



OBSERVER

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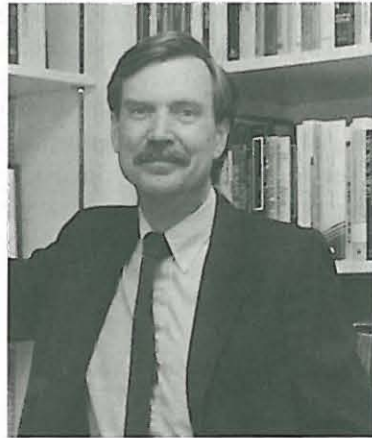
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Kihlstrom to Take Helm Of Psychological Science

APS's flagship journal changes editorship this year. As of February 1, John F. Kihlstrom becomes Editor-Elect of *Psychological Science* (PS) and begins soliciting manuscripts that will appear in the January 1995 issue (vol. 6, no. 1). William K. Estes, who is at Harvard University and launched PS on its maiden voyage in 1990, will continue to process manuscripts already in the journal's editorial pipeline. Estes will wind up his five-year term as editor with the November 1994 issue.



Kihlstrom becomes Editor-Elect of APS journal *Psychological Science*.

Kihlstrom, a professor of psychology at the University of Arizona in Tucson, is a model "psychologist's psychologist"; his intellectual breadth is his strength. His broad training included work in personality and experimental psychopathology and a clinical internship. And while he focuses now on cognitive and social psychology, his work on memory function in aging has earned him

SEE KIHLMSTROM ON PAGE 22

Judith Rodin: First Woman To Head Ivy League School

APS Charter Fellow Selected to Lead University of Pennsylvania

PHILADELPHIA, PA—Research psychologist Judith Rodin, provost at Yale University and a University of Pennsylvania alumna, was unanimously approved for the presidency of her alma mater on December 16. She will take office July 1, 1994.

John Sabini, Chair of psychology at Penn, said in a telephone interview that the members of the department "are very proud that a psychologist has been named as the



Tommy Leonard

Penn's newly confirmed President, Judith Rodin (right), and Acting President Claire M. Fagin

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Growing Up with APS: The Next Five Years

Marilynn B. Brewer
Ohio State University

The start of a new year makes one particularly conscious of the concept of time. So it is probably inevitable that a column written during the period between Hanukkah, Christmas and New Year's Day would be sprinkled with thoughts of past, present, and future, and of development and change.

Reflecting on the past, present, and future of APS calls up (for me, at least; those familiar with my addiction to metaphor will understand) ontological analogies between organizations and individuals. The first five years of life are characterized by rates of change measured in weeks and months, a sense of awe at the very fact of existence, and a strong focus on the present. Developmental milestones are reached and surpassed in rapid succession, and symbols of growth and change are highly salient. For APS, important developmental markers include the establishment of a Washington office and a highly effective advocacy program, convening of a Summit of psychological science societies that resulted in the successful Human Capital Initiative, and a rate of membership growth that exceeded all expectations and brought us to the 15,000-member threshold in 1993.



From Metaphor to Metamorphosis

But for organizations, as for children, the fifth birthday produces a noticeable change in perspective. From this point on, maturation is measured in years rather than months, it is possible to reflect on the past and to think of planning for the future, and the time comes to address the question: What do we want to be when we grow up?

It was with that perspective that the APS Board of Directors convened for a retreat meeting in December. In contrast to such meetings in the past, relatively little time was spent on issues of survival, and attention turned instead to visions of the future (the "vision thing," as one of our members dubbed it). Turning to the future meant addressing issues of what it means to "grow up" in both size and complexity, and discussion focused on both of these dimensions of growth.

Size: What Is Big Enough?

Attaining a membership of 15,000 was an initial objective articulated at the founding of APS. Reaching that particular goal prompted serious discussion of what it means for a scientific society to be "big enough." Is there a limit on the number of members such a society can adequately represent, and should we consider a membership "cap" in the range of 15-16,000? Members of the APS Board did not dismiss such an idea lightly, but ultimately reached a consensus that cutting off membership growth at this point would be equivalent to stunting the growth of an individual at age five, long before full potential had been reached. Instead we took seriously our stated organizational goal of representing all those whose professional career involves substantial contribution to the science of psychology. Defining contributions to include teaching and application as well as basic and applied research, a new target of 25,000 members was agreed to be consistent with our organizational aspirations.

SEE BREWER ON PAGE 10

Two NIMH Centers Formed In '93; More to Come in '94

In May, the *Observer* chronicled the three-year process by which Congress, with prodding by APS, first *suggested*, then *requested*, and finally *directed* the National Institute of Mental Health (NIMH) to establish the centers program for behavioral science research. Accord-

ing to Lynne C. Huffman, the Behavioral Science Centers program liaison at NIMH, last year's Request for Applications (RFA) brought in about two dozen letters of intent and 12 complete applications, despite a rather short lead time.

This year the RFA is being repeated

(see box) on a less compressed schedule. One or two new centers will probably be funded in 1994, joining the two centers which began operation on September 30, 1993.

The two Principal Investigators (PIs) for the initial two centers formed in 1993 are Richard Davidson and Robert Cairns.

Davidson, an APS Fellow, heads the center for the study of functional neuroanatomy and emotion at the University of Wisconsin-Madison.

Cairns, a member of APS's editorial board for *Psychological Science* and an APS Charter Member, heads a center for the study of human development at the University of North Carolina-Chapel Hill.



Cairns

Request for Applications . . .

Behavioral Research Center Grants

On December 1, the National Institute of Mental Health (NIMH) issued Request for Applications (RFA) MH 94-001, "Centers for Behavioral Science Research (CBSR)."

Centers provide a unified and integrated research environment in which to pursue novel and focused questions in basic science related to mental health. Examples of broad behavioral science research areas supported by this program are: sensation and perception; motor control/skill; learning and memory; reasoning; language and communication; interpersonal interactions and processes; marital and family relations; sexual behavior; attitudes; group identity and behavior; emotion; personality; gender differences; stress; and sleep and circadian rhythms.

Applications are due on April 25, 1994, and may request support for up to five years, under the Center Grant (P50) mechanism, at approximately \$500,000 per year (total costs). One or two new centers will probably be funded in 1994.

A center's work may involve any of a broad selection of behavioral science research topics, including theoretical work and animal models, and must include at least three of the following levels of analysis: macro-social, interactional, psychological, and biobehavioral. For information on NIH research priorities, refer to the report *Healthy People 2000* (available from the Government Printing Office, Washington, DC 20402-9325, Tel.: 202-783-3238).

To qualify, a Center grant proposal must include research that is interdisciplinary or cooperative to a degree that is not possible with individual investigator-initiated grants (R01's). The Center application must include at least three individual research projects and may include a number of Core grants each of which must be essential to two or more of the individual projects. A Center proposal may request funds for Individual Research Projects, Cores, Research Apprenticeships, and Essential Scientific Expertise.

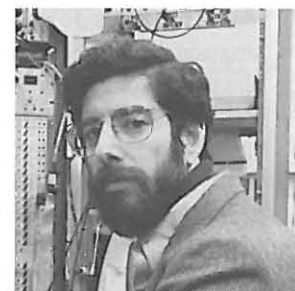
You are encouraged to send a letter of intent by February 10. Before doing so, obtain the complete RFA from:

Lynne C. Huffman
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Behavioral, Cognitive and Social Processes Research Branch
Division of Neuroscience and Behavioral Science
National Institute of Mental Health
5600 Fishers Lane, Room 11C-10
Rockville, MD 20857
Tel.: 301-443-3942
Fax: 301-443-4822
Email: L3H@CU.NIH.GOV

Emotional Support

Davidson's grant funds the Center for Emotion Research and is titled "Affective Style: Social and Biological Substrates" and aims to study individual differences in affective style or emotion-related processes. The center includes four projects supported by three cores. The cores support facilities for electroencephalography, structural magnetic resonance imaging, and measurement of regional brain glucose metabolism by radio-labelled fluorodeoxyglucose and positron emission tomography, as well as autonomic and skeletal muscle responses, and adrenal cortical activity as assessed by measures of salivary cortisol.

There is also a facility for objective assessment and coding of affective behaviors and interactions, as recorded on video. In addition to adult subjects,



Davidson

SEE CENTERS ON NEXT PAGE

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investigators will study mother/infant interactions, and mono- and dizygotic infant twins. One of their major interests will be in the left-right asymmetry of activation of the anterior frontal cortex during affective reactions and its relation to emotional resilience or susceptibility to emotional problems.

For example, "freezing" in young rhesus monkeys will be studied as a model of fear-induced behavioral inhibition in human infants; the investigators will attempt to correlate this measure of fearfulness with the animals' responses to benzodiazepines and with the regional distribution of benzodiazepine receptors. For example, expression of the *c-fos* gene is a proxy for general functional activation of neural pathways and will be used by Davidson's team to identify cortical and limbic structures most active in fearful and non-fearful monkeys. Asked whether the asymmetric function shares

mechanisms underlying the lateralization of language processes, Davidson indicated that "... asymmetry in the anterior cortical region reflects a different system from language, so correlations of asymmetry of functional activity with other cognitive- or affective-related cortical activity would not be expected."

Receipt of the Center Grant has served to "coalesce ... and invigorate the activities of emotion researchers at Madison," says Davidson. "We hope to have a Wisconsin Symposium on Emotion, with an annual volume coming out. This should make Wisconsin the primary institution for emotion research in the country." Among the investigators at Davidson's center are two other APS members, H. Hill Goldsmith, and Lorey Takahashi; both are affiliated with the University of Wisconsin.

Developmental Support

While the receipt of this grant marks the beginning of large-scale research collaboration by the Wisconsin group, the

North Carolina group already has a six-year history as the Carolina Consortium on Human Development (CCHD), a 38-scientist group that includes researchers from four universities in the Research Triangle.

The scientists of CCHD and the new Center for Developmental Science believe that "the study of development is the backbone of behavioral science," says Cairns. The \$2.7 million Center grant has provided the money to put into action many of the theoretical ideas and hypotheses developed by the Consortium.

Assuming that problem behaviors come in packages, the group is trying to get at the mechanisms by which these correlations occur. In the interaction between individual and environmental influences, the researchers are looking for

the windows of opportunity during which the environmental context can have profound effects on the course of development.

With longitudinal studies being the hallmark of

this center and aggression being one of its primary interests, the Center will develop a study of the social and cognitive development of children. A massive data collection will be undertaken to assess the individuals, and their family, school, and community. Inner-city youth will be studied with regard to the timing of developmental stages, self concepts, and social relations, especially peer relations.

The center will study a mouse model of aggression. The model is highly accessible to genetic manipulation, giving non-overlapping distributions of aggressiveness within four generations; and yet the behavior in question is readily modified by the conditions under which the mice are reared. The difference in aggressive tendencies is expressed when the mice are reared singly, but not when they are raised in groups, and the evidence points to a role for differences in D₁ and D₂ dopamine receptors in the caudate nucleus of the brain. Nonetheless, when the individually raised animals are then brought together in groups, the dominance hierarchies that evolve, as measured by

behavior and testosterone/corticosterone ratios, are poorly correlated with the genetic differences. "Those behaviors most plastic to genetic manipulation are also most responsive to behavioral intervention," says Cairns.

Commenting on the uniqueness of the Center for Developmental Science, Cairns said, "This center was built from the bottom up; it was already in place, not imposed from above. It's working really well" Cairns believes too that solving the major problems of behavior and society requires "work that transcends departments and universities." Explaining that the Center will break down the intra-university boundaries between disciplines and create stronger links with other schools, Cairns said that "the University is going to recognize this as the first pan-university center."

Regarding the Center's structure, Cairns explained that there will be an "Administrative and Training Core, and a Longitudinal Research Design and Analysis Core." Other APS members among the Center's research personnel are: E. Jane Costello (Duke University School of Medicine), Peter A. Ornstein (University of North Carolina-Chapel Hill), Urie Bronfenbrenner (Cornell University), John D. Coie (Duke University), Rand D. Conger (Iowa State University), Carol O. Eckerman (Duke University), E. Mavis Hetherington (University of Virginia), Elaine F. Jones (University of North Carolina-Chapel Hill) and Stephen J. Suomi (National Institute of Child Health and Human Development). Researchers at the University of North Carolina-Greensboro are also included in the CCHD.

Data

Both centers have preexisting data to analyze; the Carolina center has extensive longitudinal data sets already, and the Wisconsin group has video records of mother/infant interactions from the Wisconsin Maternity Leave and Health Project.

Describing the Center Grant applications submitted last year, Huffman said "they were highly competitive and very diverse, and I expect this year's crop to be equally so." - Paul M. Rowe

[The FY93 proposals] were highly competitive and very diverse, and I expect this year's crop to be equally so.

LYNNE C. HUFFMAN

Special Education School Wins National Recognition

Founded by an APS Fellow, the School for Contemporary Education Was Honored at a White House Ceremony

THE WHITE HOUSE, OCTOBER 21—Vice President Al Gore praised representatives of 260 public and private secondary schools, all recipients of the highly competitive Blue Ribbon School award, here in Washington. Among those representatives was APS Charter Fellow E. Lakin Phillips, representing the School for Contemporary Education (SCE) that he founded in 1967.

This Department of Education award recognizes educational excellence among schools (public and private) that handle special education problems at both elementary and secondary levels. The SCE was one of only two private and 53 special education schools to have received the 1992-93 national award.

The SCE, a non-profit institution, has as its mission the education of multiply handicapped students—especially those whose behavioral and emotional problems are so severe as to



Representatives of the School for Contemporary Education, (left to right) Sibley, Phillips, and Bell, attend White House ceremony honoring schools with effective special education programs.

exclude them entirely from the public schools. Initially established in McLean, Virginia—with only four students, uncertain funding, and no real-estate of its own—the school now serves about 130 Washington, DC-area students, ages 6 to 22. And, it relocated into a specially constructed facility in Annandale, Virginia, five years ago.

At the White House ceremony, Gore spoke of the need for a comprehensive approach to education, the need to serve all students, and emphasized that “All children can learn.” Of all the schools honored, none is more uniquely committed to those

Good News on Instrumentation Grants...

... From the National Science Foundation's Academic Research Infrastructure Program ...

It can be tough trying to obtain instrumentation grants from the National Science Foundation (NSF), since NSF allows only two proposals to be submitted from each academic institution. And, potential NSF grantees must first compete against colleagues (in instrumentation-intensive disciplines such as chemistry) at their own institution for the privilege of submitting one of the two proposals to NSF.

But in announcing its 1994 instrumentation competition, NSF's Academic Research Infrastructure Program is allowing submissions directly to NSF by those who lost out in such intra-university competitions. This is great news for those not chosen by their institution to submit one of the two allowed proposals to NSF.

Grants are for the acquisition, development, or maintenance of major research instrumentation. Proposals may be for a single instrument, a system of instruments, or multiple instruments that are used to address a common research problem. Awards will range from \$40,000 to \$2 million.

The deadline for proposal submission is March 15, 1994. To receive a program announcement and proposal application, contact the Office of Science and Technology Infrastructure, Academic Research Infrastructure, NSF, 4201 Wilson Blvd., Arlington, VA 22230, or, request publication number “NSF 93-172” from pubs@nsf (Bitnet) or pubs@nsf.gov (Internet). Or, use the STIS service by sending an email message to stisserv@nsf.gov. The text of the message should be: GET INDEX. You will receive a list of all NSF documents on STIS and instructions on how to receive them.

If your university does not choose your proposal as one of the lucky two, send your proposal directly to the appropriate program officer at NSF, 4201 Wilson Blvd., Room 995, Arlington, VA 22230:

Program and Program Officer

Decision, Risk, and Management Science

Hal R. Arkes, Tel.: 703-306-1757

Social Psychology

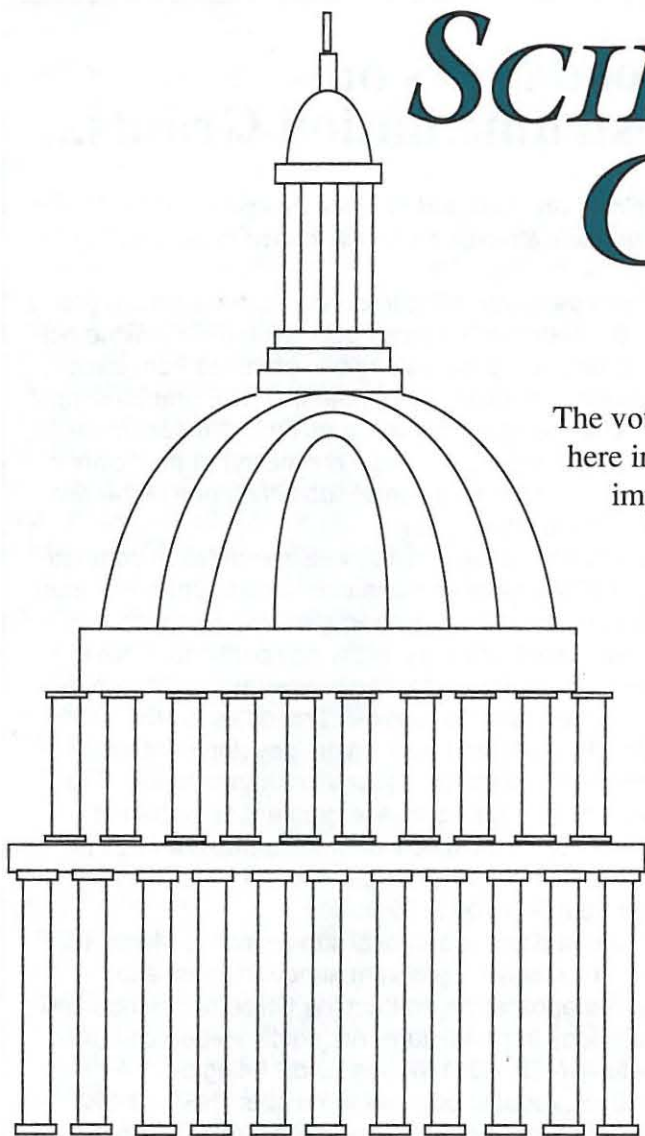
Leslie Zebrowitz, Tel.: 703-306-1728

Perceptual and Cognitive Processes

Merry Bulloch, Tel.: 703-306-1732

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SCIENCE WITH A CAPITAL "S"!



The votes are in! The 6th annual APS Convention, June 30-July 3, here in Washington, DC, has been chosen unanimously as the most important event in the field of psychological science for 1994.

Famous for its unique combination of select integrative sessions and hundreds of cutting-edge poster presentations, the APS Convention will bring over 2,000 research and applied psychologists to our nation's capital for an intensive five-day exploration of the best of scientific psychology in all its many subspecialties.

The Program Committee has taken great care to identify and invite the leaders of our discipline to participate in this memorable meeting. Below is just a handful of the specially invited addresses and symposia you can look forward to attending (additional invited presentations were featured in the November *Observer*, and more will be featured in the March issue). For distinguished scholarship, cutting-edge topics and diverse viewpoints, nothing beats the APS Convention!

BRING-THE-FAMILY ADDRESS



Ray Hyman
University of Oregon

"Psychics" and Scientists

Since 1850 each generation has witnessed the following scenario: A prominent scientist tests an alleged psychic and endorses his/her claims. The scientist's colleagues reject the endorsement; they attribute it to an aberration. I will illustrate some of the phenomena that convinced scientists that "psychics" were genuine and discuss how psychologists account for false beliefs without assuming incompetence or insanity.

Cosponsored by Psi Chi

INVITED ADDRESSES

John A. Bargh
New York University

First-Second: The Preconscious in Social Interaction

Much is understood about other people in a matter of milliseconds. Three distinct forms of preconscious analysis, operating in parallel, serve to stereotype people and interpret their behavior, evaluate people and objects as liked or disliked, and trigger our own motivated behavioral responses—all without our intention or awareness.



Lynn Hasher
Duke University

Inhibition and Cognition

A general model of cognition that posits the critical role of an inhibitory attentional mechanism for controlling access to working memory will be presented. Tests of this model suggest that patterns of spared and impaired functioning of older adults on attention, memory, discourse comprehension, and speech production can be explained by an age-related reduction in inhibition.



Ruth Kanfer
University of Minnesota

Motivation, Self-Regulation, and Self-Efficacy: A Skills Perspective

An integration of volitional concepts is discussed in the context of learning and skill acquisition. This research spells out how self-regulatory processes and self-efficacy are affected by task information processing requirements and, in turn, affect task performance. Empirical studies are reported from basic information processing tasks (substitution tasks) to complex decision-making tasks (air traffic control); and from the laboratory to the field.



Daniel N. Klein
State University of New York-Stony Brook

Dysthymia: Classification and Familial Transmission

Dysthymia is a mild, chronic depressive condition which frequently begins in childhood or adolescence. It is relatively common and is associated with significant psychosocial impairment. This talk will review current controversies in the classification of dysthymia, including its relationship to the major mood disorders and the personality disorders, and the construct of depressive personality. In addition, a recent study examining the familial transmission of psychopathology and the role of early environmental factors in dysthymia will be described.



Timothy A. Salthouse
Georgia Institute of Technology

Evaluating Explanations of Cognitive Aging Phenomena

Previous attempts at explaining the negative relation between age and performance on certain cognitive tests have adopted either a psychometric approach and investigated the plausibility of the empirical relations, or an experimental approach and investigated the plausibility of relevant processing mechanisms. In this talk, both perspectives will be applied in the evaluation of interpretations proposed to account for age-related declines in cognitive functioning.



Philip E. Tetlock
University of California-Berkeley

Good Judgment in World Politics: Who Gets What Right, When and Why?

This presentation will survey claims and counterclaims concerning good judgment in world politics. Drawing upon archival/historical evidence as well as forecasting tournaments conducted over the last 12 years, I will argue that: (a) experts often perform no better than chance and occasionally worse than chance; (b) experts are often overconfident; (c) experts are often reluctant to change their minds in response to disconfirmations. The data are not, however, uniformly depressing. Experts do sometimes achieve impressively high hit rates and low false alarm rates, and there are systematic cognitive-content and stylistic correlates of judgmental accuracy.



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... IN THE MARCH ISSUE

BREWER FROM PAGE 2

Growth in Functions: Achieving Unity with Diversity

Increasing size also means increasing the scope and functions of organizational activities and responsibilities. Additional membership implies additional services that justify continued investment of dues and organizational loyalty. In this column in the November *Observer*, Steve Hayes called attention to the critical issues of balancing union and diversity as the scope of APS commitments expands. In its discussion of growth and change, the Board took seriously the suggestion that APS has reached a point where differentiation into suborganizations equivalent to divisions or interest groups would best serve the dual goals of breadth and unification. Ultimately, however, we reaffirmed the long-standing APS aspiration and commitment to the single-assembly model as the best way to achieve the integration of basic and applied psychology and the representation of teaching and research.

While reaffirming the single-assembly model for *internal* structure, however, the Board also agreed that APS's mission includes casting a broad net *externally* to serve and represent the many specialty organizations that already promote research and scholarship within the psychological sciences. For that purpose, we take as our prototype the 1990 and 1991 Behavioral Science Summits that produced the Human Capital Initiative and the successful working groups and subsequent initiatives that have been spawned by that process. Also indicative of efforts in this direction are various contractual arrangements between APS and other independent societies such as the Society for Research in Child Development and, most recently, the Society for Psychophysiological Research. As we grow, we will continue to experiment with new organizational forms that will serve the collective interests of psychology as an evolving scientific discipline and field of application. ♦

RODIN FROM PAGE 1

new President of Penn. We are delighted that the psychologist they picked is one as distinguished as Judy Rodin." But the role the psychology department played in launching Rodin's career is "perhaps, the thing we are most pleased about here at Penn," he said. Especially pleased that a social psychologist will be taking over, Sabini said that "social psychology provides several tools for an administrator. No doubt the most important of these is a certain ironic detachment; I can think of little that is of more value to an administrator." Sabini said that many at the school eagerly await Rodin's leadership.

APS Fellow

Thomas J. Crew, Chair of psychology at Yale, commented that while he will miss Rodin both as a friend and colleague at Yale, he believes that "both Penn and Yale gain by Rodin's appointment. At a time when higher education is facing unparalleled challenges, we are fortunate to have someone of Rodin's caliber and a well trained behavioral scientist working at that level, guiding modern higher education into the 21st Century."

Psychology Put to the Test

On the heels of her selection as the first permanent woman president of an Ivy League university, Rodin talked with the *Observer* about the nexus between running a major university and doing research in psychology.

"From my perspective there's a tremendous overlap," she said. The skills that psychologists employ while doing research are important ones for university leaders, too, she said. "Doing research in psychology trains one to think analytically. Writing grant proposals trains one to do long-term strategic thinking and to determine how to get from one step to another in a series of interwoven ideas, while always being able to fall back and take a different path if the empirical data determine that the course originally proposed is incorrect.

"I think the same sets of skills are

important ones for university leaders. And these are skills I've used effectively as provost at Yale," Rodin said.

These skills have indeed catapulted her career skyward, as Rodin rose rapidly after beginning her academic career at Yale in 1972 as an assistant professor. She quickly became a noted research psychologist, studying and writing extensively on obesity, eating disorders, and aging. And, in the last five years, she became chair of the psychology department (1989), dean of the Graduate School

of Arts and Sciences (1991), and Yale provost (1992). Not to mention that in 1993 Rodin was one of the Clinton Administration's two finalists considered to head

... social psychology provides several tools for an administrator. No doubt the most important of these is a certain ironic detachment ...

JOHN SABINI

the National Institutes of Health (see July/August 1993 *Observer*). With the move to Penn, she will retain her "title" at Yale as "the highest ranking woman in the Ivy League."

"My own research interests have enabled me to understand issues such as efficacy, consensus, and decision making—and I bring those research interests and that research knowledge base, hopefully, to the task at hand," Rodin said.

Teaching psychology also can prepare one for academic leadership, she believes. "I have taught psychology, and I think that teaching others about the determinants of human behavior is a very important skill for a university president," she said. Much of her research has focused on the relation between psychology and biology in health and behavior.

Past Success

Rodin will wind up more than 20 years' association with Yale when she joins Penn. As Yale provost, she was responsible, among other things, for operating and capital budgets at a time when President Benno Schmidt had proposed cuts in faculty and consolidation of departments to reduce a budget deficit.

Schmidt resigned in the face of what the *New York Times* described as a rebellion by faculty and students con-

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cerned about cutbacks and layoffs. Rodin completed a restructuring and reported later that having engaged the faculty in "necessary discussion and participation, they can be made to feel good about consolidation, even if the outcome is difficult"

Richard Levin, the new president of Yale, said, "Thanks to [Rodin's] skillful leadership, the faculty was quite satisfied with the outcome of restructuring."

Victory March Home

At Penn, the chairman of the board of trustees, Alvin V. Shoemaker, said his search committee spent six months considering some 300 nominations and interviewing about 60 candidates. He expressed "an enormous sense of pride in recommending Judy Rodin." He said that her "leadership, intellectual vitality, decisiveness, and direction so ably demonstrated throughout her career at Yale convinced us that she should be Penn's next president," reported the *Chronicle of Higher Education*.

Shoemaker said "being the first Ivy to select a woman as president seems perfectly natural," as Penn was the first school in the United States to be designated a university, in 1779, and the first Ivy League university to admit female students. Rodin is, in a sense, coming home, as she is a native of Philadelphia and received her undergraduate degree in psychology at Penn in 1966. Now 49, she obtained her PhD in social psychology at Columbia University in 1970.

Rodin's response to a press conference question about being the first woman president of an Ivy League college was simply, "It's about time."

About 12% of the presidents at 3,200 American colleges are women, according to the American Council on Education. Even though women head Duke University (Nannerl Keohane), the University of Wisconsin (Katherine Lyall), and the City University of New York (W. Ann Reynolds), cracking the Ivy League is considered a major symbolic step, the *Washington Post* noted. The so-called Ivy schools include Brown, Columbia, Cornell, Dartmouth, Harvard, Penn, Princeton, and Yale.

What Next?

Rodin will succeed Penn's Acting President Claire Fagin, Dean of the School of Nursing, appointed following the June resignation of Sheldon Hackney. When Rodin takes charge she will be faced with consolidation problems and budgetary restraints not unlike those she managed at Yale. Penn's endowment is somewhat under one-quarter of Harvard's \$5.8 billion, the largest among the Ivy schools.

At Penn she also will face problems arising from campus racial tension and the issue of free speech, *The New York Times* noted. In November, Fagin rescinded Penn's speech code as unworkable and appointed a commission to make recommendations to the new president.

Other Impressions and Mentors

Discussing her introduction to psychology in 1962 as a Penn freshman, Rodin said Henry Gleitman's Introductory Psychology course diverted her from pursuing a foreign language major. Robert Rescorla was Gleitman's teaching assistant, and Paul Rozin, Rodin remembers, was an assistant professor and is now a colleague in a MacArthur Foundation-supported international health and behavior research network chaired by Rodin. Rodin also worked in Richard Soloman's psychology lab with Martin E.P. Seligman.

According to *The Compass*, Penn's biweekly university relations newspaper, Rodin is "enormously thrilled that so many people who were important to [her] at that time are still on the faculty." All four of these early mentors are full professors in the Department of Psychology and each of these APS Fellows has established himself as a renowned expert in his respective field. All remembered her as a promising undergraduate and have had varying degrees of professional interaction with her over the years.

Rodin has authored many articles and books, including *Body Traps* (1992), and she serves on the editorial boards of numerous scholarly journals, including *Medicine, Exercise, Nutrition and Health, Journal of Substance Abuse, Psychological Inquiry, Basic and Applied Social Psychology*, and *Journal of Gerontology*.
D.K.

[I am] enormously thrilled that so many people who were important to me [as an undergraduate] are still on the faculty.

JUDY RODIN

[Her] leadership, intellectual vitality, decisiveness, and direction . . . convinced us that she should be Penn's next president.

ALVIN SHOEMAKER

COMBATTING DRUG ABUSE

Workshop Participants

A Human Capital Initiative Workshop

November 14-15, 1993

James Barrett	Society for the Experimental Analysis of Behavior
George Bigelow	<i>Co-chair</i> , Combatting Drug Abuse Initiative
Joan C. Bombace	New England Psychological Association
Sarah Brookhart	American Psychological Society
Brenna Bry	Cambridge Center for Behavioral Studies
Timothy P. Condon	National Institute on Drug Abuse
Steven I. Dworkin	Physiological & Comparative Psychology
Celia W. Gershenson	<i>Co-chair</i> , Combatting Drug Abuse Initiative
Meyer Glantz	National Institute on Drug Abuse
John Grabowski	Experimental Analysis of Behavior Psychopharmacology & Substance Abuse
Milton D. Hakel	<i>Chair</i> , HCI Coordinating Committee
David Johnson	Federation of Behavioral, Psychological and Cognitive Sciences
G. Alan Marlatt	Association for the Advancement of Behavior Therapy
M. Jackson Marr	Society for the Advancement of Behavioral Analysis
Matt McGue	Behavior Genetics Association
Jacques L. Normand	Society for Industrial and Organizational Psychology, Inc.
Lisa Simon Onken	National Institute on Drug Abuse
George W. Rebok	Adult Development & Aging
Michael Renner	Animal Behavior Society
Lewis S. Seiden	<i>Co-chair</i> , Combatting Drug Abuse Initiative
Andrea L. Solarz	American Psychological Association
Theo B. Sonderegger	Psychology of Women
Maxine Stitzer	<i>Co-chair</i> , Combatting Drug Abuse Initiative
Barbara L. Wood	Counseling Psychology

Combatting Drug Abuse Is Latest HCI Effort

WASHINGTON, DC—More than two dozen psychologists, representing a variety of behavioral science organizations, gathered here recently to hammer out an agenda on research in the area of drug abuse.

The initiative, which is being called "Combatting Drug Abuse: Behavioral Research to Enhance Public Health," is the third and latest in a series of documents being developed under the Human Capital Initiative (HCI), the broadly crafted national behavioral science research agenda created under the auspices of APS by representatives of 70 behavioral science organizations.

The HCI increasingly is receiving attention from Washington policymakers ranging from congressional appropriators to the new director of the National Science Foundation.

A final report will soon emerge from the Combatting Drug Abuse initiative, joining the popular reports spawned by the first two initiatives. [The first two HCI reports dealt with productivity in the workplace (*The Changing Nature of Work*) and productive aging (*Vitality for Life*) and were published as special issues of the *Observer* in October and December, respectively.]

No American Untouched

"There's no person in America who hasn't been touched at least indirectly by the consequences of drug abuse," said Milt Hakel, chair of the HCI Coordinating Committee. "The time has come for basic and applied research and development, to put together what we know about the bio-neural and behavioral facets of drug abuse, and to identify what we need to learn so that both treatment and prevention will advance," he said.

The National Institute on Drug Abuse (NIDA) is sponsoring this latest effort. NIDA official Timothy P. Condon said

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that this comes at a time when NIDA is marking its 20th anniversary. "This is a particularly good time from the Institute's perspective. We're interested in an assessment not only of the past contributions of behavioral science in this area but also the most promising avenues for future research."

Showing Some Initiative

The aim of the "Combatting" initiative, as with other HCI efforts, is to describe what research has already revealed about a particular topic and to identify issues where more information is needed in order to maximize the potential of additional research and applications aimed at ameliorating areas of national concern. The initiative will identify individual and social problems associated with drug abuse; it will outline what basic research has told us about the physiological, cognitive, and psychological processes involved in and affected by addiction; it will give examples of successful applications of that knowledge in treating and preventing drug abuse; and it will identify areas of research that must be expanded in order to further combat the significant problems stemming from drug abuse in this nation.

Just Say What?

Among other things, it is hoped the drug abuse initiative will be used by Congress and federal agencies "The past 15 years have shown that neither cute slogans nor billions of dollars spent on interdiction have been successful modes of combatting drug abuse," Hakei observed. "Research alone won't solve the drug abuse problem, but neither will it be solved without behavioral research. This initiative will outline our best bets for gaining the fundamental knowledge needed to make tangible contributions to solving the problem," he said.

The "Combatting Drug Abuse" effort is spearheaded by four co-chairs: Celia Wolk Gershenson, Lewis Seiden, George Bigelow, and Maxine Stitzer. See the box on the opposite page for a list of individuals who participated in the workshop. ♦

Drugs in the Workplace: How Serious a Problem?

Institute of Medicine Releases Report Detailing Current Knowledge and Research Challenges

WASHINGTON, DC—*Under the Influence? Drugs and the American Work Force* is the National Research Council's (NRC) latest report of interest to the behavioral science community. Commissioned by the National Institute on Drug Abuse (NIDA) and published by the National Academy Press for the Academy's Institute of Medicine (IOM), its purpose is to evaluate what is known about the extent and effects of drug use among American workers and to examine what is known about programs to detect and deter drug use.¹

Defining and clarifying the research area's scope and terminology is often the most challenging aspect of any NRC panel, so a regular feature of most any National Academy of Science (NAS) report is an attempt to define terms; this one is no exception: "A major part of these National Academy panels is to refine, define, and understand your charge," explains panel member Kevin R. Murphy of the Department of Psychology at Colorado State University. Murphy is one of four APS members who served on the 18-member NRC panel, which convened in the spring of 1991 to examine the extent of the threat of workplace drug use.

Broad Spectrum

The drugs in the workplace panel resolved that within the scope of their charge, a "drug" is any substance that has psychological or physiological effects that could influence job performance or behavior. The list goes far beyond the commonly tested-for "NIDA five" (opiates, cocaine, amphetamines, marijuana and phencyclidine) to include alcohol, tobacco, prescription drugs, and over-the-counter medications.

SEE WORKPLACE ON PAGE 14

Additional NIDA Grantees

Listed below are five psychologists who received research grants as Principal Investigators (PIs) in fiscal year 1992 from the National Institute on Drug Abuse (NIDA). These five should have been listed in the September 1993 *Observer* article titled "Psychologists Are at Home in NIDA" along with the other 300 psychologist grantees we had listed at that time. Here are the previously omitted PIs' names, affiliations, and grant titles:

- James B. Appel, Univ. of South Carolina-Columbia, Neurohumoral Determinants of Sensitivity to Drugs
- Anthony R. Caggiula, Univ. of Pittsburgh, Conditioned Tolerance to Nicotine
- Linda Dykstra, Univ. of North Carolina-Chapel Hill, Opioid Analgesics: Pharmacological and Behavioral Factors
- Linda Dykstra, Behavioral Determinants of Opioid/Immune Interactions
- Linda Dykstra, Behavioral Pharmacology of Opioid Analgesics
- Linda Dykstra, Predoctoral Training in Research on Drug Abuse
- Leonard L. Howell, Emory Univ., Behavioral and Respiratory Effects of Methylxanthines
- George F. Koob, Scripps Research Institute, Central Mechanisms of Opiate Reinforcement and Dependence
- George F. Koob, Scripps Research Institute, Neuronal Substrates of Cocaine Reward

The other three APS members on the panel include Marian W. Fischman of the Substance Use Research Center, Columbia University; Wayne E. K. Lehman of the Institute of Behavioral Research, Texas Christian University; and Michael D. Newcomb of the School of Education, University of Southern California and the Department of Psychology, University of California-Los Angeles.

Smoking and Drinking

Whenever drugs are mentioned, alcohol is either explicitly mentioned or implied. The spectrum of seriousness of drug use—ranging from occasional use, to abuse, to dependence—is defined. Physical and behavioral dependence are distinguished, and the behavioral aspect dependence is the more important one, in the end, according to Fischman. Referring to (highly addictive) tobacco, Fischman says that in spite of nicotine's physiological hook, "many people do quit smoking, and quitting is a *behavioral process*."

Included in the panel's purview were drugs used at work, residual effects of drugs used away from the work site, and hangover and withdrawal effects. Both job applicants and the employed are considered. But, across this broad range the panel often concluded that we simply do not have good or sufficient data, and many statements about specific research conclusions are necessarily tentative.

Just the Facts

Nonetheless, some facts appear reasonably certain. Drug use affects about 5 to 10% of the workforce at any given time. After considerable media hype and public overestimation, this represents "not as great a problem as feared," comments Lehman. And, because alcohol is by far the most used and abused drug in the workplace and workforce, "If you are really concerned with safety, productivity, and costs, then alcohol is by far the biggest danger," said Newcomb. "To ignore alcohol is criminal," he warned.

Cost Effectiveness

Drug testing by urinalysis, as done by NIDA-certified or equivalent labs, is now very accurate (provided that proper safeguards are observed and all results are confirmed by gas chromatography/mass spectrometry). Employers spend about \$1.2 billion per year for drug urinalysis, not including all sample collection and interpretation costs.

There are many major unknowns. It is not clear, for example, why some people use certain drugs or why some users progress to abuse and dependence. It appears that most susceptibility factors for drug use are personal, arising before employment and not for on-the-job reasons, but even this is not certain. Perhaps the most surprising unknown, given the time and effort expended on anti-drug programs, relates to the efficacy of such programs. In particular, there is no good scientific evidence for the effectiveness of drug testing programs.

The drop in drug use over the past 12 years began before the government's so-called "War on Drugs" was initiated, and the panel was able to find no proof that testing and treatment are deterrents, nor that they are of economic benefit for the employers. Nor is there any sound basis for the so-called estimates of the economic costs of drug use.

Still, the panel does not conclude that testing is a waste but that we lack documented proof of its economic worth or its deterrent value. "Given that we are spending over a billion dollars annually, we could well afford to spend a little time and money to find out if it's working," says Murphy. According to Fischman, the panel was frustrated not only by a lack of data but also by the apparent unwillingness of some firms to share their data about their own drug testing programs. "If there is good information about drug program effectiveness out there, we don't know about it," complained Fischman.

Summing It Up

In a unique and succinct appendix, the report summarizes the scientific method, especially as it applies to social science research. All panel members agreed that this was an important inclusion, so important that the panel considered putting the material first.

Unfortunately, many reporters who wrote the early coverage of the book must have failed to read the appendix, and the authors were dismayed at how much media coverage missed the distinction between "effect not proven" and "proven not effective." Still, the message will undoubtedly reach the more careful readers. "This appendix could be used as an example of an application in an upper-level undergraduate or a graduate course," suggests Fischman.



Newcomb



Lehman

Recurring Theme: Why Are We Testing for Drugs?

Besides lamenting the lack of data, the report's other recurring theme is the assertion that the reasons for drug testing are poorly articulated in our society. "Better statement of objectives and goals would facilitate evaluation of the programs," says Murphy. Often, it is unclear whether testing is being done to promote a drug-free society, to increase workers' health, to decrease health care costs, or to promote greater productivity and safety. Many of those objectives would be better served by direct "fitness for duty" tests, says Newcomb, rather than focussing on drugs, which may be just one symptom of a larger problem.

Since only 70% of drug users are employed, as Lehman points out, "if the goal is to reduce overall drug use, you need other policies [besides workplace testing]." As the report makes clear, drug

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use is only one aspect of general deviance, and there is no proof that reducing an individual's drug usage will decrease other manifestations of deviance such as absenteeism, for example.

Agreement

The panel members all believed that the level of agreement about the issues was quite good, with the proviso that these reports are always consensus documents, and so the most controversial issues don't make it into the report. Newcomb commented that some of the opinions of the whole panel were toned down a little for the final report. Judging from the tone of the whole book, perhaps some of that feeling centers around frustrations from a lack of funding for the field, Fischman surmised. "It is extremely upsetting to those of us in research to think about how much money will flow into any kind of research. Why are we not seeing funding for treatment, prevention, and all aspects of drug abuse research now?" she asks.

- Paul M. Rowe

1. The NRC coordinates the research panels of its Institute of Medicine and its sister organizations, the National Academy of Sciences, and the National Academy of Engineering. The NRC publishes research reports in all areas of science, engineering, and medicine as requested by Congress and federal agencies.

Under the Influence? Drugs and the American Work Force is available for \$39.95 from the National Academy Press, 2101 Constitution Ave, NW, Box 285, Washington, DC 20055, Tel.: 202-334-3313. Or, order by phone toll free (if outside the Washington, DC, area) at 1-800-624-6242.

SCE FROM PAGE 5

principles than the SCE, claims Phillips, who was pleased that such an honor came to the school just after celebrating its 25th anniversary. SCE's Administrative Director, Sally A. Sibley, and Program Director, Trudy Bell, accompanied Phillips at the ceremony. Sibley has been the SCE Administrative Director essentially since the school's inception.

Tuition, Admission, Graduation

In the beginning, most SCE tuition costs were reimbursed as medical expenses by federal agencies and insurance companies, but since the 1970s, and the advent of federal and state laws mandating education for all handicapped students, most of the students have had their tuition (about \$20,000 per year) paid by their local public school authorities.

Only students with the most serious problems are admitted. The SCE staff tailors an intensive behavior modification program to each student and his or her family or foster family (SCE is not a residential school) to enable them to return to a less specialized school, or to a job, usually within one to three years.

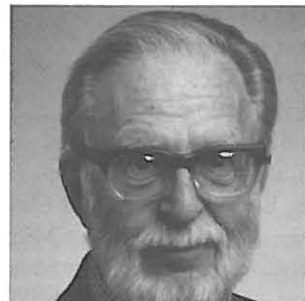
SCE grants no diplomas, but the students earn credit toward graduation from their home schools. As far as is known, none of SCE's students has dropped out of the educational system before age 18, and many continue until age 22. SCE does not actively pursue long-term follow-up data, but many former students return to visit and express their appreciation for the school's impact on their lives.

Background

The school has, since its creation, employed a behavioral approach to teaching and student management. And while Phillips, early in his career, initially studied psychoanalysis and had been accepted to study under Anna Freud, he became convinced that the behaviorism of B.F. Skinner held the key to effective behavior change, declining to pursue the psychoanalytic path further.

Phillips, now 78 and an APS Charter Fellow, serves as president of the SCE

board of trustees. He has published over 200 articles, and in his 21st book, *Permissiveness in Child Raising and Education—A Failed Doctrine?* (University Press of America, Lanham, MD, 1993), he describes his behavioral approach to child-rearing. Acknowledging the primacy of the infant's needs, Phillips also focuses on the growing child's need for authoritative



Phillips

guidance coupled with lots of positive reinforcement and respect.

Phillips opposes permissiveness, which he believes "merely allows a child to founder," as vehemently as he opposes an authoritarian approach "with its arbitrary rules, rigid expectations, and harsh punishments." In place of any of the usual forms of punishment, Phillips advocates for use of the "time out" technique in which the child is required to sit alone, deprived of positive reinforcement and the opportunity to interact with others. At SCE, many of the students' outbursts are judged to be beyond the students' control and are selectively ignored. All staff are trained in behavior modification and in the most effective and least dangerous ways of subduing violent behavior. Each day, each student is given one to three specific behavioral goals; at first the student is rewarded for *each* success; later, intermittent reinforcement is used.

Phillips earned his PhD in child psychology at the University of Minnesota in 1949 and studied at the Washington School of Psychiatry. He has taught at American University and at George Washington University where he is now Professor Emeritus. Phillips has worked as chief psychologist at the Orthopedic Rehabilitation Hospital in Arlington,

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Obituaries

Father of Modern School Psychology Jack Irving Bardon (1925-1993)

Jack I. Bardon, Professor Emeritus, the University of North Carolina-Greensboro, died on November 9, 1993, after a very brief illness. Jack was 68 years of age.

Known by many as the "Father of modern-day school psychology," Jack was a pioneer in applying psychology to schools. He was highly active in creating the specialty of school psychology, and his influence extended far beyond the United States. In 1986 he served as a member of the psychology delegation to the People's Republic of China. Later he was distinguished visiting professor at the University of Bergen, Norway, and Senior Fulbright Scholar at the University of Auckland, New Zealand.

Because of his leadership, Jack was the recipient of many prestigious professional awards and recognitions. In 1991 the National Association of School Psychologists presented a special award to Jack for his lifetime contributions to the profession of school psychology. Four years earlier, the American Board of Professional Psychology presented him with the award for "Distinguished Contributions to Applied Psychology in Professional Practice." Throughout his career, Jack's consultation in human service settings, supervision of trainees in psychology and professional counseling, and promotion of the role of school psychologists added greatly to the fields of psychology and counseling.

One of Jack's many talents was to work quietly and effectively on many major national psychology committees. From 1961 through 1993 he served on more than a dozen vital committees and commissions. In the mid-1980s, Jack chaired the Task Force on the Structure of APA (American Psychological Association) which was the immediate predecessor to the Group on Restructuring APA (GOR-APA). The influential "Bardon" plan that emerged from the Task Force had a great deal to do with shaping the final, though unsuccessful, attempt to force APA to serve the scientific community, as proposed in the 1988 GOR-APA proposal. The latter plan was narrowly turned down by APA membership in 1988 and indirectly gave birth to APS, as chronicled in the last issue [November 1993] of the *Observer*.

Bardon also chaired the APA Board of Professional Affairs and was a member of the Board of Directors of the National Register of Health Service Providers in Psychology. In addition, Jack was President of the Division of School Psychologists and was an active and prominent participant in the founding of the American Psychological Society.

In 1976 Jack came to the University of North Carolina-



Teacher and Gender Bias Researcher Florence Lindauer (Lindy) Geis (1933-1993)

Lindy Geis succumbed to lung cancer on October 7, 1993, at the age of 60. Puckish and as energetic as the sound of her nickname, Lindy was the first woman faculty member in the University of Delaware psychology department, and she has been one of our finest treasures for 25 years.



Her career began in mainstream pursuits. Lindy received a BA in English from the University of Arizona and a PhD in social psychology from Columbia University. From her dissertation emerged the influential book *Studies in Machiavellianism* (co-authored with Richard Christie) that established her as a scholar. But Lindy will be remembered most for her research on gender bias and her devotion to her students. She helped direct the University toward worthy teaching goals both in the classroom and lab and through her committee activity. In each arena she used wit and enthusiasm to motivate action and provided sound research to guide its direction.

Lindy designed the earliest course in Women's Studies at the University of Delaware, and was instrumental in founding our Women's Studies Program, thus extending feminist theory throughout the social sciences and humanities. Her research demonstrated how subtle and profound are the biases against which women struggle, yet she saw this as all the more reason to hold her female students to the highest standards of performance. Lindy battled for equality using empirical data. These determined the bounds of her rhetoric from which she neither retreated nor sought additional advantage. She guided us, not by chiding or placing blame, but by measuring how even her enlightened colleagues still exhibited the evaluative traits of a patriarchal society. Only those of dull wit or defensive posture could fail to draw the same conclusions as those Lindy laid before us.

As permanent contributions to the academy, Lindy offered *Seeing and Evaluating People* (co-authored with Mae Carter), and *The Organizational Woman: Power and Paradox* (co-authored with Beth Haslett and Carter). These monographs are now used by institutions across the country to inform issues of gender and diversity. She contributed numerous articles on male and female authority figures to the *Journal of Personality and Social Psychology* and other leading journals. Lindy also helped create the Salary Equity Review Committee for the University of Delaware, and offered it the statistical sophistication that shielded its functions from charges of favoritism. For students of gender studies, she initiated an annual event, now renamed in her honor, the Geis Student Research on Women Conference.

Lindy's personal warmth and enthusiasm brought students to

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SEE GEIS ON PAGE 30

Gerontology Specialist Jeanne C. Mellinger (1926-1993)

Jeanne Mellinger who chaired the Psychology Department at George Mason University from 1973 to 1980 died of cancer on November 9, 1993. She had dealt with the cancer with the same intelligence, graciousness, and courage that marked her life.

Jeanne was born in Saginaw, Michigan, and was the older of two sisters; her parents, both of whom had emigrated from England, moved to Cincinnati when she was very young. Jeanne received her undergraduate degree from Swarthmore College where she was the top woman graduate of her year, winning the Silver Oak medal. She received her PhD in 1952 from the University of Chicago where she worked with A. Riesen, and was again one of the outstanding students. Today, a person with such a record would be sought by many universities, but at the time that Jeanne received her doctorate, few women received tenured academic positions.

Following her graduation she married and moved with her husband first to North Carolina, where she taught part-time. She later moved with their three children to northern Virginia. Jeanne began teaching on a part time basis at George Mason University, but the University, which at that time was still a small college and was still part of the University of Virginia, was expanding rapidly. Many new faculty were hired including many women; at that time, George Mason University probably hired more women faculty than all of the neighboring Washington, DC, universities put together, and Jeanne was one of them.

Jeanne was appointed Assistant Professor in 1972 and then, in one of the more rapid promotions on record, she was appointed Acting Chair and then Chair following the resignation of the incumbent in 1973. This proved to be a wise choice; in eight years as Chair Jeanne not only brought stability, through her personality she established a department that functioned as a unit. Psychology departments are notorious for internal divisions between subgroups, but not so at George Mason University. And much of the credit goes to Jeanne and the tone of civility that she set. But Jeanne was not just a nice person, she was an effective and tenacious builder too. Under her guidance the department implemented one of the first doctoral programs at George Mason, and opened the Psychological Clinic which serves the graduate programs and provides one of the few places in northern Virginia where low-income families can get psychological testing for their children.

After stepping down as chair, Jeanne devoted much of her time to building the gerontology program. She was a role model for many women students but most particularly for those return-



Man for All Seasons Eliot Stellar (1919-1993)

Eliot Stellar died of lung cancer on October 12, 1993. His death came peacefully with his family and a few close friends by his bedside. He was just shy of his 74th birthday.

Eliot's academic life was many faceted, involving scientific experimentation in the laboratory, writing of textbooks, holding editorships, serving in university administration and on national boards and committees, and educating undergraduate and graduate students. His positive influences in university life, both nationally and locally, were pervasive and will be sorely missed by his friends and colleagues.

Eliot was educated at Boston Latin School and Harvard College. During World War II he enlisted in the Army and served from 1943-1945 in the Office of Strategic Services. He received a PhD in psychology at Brown University where he met Elizabeth Housel, his wife of 48 years.

Eliot's first academic appointment was at Johns Hopkins University in 1947 which began a long, scholarly, and distinguished career. He co-authored (with Clifford T. Morgan) a pioneering textbook, *Physiological Psychology*, which remained a major influence in the field for two decades. He also wrote a synthetic review on "The Physiology of Motivation" which was published in *Psychological Review* in 1954. The paper was one of eight selected by the *Review*—for its recent centennial edition—as being among the most influential papers of the twentieth century in this field.

Eliot moved to the University of Pennsylvania in 1954 to join the Anatomy Department. The time was propitious, for he immediately joined forces with Louis Flexner, James Sprague, William Chambers, John Brobeck, and Per-Olaf Therman to develop the fledgling Institute of Neurological Sciences. This was the first of such groups formed in the United States and was initially funded by the National Institutes of Health with a grant of \$25,000! Spurred by the catalytic concept of multidisciplinary research and teaching, neuroscience at the University of Pennsylvania grew apace, and now, 40 years later, the community of brain scientists numbers over 135, with a total of \$38,000,000 in research funding in 1993.

During his long and productive years at Penn Eliot formed several research collaborations, working with Philip Teitlebaum and Alan Epstein on motivated behavior, with Louis and Josephine Flexner and Gabriel de la Haba on the chemical substrates of memory, with James Sprague, William Chambers, John Liu, and Melvin Levitt on brainstem mechanisms of arousal, attention, and affect, with Thomas Meikle and Jeri Sechzer on learning in the



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SEE STELLAR ON PAGE 31

APS Invites New Fellows

Fellow Status Criteria

(effective 7/1/92)

The basic criterion considered for Fellow status in the American Psychological Society is that of sustained outstanding contributions to the science of psychology. Candidates will generally be considered after ten years of outstanding postdoctoral contribution, though exceptional cases of candidates with fewer years will be considered.

NOMINATIONS

Individual APS members may make nominations any time during the year. Nominators must supply the following documents to the APS Membership Committee.

- (1) A letter of nomination specifying why the candidate is judged to have made sustained outstanding contributions. Self-nomination is appropriate.
- (2) The candidate's current curriculum vita.
- (3) Letters of support from three outstanding contributors to the field of scientific psychology familiar with the nominee's work, one of whom **must** be an APS Fellow.

REVIEW AND APPROVAL OF NOMINATIONS

The APS Membership Committee has appointed a Fellows Subcommittee consisting of a Chair and four other APS Fellows (representing diverse specialty areas) to consider the nominees for whom letters and vitae have been received. The Subcommittee's voting on Fellow status may be made during a meeting at an annual convention, on a conference call, or by mail ballot. The Chair of the Membership Committee will coordinate all evaluations, recommendations, and voting. The APS Board of Directors will be notified of nominees approved for Fellow status.

FELLOWSHIP APPLICATION

I would like to nominate _____ (please print or type) for APS Fellow status. In support of this nomination I have enclosed the following documents:

- ◆ Letter of nomination
- ◆ Curriculum vita of nominee
- ◆ Supporting letters from three colleagues, at least one of whom is an APS Fellow

I hope that the APS Fellow Subcommittee looks favorably upon my nomination of this worthy colleague.

Sincerely,

_____ (signature)

_____ (printed name)

_____ (address)

_____ (telephone)

Return to:

APS Membership Committee
American Psychological Society
1010 Vermont Avenue, NW, Suite 1100
Washington, DC 20005-4907
ATTN: Sharon Hantman



**AMERICAN
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SOCIETY**

KIHLSTROM FROM PAGE 1

credibility in lifespan developmental psychology. Garnering respectability in cognitive neuropsychology and neuroscience circles is his research on the effects of anesthesia on memory.

Kihlstrom has been associate editor of the *Journal of Abnormal Psychology* and guest editor of special issues of that journal and of the *Journal of Personality and Social Psychology*.

Seeing the Whole Horizon

Kihlstrom sees the field of psychology as whole. Boundaries between disciplines and specialties make it difficult for psychologists to learn from each other, Kihlstrom observes, so he likes to "push people across those boundaries. I like to get people interested in each others' work and see them take ideas from one area and apply them in another." This, he notes, is why he is particularly pleased to become editor of APS's key journal.

"The attraction of *Psychological Science* is its appeal to the field as a whole. Within the same cover you may find articles on perception, neuroscience, social psychology, personality, psychopathology and clinical treatment. You'll find articles reporting new research and essays on public policy issues affecting psychology. At present, *Psychological Science* is the only journal publishing primary research reports on everything in psychology, covering the entire range of the science," Kihlstrom notes.

Kihlstrom believes this is the mainstay of the journal. "This is its main purpose and its most salient virtue. Such journals used to be more common, but not so much any longer," he says. "I want the journal to help the field regain and maintain a feeling of solidarity and connectedness."

Steady as She Goes

"First and foremost, the journal's job is to publish experimental reports of interest to a broad swath of the psychological readership," Kihlstrom says. "That's the tradition that Estes started. He established a great journal in psychological science, and as his successor my goal is to do the same and not get off track."

But Kihlstrom has ideas, too, and wants

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to navigate PS into some new waters. In addition to staying on course with the journal's original mission, Kihlstrom hopes to:

1. *Emphasize rapid publication of brief experimental reports, which he sees as PS's special niche in the environment of psychology journals.*
2. *Promote a balanced review process that takes peer comments seriously but doesn't impede publication of interesting work. "Peer review is what distinguishes science from sophistry," Kihlstrom says, "and I will expect authors to take reviews seriously. But I will also expect reviewers to be concise and constructive. Reviewers often expect an author to dot every 'i' and cross every 't' before their work can be published. But you can't do that when your articles are limited to 2,500 to 5,000 words. You can ask for additional thought, or clearer writing, but you can't ask for additional experiments, because there is simply no room to publish them."*
3. *Build a constituency for PS among personality, social, and clinical researchers. "Psychology is the science of mind, but there is more to mind than cognition. There's emotion and motivation, too. There are individual differences as well as general processes. There's mind in action—which is the special contribution that social psychologists can make. There's mind in order, and mind in disorder. There's basic and applied research. The pages of PS have always been open to social, personality, and clinical work—some very important papers have been published. But I want to seek out even more, while maintaining good representation of cognitive psychology, psychobiology, and neuroscience," Kihlstrom notes.*
4. *Celebrate the past. "Psychology has a rich history, but there's a tendency for us not to look back more than about five or ten years. I want to find ways to remind us of where we came from, and whose shoulders we stand on. Occasionally, I hope we'll be able to publish essays that reflect milestones in the history of psychology, as their anniversaries come up."*
5. *Increase the visibility of PS. I want people to think of PS early and often when they consider where to send their work," Kihlstrom says. "We only have so many pages, and we won't be able to accept everything. But as the number of manuscripts increases and the reputation of the journal continues to build, I hope we'll be able to get more pages and continue the process of building PS and APS into major forces in scientific psychology.*

Why Kihlstrom?

What led APS's Publications Committee to choose Kihlstrom?

Robert Krauss, of Columbia University and Chair of the APS committee, said, "We had a number of very impressive candidates. I think what struck us about John, in addition to the excellence of his own scholarship and research, was the breadth and diversity of his interests. Those seemed to us really important characteristics for anyone editing this journal."

Nancy Cantor, of Princeton University and a member of the APS Board of Directors during the search for a new editor, also noted Kihlstrom's winning qualities including "his breadth of expertise and his genuine commitment to a multidisciplinary approach to psychology." She said that Kihlstrom "is both knowledgeable in a number of important areas and interested in a range of approaches and perspectives that integrate them. He is

also an enormously constructive critic, so he'll set a good tone for the journal, I think. John crosses many areas of psychology in his own work and in his national service ... he spans cognitive neuroscience through social and personality psychology. He covers the map. So I think he's an excellent choice."

Sam Glucksberg, of Princeton University and Chair of the Publications Committee when Kihlstrom was selected, said, "He is a generalist in psychology, and he is known as a very vigorous, energetic, creative, and judicious editor. John seemed the best choice for a journal which should appeal to all psychologists generally."

Asked how he thinks he fits within usual definitions, Kihlstrom's first response was, "I'm just a psychologist—I'm trained as a generalist and that's the stance I prefer to maintain."

When pressed, he said he is interested mostly in "cognition in a personal and social context." His research focuses on the nature of the psychological unconscious and the relations between the conscious and nonconscious mental life. This is the thrust of his research on hypnosis, an area in which he is a leading authority. His interest in consciousness spills into neuropsychology, social cognition, the self and autobiographical memory, he notes.

Five Years on the Masthead

What will Estes do now that the end of his editorship is in sight? "Whatever comes up next, that interests me as much as the prospect of founding *Psychological Science* did five years ago."

Estes recalls the journal's early beginnings. "Starting this new journal was far from simple, but two things made it possible. One was the outpouring of support from virtually all the psychologists I needed to call on—either APS members or people who were going to be members—right from the outset. The other was the decision to publish PS with Cambridge University Press, which turned out to be a very effective publisher to work with." When the first issue came out in record short time in January 1990, it was "the result of extraordinary cooperation on the part of a lot of people," Estes says.

Estes designed PS to "span psychology and closely related fields as well as possible in a compact format." His aim was to avoid writing "about psychology but rather to present examples of the best psychology. I wanted readers outside of a given field to get an idea of what was going on and, at the same time, to give specialists a reason to depend on *Psychological Science* for exposure to the newest developments in their own area."

Asserting that by the 1980s psychology journals had become so numerous and so difficult to read for all but the specialist, Estes maintains that many psychologists had problems following them and many had quit reading the journals altogether. In an attempt to reverse this trend by making PS not just broad, Estes also has worked to make it highly accessible and readable. "These were [his] main goals from the outset," Estes said.

"We haven't done as well as I'd like in this respect, but I think we've made progress and John Kihlstrom will make even more," Estes said. **D.K.**



Estes

SCE FROM PAGE 15

Virginia, and is a member of numerous professional organizations including the Behavior Therapy and Research Society.

Behavioral Philosophy

Sibley shares Phillips' behaviorist philosophy and guides a staff of 90 along the same path Phillips began 26 years ago. Staff members meet regularly to discuss the students and to review recent research findings and plan the integration of new findings into their teaching regimen. Her 26 years with the school have convinced Sibley that her job is not nearly as stressful as that of the classroom teachers, she says, "who stay an average of only four years."

"The task of applying for the Blue Ribbon Award was a valuable experience," says Sibley, "as it gave the 30 staff, parents and students who contributed to the application an opportunity to show off a little, and to concentrate on the strengths and successes of the school." To be eligible for the award, a school must be nominated—public schools by their state, private schools by the Council for American Private Education; 488 secondary schools were nominated for the 1992-93 awards. Following nomination of the school, the school must prepare an extensive self-evaluation—much like a grant application—detailing policies and procedures concerning leadership, teacher empowerment, timely and rigorous curriculum, a safe and drug-free climate, strong parental and community support, and documented success. These goals are interpreted in light of the specific challenges faced by each school. For SCE, students' performance on standardized tests, for example, would be irrelevant, since most of the students function far below their age level. What counts is that SCE students, on average, double the rate of academic achievement they had shown in their previous schools, they achieve major improvements in their social behavior, and many learn vocational skills that enable them to earn a living. A few SCE students have gone on to take college courses.

If authority without rigidity is the cornerstone of the SCE theory, it is also characteristic of SCE practice. The atmosphere in the school is friendly; the staff and administration and students all seem very comfortable with each other, and those students who have demonstrated sufficient responsibility are allowed to go about their business without chaperones.

Since the Blue Ribbon School program is designed to honor and publicize schools worthy of emulation, members of the special education community are invited to learn from the example of the School for Contemporary Education.

- Paul M. Rowe

Dissertation and Young Investigator Grants in Adolescence and Youth Research

The Johann Jacobs Foundation (JJF), devoted to the study of youth in a changing world and to the improvement of youth-related services, announces a three-year (1992-1994) competitive grant program for empirical research either in conjunction with dissertation projects or as independent projects by young investigators. Fields covered include the behavioral, educational, and social sciences. The program is directed towards young investigators particularly from Eastern Europe and from developing countries in Asia, Africa, Middle and South America.

TOPICAL EMPHASES: The JJF has identified six problem and opportunity areas as its framework for support in research on youth and adolescence: Positive beliefs about self agency and the future; Social relations and generational nexus; Life skills and life planning; Cultural and individual diversity; Educational values; Match between institutions and individual development.

Dissertation grants are available to predoctoral students whose dissertation proposal has the approval of a dissertation mentor or committee. Funds up to US\$5,000 are available for materials, subject fees, research assistance, personal costs for field work, and other expenses required for conducting a study, analyzing data, presenting the data at an international conference, or for other forms of technical support. Personal stipends are not covered.

Young Investigator Grants are aimed at postdoctoral investigators (normally within four to six years of the PhD) who are initiating their own research in the field of adolescence and youth. Funds are available up to US\$10,000. Personal stipends are not covered. Allowed institutional indirect costs (overhead) are 10%. JJF requires that research grant applicants (except for dissertation grants) hold a PhD and be affiliated with a college or university, a research facility, or a cultural or educational institution. More information: Johann Jacobs Foundation, Administrative Assistant, Seefeldquai 17, PO Box 101, CH-8034 Zurich, Switzerland, Tel.: (41)1-384-9823, Fax: (41)1-383-6550.

Letters to the Editor



Changing Nature of Work

Dear Editor:

I want to commend APS on the excellent report *Human Capital Initiative: The Changing Nature of Work* (October 1993 *APS Observer*). To my knowledge, the report is the first major recognition from a *psychological* organization that psychologists must play a strong role in the changes taking place in technology and the workplace. This recognition has been a long time coming. All who contributed to the report should be roundly applauded.

Lawrence T. Frase
Educational Testing Service
Princeton, NJ 08541

Worker Productivity

Dear Editor:

I have just finished reading the *Changing Nature of Work Report* of the Human Capital Initiative in the October *Observer* and am greatly disappointed to see that the National Behavioral Science Research Agenda Committee sees its mandate as one of increasing the economic wealth and productivity of corporations. The purpose of this initiative is primarily to address changes in the workplace in terms of how they will affect productivity and only secondarily in terms of how they will affect workers. For example, Chapter 5, "Creating a healthful work environment that supports productivity," makes it clear that the reason we want healthy workers is not because we care about human health per se but only because healthy workers are more productive ones.

The Editor welcomes your letters to the Editor

Submit typewritten letters of up to 300 words in paper form and, if possible, on computer diskette: DOS (5.25" or 3.5" diskette) or Macintosh (3.5" diskette). Indicate which word processor you used or, ideally, save as an ASCII or text file.



Increased productivity is undoubtedly the Holy Grail of American business and the present Administration in the White House, but I had hoped for more than unquestioning acceptance of this goal by the Committee. After all, the unrestrained pursuit of ever greater levels of productivity has led to a country that has the most productive workers on the planet (*The Economist*, October 23, 1993) but which continues to have slow growth and unacceptably high levels of unemployment. Increased productivity means that fewer and fewer workers are squeezed for ever greater output and ever higher profits for company shareholders. Did the Research Agenda Committee consider looking at the mental health consequences of the endless search for greater productivity at all (human) costs?

Instead of challenging the current Administration's policy of applying social science research towards the narrow economic goal of increasing global competitiveness, the Research Agenda Committee has jumped enthusiastically on the bandwagon. This blind pursuit of research dollars can take place only because researchers have disengaged themselves from considering the destructive consequences of supporting an initiative directed at achieving economic rather than human goals. I understand that the kind of thinking represented by the "Human Capital Initiative" has a long history in certain areas of psychology, but I think it is time that psychologists looked critically at the world view that accompanies treating people as "human capital." *Webster's New World Dictionary* defines "capital" as "wealth (money or property) owned or used in business by a person, corporation, etc." I can think of no more degrading and oppressive way to treat human beings than as objects to be used in the pursuit of profits.

Margery Lucas
Department of Psychology
Wellesley College
Wellesley, MA 02181

Fashionable Platitudes

Dear Editor:

As a Charter Member of APS, I read with dismay the *APS Observer* (October 1993) issue devoted to the Changing Nature of Work initiative. It is hard to

believe that a committee of distinguished psychologists could endorse a position paper composed of trendy notions seemingly drawn more from speeches of candidates for public office and *USA Today* headlines than from critical, considered examination of the dynamics of employment, unemployment, and the acquisition of job skills.

The document is nothing more than a collection of fashionable platitudes and vacuous assumptions which leaves the impression of the sort of self-serving exercise apparently aimed at extracting federal money that became the hallmark of the American Psychological Association. It also conveys the sense that we don't care what we say to make it look as if the community of psychologists is ready and willing to be pressed into producing empirical support for the political slogans of the day.

Psychological research has done a great deal, and can continue to do a great deal, to enhance understanding of the process of work and the effects of unemployment. We are especially well equipped to probe the nature and distribution of human abilities, the incentives and disincentives individuals face in making decisions about career and job choices, the bases of decisions to terminate employment, and decisions to return to school or undergo training to qualify for a new line of work.

After a century of psychological research on all of these matters it is odd that we suddenly need to caution psychologists not to miss the bandwagon rolling toward rescuing the US workforce. The trouble is that no compelling case has been made that our workforce needs rescuing or that the sort of remedies prescribed in APS's Human Capital initiative are needed now more than they ever have been needed. In other words, the authors of the initiative are not only unoriginal, but "a day late and dollar short." Anybody who read the *Changing Nature of Work* would wonder where [psychologists] have been for the last 100 years. I hope APS doesn't intend to spend too much of my dues money on this sort of wheel spinning.

Cary Lichtman
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Detroit, MI 48202

The Why's and How's of the Internet

Most students are well aware of many of the benefits (and headaches) of computers. We use computers for word processing, controlling experiments, and collecting and analyzing data. Less well known are the opportunities provided by the Internet system, an electronic network that links computers all over the world. The following is a brief outline of some of the Internet services that may be of interest to psychology students.

- ◆ **ELECTRONIC MAIL (e-mail):** Imagine writing a letter and having it delivered that same day, even to a foreign country. This is exactly what e-mail can do, and you don't even need postage. Keep in touch with friends and colleagues, or request a reprint of that interesting article you saw in your favorite journal.
- ◆ **MAILING LISTS:** The APSSC has its own mailing list, the APSSCNET. Mailing lists all work in more or less the same way. You subscribe to a list like you would subscribe to a magazine. The list maintains the e-mail addresses of all its subscribers. When someone posts a message to the list (by sending an e-mail message to the list address), it is automatically distributed to all subscribers.
- ◆ **FTP (file transfer protocol) and TELNET:** These procedures allow you to access files in computers at remote sites. Telnet lets you read those files. However, with telnet you cannot retrieve the files. This is where FTP comes in. It allows you to transfer files from other computers to your own computer.
- ◆ **GOPHER:** No, this is not a furry rodent. Gopher is an electronic service that allows access to all sorts of information from library catalogs, government agencies (e.g. NIH), and much more. If you want some information, you can simply 'go-pher' it (electronically speaking). If you are searching for a graduate school, you can access information about a particular school by "gophering." If you are looking for a job, there are places you can find job announcements too.

The best part about these services is that most are FREE to students. So what are you waiting for? Go see the computer services coordinator at your institution and sign up for an e-mail account. In order to get the most out of these services, you will need to know to which addresses to send messages to and which commands to use. You could start by subscribing to APSSCNET (see box). If you have questions about applying to graduate school, getting through that dissertation, where to 'go-pher' information, etc., send a message to the APSSCNET. All of its subscribers will see your message and someone just might have the answers you need.

NETTALK . . .

The Student Caucus sponsored "net" (APSSCNET) is an electronic mail system created for students. Its purpose is to provide a means of open discussion on issues related to student life, relevant political events, and research interests. Also included is information about post-doctoral and career opportunities. If you would like to subscribe to this no-cost system, you need a computer account that permits Bitnet or Internet access. Please subscribe by sending a message to:

LISTSERV@GIBBS.OIT.UNC.EDU

The first line of the message should be:

SUB APSSCNET FIRST_NAME LAST_NAME

When you subscribe, you will receive information about the network and introductory details. If you have any problems subscribing, or any questions about the "net," please contact the list owner, Kimberly Delemos, at: KIMDELE@GIBBS.OIT.UNC.EDU. Join us on the network...

Convention Travel Assistance Available

The APS Annual Convention offers student affiliates a rare opportunity to present research, learn of the vast array of work being done in the field, and interact with colleagues. But, the substantial cost of traveling to the annual convention makes the journey an unaffordable one for many students. The APS Student Travel Award Fund, established by the APS Board of Directors and administered by the APSSC, provides limited financial assistance to many students who wish to attend this important educational and professional event.

As in past years, travel funds are available to graduate and undergraduate student affiliates who will be presenting

research and are willing to volunteer (e.g., registration, job bank) at the convention, and who can demonstrate financial need. Typically, an award consists either of \$100 cash or free hotel accommodations. The number of awards will depend on funds available.

To apply for travel funds: 1) Send a letter of application (one page maximum) indicating your purpose for attending the convention, whether or not you are willing to work at the convention, and a travel budget. In addition, include your name, status in school (year), institution, home address, and telephone number. 2) Send a copy of the abstract that was submitted and accepted by APS. You must be an APS student affiliate to apply—nonmembers are ineligible for travel funds. **Send applications by May 1, 1994, to:** Jennifer Bugg, c/o American Psychological Society, 1010 Vermont Ave., NW, Suite 1100, Washington, DC 20005-4907.

Everything You Ever Wanted To Know About Stress

Well, Almost Everything . . .

Heather McQuaid

Stress. It assaults graduate students from multiple angles. Tests, papers, deadlines, running subjects, collecting data, teaching, writing. But of all the stress-inducing variables in graduate life, the psychology students I talked with said dealing with advisors and lack of control were the at the top of the list.

Interestingly, advisors were sources of stress even when they weren't around. Advisors who go on extended trips, have frequent sabbaticals, or have many other obligations (e.g., teaching, proposing grants, and working on multiple research projects), generally don't have much time to guide a student through graduate school. It can be very frustrating, as one student put it, "having an advisor who's not 100% behind you."

And then there are the advisors who watch every step you take, making sure that you dot every "i," cross every "t," and run every eligible subject in sight and every analysis known to humankind. "Rewrite" is their credo, and rewrite the students will, until they sweat blood and start mumbling about orthogonal designs, unequal N, and Sternberg-VanHawthorne effects.

But which type of advisor would students prefer? Whichever type they don't have now, of course!

Self Control

Students also get stressed out when they feel they don't have control over what's happening to them, which stems in part from the many "uncertainties" inherent in graduate school. For instance, many students don't know from semester to semester whether they'll have to teach or do research in order to support themselves. Others worry they won't get any support.

Graduate students are also uncertain about how they're doing in graduate school and what they should be doing. Many students say they don't get much feedback, especially positive feedback, and don't know if they're on the right track doing the right things.

"The rules aren't well defined and you don't know what the rules are until you screw up," observed one student. In some cases this may be due to flaws in program guidelines or over-obligated advisors, but in the end, uncertainty is one of the inherent features of graduate school.

Attitude Rules

So, how do graduate students deal with stress?

Many students said getting regular exercise, eating, cooking, and letting out an occasional "primal scream" seemed to help. But according to Merilee Coriell, a recent social psychology PhD, people's attitudes about stress may be one of the most important factors in how they cope with it.

Coriell's graduate research focused on psychoneuro-immunology, studying the relationship between emotions, stress, and the immune system.

Her advisor, Sheldon Cohen from Carnegie Mellon University, has found that people who saw themselves as being

The APS Student Caucus represents all the Society's student affiliates. It is not an honor society. All chapter chairs are additionally recognized as members of the APSSC Advisory Committee. For information on APSSC school chapter applications:
Sunni Reilman
PO Box 18134
Colorado Springs, CO 80935
Tel.: 719-577-1098
Chapter founders should provide information on the institution, department, and students, and designate a faculty sponsor.

APSSC Officers ♦ 1993-1994

All the officers welcome students and others who wish to contact them about concerns particular to their own offices.

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SEE STRESS ON NEXT PAGE

APS Staff Additions . . .

Maria C. Cuzzocrea Joins APS Membership Office



What kind of preparation do new APS staff get before joining the APS team?

Try eight days of survival sailing for nearly 200 miles through the Florida Keys on an a crudely equipped ketch with seven other landlubbers! Ok, so it wasn't a requirement for APS employment, but it certainly won't hurt our newest staff person's coping skills.

Maria C. Cuzzocrea joined the 11-person APS staff as its new Membership Assistant in early December, and having just returned from the invigorating Outward Bound sailing experience with a similarly small group

of people, she said she "expects the experience will reflect on and contribute to [her] enthusiasm and team spirit within APS. The exchange of roles within the sailing crew—from being captain or navigator one day to skulldog the next—mirrors the interactive role playing with people in our everyday lives."

APS welcomes Maria on board to work with Sharon Hantman, Director of Membership. Maria will be responsible for updating membership renewals, responding to inquiries by prospective members, creating information kits for distribution to potential new APS members, and marketing APS in membership recruitment efforts.

Maria comes to us from Darby Graphics, Inc., in Alexandria, Virginia, where she designed various publications and managed their production. Maria's computer design experience and artistic skills will also be a complimentary addition to the APS Membership Office.

Maria is not new to psychology, as she minored in psychology at Randolph-Macon Woman's College in Lynchburg, Virginia, where she received a BA in art. In the fall of 1990, she combined her two fields of study in a Therapeutic Art Activities internship at The Adult Care Center (a United Way organization) where she coordinated intergenerational art projects, and planned a final art show for the students. She also spent six months of her junior year in Florence, Italy, where she studied art.

A native of Roanoke, Virginia, Maria initially came to the Washington, DC, area to intern at the National Museum of American Art.

Call for Psi Chi Poster Proposals For 1994 APS Convention

Psi Chi members are invited to submit poster proposals for presentation at the APS Sixth Annual Convention. Submit proposals for the special portion of the program that APS has reserved for a Psi Chi Student Poster Session; mail to the Psi Chi-APS Program Committee by February 7 (see address below).

Psi Chi members are encouraged to submit their proposals using the APS submission forms found in the September *Observer* or the Winter 1994 *Psi Chi Newsletter*. If you have submitted a proposal for the regular APS poster session, DO NOT submit the same proposal for the Psi Chi session. Complete information can be obtained by contacting:

Marilyn Borges
Psi Chi Western Regional Vice-President
Dept. of Psychology, San Diego State Univ.
San Diego, CA 92182-0350
Tel.: 619-594-5404
Email: mborges@sunstroke.sdsu.edu.

STRESS FROM PREVIOUS PAGE

under a lot of stress were more likely to get colds. Currently Coriell is testing whether peoples' emotions, or affect, can influence the immune system too.

She said that while everybody is confronted with and must deal with stress, some people have a "higher cost of coping" than others. In other words, some people work so hard at coping that they may compromise their ability to fight off infection. She said that graduate students may have a high cost of coping because "they get caught up in feeling that everything has to be done 'right now.'"

Coriell said it's important that students realize that not everything can be controlled. And for those things that can't be controlled, she suggested that students try to change the way they think about them, or, as she put it, "be philosophical." So perhaps students, for the sake of their health, should take a "this too shall pass" attitude once in a while.

Coriell also said there's evidence that people who have an occasional beer or glass of wine seem to cope with stress better than those who don't imbibe. But before you chug-a-lug, she noted that it may not necessarily be the alcohol that helps people; having a drink is symbolic of relaxing, and it's important that people make time to "take a breather."

If you're feeling stressed, try to find out if it's something you can control. If it's beyond your control, try to accept it as just another part of life, and take a break from school once in a while. Or, in other words, say 'to hell with it' and go have a beer.

Heather McQuaid is a graduate student at the University of Pittsburgh.

Organizational Profile

Americans for Medical Progress Educational Foundation

Origins and Purpose

The Americans for Medical Progress Educational Foundation (AMPEF) is America's grassroots advocacy group for biomedical and behavioral research. Its purpose is to educate opinion leaders, the media, students, and the public about the benefits of research and the role of laboratory animal research in the discovery of cures and treatments for deadly and debilitating diseases. Through its public awareness campaign, AMPEF actively counters disinformation spread by so-called "animal rights" activists.

Membership

AMPEF has more than 3,000 members across the country including biomedical and behavioral researchers, patients, and academic leaders. Institutional members include academic institutions, pharmaceutical and biotechnology companies and biological and surgical equipment suppliers. Annual individual dues (\$25) include subscriptions to AMPEF's two bimonthly newsletters, *Breakthrough* and *Progress*. AMPEF is affiliated with the Canadian organization Partners in Research.

The "Organizational Profile," a regular feature of the *APS Observer*, informs the research community about organizations devoted primarily to serving psychological scientists and academics. It is difficult for anyone to keep abreast of the various organizations of potential personal interest. This section should help in that task. The Editor welcomes your suggestions as to organizations warranting coverage.

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BACKGROUND

AMPEF's multi-faceted program builds public support for the research community. Since March 1992 AMPEF's outreach campaign has educated more than 72 million Americans about the benefits of research. Program highlights include: a national public information campaign using television, radio, newspapers and magazines; a biweekly newspaper column, "Medical Milestones," syndicated for small-to-medium size newspapers and reaching 4.4 million readers; education of the media; and an annual "Heroes of Science and Medicine" award presented to an individual who has made significant contributions to easing human suffering and saving lives.

Breakthrough, one of two AMPEF newsletters, informs readers of the latest advances emerging from animal research. The *Progress* newsletter covers public policy affecting the research community, anti-research activity by "animal rights" activists, and AMPEF programs. AMPEF also counters "animal rights" activists' attempts to target school children with their deceptive propaganda. AMPEF has produced and will syndicate a color comic strip, "Heroes of Medicine," for Sunday newspapers, and will distribute to middle school children an educational video, "Biomedical Research: Is It Really Necessary?" produced by Partners in Research. AMPEF also is developing, *Hot Shots*, a biomedical research "mini-magazine" for kids which will present science in a creative and interesting way.

"Animal rights" activists have been successful in promoting restrictive legislation that needlessly cripples the research community by driving up the costs of research. AMPEF's sister organization, Americans for Medical Progress, Inc. (AMP), educates public policy makers about scientific research, the important benefits of research, and the dangers of "animal rights" extremism.

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Obituaries

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GEIS CONTINUED

BARDON CONTINUED

Greensboro as Excellence Fund Professor. Prior to 1976 he served on the faculty of Rutgers University where he created a nationally recognized doctoral program in school psychology and founded the *Journal of School Psychology*. While at Rutgers Jack served as Chair of the Department of Educational Psychology. A native of Cleveland, Ohio, Jack earned his BA at Case Western Reserve University and his MA and PhD in clinical psychology from the University of Pennsylvania.

It is difficult to overestimate the monumental impact of Jack's presence during his 18 years of service to the University of North Carolina-Greensboro. The university administration called on Jack repeatedly to launch new university programs or to bolster existing ones. At the University, Jack directed the Office of Educational Development, chaired the University Planning Council, directed the Collegium for the Advancement of Schools, was Interim Associate Vice Chancellor for Research, and was Interim Dean of the Curry School of Education. During all of this, Jack continued to teach classes and direct PhD programs. He was uniformly recognized as a master teacher.

More important than Jack's major contributions to school psychology and counseling is that fact that he was a wonderfully decent human being. No matter how busy he might be he always had time for colleagues and students, and they viewed him as a man of wisdom, compassion, and kindness. Although small in physical size, Jack was a giant when defending positions on issues of ethical conduct, professional responsibility, and basic fairness and humanity.

Jack was an honorable colleague and delightful friend. His gentle and courageous manner gave true meaning to the word "gentleman" which was often used to describe him. One usual facet of Jack's life was his commitment to mentoring junior faculty. His personal and professional guidance contributed greatly to the development of junior colleagues across the Greensboro campus, the nation, and beyond.

Those of us in the Department of Counseling and Educational Development will sorely miss Jack. His wise counsel and visionary approach to professionalism, and his personal demeanor and concern were major factors in enriching the reputation of our department and the University.

Jack is survived by his wife of 45 years, Carla Helene Bardon of Greensboro, two daughters, Janet Bardon Nenner of Columbia, Maryland, and Ruth Bardon Browning of Durham, North Carolina. Jack also had three wonderfully active grandchildren.

WILLIAM WATSON PURKEY
SCHOOL OF EDUCATION
UNIVERSITY OF NORTH CAROLINA-GREENSBORO

her cause in numbers. To those who could meet her demands, Lindy devoted her care and wisdom. She was personally supportive and professionally uncompromising. A student's paper had to be logically defensible from every angle—its style, at least flawless, and preferably elegant. It was the literate student who completed a course of independent study with Lindy, having submitted only a half dozen drafts.

The products of such training have been remarkable. Lindy's students won the President's Award for Outstanding Research on Women at the University seven times in a 13-year period. Three of her advisees have been named the top psychology majors in their respective 200-member classes, and one was the University's Outstanding Senior Woman. Lindy's graduate advisee, Natalie Porter, won the Edwin B. Newman Award from Psi Chi and the American Psychological Association (APA) for best graduate student research paper. Her students returned her professional endorsements, drawing appropriate attention to her accomplishments. Ultimately, they cooked her meals, transported her to hospitals, and cared for Lindy in her physical decline, as she had tended them in their intellectual ascent.

Lindy cared little for personal recognition, but her contributions elicited such in all three areas of her professional endeavor. She received the University of Delaware's Excellence-in-Teaching Award in 1981, and, a decade later, APA Division 35's Heritage Research Award. In 1989 the University of Delaware established the E. A. Trabant Award for Women's Equity, and Lindy was its first recipient.

Witty, personable, and possessed of a haunting, gravelly voice, Lindy was a delight to be with. Yet, she was an intensely private woman. She lived alone in a home right out of Hitchcock's "Psycho," surrounded by woods, a stream, and her beloved garden. Lindy was an organic farmer whose garden yielded such riches as could feed an entire department. Few knew that the tempting vegetables heaped on the department's counter each summer owed their vigor to the droppings she intercepted between the animal colony and the incinerator and whisked off in the back of her jeep. She was equally inventive at sewing, as evidenced by her trademark pants suits—all rumored to have come from the same pattern.

Lindy suffered terribly these last five years. Renal failure necessitated a debilitating regimen of dialysis and ultimately a kidney transplant. It was finally her omnipresent cigarette, emblem of independence to a generation of women, that proved fatal. While ailments stole Lindy's energy, they claimed neither her resolve nor her intellect. She organized her final months to give herself to her students, to finish manuscripts, and, as a token of hope, to a grant proposal. Lindy bequeathed a rich heritage of intellect, style, and conscience to those fortunate enough to share a place in her department. Lindy chose wisely the words for her tombstone: "feminist, scholar, teacher."

THOMAS R. SCOTT
DEPARTMENT OF PSYCHOLOGY
UNIVERSITY OF DELAWARE

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STELLAR CONTINUED

MELLINGER CONTINUED

ing to school. Many of these students came to the Mellinger Lecture held at the end of October 1993—which she was able to attend—and were able to tell her, joined by faculty and friends to tell her how much she had meant to them. This annual lecture is due to a very generous gift from Jeanne Mellinger. This year the department turned it into an occasion to honor her.

Jeanne was one of the first women to chair a doctoral-granting psychology department; but her life was very rich in other ways too. She had a zest for life and lived it to the fullest and shared her interests with her many friends. She loved music and treasured her season tickets to the Washington Opera. She loved to travel and was always curious about other cultures and peoples. Over the last few years she travelled extensively, often in Europe where she loved the museums and antiquities. One afternoon in Greece we were at Olympia. It was hot and after about an hour of seeing the ruins three of us went and sat under a tree. The tour group appeared smaller and smaller as it receded into the distance. But it also got smaller as other people found trees under which to rest. But not Jeanne. When the group reappeared about two hours later it was down to about three members and needless to say Jeanne's beaming face was one of them. I think she saw every rock at Olympia.

Jeanne got the most from life. She fought her cancer tenaciously, she herself finding and getting the latest treatments. She did not let it disrupt her life. Jeanne was intelligent, gracious, and kind, and she had tremendous courage. Besides travel and opera, she loved gardening, good food and wine, music, the theater, and museums. She raised three children, of whom she was rightly very proud. Jeanne was a loyal and steadfast friend who collected and kept good friends throughout her life. She lived life to its fullest, and we must be glad that we had, for a time, the pleasure of her company.

JANE FLINN
DEPARTMENT OF PSYCHOLOGY
GEORGE MASON UNIVERSITY

split-brain cat, and with Albert Stunkard and Teresa Spiegel on human ingestive behavior. While incomplete, this list serves merely to illustrate the breadth of his scientific interests. In 1960 Eliot became Professor of Physiological Psychology in Anatomy (a joint appointment in the Faculty of Arts and Sciences and the School of Medicine) and succeeded Flexner as Director of the Institute of Neurological Sciences from 1965-73.

Throughout his tenure at Penn, Eliot served the University and community in many important ways. He co-chaired (with Robert Dyson) Penn's Developmental Commission which surveyed the history and organization of the University and made recommendations for new initiatives and policy directions. Following the Commission's outstanding report, Eliot became Provost of the University and, with President Martin Meyerson, led a far-reaching reform of the University, consolidating many disparate departments into a coherent Faculty of Arts and Sciences. Eliot's perspective had been fashioned from much experience teaching undergraduates and graduate and medical students, giving him the credibility to bring the entire University together with a revitalized sense of community as "one university." A memorial resolution by the Board of Trustees stated that "rarely has one person contributed as greatly to the culture and quality of the University of Pennsylvania."

Stellar was elected to the National Academy of Sciences in 1968, serving as chair of its influential committee on Human Rights. He also was elected to the American Academy of Arts and Sciences and the Institute of Medicine. And, in 1977 he was elected to the American Philosophical Society and served as its president from 1987-93, continuing a line of intellectual leadership that extends back to Benjamin Franklin and Thomas Jefferson.

Eliot is survived by his wife Betty, son James, daughter Elizabeth, and five grandchildren. This record of his accomplishments is very incomplete, but even in their entirety his accomplishments are but a shadow of this rare human being who gave freely of himself in so many ways. He touched deeply the lives of all who knew him.

JAMES M. SPRAGUE
SCHOOL OF MEDICINE
UNIVERSITY OF PENNSYLVANIA

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