life as it is to be productive. Put another way, you must be productive in science, while simultaneously developing the balancing and coping skills that are needed in order to prosper in a chaotic environment. Professional maturity requires that you develop both diligence and the ability to sensitively assess priorities calmly and unhurriedly during the daily cacophony of your job.

Do not ignore administration as you develop. The fact of the matter is that you will spend an important component of your time doing administrative work. This time can be spent in two ways. You can spend it consumed by an attitude of resentment and frustration that will ultimately stunt the development of your project. Alternatively, you can be governed by a spirit and attitude of time-generosity. As a diligent worker, you will find the time you need, once you have the attitude that you need. Don't just generate unhelpful experience; develop discerning expertise.

Professionalism and Collaboration

As a junior investigator you only need your education and a solid, stable sense of self-worth to be a full participant in collaborative projects. With your sense of self-value that is separate and apart from your performance, you are free to participate and engage in the project, using all of your talents and abilities to support the group effort. Don't shrink from, but instead, actively seek out, opportunities to help other coworkers in the project. Be prepared to receive the unanticipated e-mail or phone call that provides an opportunity for you to engage your talents and capabilities for the good of the project. When you make a mistake, apologize clearly and easily. Be willing to extend yourself, and even put yourself at risk, to provide support for a colleague. The product from these efforts is a well-balanced, focused, and knowledgeable investigator who recognizes the importance of the project, and communicates effectively with all of the team members. Moreover, you will also have the important combination of vigilance coupled with the willing attitude that permits you to shoulder not just your share of the work effort, but to help with the burdens of others as well.

Also, remember that it is up to you to inject some of the fun, satisfaction, and stimulation that pulled you into statistics. To that good end, insert a "productivity hour" into your

day so that you might work quietly on a scientific matter of your choosing.

Professionalism and Ethics

Choose to actively and affirmatively embed an ethic in your career. Ethics are more of an approach to life than a mere collection of rules. Your ethical behavior is the living expression of your core principles that govern your relationships with others. Just as you have self-worth on which you rely, your sense of the worth of others regardless of their opinions and actions governs your ethical treatment of them.

Take the opportunity to recognize that ethical researchers are not paragons. Ethical people make honest mistakes. However, what characterizes the ethical scientist is her response to those mistakes. When she recognizes that she missed an opportunity for ethical conduct, she apologizes, make appropriate restitution, and, having learned the right lesson from her error, she moves on. Ethical behavior is not perfect behavior. It is behavior that calibrates and self-corrects.

The skills that you develop as a junior scientist can naturally evolve into the foundation of good leadership. Begin to think of yourself as someone with good leadership potential who only needs experience and tempering. Again, the key to successful leadership is security and a solid sense of self-valuation independent of your outward experiences.

Investing all of your effort in productivity to the exclusion of character growth will fail you. Like the apples of gold in settings of silver, good character and productivity must go together to develop strong scientists. ■

Editor's Note: Dr. Moyé is author of *Finding Your Way in Science: How You Can Combine Character, Compassion, and Productivity in Your Career*. It will be available December 1, 2004 from Trafford Books (www.trafford.com). Dr. Moyé received the Best Contributed Paper award at this year's Joint Statistical Meetings in Toronto for his presentation based on this article.

BOOK REVIEW

SPSS® 12.0 Guide to Data Analysis
Marija J. Norusis
Prentice Hall, 2004

Reviewer:
Daniel W. Byrne, M.S.
Vanderbilt University

Those who teach statistics in the health sciences are often asked to recommend “a good introductory statistics book”. This request is frequently made by physician-colleagues attempting to learn both data analysis and statistical software. Since it is unlikely that these busy professionals will have time and motivation to read both a statistics textbook and a statistical software manual, there is need for a book that combines the two. In my opinion, Marija Norusis’ book “SPSS® 12.0 Guide to Data Analysis” fills this niche better than any of the competing books. For the past 15 years, I have been recommending this book and have received positive feedback from my colleagues and students.

While there is much debate about the statistical software to recommend and teach to physician-scientists, SPSS remains one of the most logical choices. In my review of papers published in *The New England Journal of Medicine* and *JAMA* between 1998 and 2002, the statistical software packages most frequently used were: (1) SAS, (2) SPSS, (3) Stata, (4) Epi Info, (5) SUDAAN, and (6) S-Plus/R. SPSS is clearly a popular software package among leading medical researchers, ranking second only to SAS. This is likely due to the intuitive graphical interface, which, in my experience, is essential in helping physician-scientists and other non-statisticians learn – and remember – how to use statistical software.

To the novice user, however, all statistical software is difficult. Norusis assumes the reader knows nothing about the software or statistics, and takes the reader from the very basics to an intermediate level of statistics. The book begins with clear instructions and screen shots demonstrating how to open a data file. The “Introductory Tour of SPSS” provides an excellent overview of the various windows, toolbars, and menus.

Unlike a typical software manual, the information in this book is organized to be reader-friendly. Much thought and work has been invested in presenting the contents in an order that would be logical to a new user. Throughout this book the author’s concern about communicating on the same wavelength as her audience is clear. Nearly every page includes a large question-mark icon followed by a ‘question’ the reader or student is likely to ask. These questions often anticipate readers’ concerns and are obviously the result of the author incorporating questions from her own teaching experience and reader feedback. For example, the section

covering the chi-square includes questions such as: “What assumptions are needed to use the chi-square test?” and “What’s all that other stuff in Figure 17.3 along with the Pearson chi-square?” These questions are followed by clear explanations and illustrations with sufficient detail to be accurate, yet not overwhelming. The main strength of the book lies in the fact that the author provides the proper amount of detail to teach, but not overwhelm, the reader.

This book is an excellent way for a nonstatistician to learn SPSS statistical software and at the same time the basics of data analysis. Those teaching a graduate course in the health sciences would, however, want something more advanced. One solution is to use a combination of Norusis’ book with the Kirkwood and Sterne textbook, *Essential Medical Statistics*. After years of experimenting with textbooks for the introductory graduate course that I teach to physician-scientists, I have settled on three required textbooks: Kirkwood and Sterne as the main textbook, Norusis to help the students learn the software, and *Statistics with Confidence* by Altman et al. for additional information on confidence intervals (and the “Confidence Interval Analysis” software that accompanies the book).

The Norusis book contains 637 pages, divided into 24 chapters. A CD with 18 example data files discussed in the text is also included with the book. These files contain attention-grabbing data sets, such as one with 28,764 participants in the 2001 Chicago marathon. Although a few contain medical examples, I prefer to teach with more recent and comprehensive medical research data files. Instructors considering this book for a course can request an examination copy from the Prentice Hall web site <http://vig.prenhall.com/>. There is an instructor’s manual also available from this web site (ISBN: 0-12-148785-X).

It is difficult to find weaknesses and limitations in this book. Certainly, if an instructor were not a fan of SPSS, this book would not be appropriate. Some statisticians may object to the level of simplification of statistical analysis – although this can be addressed by adding Kirkwood and Sterne’s book to the course. My main criticisms are that some of the examples are trivial problems and that the author ignores logistic regression and survival analysis. My experience has been that trivial problems bore students and that it is much better to demonstrate statistics and statistical software using examples that demonstrate how these tools can be used to learn new and important results (e.g., why

patients develop complications or die, or which treatment is superior). The omission of logistic regression is serious, since this is now the second most commonly used statistical method in medical research. The book could be greatly improved by adding chapters on logistic regression and survival analysis in the next edition.

Overall, this is an easy-to-read introduction to data analysis and the SPSS statistical software package. Non-statisticians will be able to understand it and will find it to be a useful reference. Statisticians interested in learning SPSS for teaching and collaboration with investigators may also find this book valuable. ■

INTERACTION

REPORT ON JOINT STAT ED AND TSHS DINNER AT JSM 2004

**Robert Oster
Brian Jersky
Patrick Arbogast**

On August 10, in Toronto, several members of the executive committees of the Sections on Statistical Education (Stat Ed) and Teaching of Statistics in the Health Sciences (TSHS) met at the Jump Café and Bar. The purpose of the meeting (in addition to dinner) was for our officers to get to know each other and to exchange ideas that would be of interest to both of our sections.

In attendance were Patrick Arbogast (TSHS Program Chair-Elect), Karen McGaughey (Stat Ed Program Chair-Elect), Brian Jersky (Stat Ed Newsletter Editor), Bob Oster (TSHS Chair), Katherine Halvorsen (Stat Ed COS Representative), Lynn Ackerson (TSHS COS Representative), Beth Chance (Stat Ed Executive Committee at Large), Cyndy Long (TSHS Chair-Elect-Elect), Marjorie Bond (Stat Ed Executive Committee at Large), Jim Leeper (TSHS Past Chair), Renee Stolove (TSHS Publications Officer), and Dan Byrne (TSHS Book Review Editor).

The dinner meeting was very successful. Following are some specific ideas that we generated concerning how our two sections can interact with each other.

The first set of ideas is primarily for the executive committees to consider. The first idea is for the officers of both sections to approve a reduced membership fee for an ASA member who

joins both sections. For example, a person joining both sections could pay \$10 in dues rather than \$12 in dues (the current Stat Ed dues are \$5 and the current TSHS dues are \$7). Persons joining both sections would be full voting members of both sections and would have a subscription to both newsletters. We believe that a joint membership would greatly benefit both sections.

Other ideas in the first set include the following: to form local / regional consortia of those who teach (at any level), to find a way to share ideas for student research projects, to link the Stat Ed and TSHS websites, and to either schedule the Stat Ed and TSHS mixers in adjacent rooms or schedule a joint Stat Ed / TSHS mixer. This latter idea could involve having separate concurrent business meetings with a common mixer later, or having the meetings and mixers jointly. Robin Lock (Stat Ed Chair-Elect) has already started an initiative regarding the sharing of ideas for student research projects; for details, refer to the web page (<http://it.stlawu.edu/~rlock/ussa>).

The second set of ideas is primarily for the section program chairs-elect (Karen McGaughey for Stat Ed and Patrick Arbogast for TSHS) and the program chairs-elect-elect (Janet Tooze for TSHS and Paul Roback for Stat Ed) to consider. These ideas include the following: to organize joint Stat Ed / TSHS roundtable luncheons, to organize a joint session on issues that apply to our respective teaching audiences (undergraduate, graduate, medical, etc.), to organize a joint topic contributed panel session regarding the statistical education of pre-professional students (pre-med, pre-dental, etc.), to organize a joint session on distance education, and to organize a joint session on the review of web pages containing helpful statistical educational material that is relevant to TSHS and/or Stat Ed. Intertwined with this final idea is the intention to publish a review of these web pages in *The American Statistician*.

After the JSM, it was noted that there is a CAUSE initiative that will provide a single place to go for web resources related to statistics education, including peer reviews of these web resources. A JSM session on Thursday morning was devoted to this initiative. Stat Ed is already fairly well plugged in to this initiative, but it may be helpful for TSHS to become involved as well. (Thanks to Robin Lock for this information.)

Thanks to Patrick Arbogast for organizing the dinner. We (the authors of this article) are excited by the opportunities that our two sections have to work together! ■

2005 JSM IN MINNEAPOLIS

UPDATE ON TSHS PROGRAM FOR JSM 2005

**Patrick Arbogast
2005 Program Chair**

The 2005 Joint Statistical Meetings will be held August 7-11 in Minneapolis, MN. In preparation for this meeting, I would like to update our section members on our plans thus far for our invited session. Motivated by a healthy e-mail discussion by section members this past spring, our invited session is entitled "Distance Learning in the Health Sciences." John McGready from John Hopkins will give a talk entitled "Basic Biostatistics Online: A Distance Learning Education Success Story." Carol Bigelow from the University of Massachusetts/Amherst will give a talk entitled "Distance Learning from the Trenches: Lessons Learned." Bob Riffenburgh from the Naval Medical Center - San Diego will give a talk entitled "Personalized Tutorials as a Distance Learning Option." We are planning to have a fourth speaker, but this has not yet been confirmed. Scott Evans from Harvard has kindly offered to serve as session chair.

I would also like to ask you to please consider getting involved in JSM 2005 by making a contributed presentation - either a paper or a poster. As in previous years, TSHS will give awards for Best Contributed Paper and Best Poster. Abstracts for contributed presentations are due by February 1, 2005. Information and forms will be available in the November 2004 issue of *Amstat News*, and an online version will be available on December 1, 2004 at <http://www.amstat.org/meetings/jsm/2005/>.

In addition, I am also soliciting for Topic Contributed Sessions. There is no limit to the number of such sessions that we can sponsor. If you have ideas for topics and/or speakers, please contact me. To entice you, we are adding a new award for Best Organizer of a Topic Contributed Session.

Your participation in the TSHS sessions at JSM 2005 will be greatly appreciated. Feel free to contact me at patrick.arbogast@vanderbilt.edu if you have any questions or would like to get involved. I look forward to seeing you in Minneapolis in 2005. ■

2004 JSM IN TORONTO

JSM 2004 RECAP

**Patrick Arbogast
2005 Program Chair**

Our JSM 2004 program was quite the success. The invited session, "Ways to Increase the Number of U.S. Resident Students Who Obtain PhD's in Statistics and Biostatistics" drew 70+ attendees and a fascinating discussion. Our Contributed Paper Session, "Issues and Methods of Program and Course Development in Teaching Statistics for the Health Sciences" had a healthy turnout. Lem Moyer's talk, "Professionalism for the Junior Statistician," won the Best Contributed Paper award and he received \$100 and a plaque. Congratulations Dr. Moyer! Our Topic Contributed Panel, "Consulting with CAM Investigators: Challenges, Opportunities, or Both?" was quite enlightening.

Our roundtable luncheons, "The Role of Statisticians in Teaching Evidence-based Practice to Future Clinicians," led by Renee Stolove, and "Teaching Intermediate-level Biostatistics to Clinicians Using General Statistical Software Packages," led by William Dupont, were very well received. In fact, Dr. Dupont's luncheon sold out. Our CE course, "Writing Effectively: Communicating with Nonstatisticians," given by Thomas Lang and Ralph O'Brien was another success. Thank you to all of the presenters and to the session chairs! ■

FROM THE EDITOR

This is my final issue as editor of the Teaching of Statistics in the Health Sciences Newsletter. I have truly enjoyed serving in this capacity since 1999 and I hope I have contributed something of value to our Section. Thanks are due to Todd Nick, who is responsible for the current "look" of the newsletter. Todd took over as Newsletter Editor on short notice back in 1998, and created a template that I have used for every issue of the newsletter since then. I also wish to thank the officers of the TSHS, who have supported me throughout my tenure as Editor, especially when we went through the difficult conversion from a paper newsletter to the current electronic version. Bob Oster has been particularly helpful while serving first as Book Review Editor and then as Section Chair. Good luck to Ed Gracely in his new role as Newsletter Editor. ■

2004 Section Officers for TSHS

| | | | |
|--------------------------|------------------|----------------|--|
| Chair | Robert Oster | (205) 934-5165 | oster@uab.edu |
| Past Chair | James Leeper | (205) 348-1355 | jleeper@cchs.ua.edu |
| Chair-Elect | Walter Ambrosius | (336) 716-6281 | wambrosi@wfubmc.edu |
| Program Chair | Brent Shelton | (859) 219-0771 | bshelton@kcp.uky.edu |
| Program Chair-Elect | Patrick Arbogast | (615) 343-0701 | patrick.arbogast@vanderbilt.edu |
| Secretary-Treas. | Reena Deutsch | (619) 543-6898 | rdeutsch@ucsd.edu |
| Publications Officer | Renee Stolove | (914) 594-4906 | renee_stolove@nymc.edu |
| Council of Sections Rep. | Lynn Ackerson | (510) 891-3556 | lma@dor.kaiser.org |
| Newsletter Editor | Stephen Looney | (504) 568-8083 | sloon1@lsuhsc.edu |
| Book Review Editor | Daniel Byrne | (615) 322-4228 | daniel.byrne@vanderbilt.edu |
| ASA Staff Liaison | Madge Haven | (703) 684-1221 | madge@amstat.org |
| | William B. Smith | (703) 684-1221 | williamsmith@amstat.org |

Congratulations!

A BIG pat on the back for these deserving statisticians . . .

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| TSHS Contributed Presentation Award winner 2004: | Lem Moyé, Univ. of Texas School of Public Health |
| TSHS Book Review Editor 2005: | Ed Gracely, Drexel Univ. College of Medicine |
| TSHS Program Chair 2006: | Janet Tooze, Wake Forest Univ. School of Medicine |

American Statistical Association
 TSHS Newsletter
 Stephen W. Looney, Ph.D., Editor
 Biostatistics Program
 LSU Health Sciences Center
 School of Public Health
 1600 Canal St., Suite 1100
 New Orleans, LA 70125
 USA