



OBSERVER

Published by the American Psychological Society

Vol. 10, No. 4

July/August 1997

- ◆ **Budgetary Politics...**
In an editorial in *The Chronicle of Higher Education*, APS looks at where science funding fits in the federal budget 3
 - ◆ **Human Capital Initiative...**
APS and NSF sponsor workshop to develop report on research opportunities 4
 - ◆ **Health and Well-being...**
APS and SPSSI jointly sponsor seminar at Smithsonian Institution 6
 - ◆ **Giving Away Psychology...**
New *Observer* feature examines public health and tobacco farming 12
 - ◆ **Ninth Annual APS Convention...**
Coverage of annual meeting includes highlights of symposia, sessions, satellite meetings, and more 14
- PLUS...**
- ◆ **Research in a Free Market...**
Letters to the Editor features several views 26

Art imitates life science...

On the Cover of a Magazine

Advancement of psychological science is in vogue as behavioral science strikes a pose on the cover of the nation's premier science journal

Science magazine's June 6, 1997, cover looks a little unusual. Instead of the usual cancer cell stain, simulated 3-D protein molecule, or sun spots, the cover on this issue sports behavioral research! Portraying the science of behavioral genetics, the cover represents a significant departure from *Science's* seemingly monotonic focus on things purely biology- and physics-related.

A time-lapse-like pose of two aging human beings, monozygotic twins to be specific (and a rare occurrence it is indeed), graces the world-known magazine's facade. Not that a cover says everything. But, sure enough, the magazine is wrapped in behavioral science and psychologists are spilling out from between the issue's covers: APS Fellow Irving Gottesman explains in a PERSPECTIVES column some of the basics



SEE SCIENCE ON PAGE 8

Psychology United at Ninth Annual Convention

Strong federal presence enhances meeting's utility for behavioral researchers

APS conventions always seem to deliver more than promised. Last year APS promised "earth-shaking science" at its eighth annual convention in San Francisco and "delivered" a bona fide earthquake measured at 3.5 on the Richter Scale during the meeting!

This year again, some 2,000 APS convention attendees got an extra bonus when they gathered for the Ninth Annual APS Convention May 23-26 in Washington, DC. Under the unifying slogan "The United States of Psychology," attendees not only enjoyed a serving of 76 program hours—distributed among 23 addresses, 28 symposia, 860 posters, and other events emphasizing the unity of psychological science and major trends in psychology's subspecialties—they were treated to what might be called

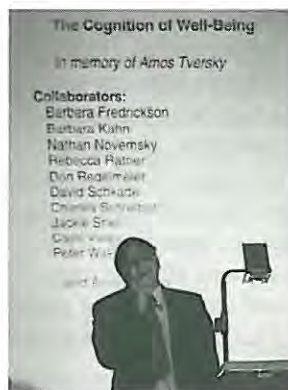
SEE CONVENTION ON PAGE 14

INSIDE

APS Call for Fellows	10
SSRC Fellowships	44

Departments

Presidential Column	2
Miscellany	11
Giving Away Psychology	12
Letters to the Editor	26
Teaching Tips - Exemplary Examples	28
People	31
Members in the News	32
Obituaries	36
The Student Notebook	40
Organizational Profile - Women in Psychology	43
Announcements	50
Meeting Calendar	52
Employment Bulletin	55



A highlight of the APS Convention was Daniel Kahneman, who gave a keynote address on the cognition of well-being.

The Future of Basic Research in Psychology

Human Capital Initiative report to highlight new directions in research

Basic research in social psychology, cognitive science, developmental psychology, behavioral neuroscience, perception, attention: What has it discovered about human functioning? What are the most promising future directions for basic psychological research? Pondering these and similar questions, some of psychology's most distinguished scientists are charting what could be the future for many areas of basic psychological research.

Funded jointly by the National Science Foundation (NSF) and APS, experts in these areas and others are compiling a report as part of the Human Capital Initiative (HCI), a national behavioral science research agenda begun in the early 1990s under the auspices of APS by representatives of a host of psychology organizations. The HCI has since been embraced and expanded by NSF, which funds basic research in virtually all scientific disciplines. (For background on the HCI, see the accompanying box.) The report will highlight some of the major theoretical and methodological accomplishments in psychology and identify specific basic research questions that need to be addressed to continue the momentum of discovery in the field.

In addition, the report will be used to "coordinate psychology's HCI with NSF's broader HCI program, which encompasses the social and behavioral sciences more generally," said APS Executive Director Alan Kraut, who is managing the project. "We need to make sure there's balance and a good fit between the NSF initiative and the research agenda for basic research in psychology."

Mined and Refined

The HCI effort is co-chaired by Marilyn Brewer from Ohio State University, and R. Duncan Luce, of the University of California-Irvine. A several-day workshop was held in late April to hammer out a framework for the document. Since then, Brewer and Luce have been overseeing the drafting process in which "nuggets" on basic research are being mined and refined. (See the box listing workshop participants appearing at the end of this article on page 46.)

The notion of "human capital," Brewer said, has been broadened by psychologists to "represent the goal of optimizing human talent and productivity in all spheres of life." Accordingly, the report will "highlight areas of psychological research that have implications for improving human potential," she said. (See this issue's page-2 "Presidential Column" by guest columnist Milton Hakel, chair of the HCI Coordinating Committee, for a related discussion.)

Brewer hopes the report on basic research in psychology will help "renew the discipline-wide commitment to the scientific priorities represented by the HCI."

Luce adds that basic psychological research will be presented in terms of "what we now know about the phenomena and processes; some of what we need to learn, which will drive basic research for the next five to 10 years; areas where the new knowledge may be applicable; and how these lines of research interact with other disciplines, in not only

I think that the HCI workshop—with the continuing dialogue among its participants and the resulting report—will have a dual benefit. It will provide us with a portable summary of current psychological knowledge and a guide to their practical implications. At the same time, it should help to make our collective inquiry more effective and cumulative.

ELKE WEBER
OHIO STATE UNIVERSITY

the social sciences but the biological and physical sciences as well."

Capital Ideas

The workshop participants themselves express a great deal of enthusiasm for the project, both in terms of the process and the goal.

"The process generated an exciting discussion of how basic research in core areas of psychology is relevant to the Human Capital Initiative," said Roberta Klatzky of Carnegie Mellon University. "The result of the workshop was a broad and fruitful perspective on the importance of basic psychological research for developing human capital."

Because they are so focused on advancing the science and the foundation of knowledge in the field, it is sometimes a challenge for basic researchers to talk in terms of the potential uses for the knowledge that they produce. However, participants in the workshop seem to share a long-term vision in which basic research in psychology plays a central role in addressing the nation's problems.

"Although the problems facing our society appear over-

whelming," said participant John Cacioppo, "psychology has much to contribute toward solving these problems and much to gain from working toward solutions."

Cacioppo, of Ohio State University, predicts that basic research in psychology can lead to improved techniques in decision-making and judgment, which in turn would allow people to change their health and social behaviors for the better. Such changes would represent "significant progress" to society "even if only a fraction of affected individuals can be persuaded to alter maladaptive behaviors," he said.

Similarly, Daniel Schacter, of Harvard University, talks about the "strength and importance of the basic research that psychology can offer." The noted expert and author on memory says: "The explosive controversies concerning the accuracy of



Pictured (left to right) are (standing): Anne Treisman, Roberta Klatzky, Carol Fowler, Patrick Cavanagh, William Greenough, Joseph Young, Robin Vallacher, Susan Carey, Elke Weber, Alan Kraut, Douglas Medin, John Cacioppo, Ervin Hafer, Daniel Schacter; (sitting) Daniel Kahneman, Steve Breckler, Michael McCloskey, Marilyn Brewer, Duncan Luce, Michael Gazzaniga.

recovered memories and the effects of suggestion on children's recollections vividly underscore the importance of mnemonic processes in everyday life—and the need for more basic research that clarifies the relevant underlying mechanisms" of those processes.

The Human Capital Initiative BACKGROUND

The Human Capital Initiative (HCI) is a national behavioral science research agenda that was developed over a several-year period by representatives of more than 70 scientific psychology organizations, following a series of Behavioral Science Summits organized by the American Psychological Society. The process began with an APS-convened Behavioral Science Summit held in January 1990 in Tucson, Arizona, the first of many HCI-related meetings. Soon after, the US Senate Appropriations Committee took note of "a summit meeting of over 65 behavioral and psychological scientific organizations" whose "participants developed a human capital initiative...outlining general psychology research themes." In the same Senate report, the Committee urged the National Science Foundation and other research funding agencies "to examine the summit meeting documents with an eye toward behavioral science funding initiatives in 1991."

The first HCI document was published in 1992 and was well received by Congress and federal research agencies. It made the case that six broad national concerns—work productivity, education, aging, health and behavior, violence, substance abuse—are behavioral at their core and that a serious commitment to new behavioral research is needed if we are going to seriously address them. The HCI was designed as a way to systematically bring science to bear on these problems, each of which involves questions of basic behavioral research. Since 1992, several HCI reports have been developed that outline more specific priorities for psychological research in these six broad areas.

Basic Benefits

Developing reports like the one currently in progress is seen as an essential aspect of making the benefits of basic psychological research visible to the public.

"We have learned a great deal about human cognition and behavior that has critically important implications for human capital issues," notes Schacter. "We need to communicate this effectively to legislators and the general public."

This is echoed by Elke Weber, a workshop participant from Ohio State University. "If we want to help individuals or organizations live up to their full potential—and I think we have plenty of underutilized knowledge to do so—then we have to continue to 'give psychology away,'" says Weber.

"The report will be useful within NSF as we continue to educate our colleagues in other disciplines about the value and importance of research in psychology," said Steven J. Breckler, program director for social psychology at NSF. "It will also be useful within the psychology research community as a resource and guide for those who plan to submit proposals for funding."

"NSF is eager to fund high-quality basic research on problems relating to the Human Capital Initiative," said Breckler. "The APS HCI workshop and report represent a valuable



In an ongoing effort to translate psychological research findings into useful information for the lay public, both SPSSI and APS sponsored a Smithsonian seminar on health and well-being. Below are some highlights from the public seminar. In the fall of 1995, APS sponsored an equally popular series on the influence of nature and nurture (see the January 1995 APS Observer).



Smithsonian Institution Hosts Seminar on Health and Well-being

It could have been as easily billed "Take Charge of Your Health Day" at the Ripley Center, a granite and sandstone catacomb of lecture halls, art exhibitions, and museum offices beneath the "Castle" building of the Smithsonian museum in Washington, DC. However, the equally applicable billing of "Building Healthy Lives" was the choice that enticed a lay audience of a record-breaking 110 attendees to an all-day Smithsonian Institution seminar on psychosocial aspects of health and well-being.

The event was cosponsored by the Society for the Psychological Study of Social Issues (SPSSI) and the American Psychological Society, and the accent was on practical steps that almost anyone could apply to their own lives.

Four psychologists described the research behind four psychological and social factors (i.e., social support, optimism, meaning in life, and self-efficacy) and physical and mental health outcomes. The common theme of the four speakers was perhaps summed up best by Jeannette Ickovics of Yale University. "Biology isn't destiny," Ickovics said. "The fact is that we can actively participate in enhancing our health by understanding how our mind and body are inextricably tied. We can make a lot of personal choices that impact on our health." This capacity to choose, she said, "gives us a sense of control" that is crucial in this process.

Michael Scheier of Carnegie Mellon University spoke of his work measuring the coping styles and strategies of optimists and pessimists in various groups of people facing severe stress and the impact of these strategies on health outcomes. He and his colleagues devised "The COPE," a 15-point instrument that includes coping approaches such as active coping and planning, seeking social support, religion, acceptance, denial, mental and behavioral disengagement, alcohol/drug use, humor, and finding growth potential in the adverse experience.

"Optimists tended to avoid denial and disengagement," noted Scheier. "They used active coping, planning, and seeking of emotional support and advice about what to do at rates far higher than those of pessimists. They also used more religion and tried to grow with the adverse experience," he said.

Scheier described a breast cancer study demonstrating that optimists are less likely by far to use the more negative types of

coping strategies. Optimists are less likely to deny they had cancer, less likely to disengage, more likely to use positive ways of coping with it, and this has a positive impact on survival and reoccurrence rates. Active coping styles and realistic acceptance of illness have shown similar results in other studies. Citing the work of Jeff Reed with AIDS patients, Scheier noted that those AIDS patients who did not expect the worse and who had not psychologically disengaged lived longer at each follow-up time point of 10, 20, and 48 months. "What I am suggesting is that coping may mediate, or provide the mechanism for this effect, and that optimists may cope in more adaptive ways." In doing so, this may lead them to experience less distress and more positive outcomes. While Scheier's research focuses on dispositional optimism, he noted that twin studies from Sweden suggest that genetics is probably only one component and that life experience is also important.

SPSSI Past-President and former APS Board member Virginia O'Leary outlined findings from her current line of research on people who thrive after suffering severe adversity. They not only bounce back but rise above their pre-trauma baseline of functioning. O'Leary identified thriving as a dramatic shift following trauma, noting that it is contingent on confronting adversity actively, whether the individual takes that action deliberately or not. "Thriving involves the effective mobilization of individual and social resources in response to the risk or threat in ways that lead the individual to find deeper meaning in life," she said. Recent research by Sloan Alday found that thriving, as measured by self-report, is highly correlated with meaning.

O'Leary described a change underway in psychology from the focus on a deficit/vulnerability model of how individuals respond to life stressors, to a strength or resiliency model, noting in particular Martin Seligman's shift in research from learned helplessness to learned optimism. After tracing the history of some of the stress and childhood resiliency research, O'Leary described the results of a review conducted by her and colleagues suggesting that "meaning in life" is frequently associated with positive outcomes following



Scheier



Ickovics

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FROM PREVIOUS PAGE

challenge.

O'Leary suggested that finding meaning allows for adaptive functioning even in the most severe of challenges such as the holocaust, noting the groundbreaking research of the Jerome Frank in this area. She also described a study by Shelley Taylor in which gay men who were HIV positive and who had lost a life partner, but who had found meaning through the loss, had maintained their level of immune functioning one year later when compared to a similar group who had not found meaning in the experience. Similarly, she noted a study by Maureen Ryan that found that "constructed meaning" and self-esteem had a direct beneficial effect on women's adjustment to breast cancer.

O'Leary commented that initial research among colleagues has shown that in some cases as much as 30 percent of people who have been challenged by an extreme physical or emotional event bounce up beyond their previous levels of emotional well-being. Throughout her presentation she cited many unsung "thrivers" and a few famous ones, notably Christopher Reeve. "Christopher Reeve has managed to imbue his situation with a special kind of meaning," O'Leary said. "Instead of saying 'If it hadn't been for this I would still be a movie star, making millions,' he has said, 'No, there's a reason for this, and I can make a contribution.' So Reeve has been testifying before Congress in order to increase research money for spinal cord injury and has established a related foundation. He has woven his situation into his life narrative in such a way as to make it centrally meaningful."

Psychologist Wayne Sotile of Wake Forest University pointed out that most of the research on resilience has focused on individual factors (such as optimism, humor, self-esteem, self efficacy) that promote the ability to cope. His work, on the other hand, is concerned with a broader level of analysis: how couples and families cope with stress. Sotile described his work with cardiovascular diseased patients and their families, particularly how stress can be managed in healthy ways by individuals and couples.

He began by pointing out that "it's human nature for us, when stressed, to think ourselves into more distress. But stress-hardy people are able to catch themselves before they transform stress into more distress," he said. "And what stress-hardy people in relationships do is pause and check out how they are defining what they are facing. Because our ways of thinking may be lenses that literally shape what we see." In supporting these points, Sotile made reference to the research on optimism and self-efficacy. "What differentiates stress-hardy folks from others is what you *think*. The way you think affects the way you feel. The way you feel affects the way you deal... And what matters most in determining how you cope is your self-efficacy."

Sotile then described how caring in relationships aids recovery, citing three epidemiological studies demonstrating that men who

have suffered a heart attack and return home to live in social isolation are three times more likely to die from a second heart attack in the next four years than men who have suffered a heart attack and have a social support system. Research repeatedly shows that "with intimate connections, we don't get sick as frequently, and when we do get sick, we recover better. We manage stress better and have a better quality of life."

Jeanette Ickovics finished the day by discussing the mechanisms by which stress influences the body, highlighting the role of the neuroendocrine and immunological systems. She explained that while acute stress can be adaptive, the influence of chronic stress on the body can be observed in studies of susceptibility to illness, severity of illness, and recovery from illness or injury. She described several studies demonstrating these effects. Ickovics noted the work of Sheldon Cohen in one European study, in which healthy people were exposed to either a placebo or five to seven varieties of cold virus. Regardless of the nature of the strain (mild or severe), the amount of stress before exposure to the virus predicted the percentage of patients who got colds.

Ickovics also described the long line of work by Janice Kiecolt-Glaser and colleagues, including one study examining the impact of stress on recovery. In this study, caregivers of Alzheimer's patients, took longer to heal a small wound made in their forearm than age-matched controls. At six weeks, fewer than 20 percent of the caregivers had a completely healed wound, while 70 percent of the controls did.

Ickovics noted that while the genetic revolution will lead to important changes in health and treatment, behavioral factors play a significant role in health, and lifestyle changes can be made to decrease susceptibility to illness and improve health outcomes. Paraphrasing Martin Luther King's statement that the ultimate measure of a man or woman is not where he or she stands in moments of comfort and convenience but where he or she stands at times of challenge and controversy, Ickovics stated "This applies to what we do in response to our stress and life circumstances."

"We can't avoid life stresses and problems, but we can engage in a variety of stress-reduction techniques. [You] can exercise, do yoga, do meditation, do hypnosis, acupuncture or massage, or whatever works for you; it might be ballroom dancing or bowling, or it might be coming to Smithsonian lectures or going for a walk on the Mall. Whatever works for you is the thing that you need to engage in to take charge of your health, to reduce stress, and to have a positive impact on your health outcomes," she said.

The SPSSI/APS seminar, Building Healthy Lives, was chaired by SPSSI's Washington, DC, representative, Paula Skedsvold.



O'Leary

THE
Smithsonian
ASSOCIATES

SCIENCE FROM PAGE 1

about behavioral genetics research and complex traits. The focal point of the issue is a REPORT by APS Fellows Gerald McClearn and Robert Plomin and APS Member Nancy Pedersen (with co-authors) presenting their research findings from Swedish longitudinal twin data revealing the nature of genetic influence on cognitive abilities. In an unrelated Editorial, Richard Atkinson (an APS Fellow, University of California President, and former National Science Foundation Director), discusses the integral nature of universities in the nation's basic research enterprise. There is even a piece on the APS convention in the RANDOM SAMPLES section.

50 Years Under Cattell

For the psychological science community, this recent cover is a welcome deviation from tradition in the depiction of science in the periodical's cover art and photos. While often exhibiting dazzlingly impressive graphics, the narrowness of the science depicted on the cover of *Science* unfortunately contributes to the perception that American science is devoid of scientific scrutiny of human nature and behavior.



But to psychologists well-honed in psychology's long history, this is an ironic fate for *Science*, which began and thrived under the 50-year(!) editorship of a renowned psychologist, James McKeen Cattell. In fact, it was Cattell, the second editor of the then-one-year-old magazine (whose original backers included Alexander Graham Bell and Gardiner B. Hubbard), who became owner and was the first to make the magazine a success in terms both of scientific communication and financial stability beginning in 1894. Cattell arranged for an annual subsidy of \$750 from the American Association for the Advancement of Science (AAAS), since AAAS was interested

in supporting the magazine. N. D. C. Hodges had served for a year as the first editor, but Cattell's rein lasted until Willard Valentine was appointed editor in October of 1945.

Psychology Under Wraps

A casual review of science cover art over the last few decades reveals that only a few covers have featured behavioral science. Even so, among the behavioral science covers we did uncover, five out of seven represented biological psychology, so not all psychologists will be sitting up in their seats to take a gander at *Science's* latest graphic adventure into behavioral science.

Pictured here is a sampling of issues of *Science* whose covers have portrayed behavioral science prominently in the last few decades. The temporal distribution suggests that behavioral science topics are becoming increasingly more frequent, but since behavior on the cover is such a low-frequency event to begin with, such speculation is out of bounds and is akin to asserting the existence of global warming on the basis of 16 years of highly variable meteorological data! The research of psychologists figures prominently in most of these issues. The "behavioral science" covers and their dates of publication include:



- Behavioral genetics (June 6, 1997)
- Cognitive neuroscience (March 14, 1997)
- Genes and behavior (circadian rhythms) (June 17, 1994)
- Phenias Gage and frontal lobe function (May 20, 1994)
- Brain neuronal activity during intentional rotational arm movement in monkeys (January 13, 1989)
- Multidimensional scaling (October 24, 1980)
- Rotation of objects in mental space (February 19, 1971)

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Getting on the cover of *Science* is tough enough; Getting *between Science's* covers is tough too . . .

In fact, only 16.5 percent of all submitted articles in 1996 were accepted for publication in *Science*. That's up from 10 percent in 1994. Some 6,800 manuscripts were received in 1996 and the accepted papers (i.e., Articles, Reports, and Research Articles) comprised some 3,200 pages. That, too, is up from the 1994 figure of 2,300 pages reported in the spring of 1995 by Bloom as he assumed the Editor-in-Chief post. Clearly, Bloom has made some headway achieving one of his early goals of increasing the number of pages.

FROM PREVIOUS PAGE

Bloom Replies

If *Science* content had been more representative of the entire American scientific enterprise over the decades, perhaps the fact that only a handful of covers have featured psychology would be a minor concern. The topical distribution of cover art reflects editorial content choices to the extent that art selections derive directly from articles within. But within the choices thus available to *Science* art department staff, "in general, choice of cover art reflects the art more than the (unpredictable) longer term significance of the underlying science," *Science* Editor-in-Chief Floyd Bloom told the *Observer*.



The May 1994 appointment of Bloom, who also is Chair of Neuropharmacology at the Scripps Institute in La Jolla, California, has been a good sign to psychologists, allowing them to hold out hope that behavioral science will more often see the light of day at *Science* (see the July/August 1995 *Observer*) under his rein. As APS Past-President James McGaugh (UC-Irvine) had commented, when comparing Bloom with past editors, "If anyone can bring back behavioral research to the pages of *Science*, Bloom is the one.... [He] has an extremely inclusive view of the scientific enterprise, and, above all, he is seen as fair and unbiased."

It should be mentioned, however, that reviews by psychologists of *Science* behavioral science manuscript submissions have often yielded "diametrically opposed appreciations," Bloom has said. Explaining the historical context, Bloom has lamented that past *Science* editors often did not have sufficient expertise or experience to successfully and knowledgeably sort out these differing evaluations.

**Tradition**

Over the decades, the editorial tradition of *Science* also has come to be reflected in author self-selection when it comes to

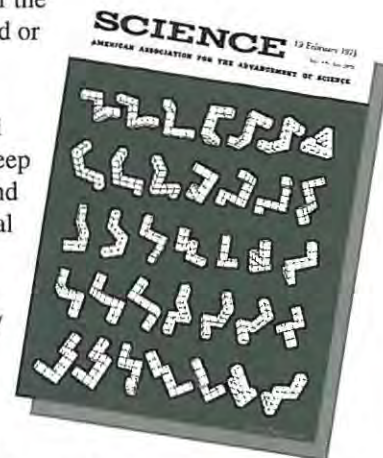
article submissions (see the May/June 1994 *Observer*). That psychological science is underrepresented in *Science* is thus in part a function of some scientists deliberately choosing to *not* submit articles to *Science* because

of editorial policies perceived to be biased against behavioral research. The underrepresentation has been a constant source of surprise and a common lament among scientists, given the enormous human and material resources devoted to psychology and the significant contribution of the discipline to our scientific understanding of the world of organisms around us. Psychological scientists have been trying for many years to effect better representation of psychology in *Science* and Bloom's editorship holds promise for the community. Letters to and meetings with past *Science* editors Daniel Koshland, who was editor from January 1985 to April 1995, and Phil Abelson, who was editor from August 1962 to December 1984, were only moderately successful, according to prominent psychologists involved in such community efforts to educate the AAAS editorial decision-makers over the years.

**Keeping Track**

Consultations with several archivists and historians in psychology, as well as *Science* artists, indicate that no one is systematically tracking *Science* covers from the perspective of the type of science that is depicted or not.

Bloom likes the idea of keeping track of cover art and indicated that "we do try to keep a balance between physical and life sciences (as well as special art created for special theme issues), but to my knowledge we don't maintain a [topically categorized] archive." In fact, prompted by the *Observer* inquiry, Bloom plans to use the above list of "behavioral science" covers to suggest that AAAS develop such a categorized archive.



If readers are aware of relevant *Science* covers not mentioned here, the *Observer* editor would be happy to hear from you. Send a description or photocopy of your favorite psychology cover from *Science* and we'll add it to the list and start keeping track! (The folder is a bit thin presently.) L.H.

APS Invites Nominations for New Fellows

Fellow Status Criteria

(effective 12/94)

The basic criterion considered for Fellow status in the American Psychological Society is that of sustained outstanding contributions to the science of psychology in the areas of research, teaching and/or application. Candidates will generally be considered after ten years of postdoctoral contribution, though exceptional cases of candidates with fewer years will be considered. The nominee must be an APS member.

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.
- (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 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 review all nominees approved for Fellow status twice each year (winter and spring) and approved fellows will be notified accordingly.

Fellowship Nomination

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 3 colleagues, at least one of whom is an APS Fellow

_____ (your signature)

_____ (printed name)

_____ (address)

_____ (telephone)

Return to: APS Membership Committee
American Psychological Society
1010 Vermont Avenue, NW, Suite 1100
Washington, DC 20005-4907
Attn: Maria Cuzzocrea Burke

 **AMERICAN
PSYCHOLOGICAL
SOCIETY**

Distinguished Members Elected APS Fellows

Eight names were added to the prestigious roster of APS Fellows recently when the APS Board accepted the recommendations of the APS Fellows Subcommittee. This committee, chaired by Andrew S. Baum, reviews all applications for fellowship and selects new fellows on the basis of sustained contributions to scientific psychology.

These new inductees swell the ranks of APS Fellows to more than 2,450. APS congratulates the following new Fellows:

Eugene Borgida

University of Minnesota

Rick Jacobs

Pennsylvania State University

Ronald Ley

University of Albany

Alex Martin

City College of New York

Michael Mumford

*American Institute for
Research*

Jim Russell

University of British Columbia

Leigh Thompson

Northwestern University

Rebecca Treiman

Wayne State University

Members of the APS Fellows Committee include:

Andrew Baum (chair)

Judith Goggin

William T. Greenough

Katherine Nelson

Victor H. Vroom

MISCELLANY

Typical reports about the aftermath of disasters, such as tornadoes and floods, usually portray survivors progressing through predictable stages of emotions, starting with distress, followed by acceptance and, then, recovery. A National Science Foundation (NSF)-supported study by APS members Roxane Cohen Silver and Alison Holman of the University of California-Irvine, reveals that this pattern is more **stereotype** than norm. In fact, emotions may run both positive and negative in the same person. The more likely individuals are bolstered by early support from family, friends, co-workers or other assistance groups, the better they cope over time, according to researchers. Silver and Holman found that, contrary to what is usually portrayed in the news, not everyone feels great distress after enduring a catastrophic event. It is also true that not everyone recovers, but media overemphasis on the negative has led the public to expect only to see anxiety, anger, and depression, ignoring the alternatives, say the researchers. The widespread presence of positive emotions in the immediate aftermath of trauma may be a sign of a critical coping mechanism in humans, they add. However, coping depends on available support. The more social support survivors receive immediately after a disaster, the less likely they are to experience distress later on.

Parent involvement in a child's education is based on a parent's own ideas and experiences, as well as other factors growing out of environmental demands and opportunities, say Vanderbilt University researchers Howard Sandler (an APS member) and Kathleen Hoover-Dempsey, who reviewed psychological theory and research that reveal influences on parental involvement. Three factors appear to account for involvement: the parent's belief about what is important, necessary, and permissible for them to do with, and for, their children; the extent to which parents believe they can exert positive influence on education; and a parent's perceptions that the child and school want them to be involved. Sandler and Hoover-Dempsey say that parents choose involvement activities shaped by their perceptions of their own skills, abilities, interests, time, and energy. The researchers, whose work appears in the *Review of Educational Research*, recommend that communities and school districts include parents in the schools' mission and that those schools wishing to increase parental involvement should focus in part on the perspective of the parents.

Sad emotions may predispose the body to asthma attacks in children, while happy emotions seem to ward off attacks says APS Member Beatrice Wood, who, with psychiatrist Bruce Miller, found that emotions seem to affect involuntary responses in the cardiopulmonary system. In the study, published in the *Journal of the American Academy of Child and Adolescent Psychiatry*, 24 children with asthma were monitored while viewing the movie *ET, The Extra-Terrestrial*. The children's heart rate and oxygen saturation—an indicator of how much oxygen was getting to their tissues—were least stable during a sad scene in the film. According to the SUNY-Buffalo researchers, this suggests that sad emotions may lead to increased involuntary nervous system activity and changes in oxygen supply, similar to those seen during an asthma attack.

Guidelines Established for Best Treatment of OCD

A Duke University-led group of researchers has developed a hands-on, practical reference guide to help clinicians treat patients with obsessive-compulsive disorder (OCD).

OCD, characterized by intrusive thoughts and repetitive behaviors such as hand washing, can be difficult to diagnose, though once identified, it responds well to treatment. Typical treatments for OCD include cognitive-behavioral therapy (CBT) alone or CBT combined with one of several different medications, said John March, chief editor of the new guidelines and director of the child and adolescent anxiety disorders program at Duke.

Using a "consensus scholar" method of approach, the new guidelines (*The Expert Consensus Guidelines for the Treatment of Obsessive-Compulsive Disorder*) are less theoretical and more user-friendly than existing ones. They employ charts, graphs, and layman's terms to describe the preferred treatments so that patients and non-doctors can utilize them.

The 10 guidelines, published in the May issue of the *Journal of Clinical Psychiatry*, are extrapolated from a survey presenting 53 decision-making scenarios. Highlights of the guidelines include considering CBT as the primary first-line treatment, especially in younger patients, and beginning CBT sessions weekly. ♦

NIA Study: Making Working Memory Work Better

Results of a new National Institute of Aging (NIA) study show promise in relieving memory-impairment problems for Alzheimer's patients. Researchers say that the drug physostigmine, when administered to people by infusion in laboratory tests, aids and improves performance of everyday working memory.

Researchers, including APS Member James V. Haxby, used positron emission tomography to find and monitor the areas of the human brain that are activated during working memory and to determine how activity in those regions is modified by a working memory enhancing drug. Physostigmine—a short-acting drug that enhances levels of acetylcholine between neurons in the brain—improves efficiency and reduces the effort needed to perform working memory tasks while altering the activity of some of the brain regions activated by this memory task.

The drug may enhance efficiency during the processing of information by focusing attention on the task at hand or it could help minimize the effects of distracting stimuli. Either way, a more efficient working memory could be a great advantage for Alzheimer's disease patients and other memory-impaired people.

"A better understanding of how working memory functions could give us valuable clues as to how our brains process and manipulate such information," said NIA's Maura Furey, lead author of the study. "It could also teach us about how drugs that alter some cognitive processes, such as working memory, influence the brain's response."

These results were reported in the June 10 issue of the *Proceedings of the National Academy of Sciences*. ♦

Giving Away Psychology

Searching for a Middle Ground to Which All Sides Can Subscribe

Tobacco farming and public health communities share attitudes regarding future economics

WINSTON-SALEM, NC—The data show that there is more potential common ground between health professionals and tobacco growers than anyone realized, Wake Forest University psychologist David Altman reports from the heart of America's tobacco country.

Not that there's any love fest going on between health advocates and tobacco farmers.

Farmers gave public health groups a one percent rating when Altman and his colleagues asked them which constituencies cared about the economic welfare of tobacco farmers and tobacco-dependent communities in a 1995 survey.^{1,2}

Health professionals generally return the compliment, Altman notes. "We often group tobacco farmers and tobacco companies in the same 'evil empire,'" he said. And the general public tends to agree.

Paradoxically, however, tobacco farmers and health professionals might find some common ground in their attitudes towards the tobacco industry, Altman suggests.

"Though I think tobacco companies cause a lot of harm for individual smokers and the public at large, they also engage in a variety of practices that are very detrimental to the future of individual tobacco farmers and rural farm communities. So there's some reason for us to interact closely with farmers, because we share some of the same concerns," Altman said.

Altman has been investigating tobacco issues for a decade, and through his membership in the Society for the Psychological Study of Social Issues (SPSSI)—which houses its Washington Fellow at APS headquarters as an Organizational Affiliate of APS—he pursues his interest in finding solutions to social problems through the application of psychological principles and research-based approaches.

Agricultural Economics

When he moved to Wake Forest from Stanford University three years ago he had his first opportunity to meet with

many tobacco farmers, develop friendships with some of them, and get to know their key organizations, he said.

"While there are a lot of people in agricultural economics and rural sociology who have studied tobacco farmers, no one had ever interviewed a large number of farmers and asked them about a variety of issues related to their future and their views on health policy," he said.

"They're very open to me because I'm open to hearing their perspectives. I'm looking for ways for us to interact on common ground. And while we'll always have differences of opinion, I think there is a lot more common ground than has been realized," Altman said.

"So with some funding from the Robert Wood Johnson Foundation we interviewed about 1,000 tobacco farmers in 1995. Then we also interviewed about 1,000 people from the American population at large—we asked them about a variety of issues related to tobacco farmers and then made a comparison of the views of the public and farmer groups.

"Now, while I still wear my pro-health hat, my appreciation for the complexity of these agricultural issues has expanded," Altman said.



Altman

Stereotypes Are Groundless

Altman's surveys show "there is a great deal of misunderstanding" on all sides about the tobacco price support program and other key policy, industry, and attitudinal issues. The notion that the tobacco farmers see eye to eye with the tobacco industry, that they aren't concerned about the health impacts of tobacco, and that they don't want to supplement tobacco with other enterprises just don't hold up in Altman's survey data.

Tobacco farmers *are* aware of the health hazards of tobacco and they *are* diversifying, Altman's 1995 survey shows. In fact, 63 percent of respondents believe that "smoking is harmful to people." And 40 percent say they have attempted at least one supplemental enterprise in the previous five years, while only 30 percent said they had not tried to get an off-farm job or increase livestock/poultry or non-tobacco crop income.

Tobacco industry leaders have warned that tobacco farmers and tobacco-dependent communities would suffer a sorry plight under greater tobacco control or higher tobacco taxes. That is "one of the last, and perhaps strongest of the tobacco industry arguments against tobacco control," Altman says.

Tobacco Economics

At the same time, the tobacco industry has been bypassing American producers by importing ever larger volumes of tobacco from abroad for use in their American products. Currently more than a third of the tobacco used in US-manufactured cigarettes is purchased from abroad, at from one-third to one-half of American prices. American tobacco companies are also teaching foreign growers how to produce for the US market.

Meanwhile, the number of tobacco farms in the United States has been dropping dramatically: from 512,000 in 1954 to 124,000 in 1992. In North Carolina, which produces more tobacco than any other state, tobacco provided 47 percent of farm cash crop receipts in 1959 but only 19 percent in 1993. Livestock and poultry now outproduce tobacco in that state, and cotton is an increasingly popular alternative, Altman points out.

A study recently funded by the National Cancer Institute is taking Altman and his colleagues to the next level. "Rather than survey or just talking to tobacco growers, we are actually working with farmers and farm organizations in 14 counties of North Carolina as partners to see if we can sustain the farmers and communities. And we hope to do so with some consistency in terms also of pursuing public health goals to which I remain committed," said Altman.

Integrated Approach

"We are talking with agricultural extension people, civic leaders, health leaders and taking a broad-based community approach to this problem, with all the economic complexity and long history and the embedded culture of the issue. One thing that I've learned in working for years on this issue is that tobacco is more than a crop and that tobacco control needs to be approached from more than a health perspective," Altman said.

"One of my interests is bridge building, linking public health, rural community development, and tobacco farmers. And, clearly, given the importance of the tobacco program at present and historically, and the fact that it's been a target of health groups and public misperception, it seems to be a logical thing to study and evaluate to see whether there's some sort of middle ground to which all sides can subscribe," Altman said.

Price Supports and Health

Another project of Altman's focuses on the federal price support program for tobacco, "looking at the extent to which, from a public health perspective, we can support the federal government role in the tobacco area."

Altman also received a W.K. Kellogg Foundation National

Leadership Program Fellowship that will allow him over the next three years to engage with 40 other people around the country involved in various leadership initiatives. He will also study rural development under the fellowship, looking at the effects of policies on rural communities, and the spillover on urban and suburban communities, and issues like food supply, education, and technology transfer.

"In the context of that work I hope to get a better understanding of the place that rural communities have in society, the intersections between rural America and the rest of America, and the ways in which policies at an international level come down to affect the person walking on the street in New York City or Tarboro, North Carolina," he said.

Altman has a PhD in social ecology, an interdisciplinary social science program at the University of California-Irvine. "I'm a community psychologist more than anything else," he

said. "What I'm doing is psychological on a lot of different levels," he said. "This is pretty much mainstream community psychology, looking at community psychological dimensions of pressing social issues. You've got issues around sense of community, around empowerment, around equity and diversity, and

even around economic and cultural development, which really are at the root of community psychology."

"With respect to SPSSI's interests (i.e., the psychological study of social issues), we are looking at the behaviors and attitudes of farmers, and the behaviors and attitudes of other constituencies in the community fabric that impact individuals, groups and organizations in the community at large. So I think it's very consistent with SPSSI philosophy and aims."

"The intervention work we are doing is influenced by psychological theory in part, not entirely—social cognitive theory from Albert Bandura, diffusion of innovation theory from Everett Rogers. And community organization and community development theory, which has been adopted in part by community psychology. They all certainly influence the work we do."

Altman is a professor in the Department of Public Health Sciences at the Bowman Gray School of Medicine at Wake Forest University. He teaches two primary courses for medical students, one on doctor-patient relationships and the

Though I think tobacco companies cause a lot of harm for individual smokers and the public at large, they also engage in a variety of practices that are very detrimental to the future of individual tobacco farmers and rural farm communities. So there's some reason for us to interact closely with farmers, because we share some of the same concerns.

DAVID ALTMAN
WAKE FOREST UNIVERSITY

SEE ALTMAN ON PAGE 47

CONVENTION FROM PAGE 1

"The United States *and* Psychology."

Specifically, the meeting drew the largest-scale presence of federal research funding agency officials and personnel that anyone could remember seeing at any previous psychology convention anywhere!

Signs of this high level of interest in supporting and interacting with APS members by US federal research funding agencies were ubiquitous. For example:

- ◆ The National Institute on Drug Abuse (NIDA) decided to hold its own day-long symposium (to encourage and showcase cognitive science applications and research on drug abuse) within the APS convention. Featuring a dozen invited speakers and a kick-off address by NIDA Director Alan Leshner, the symposium was packed to the point of standing-room only.
- ◆ The National Institute of Mental Health (NIMH), for its part, held a four-hour open session at which investigators interested in applying for NIMH grants could meet individually with one of the 10 key NIMH staff members hosting the session.
- ◆ The National Institute on Alcohol Abuse and Alcoholism (NIAAA) held a well-attended breakfast meeting with current and potential research grantees in order to encourage new research and researchers to unravel the social, psychological, and biopsychological effects of and mechanisms underlying alcohol abuse.

Strong Federal Presence

Another important sign of funding agencies' interest in APS was the fact that they participated at more than three times the level of last year's convention in the Special Federal Funding Poster Session



NIAAA Director Enoch Gordis met with the APS Board of Directors.

where funding agencies do their "show-and-tell" for prospective grant applicants. The function flourished as never before, with 27 agencies and offices represented this year, versus nine at last year's convention.

And five heads of federal agencies/offices met with APS's Board of Directors immediately prior to the convention weekend to discuss a wide range of opportunities for interaction. Meeting with the Board to hear concerns of the psychological research community and to inform the Board of agency developments were:

Norman Anderson (Director of the National Institutes of Health's Office of Behavioral and Social Sciences Research), Bennett Bertenthal (Assistant Director of the National Science Foundation's Directorate of Social, Behavioral, and Economic Sciences), Enoch Gordis (Director of NIAAA), Steve Hyman (Director of NIMH), and Alan Leshner (Director of NIDA).

Teaching and Biology Preconferences

The APS Convention activities were once again prefaced by the Annual APS Institute on the Teaching of Psychology, a preconference that drew nearly 300 participants. It featured an opening address by UCLA psychologist Rochel Gelman, titled "Cognitive Development and Learning," and presentations by seven



OBSSR Director Norman Anderson, pictured with Sandra Scarr, talks with the APS Board of Directors.

other invited speakers, as well as two sessions of interactive poster sessions and round-table discussions on actual teaching approaches used by teachers of psychology. (See related articles on page 22.)

Drawing in more than twice as many registrants than anticipated (i.e., more than 220 attendees), APS's newest one-day preconference, the Biological Basis of Behavior Preconference, featured more than 60

speakers in six sessions on topics ranging from limbic system function and neurodegeneration to learning and memory in the cerebellum. A special poster session was held at the conclusion and featured nearly 40 posters.

Unique Addition

For the first time, the APS convention also offered six concurrent panel discussions by

APS distinguished Fellows in which they addressed trends and future directions in their respective subdisciplines. The well-attended sessions focused on the separate topics of social level of analysis, nonlinear dynamic modeling,

prevention and treatment interventions for mental and physical disorders, the future of quantitative psychology, industrial/organizational psychology, and behavioral neuroscience. Each session was followed by its own social hour, permitting



Joseph Steinmetz chaired the first Biological Basis of Behavior Preconference.



Bernard Bertenthal discusses some of the issues important to the NSF Directorate of Social, Behavioral, and Economic Sciences.

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FROM PREVIOUS PAGE

audience members to discuss issues with the panelists informally.

Convention as Magnet For Other Societies

The convention was also a magnet for meetings of other psychological groups. Organizations holding their annual meeting in conjunction with APS were the American Association for Applied and Preventive Psychology, the Society for Personality and Social Psychology, the Academy of Clinical Psychological Science, the American Board of Professional Neuropsychology, the psychology honor societies Psi Beta and Psi Chi. Psi Chi sponsored APS's Bring-the-Family address by Elliot Aronson (see article on page 17).



APS Convention Program Chair and SPSP President Arie Kruglanski presents the Donald T. Campbell Award to E. Tory Higgins.

Sold Out Exhibits

Occupying 60 exhibit booths in all, the number of exhibitors this year was up 35 percent over last year. And, having bought out all the APS exhibit space, they provided attendees with a plethora of choices among book publishers, experimental apparatus manufacturers, and various services.

Psychology As a Whole

Outgoing APS President Sandra Scarr, in her remarks to the opening session of the convention, praised "the many things that the APS staff do to promote research funding for your work," adding that "a lot of their words end up in legislation, particularly around appropriations."

To the crowded audience in the main ballroom of the Washington Hilton Hotel, Scarr emphasized that "the principal mission of APS is to ensure the health and integrity of psychological science. By integrity I mean wholeness, soundness, and intellectual honesty. Everything we do as an organization supports that mission. The diverse interests of our

members, so richly represented at this convention, are bound together by a commitment to psychology as a science, a science that can inform and enrich human lives."

The wholeness and unity note was stressed throughout the preparations for the annual meeting by Arie Kruglanski, chair of the convention program committee. He said, "This year's central theme, the unity of psychology, is what APS quintessentially stands for."

The meeting's opening session was also an occasion to announce the election of new board members and the departure of outgoing members. Scarr thanked outgoing Past-President Richard F. Thompson for his many contributions, and noted that Lorraine Eyde and Bruce Overmeier were leaving the Board "after having been wonderful and helpful colleagues." She offered congratulations to Elizabeth Loftus "whom we chose as our next president elect," and to Jerome F. Singer and Joe Steinmetz

for winning Members-at-Large seats on the APS Board that they will occupy immediately. President-Elect Kay Deaux would assume the APS presidency at the end of the convention, Scarr noted.

Key Notes

The opening session then moved on to the Keynote Address, and APS Convention Chair Arie Kruglanski introduced keynote speaker Daniel Kahneman of Princeton University, saying that Kahneman "has been able to pierce through appearances and discover exciting things about the most fundamental psychological phenomena, such as preferences, judgment, or state of well-being. He embodies the unity theme of this convention, for his work has moved with great facility across diverse domains of psychology.... He has explored the unifying domains of various subfields of psychology, but he has also explored the commonalities that psychology shares with other key fields, such as philosophy, economics, linguistics, and business, thus adding our voice to the larger social



In a moment of levity, keynote speaker Daniel Kahneman and APS President Sandra Scarr attempt to master the basics of overhead projection.

science dialogue on these fundamental issues."

In his keynote presentation, Kahneman explored potential foundations for a new science of experience, which would permit objective judgment of how individuals experience outcomes subjectively, offering potentially useful knowledge for government policymaking, especially in health care arenas. (See article p. 19.)

Awardees Honored

Following the usual APS tradition, the final portion of the opening ceremony was reserved for the APS President to bestow hand-calligraphied award citations on deserving scholars and researchers in psychology. Scarr presented APS's highest award, the William James Fellow Award, separately to Richard Davidson, of the University of Wisconsin-Madison, and Edward Taub, of the University of Alabama-Birmingham.



Davidson was awarded the APS William James Fellow Award.

Davidson's William James citation reads as follows:

In the great tradition of William James, Richard J. Davidson has had a powerful impact on a remarkably diverse range of subdisciplines within Psychology.

Hold the Marshmallow, Please, We're High E.Q.

Mass media's portrayal of emotional intelligence causes dilemmas for researchers and educators

Popularization of the notion of emotional intelligence has created "something that researchers in this field now have to cope with," APS Member Peter Salovey of Yale University told an audience at a symposium at the Annual APS Convention.

"For the longest time Jack Mayer and I hoped our original 1990 piece on emotional intelligence¹ would challenge the intelligence [research community] to think more broadly and that it would be a challenge to certain aspects of the emotion literature that dichotomizes passion and reason," he said.

But then a little over a year and a half ago psychologist Daniel Goleman's book, *Emotional Intelligence: Why It Can Matter More than IQ* appeared and became a worldwide best seller, with millions of copies sold to date in the United States, Britain, Germany, Japan, Korea, and other countries.

Popularization Has Diluted Message

"The problem was not with Dan's book but with the hoopla around the construct, which I think has promised more than can be delivered. I actually liked the book," Salovey said.

He lamented, however, that "any initial sense of what emotional intelligence might be has gotten lost" as the topic filtered through the press. For example, a *Time* magazine cover asked "What's Your Emotional EQ?," although nobody has published any valid measure of emotional intelligence, Salovey pointed out. The *Time* story suggested that Martin Seligman's optimism scale could measure emotional intelligence. Other accounts defined emotional intelligence as persistence, zeal, and stick-to-it-tiveness, Salovey said. And still others equated it with delayed gratification in eating marshmallows, taking off from an experiment cited in Goleman's book.

"Now school system reps call and say, 'Dr. Salovey, would you please design for us an intervention that we can implement in our schools that will teach our first graders not to eat the marshmallow?'" Salovey told

the symposium audience.

"But the most insidious bastardization of this concept," he said, "was equating emotional intelligence with character or simply with 'being a nice guy,' implying that if we teach children about it they will have good character when they grow up." He said this ignores the fact that "sociopaths can have excellent regulatory skills of emotion, at least when focused on others, so it hardly can be equated with good character."

Some school systems have responded by developing new programs where, for example, once a week the students do something about their emotions that is age appropriate, Salovey said.

"That troubles me," he said. "I'd much rather see teachers help kids learn about

emotions in the context of whatever else they're doing, not as an isolated, separable part. When a math teacher is introducing long division in third grade and kids become frustrated or anxious, why not teach them about frustration and how to cope with it?"

Salovey's new book on emotional intelligence, to be published this year by Basic Books, will have a forward by Daniel Goleman. It is titled *Emotional Development and Emotional Intelligence*, and co-author is David Sluyter of the Edward Fetzter Institute. ♦

1. Salovey, P. and Mayer, J.D. (1990). Emotional Intelligence. *Imagination, Cognition and Personality*, Vol. 9, pp. 185-211.

Liar, Liar

APS convention symposium looks at when, why, and to whom we lie

Lying is often described as one of the worst things a person can do. Yet, almost on a daily basis, everyone lies, often without much thought.

"Lying, and variations of it, are extremely pervasive in our lives," said Arthur Miller, who, with Anne Gordon (both of Miami University), chaired "On Telling Lies and Being Suspicious: Contexts, Motives, and Ethical Implications," a symposium at the recent Ninth Annual APS Convention. Miller said the topic was somewhat of a paradox: people consider it an unforgivable social transgression, but the fact is "all of us lie some of the time, and some of us lie all of the time," he said.

The symposium brought together

researchers who have looked at various sides of the phenomenon. Bella DePaulo, of the University of Virginia, spoke on research she and colleagues Matthew Ansfield and Joseph Boden have conducted

on serious lies. Co-chair Gordon compared perceptions of lies to assess the biasing effects of perspective. Steven Fein, of Williams College, looked at suspicion of ulterior motives, while Leonard Saxe, of CUNY-Graduate School looked at how society can

sometimes encourage deception and ways to encourage honesty. Case Western Reserve University's Roy Baumeister tied the



Case Western Reserve's Roy Baumeister was a discussant at the symposium on lying. Seated to his right are panelists Arthur Miller, Anne Gordon, Leonard Saxe, Steven Fein, and Bella Depaulo.

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The Giving Away of Psychology . . . And Condoms

Elliott Aronson's Bring-The-Family Address examines applying social psychology to teens, AIDS, and condoms

According to Elliott Aronson, surveys on AIDS conducted on college campuses over the past 10 years consistently show three things about the majority of college-age students:

- 1) they are very knowledgeable about AIDS and about condoms as a good way of preventing transmission of the virus;
- 2) they are "scared witless" of AIDS when they think about it; and
- 3) they are NOT using condoms consistently.

Given the first two points, it would seem strange that despite knowing of a way to prevent a deadly disease, a person would not protect him/herself from exposure. But

FROM PREVIOUS PAGE

program together with suggestions for how to think about lying, as well as thoughts on what the next steps in research on the subject should entail.

Tell Me No Lies

"Basically, we lie," said DePaulo, maintaining the paradox Miller described. "And, quite often, the people to whom we are the closest are the people to whom we lie."

Looking at the everyday variety "little white lie" versus the more serious kind, DePaulo and her colleagues found that while people tell fewer everyday lies to the people to whom they feel closest, most serious lies are told to the most important people in their lives. For everyday lies, she said, the simple fact that one is lying to a loved one is threatening enough to stymie the action. But in close relationships, the potentially harmful information covered by the lie outweighs the "sin" of the action.

What makes a serious lie so serious, said DePaulo, is the lie itself and whatever is being covered up by the lie. When we lie

SEE LIES ON PAGE 35

according to Aronson, the reason lies in the second conclusion: The vast majority of college-age students are scared witless of AIDS when they think about it.

"When they think about it. When people are getting ready to make love they prefer not to be thinking about getting a horrible

disease and dying. It sort of has the tendency to decrease sexual arousal, and on some occasions, eliminate potency completely," said Aronson at the Ninth Annual APS Convention Bring-the-Family Address. "This would be funny if it wasn't so tragic."

And the statistics are tragic. In 1994, the incidence of AIDS increased 77 percent in the high school- and college-age populations, said Aronson, a professor at the University of California-Santa Cruz.

"Over the past few years, there have been more than 2.5 million cases of some of the lesser sexually transmitted diseases—like syphilis and herpes—among teens and

young adults per year. So we know that teenagers have having unprotected sex," he said. "In fact, the current data suggest that less than 30 percent of teenagers and young adults use condoms every single time they have sex. The question is, how do you convince the remaining 70 percent?"

What's Past Is Prologue

AIDS is currently the number-one killer of young adults in America, recently replacing accidents. It didn't start out that way, though, said Aronson.

"When the AIDS epidemic first struck in this country, the Reagan Administration was very slow to respond," he said. "Was it just bureaucratic ineptitude? Or, was it something special about this particular disease. In its early stages, AIDS was primarily confined to gay men. Several knowledgeable observers attributed the inaction of the Reagan Administration to blatant homophobia."

What finally spurred the government out of its bureaucratic fog surrounding AIDS, said Aronson, was the disease's infiltration of the segment of the population that now ignores or denies the risk: the teenage/young adult population. "When the government began to take it seriously they unleashed [then-First Lady] Nancy Reagan,

SEE CONDOMS ON PAGE 34

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Genetic Research Presents Exciting Prospects for Psychological Research

Presidential Symposium at Ninth Annual APS Convention addresses genetics and personality

"Suspend your paradigms and be prepared to think in somewhat different terms," APS President Sandra Scarr urged the audience at the Presidential Symposium on "Genetics and Personality: The Search for Why We Think, Act, and Feel the Way We Do."

"This symposium is really about how people and their environments get along. It's about how people develop into themselves in the course of everyday life," Scarr said.

As first speaker, Thomas Bouchard of the University of Minnesota described a sweeping change in research paradigms that has overtaken many social psychologists in the last two decades. He presented evidence for what he called the "rather radical hypothesis—long rejected by social psychologists, including myself—that genetic factors influence social attitudes."

David Lykken, also of the University of Minnesota, followed with a discussion



Bouchard and Lykken

of his widely publicized investigations into the heritability of happiness or subjective well-being. He took up the question as to whether one's "genetic lottery" at birth determines a person's happiness level, and answered it in the negative. He suggested that average levels of happiness "are determined largely by the things that we *do*, and the things we do are strongly influenced by our unique genetic makeup."

Speaker Nancy Pedersen offered fresh observations into multivariate

genetic and environmental research with the 351 pairs of identical twins and 407 pairs of fraternal twins in the longitudinal Swedish Adoption



Pedersen

Twin Study of Aging at the Karolinska Institute in Stockholm.

Genes, Coming to a Research Area Near You

Robert Plomin of the Maudsley Institute of Psychiatry in London, the final speaker, described recent findings in molecular genetics that have revolutionized psychological research in aging and sensation seeking. "That's what is going to happen throughout psychology," he predicted. He advised psychologists to "get on board and think about using genes" in their research.

The large audience burst into laughter when Plomin said, "I guarantee you that by the turn of the century genes are going to come to an area near you. You name the area and there will be genes in that area.

"So I think it's important for psychologists to think about using genes, because we can ask much more interesting questions when we have genes that are associated with behavior—questions about development and gene/environment interplay. For example, we can ask whether hyperactivity emerging



Plomin

Animal 'Rites of Passage'

APS has arrived! After delivering nine annual scientific conferences, each of which has visibly featured much animal research, APS is finally on the radar screen of animal rights organizations, apparently. With a sense of timing to match this nine-year lag, APS's first animal-rights protester missed his cue (an award to an APS animal researcher) when he burst into the middle of "The Cognition of Well-being [in humans]," during the opening ceremony of the Ninth Annual APS Convention.

Screaming anti-animal research sentiments and throwing protest literature at the audience, the protester was apparently spurred by APS's awarding of our prestigious William James Fellow Award to animal researcher Edward Taub, of the University of Alabama-Birmingham, for his ground-breaking work on how nerves and sensation can become restored following spinal cord injury.

In the very early 1980s, Taub became a favorite target of the animal rights movement for what came to be known as the Silver Spring monkeys incident. Now, a decade and a half later, the lone animal rights protester arrived on the scene prematurely. Intending to disrupt Taub's award he instead found himself in the middle of the opening keynote address on human well-being delivered by cognitive scientist Daniel Kahneman, professor of psychology at Princeton University. The brief incident was over before the crowd of 1,000 knew what was going on, and the APS awards ceremony went off without a hitch. Said APS Executive Director Alan Kraut after the protester was unceremoniously escorted out of the hotel, "I guess the 16-year delay [since the Silver Spring incident] threw his timing off." **L.H.**

Kahneman Keynote Speech: Looking to a New Science of Experience

Psychological findings deviate from logic in evaluating the outcomes of episodes of pleasure or pain, Daniel Kahneman of the Woodrow Wilson School at Princeton University declared in his keynote address to the opening session of the American Psychological Society convention.

Logically, it would seem that the intensity and the *duration* of the pain or pleasure in a specific occurrence should be what we remember, Kahneman said.

But psychologically, the experience is quite different, Kahneman demonstrated with numerous examples from his own and others' research.

What we actually remember when we evaluate an episode retroactively is "an average of the peak affect experience and the affect experience at the end of the episode," Kahneman said. The average of peak and end is what counts, and duration hardly enters the picture, he said.

Better Than Economic Theory

Extending this line of "instant utility" research could have extensive consequences, Kahneman suggested. It could open vistas for a future "science of experience that focuses on how outcomes are actually experienced, and not only on occurrences." It is a field that "psychology is best suited to take on," Kahneman said. It might eventually have a major impact on public policy in relation to issues such as consumption of goods and services, investment decision-making, and health care, and could become a more comprehensive alternative to the currently potent policy impact of economics, which rarely examines human behavior in a comprehensive manner, Kahneman suggested.

Instant Utility Research

He cited examples of core research that measure the instant utility of pleasure or pain, second by second and which then examine the subjects' resulting global evaluations of the experience.

One example involved people watching a holocaust film while they controlled a sort of affect meter, by which

Daniel Kahneman has been able to pierce through appearances and discover exciting things about the most fundamental psychological phenomena, such as preferences, judgment or state of well-being. He embodies the unity theme of this convention, for his work has moved with great facility across diverse domains of psychology. He has made profound contributions to fields as diverse as visual perception, judgment, decision-making, conflict, and psychology of value. He has explored the unifying domains of various subfields of psychology but he has also explored the commonalities that psychology shares with other key fields, such as philosophy, economics, linguistics and business, thus adding our voice to the larger social science dialogue on these fundamental issues.



Kruglanski

ARIE KRUGLANSKI

NINTH ANNUAL APS CONVENTION PROGRAM CHAIR

they recorded how much horror and pain they were experiencing instant by instant. Some people watched a 40-second version of the film, others a 3-minute version. The duration had "essentially no effect on their evaluation," Kahneman said.

In a currently ongoing experiment, Kahneman's subjects listen to a rapid succession of pleasant and unpleasant sounds—police whistles followed by harp music, for example. "They are supposed to write down a number that is a combined evaluation of the good and bad experience," Kahneman said. "But I notice for myself that I was incapable of doing that. I was completely dominated by the last piece that I heard. I did have an intellectual sort of memory of the other piece, but my evaluation of the whole experience was completely dominated or very largely dominated by the last experience."

There isn't just one single mechanism, in Kahneman's opinion, that produces the peak/end evaluation seen in these examples.

"Some of the mechanisms have to do with what we call anticipatory emotions of hope and fear—what are the rules that govern hope and fear? Others seem to reflect memory phenomena, like the

recency effect.... There is a process of automatic evaluation, where just the mention of an episode provokes an emotion. So there is more than one reason for almost everything I will say," Kahneman stated.

Kahneman recalled that his present research "began with what Amos Tversky taught me about decision making." (Kahneman dedicated this keynote lecture to the colleague with whom he worked for 30 years; Tversky died last year at age 59.)

"Tversky let me borrow a book that he had written on mathematical psychology ... and I discovered something very strange. I discovered that in economic analysis, in utility theory, utility is assigned to *states* of wealth." But in actual life, explained Kahneman "people seem to assign values to *gains* and *losses*. That's a completely different story. A gain or loss is a change; it's not a state, it's an event. And also it seems that people assign values to the effects of slices of time, and not to states or streams of outcomes."

In the course of time, Kahneman would be applying these slices of time or

SEE **KAHNEMAN** ON PAGE 38

July/August 1997

Three Times as Many Federal Funding Agencies at APS Meeting

Special federal research support posters bring grant-seekers and agency representatives together

"Washington gives us an opportunity to put on a much grander show-and-tell," said Theresa Levetin, new director of the National Institute of Drug Abuse's (NIDA) extramural research program, taking time out from NIDA's poster at the special federal funding poster session at the APS convention.

More than three times "grander" than at last year's APS convention, in fact. Funding agencies held forth at 27 information booths this year, as against nine at the San Francisco meeting last year.

"Obviously, almost all the agencies are here in town. So it's no large effort for them to come here to the meeting," said Jaylan Turkkan of NIDA, who, as chair of the session, recruited the agencies' participation.

Personal Connection

There is real payoff for the funding agencies, Turkkan said. "First, we're giving out lots of information about what our agencies are interested in and the new directions that we want to fund. But second and most important are the personal connections: Maybe they're not so important for older investigators. But for people just starting out, phoning [the National Institutes of Health] can be a pretty scary thing. So when they meet you personally and realize you're just like them, it puts a human face on things and they say, Hey, what's the big deal?"

The funding future is bright in just about all areas at NIDA, Turkkan said, because of the Institute's close bond with White House drug "czar" General Barry McCaffrey, who "has convinced a lot of people that we've got to do more about drug abuse."

Alcohol Research

Fetal alcohol syndrome and adolescent drinking are two of the priority research areas at the National Institute on Alcohol Abuse and Alcoholism (NIAAA), according to Laurie Faudin of NIAAA's

basic research division. "We need to find out what the underlying neurobiological impairments are and then how we can tailor various kinds of testing to better identify the children and adults with fetal alcohol syndrome and the partial syndrome called alcohol-related neuro-developmental disorder. Then, once we can understand the nature of the impair-

ments, we need to try to develop new therapies. We're also very interested in develop-

ing animal models of adolescent drinking, because many people who become

alcohol dependent start drinking at ages as early as eight or nine. We don't really know the effects of alcohol at that early age, in terms of cognitive development, social develop-

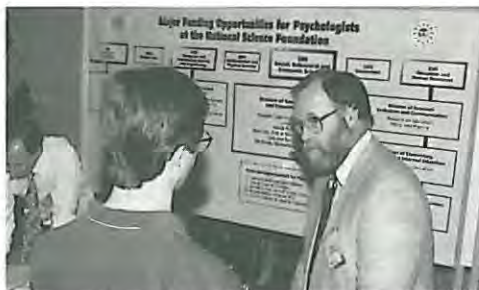
ment, parental interactions and peer pressures," she said.

Disease Control and Prevention

At the Center for Disease Control and Prevention (CDC) "there is a big push on now to focus on adolescent research," according to Mary McFarlane, who was fielding questions in the CDC poster area. According to recent CDC data and a report of the Institute of Medicine's



Mary MacFarlane, of the Centers for Disease Control and Prevention, talks to Neil Mulligan, of Iowa State University.



Harmon Hosch (right) and Michael McCloskey presented information on research opportunities for psychologists at the National Science Foundation.



David Liskowski manned a poster featuring behavioral and human factors research at NASA.



Susan Chipman (right), with the Office of Naval Research, talks with Lesley Teitelbaum, of Syracuse University.

Division of Health Sciences Policy, the six issues at the heart of 70 percent of all adolescent health problems are injuries, substance abuse, risky sexual behavior, tobacco use, inadequate physical activity, and poor dietary habits, all of which at their core involve modifiable behavioral mechanisms.

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FROM PREVIOUS PAGE

“We’re interested in how it is that children are learning about sexual behaviors and which behaviors are appropriate, what parents and families can do to influence sexual behaviors in their children, and what causes an adolescent to begin a risky sexual career path,” McFarlane said. “We’re interested in knowing more about what kinds of people we have to intervene with to get youths to observe healthier sexual behaviors, and what kinds of interventions work.”

Another area of interest at CDC is methods and techniques of behavioral surveillance for

determining the incidence and prevalence of certain behaviors in the population, McFarlane said. Another is the barriers and facilitators for getting into the health care system once people recognize that they have a problem or are at risk for a particular disease. McFarlane said there are now a great many behavioral scientists in CDC and they have firmly established the recognition that every approach to disease must have a behavioral component if it is to succeed.

Child Health and Development

The male’s role in family planning and many issues around immigration and



Marina Volkoff, of the NIH Office of Behavioral and Social Sciences Research, talks with Paul Scott of the National Institutes of Health.



Joseph Frascella, of the National Institute on Drug Abuse, talks to a visitor about the Etiology and Clinical Neurobiology Branch.

within-country migration are topics of particular interest at the National Institute for Child Health and Human Development (NICHD), according to Susan Newcomer of NICHD’s Demographic, Behavioral and Social Sciences Research Branch. The role of men in fertility has been understudied, and immigration has also been a neglected field, Newcomer said. NICHD is interested in the psychological implications and determinants of immigration

and migration, including race and ethnicity, and implications for self-esteem as well as issues around sexual behavior, coupling, childbearing, abortion, and child rearing and care.

NICHD representative Sarah Friedman explained to all comers a complex array

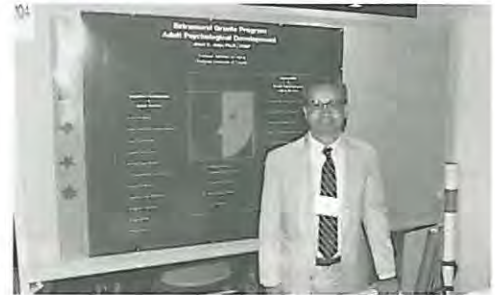


NIAAA’s Laurie Foudin discusses research programs at the National Institute on Alcohol Abuse and Alcoholism.

of bar charts for NICHD’s developmental psychology funding areas. The bottom line, she said, is that the more applications received in any category the more proposals will be funded. NICHD has “sure funding” for all applications with scores up to the 13th percentile, and then selects and chooses from those in the range between the 13th and 25th percentile, she said.

National Science Foundation

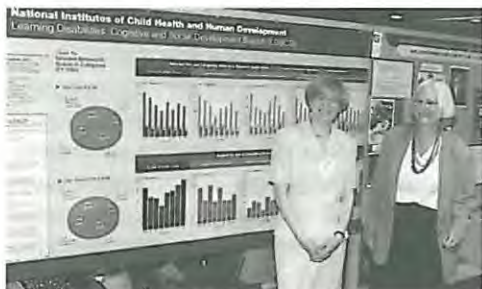
At the National Science Foundation (NSF) poster, Michael McCloskey, who directs NSF’s Human Cognition and Perception Program, outlined the basic research it funds in a broad range of cognitive science areas including language processing, memory and problem solving, as well as focusing on vision, audition and other senses. NSF also funds research in psycholinguistics and lan-



Jared Jobe presented information about the extramural grants program in adult psychological development at the National Institute on Aging.

guage processing, and has special initiatives in learning and intelligence in natural and artificial systems. Though some of the projects are multidisciplinary,

there are also many single-investigator research opportunities, he said. He advised young investigators to feel free to call NSF program directors and tell them “what you do; they can give you good advice about whether NSF is the right place to apply, and which programs there you should be thinking about.” ♦



Sarah Friedman and Susan Newcomer manned the National Institute on Child Health and Human Development’s poster.



Mary Curvey (left), of the NIMH Division of Neuroscience and Behavioral Science, talks with Lesley Teitelbaum of Syracuse University.

Fourth Annual Teaching Institute . . .

Despite some competition for attendance provided by the inaugural Biological Basis of Behavior satellite meeting at the Ninth Annual APS Convention, the Fourth Annual Teaching Institute successfully asserted its position as a popular cornerstone of and kickoff to the yearly APS summit.

Nearly 300 participants met for the one-day event that, in only its fourth year, has become one of the most anticipated, attended, and talked about events at the convention.



Bernstein

"It appears that the Institute's format—a combination of the state-of-the-art talks for use in updating lectures, and the poster and participant idea exchanges (PIEs), which cover teaching methods, innovations, and technology—is striking a responsive chord in our colleagues," said organizer Douglas Bernstein, who chairs the Teaching Institute Committee. The committee features some of the most well-respected researchers and favorite teachers the field has to offer, including APS President-elect Elizabeth Loftus, Robert Henderson, Mike Nietzel, and Evelyn Satinoff.

"I was pleased that we had a good crowd at this year's event and I thought the speakers did a wonderful job," added Bernstein, who said he was especially pleased

with the more informal and discussion-intensive parts of the Institute. "I think that, as always, the poster session and the participant idea exchanges were highlights for the participants in the Teaching

Depressed Is as Depressed Does

Susan Nolen-Hoeksema maintained the momentum of the Teaching Institute in the closing plenary address in which she looked at "Emotional Regulation and Depression."

"Most people at some point in their lives get depressed," said the University of Michigan professor. While in itself this statement seems obvious, Nolen-Hoeksema went on to discuss how one's strategy for regulating emotional distress can lessen or exacerbate this distress. Rumination, or the tendency for a person to excessively brood or reflect, enhances negative thinking, interferes with good problem-solving, and is, in turn, associated with more severe and prolonged periods of depression.

"I am interested in studying a maladaptive coping strategy on the opposite end of the continuum from suppression." This is the strategy used by people who spend too much time thinking about their emotions, said Nolen-Hoeksema, who described rumination as the human cognitive equivalent of a cow chewing its cud: going over and over all the reasons why you are depressed.

"What I learned is this kind of ruminative coping can take what might otherwise be a fairly moderate and short term depression and turn it into a more severe and lengthy," she said. "Rumination can enhance the oppressive, negative mood. It can keep you from engaging in those everyday instrumental activities, like doing your job or mowing your lawn or trying to raise your child. And it interferes with your problem solving." ♦



Nolen-Hoeksema

Cognitive Learning and Development: Hell on Wheels

"For me, the questions that we are being asked to address—the questions of how and what to teach and when—are fundamental questions of the human mind and cognitive science. As students of cognitive development, we take it as given that when we teach, we are supposed to offer students learning experiences that accomplish two pedagogical goals," said Rochel Gelman, who delivered the Opening Plenary Address of the Teaching Institute. "The first is the nurturing of a richer understanding. The second is to support the acquisition—or at least the start of the acquisition—of new conceptual organizations and understanding. I know that these tasks are not easy to accomplish—quite the contrary—some might say it is going to be hell on wheels."

Gelman, a professor at the University of California-Los Angeles, kicked off the Institute examining how domain-specific accounts of cognitive development compare and contrast with early and subsequent levels of understanding, and how later learning does not necessarily build on the earlier acquired levels of understanding—especially when later learning occurs in novel domains. Regardless of the academic subject, Gelman said that this creates a risk of a qualitative disconnect between a student's learning and problem solving strategies and those of the teacher. ♦



Gelman

... Where Professor Is Pupil ...

(CONTINUED ON NEXT PAGE)

Institute because they give people a chance to speak informally with each other about what they are teaching and how they are teaching it and really provides a good back-and-forth forum for valid and helpful discussion."

Open to teachers of psychology at two- and four-year colleges and universities, as well as graduate students and others with an interest in



Barbara Landau discusses research on object naming and categorization.

teaching, the Teaching Institute has, in its four incarnations, attracted large crowds with its blend of cutting-edge psychological research and proven teaching techniques. The two plenary and six invited addresses showcased current and updated research that professors can find useful in teaching their courses, while the participant idea exchanges and poster sessions offered a more interactive opportunity for discussion of some of the issues involved in



Marie Banich's address delved into the neural basis of mental functions.



OBSSR Director Norman Anderson talks with presenter Kelly Carroll and another attendee at the Teaching Institute Poster Session.

the teaching of psychological science with colleagues and peers.

"I am very excited about how this year's Teaching Institute went," said Bernstein. "It generated a lot of interest from attendees who in turn gave us feedback about this year's event and made suggestions for how we can improve the meeting. And, hopefully, the Institute gave a lot of people knowledge and suggestions that they can successfully take back into the classroom."



Richard Petty gave an invited address that examined how and why people change their minds.

A taste of the Teaching Institute . . .

Monogamous Voles May Have Lessons for Humans

Physiological correlates of behavior emerging in research

Humans may have a lot to learn from prairie voles and their positive social behaviors, C. Sue Carter of the University of Maryland suggested in a lecture at the Fourth Annual APS Institute on the Teaching of Psychology in Washington, DC, in May.

"Voles tell us there is a physiology for being good, and that being good is good for your health, which we already know," she said.

Voles form monogamous relationships, unlike about 97 percent of all mammal species. And, although they are not very intelligent or psychologically acute, Carter says, "they have the wisdom of their bodies. They know to be good to their families. They don't fight with members of their families at all. They protect them from strangers. Both parents take care of the young. And these animals take care of their brothers and sisters."

Carter and her collaborators are searching for explanations for the bonding behaviors of voles that set them off so sharply from most other mammals. They have been looking for "something physiological, which we are just beginning to understand, some kind of physical change or a social reward that is probably causing the social bond to occur," she said. What Carter and colleagues have found so far appears closely related to a phenomenon recently unearthed in human relationships. Specifically, the current state of knowledge for humans implicates a role for bonding in stress reduction, Carter indicated.

Findings from the vole research show that very high levels of corticosterone,



Carter

SEE VOLES ON PAGE 38

Stay Tuned Folks . . .

Bernstein said that, based on evaluative responses he received following this year's Teaching Institute, next year's event could feature a few changes.

"Starting next year, we are going to make the nature of the addresses and presentations even more clearly linked to the teaching of psychology. We have tended to get, over the years, some questions asking how these presentations differ from the regular conference presentations. My response has always

CONTINUED ON NEXT PAGE

... And Instruction Is Imparted

PIE on the (Round)table

More than 20 Participant Idea Exchanges (PIEs) addressed educational topics ranging from group dynamics and sexual harassment to developing curriculum and generating and sustaining student research. An annual favorite of the Teaching Institute, Bernstein likened the PIEs to a New York City deli: "There are no rules."

Planning each year's Teaching Institute begins almost immediately after the preceding one ends. In putting this year's program together, Bernstein said he and the committee had certain goals in mind for the most interactive part of the Institute.

"I always look for posters and PIE topics that hit on areas of common interest among teachers of psychology, regardless of their subdiscipline," he said. "I also look for interesting and offbeat ideas like the PIE topic we had titled 'Using literature to teach psychology.'"

In fact, the particular PIE Bernstein mentioned was one of the most well-

attended roundtables in the first of two PIE sessions. Normally a seated affair, the roundtable hosted by Lord Fairfax



Elaine Cassel spoke to a crowded table about using literature in the teaching of psychology.

Community College assistant professor Elaine H. Cassel attracted a standing-room-only group discussing ideas, examples, and resources for choosing and using fiction, non-fiction, poetry, and drama to enhance or illustrate concepts to students.

"Studying literary texts illustrates and demonstrates concepts being taught in the classroom, encourages active learning, and enhances critical thinking and writing skills," said Cassel. "As an added benefit, many students report that the assignments motivated them to approach their extra-curricular reading and movie viewing psychologically, thus demonstrating that the students are transferring skills from the classroom to everyday life."

Free Speech, Harassment

At another table Kimberly Ann Smirles of the University of New Hampshire, addressed the issue of: "Freedom of Speech or Sexual Harassment?: Issues in the Classroom." Using a UNH case study, Smirles illustrated the difficulty learning institutions have in maintaining an environment that fosters productive

learning while protecting free speech. In the case study, a professor was suspended by the university for one year for comments he made of a sexual nature. According to university officials, the professor's behavior interfered with the learning process. The professor took the university to court over the issue and the court backed up his First Amendment free speech right, overturning the university decision.

This situation prompted the university to establish its *Policy on Harassment and Sexual Harassment*. The policy contains an opening letter from University President Joan Leitzel in which she tries to balance the issues of free speech and productive learning.

"What the policy tries to do from the start is say that we need to acknowledge this idea of academic freedom and the



Kimberly Ann Smirles, of the University of New Hampshire, led a roundtable discussion on sexual harassment and free speech.

free exchange of ideas, but we need to respect the individual and not create a threatening environment," said Smirles, who added that this did not necessarily mute the issue. "This still doesn't necessarily resolve the issues—it doesn't set up a strict line or code of behavior." ♦

FROM PREVIOUS PAGE

been that the poster sessions and participant idea exchanges focus on teaching methods while the invited speakers feature updated content—information that may be useful for teachers in teaching their courses. But from some participants, that has sometimes been unclear.

"So next year we are going to be strengthening the teaching flavor of these content presentations. For example, I expect that we will have our invited speakers give talks on ways of teaching the content in addition to just what the content is; for example, ideas for how to interest your students in particular areas; how to organize the materials in ways that the students find helpful, etc." ♦

Cognitive Science Is Valued Tool for Treating And Understanding Drug Abuse/Addiction

NIDA Director Alan Leshner wants to introduce cognitive scientists to drug abuse and addiction research

In a Wayne Gretzky-like maneuver to “skate to where the puck is,” Alan Leshner wants to put psychology where the research opportunities are. And he sees cognitive science as being in a position to skate to where drug abuse and addiction research opportunities are. In fact, according to Leshner, he has become “obsessed with cognitive science,” in terms of the research potential that this subdiscipline of psychology has for helping us understand and deal with drug abuse and addiction.

This obsession became a primary impetus for developing and holding this one-day symposium prior to the opening of the Ninth Annual APS Convention. It was intended to expose the cognitive research community to some of the unanswered questions to which cognitive science is especially well-suited to tackle. And, because of the sparsity of researchers doing drug abuse/addiction research, it had to “borrow” cognitive scientists doing work in other areas (e.g., AIDS) in order to showcase some applicable methodologies used by this community to examine other health problem issues. Finally, the NIDA symposium examined some ongoing cognitive science research that is directly relevant to the challenges facing the nation with regard to illegal and legal drug usage.

“Drug abuse and addiction is the most complex set of phenomena that a society faces and that science can try to understand,” Leshner believes. At the same time, with its focus on law enforcement approaches to illegal drugs, society has little or no interest in science applications and approaches to this societal problem. Nor, said Leshner, will science ever discover a magic bullet to deal with the myriad drug-related abuse and addiction problems.

“We need strategies that match the complexity of the drug problem itself. Where we have been lax is in utilizing the power of science at the intersection of cognitive science and drug abuse and addiction,” he said.

Leshner went on to discuss the phenomenological differences that distinguish abuse and addiction. And he empha-

sized that abuse/addiction is not simply a brain disorder. Nor, said Leshner, paraphrasing George Collier, will reductionism or its opposite (“upuctionism”) provide all the answers. Rather, abuse/addiction are quintessentially a behavioral phenomenon. Addiction has behavioral and social aspects, and this means that for our science to lead

us to effective solutions, we need a conceptual integration of biological and cognitive spheres, he stressed.

“No present theories go to the core of understanding the cognitive aspects of abuse/addiction,” he said. “We know very

SEE LESHNER ON PAGE 27

Perceived “Morality” of Smoking Flows With Cultural Climate

NIDA preconference lecture by Paul Rozin is one of several that point to utility of cognitive science in understanding and addressing drug abuse

The moralization of attitudes toward smoking has been so powerful in American culture recently that members of the older generation “have sort of wiped out their earlier experience” of a world where “smoking was *in*, almost everyone smoked, all the important people smoked, and it was great stuff,” Paul Rozin of the University of Pennsylvania pointed out in a presentation at a meeting sponsored by the National Institute on Drug Abuse (NIDA) and held just prior to the APS Ninth Annual Convention in Washington, DC.

“Some 20 or 30 years ago people were accustomed to being in rooms full of smoke; that was considered normal. You couldn’t see across the room—so what!” Rozin said. “But now people won’t go into a hotel room in this country—or even a hotel floor—if it had previously been occupied by someone who smoked. That is quite a remarkable change.”

Rozin said the surveys run by col-

leagues and himself show that how much people claim they are irritated by cigarette smoke is not predicted by how unhealthy they think smoking is but rather by how immoral and disgusting they think it is.

Comparing the attitudes of students, parents, and grandparents on the morality of

smoking, Rozin found that the grandparents think it is somewhat worse and are more concerned about it than the two younger generations. “What is interesting about this is that 30 years of life in a cigarette-accepting, positive world

of the grandparents’ generation has had almost no effect on their attitude toward smoking now. This moralization has been so powerful in our culture that they sort of wiped out their entire earlier experience,” regarding the acceptability of smoking, Rozin explained.



Albert Bandura and Paul Rozin engage in a discussion following the NIDA preconference.

SEE SMOKING ON PAGE 27

July/August 1997

Letters to the Editor

Research in a Free Market

Dear Editor:

In her Presidential Column (May/June 1997), Sandra Scarr condemns "political correctness," worries about "endangered ideas," and craves "a free market in research ideas." Frankly, I couldn't understand why she was so glum. Let me offer a brighter picture.

Researchers looking to break free of the crushing "idea that disadvantaged members of society are oppressed" need not worry. Those who seek funds to study how the "disadvantaged" can employ "self-help" answers to their difficulties can find it. Money for researching market-solutions to societal problems is available.

Just contact the Olin Foundation, the Bradley Foundation, the Carthage Foundation, or any number of other conservative, well-bankrolled foundations. There, millions have been spent to support resistance to PC totalitarianism, much of it going to university researchers favoring individual, private enterprise answers for problems the PCers have foolishly attributed to class oppression, racism, and similar societal inequities.

Money for research on the real truths may be close at hand, if you're at a university that houses one of the many campus-based conservative think tanks. To cite just a few: If you're at Bowling Green State University, try the Social Philosophy and Policy Center. Researchers at the University of Chicago should just stroll over to the Olin Center for Inquiry into the Theory and Practice of Democracy. At George Mason University there is the Center for the Study of Public Choice. Washington University hosts the Center for the Study of American Business.

And there are more friends of a "free market in research ideas." Don't forget the business-supported think tanks elsewhere. For example, Charles Murray pursued his research

on intelligence as an American Enterprise Institute fellow. At the Hoover Institution, Thomas Sowell found support for his boot-strap arguments. The Hudson Institute offered plenty of research time to Chester E. Finn, Jr., and William Bennett, staunch foes of PC. Beyond these business-supported cash cows, researchers should consider the Heritage Foundation, the Pacific Research Institute, the Manhattan Institute, and the Cato Institute.

Furthermore, think locally. For a long list of conservative think tanks at the state level that fund research, contact the Heritage Foundation.

Oh, if you're worried that a stand against PC oppression might mean lawsuits—don't, there's money for that too. If your research gets you branded as a racist, the Washington Legal Foundation will come to your aid. If you're labeled a "capitalist tool" because of your free-market research, the Institute for Justice or the Landmark Legal Foundation will readily defend your right to be one.

Scarr's unhappiness seems to arise from her "experience of politically correct monopolies of the research agenda." I don't know what that "experience" has been, but I'd suggest if she wants a picture revealing the actual "PC" monopoly ideas on class, race, power, social policy, etc.—a view that apparently will cheer her up—she should, as the old saying goes, "just follow the money."

GERALD S. COLES
APS CHARTER FELLOW
ITHACA, NY

File Drawer Problem

Dear Editor:

I wanted to applaud Sandra Scarr's Presidential column, "Toward a free market in research ideas," that appeared in the May/June 1997 *Observer*. I can't remember the last time I read a psychologist's article with which I resonated so deeply. I am pleased to participate in a society enjoying such insightful leadership and cogent discus-

sion of some very controversial issues. However, I feel that perhaps one minor clarification of her remarks might increase their utility for psychological science.

For some time now I have become increasingly concerned with what a colleague (Paul Haerich) helpfully termed a "file drawer" problem (analogous to its use in meta-analysis) in regard to published articles and commentary and psychology's philosophy of science. It seems that most of the recent theoretical articles addressing the philosophy of science within psychology have been sharply critical of logical positivism and the hypothetico-deductive method in particular. Since editors and reviewers seem to prefer novel or controversial slants on psychological methods, rather than a reiteration of centuries-old epistemological principles, contemporary defenses of traditional scientific approaches have become quite scarce, while critiques of these approaches seem to proliferate. Thus, it has become a very easy task to cite dozens of recent references in support of the idea that the philosophy of science within psychology has shifted away from the hypothetico-deductive method toward more social constructionist views.

Along these lines, I recently unsuccessfully submitted a paper to a journal concerning the role of research within clinical psychology. Although for the most part I accepted the weaknesses of the paper cited by the journal's editor, one of the primary reasons given for rejection was that I was "preaching to the choir." Essentially, since most psychologists would agree with my point—that basic science has always been and will always remain important for clinical psychology—why publish a paper on this? Well, as I see it, at least one reason to publish such traditional views is to avoid a "file drawer" problem that could serve to misrepresent contemporary psychology's philosophy of science.

But I hope my point can be made without disagreeing with Scarr's thesis, as

I concur that all scientifically valid ideas should be given a hearing; the problem involves how we define what constitutes a scientifically valid area of inquiry or scientifically valid research.

JAY L. BRAND
APS MEMBER
LOMA LINDA, CA

The Blessings of Diversity: A Reply to Brand and Coles

Dear Editor:

Saying that I am a democrat is not the same as saying I am a Democrat. Espousing a free marketplace for research ideas does not mean that I support Free Market solutions to social problems. Coles is a supporter of Political Correctness, I infer from his satirical inventory of financial resources available to Free Market-oriented researchers. Perhaps, some APS members may find the list of funding sources helpful to support research, but they will run into PC opposition should they try to obtain a government grant, publish results in psychological journals, or present their views at some psychological society meetings.

A free marketplace of ideas does not consist solely of Free Market solutions to societal problems, however well-financed, nor does it contain only PC Oppression theories about crime and unemployment, however well-entrenched. A free marketplace of ideas accommodates both theories, and others. A free marketplace allows advocates of each theory to speak

to each other, or past each other, if Coles's piece is representative of the PC side. The metaphor of a free marketplace of ideas appealed to me as an antidote to the intellectually disabling orthodoxy that PC imposes. Evidently, my pro-democracy comments hit a PC nerve.

Let us consider the probability that research could be designed to test Free Market and PC ideas about sources and solutions to societal problems. In such a free market, the results could actually inform social policy, rather than bury it in PC obfuscation. Is that too much to ask?

Brand's thesis is that the policy of primary publications to favor new information and new ideas biases what appears in psychological research journals. Research supporting established ideas and findings are left in a file drawer. This is not entirely true for publications that review fields of research, where an author includes both old and new and evaluates the state of theory and knowledge. APS's journal *Psychological Science* publishes reviews. *Current Directions* is made up entirely of review articles. Perhaps, Dr. Brand would like to submit his material to one of the fine APS journals.

SANDRA SCARR
APS PAST-PRESIDENT
KAILUA-KONA, HI

LESHNER FROM PAGE 25

little about the cognitive phenomena that surround the initial decision to take drugs" and what happens during and after the "switch flips" the person into a state of addiction, a compulsive and uncontrollable urge to obtain and use a drug.

Leshner's self-imposed task was to "recruit some of you" cognitive scientists to help unravel these mysteries, said Leshner. In turn, Leshner asked members of the symposium audience to: Excite people to come into this research domain and to view it as an opportunity; and, second, to try to help NIDA identify the most important scientific questions to answer. It isn't just about throwing money at the researchers, exhorted Leshner, "There is something fundamental that we need to change about the way we approach our research on drug abuse and addiction." ♦

SMOKING FROM PAGE 25

Perceived Harm, Rights, and Morality

Rozin believes the critical element in the development of moral attitudes towards smoking nationwide has been the establishment of the harmfulness of side-stream smoke. "In our system, something is immoral if somebody gets hurt other than you," he said. Harm, rights, and justice are the critical elements of America's and the Western world's "autonomy" system of morality. Harmfulness probably wouldn't be critical in non-Western cultures if community morality and divinity or sacred morality were stronger, he said.

"But here the harm element is critical, because you have to show that someone else is being hurt by your action in order to enter our system of morality and license moral censure against smoking," he said.

Moralization is an important social and cultural phenomenon for many reasons, Rozin said. It is easy to recruit government and foundation support for something that is thought to be morally questionable; the impetus of research and its funding are strongly influenced by whether something is seen as a moral issue. Moralization also allows individuals voluntarily to censure others who engage in the questionable moral behavior, to generate disgust toward the behavior, and to transmit the moral attitude to others more readily, Rozin said. ♦

The Editor welcomes your letters

Submit letters (350 words max.) via postal mail, e-mail, or via computer file on disk (PC/DOS/Windows or Apple/Macintosh). Indicate which word processor you used, or, save your file as a text file. Send to:

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Teaching Tips

TEACHING TIPS provides the latest in practical advice on the teaching of psychology. TEACHING TIPS is aimed at current and future faculty of two- and four-year colleges and universities.

Complementing the Annual APS Institute on the Teaching of Psychology, TEACHING TIPS will inform teachers about the content, methods, and profession of teaching. Chief editor Baron Perlman and Co-editors Lee McCann and Susan McFadden, all of the University of Wisconsin-Oshkosh, welcome your comments and suggestions.

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Enhancing Student Learning Through Exemplary Examples

Grace Galliano
Kennesaw State University

I hear and I forget. I see and I remember. I do and I understand.

ANCIENT CHINESE PROVERB

I rely on this old Chinese proverb daily to guide my teaching, and I keep it posted on the wall next to my desk as a constant reminder of the lesson contained in it. In the ideal psychology classroom, students would come to *understand* phenomena such as classical conditioning by actually undergoing classical conditioning or "diffusion of responsibility" by playing a role in a pretend scenario designed to demonstrate this social phenomenon.

But the real classroom is not ideal. Large classes often involve *hearing* lectures punctuated by occasionally *seeing* a demonstration. Even the *doing* that occurs within the laboratory is limited by time, equipment, and the nature of the concepts we deal with. Yet the dedicated instructor's ultimate goal continues to be learner understanding.

Given the limitations mentioned above, we often find that an effective method for making our lectures more meaningful is the use of examples. Examples can improve both teaching

and learning, in classes large and small, while requiring little preparation or class time, and no equipment.

In preparing this column, I examined relevant research on cognitive processes and an array of sources in educational psychology. Then came the fun part: I interviewed about a dozen colleagues from several disciplines and a dozen students about the use of examples in teaching and learning. Without exception, my interviewees looked off into the distance, and began their fourth or fifth sentence with the words, "For example, when...." This was usually followed by a little giggle when they realized how easily they fell into illustrating or emphasizing some point by using an example. Most agreed that using examples was among the most powerful, frequent, and useful instructional and learning strategies—improving teaching by the use of metaphors, analogies, and models. But few had ever stopped to think about the nature of examples: What makes one more helpful than another? Exactly how do examples facilitate mastery and understanding? What are the qualities of both good and bad examples? What about the difficulties of coming up with good examples?

Why Should You Use Examples?

To Form Connections to Existing Knowledge

Let's begin by updating the concept of the student as an "empty slate" upon which we "write" psychological knowledge. Cognitive psychology has made it clear that a "Velcro patch" may be a more appropriate metaphor: Some things will stick to the learner and others will not. To have a concept stick, it must be connected to something the learner already knows. Cognitivists call this encoding.

The degree to which something is meaningful or understood is related to the number of connections or associations formed between a new idea and others already in the learner's long-term memory. Students refer to the process of creating such connections as studying; psychologists call it elaboration. Ideally, examples are strong connecting agents.

To Actively Organize Understanding

A second reason to use examples is that learners are not passive recipients, but rather are active organizers of their own understanding. Learners organize information and construct a meaning for information that makes sense to them, regardless of how chaotic or superficial

that organization may seem to the instructor. Poor students who appear to organize virtually nothing may lack the relevant background knowledge to which to attach new concepts. Thus, little understanding results.

An example is a *good* one if it acts as a catalyst to facilitate the process of connecting new information to the knowledge the learner brings to that lecture or activity. An example is also a good one if it matches a student's learning style. Thus, a good example for students who learn best when material is related to their everyday lives connects a new idea or concept to their real world. Using more than one example is better to the extent that it increases the chances that the concept will be made meaningful to more students.

To Construct Knowledge

A third lesson from cognitive psychology that supports the use of examples is that knowledge must be built up by each learner. It cannot be transmitted on a "conveyor belt" of words. Meaningfulness or understanding is a subjective construction based on the individual's experience. In attempting to teach our students about human language, for example, we might tell them that unlike naturally occurring animal communication, human language is characterized by *displacement* and *productivity*. While most students can repeat this back to us (and we can reinforce this repetition), it is only through examples that these concepts take on any meaning or adhesiveness. So, we can easily convey the psycholinguistic concept of displacement, since we all have had direct experience with lies and lying. Students can quickly grasp how *displacement* is related to the uniquely human ability to lie, because one can demonstrate how language allows us to communicate about events that are displaced (i.e., removed from the speaker and listener in time and/or place). This permits communicating about plausible (or even implausible) things that did not (or could not) have happened (i.e., lying).

Or, try this example to teach the linguistic concept of *productivity*. Have a student open a textbook to a page at random and read a randomly selected

sentence. Then ask what the probability is that any two people (now or in the future) will *produce* exactly that sentence. Since the probability is virtually zero, it brings home the message that human language allows and encourages unique productions. Examples facilitate an understanding of abstract concepts such as displacement and productivity.

Practical Tips - The Basics

◆ **The more vivid the example, the better.** The teacher wants the example to create a powerful image in the learner's mind. At the very least, a vivid example can move the learner from merely hearing to seeing.

◆ **Connect examples to the student's everyday experience, not the teacher's.** My first years of teaching social psychology were filled with great examples based on my decades of riding the New York subway and walking urban streets. These colorful images went over like the proverbial lead balloon with my thoroughly suburban/rural students who move through the world encased in cars, actively avoiding activities that require any lengthy walking in public.

◆ **Apply the KISS principle. *Keep It Simple, Stupid.*** Complex examples are full of irrelevant features that interfere with students grasping the key components of the example. William James tells of the teacher who used an example to teach the passive voice. The teacher explained that a murderer says, "I am killing you," an example of the active voice. The victim says, "I was killed," and that's the passive voice. The child asked how someone who was dead could speak. The impatient teacher responded that the statement was made just before the victim died. Later, when asked to explain the passive voice, the child described it as "the voice that you speak with when you ain't quite dead." Simple examples decrease the frequency with which that voice is heard in our classes.

◆ **Make abstract ideas concrete by using several examples.** Move from theoretical to real-life examples, and from simpler examples to more complex ones. Be sure the examples differ in significant ways. One of my more successful uses of examples (as measured by exam scores) was in a lecture on learning principles such as positive and negative reinforcement, and stimulus control. I illustrated each concept with examples involving a rat in a Skinner Box, a young child, and finally a college student.

◆ **Point out how essential features of the concept are contained in the example.** Evolutionary principles suggest that organisms evolve physical features that improve their performance in competition with others, thus increasing the likelihood of survival and reproduction. Sociobiology applies these principles to behavior (e.g., cooperation, competition, male promiscuity and female selectivity). Can the same principles be applied to complex organizations such as corporations or government agencies? Have students identify the similar and distinctive features of these entities. What is it about organizations that allows them to compete successfully with others and survive?

The Advanced Course

◆ **Ask learners to generate new examples of a recently presented concept.** Pairing students to collaborate on this activity facilitates interaction and active learning, even in a large lecture section. They can write their examples on index cards to be collected and read to the class. Warning: an instructor may need a strong constitution to survive students' constructions of this new knowledge, but discussing why an example is inadequate often improves understanding of the concept (and is good training for the type of exam questions described below).

CONTINUED ON NEXT PAGE

TEACHING TIPS FROM PREVIOUS PAGE

◆ **Offer novel examples or scenarios in the stem of a multiple-choice exam question.** Then ask what principle or concept is illustrated. On essay questions, ask for a *new* example of some concept introduced during class. If students are told to expect that such questions will occur, they might spend time trying to identify or create novel examples, and understand the material better in the process.

◆ **Use *advance organizers*.** When I first read about the concept of *advance organizers*, I connected it to the more familiar concept of *analogy*. An advance organizer or analogy is an initial statement that provides a structure for new information and relates it to what the student already knows. For example, (oops!), the body's immune system is often compared to a nation's military defense forces. Each component of the immune system deals with *enemies* in specialized ways much as a navy, an air force, or a land army would. Can the students carry the analogy further and account for immune system equivalents of elements such as *routine patrols*, *double agents*?

◆ **Consider cartoons as examples.** Humor often results from an understanding of the principle referred to in a cartoon. For example, (oops, again!) a recent *New Yorker* cartoon showed a defendant testifying in court. The caption read, "I picked up the gun and loaded it. I pointed it at him. And then

suddenly shots rang out." The cartoon provided a lively image with which to begin a discussion of attribution processes. Another of my colleagues assigns students to bring in cartoons illustrating concepts discussed in class.

◆ **Become a CaGEE.** Become a conscientious Collector and Generator of Excellent Examples. Look everywhere for them, and they will come. Examine relevant texts, ask colleagues about how they present concepts, and begin labeling your everyday experiences. Evaluate the examples you come up with by asking students (either post-lecture, post-exam, or post-course) about whether particular examples worked or not.

◆ **Glory in the *superb example*.** Share it with others. For example, (ahhhhh!) in a research methods course, I struggled to make the concepts of within-group and between-group variation understandable. Finally, it came to me. I returned to the next class with three very different muffin pans, each filled with muffins. Students could compare variations among the muffins within each pan with the overall differences between pans. This example has been used by almost all of my colleagues and has been presented at numerous teaching conferences.

Caveats

◆ There is an ongoing controversy about whether it is useful to compare and contrast examples and non-examples of concepts. Some researchers conclude that non-examples of a concept

allow the learner to identify the important features of a concept. Others believe that because of the fuzzy boundaries of many psychological concepts, non-examples merely cloud the issue for many learners.

◆ Beware of examples that may be offensive to or exclude certain groups. For example, (there it is again) my undergraduate education was peppered with sports-related lecture examples, particularly in the sciences. References to *punting*, (or was it *bunting*?), *set-ups*, or *quarter backing*, might as well have been in another language for all the clarity they provided to this non-athletic person.

◆ Beware of examples that become shaggy-dog stories, so that their connection to the concept is crushed under personal idiosyncracies and irrelevant details. This is often what students mean when they complain about instructors "going off on a tangent."

◆ Beware of violating personal privacy for the sake of a vivid image. A colleague recounted how he had used an unusual interpersonal interaction to illustrate a psychological principle. The person in the example was easily identifiable and my colleague was embarrassed when students recognized the person in the example.

◆ While as teachers we are truly fascinating beings to our students, and examples from our personal lives are inevitably quite scintillating, beware of talking too much about yourself. Also, while our children are really animated psychology textbooks who live out virtually every known developmental concept, their Wunderkind qualities may wear thin with our students as the semester winds down.

It's Simple...

William James wrote that good teaching was really very, very simple. All that the instructor had to do was to

Grace Galliano is a social psychologist who has both learned and taught psychology in a wide variety of settings and institutions ranging from overseas military barracks to high-tech, multi-media university classrooms. She has brought her ongoing interest in the craft of teaching to the creation of several test banks and study guides in the psychology of women, and human sexuality, as well as introductory, social, and developmental psychology. She is presently co-authoring (with Curt Byer and Lewis Shainberg) the newest edition of *Dimensions of Human Sexuality*, to be published by McGraw Hill. While she continues to love generating good examples at Kennesaw State University (just outside of Atlanta), she is actively seeking to temporarily exchange classrooms with someone who teaches in the Minneapolis/St. Paul area.

SEE TEACHING TIPS PAGE 37

People

Recent Promotions, Appointments, Awards...

Robert Bruininks, an APS Fellow and dean of the University of Minnesota's College of Education and Human Development, has been named executive vice-president and provost of the university. Bruininks, who assumes this newly created position this summer, will have management and oversight responsibility for most of the academic and support units at the university. Bruininks joined the university in 1968, and, over the course of his career there, has served as chair of the Department of Psychoeducational Studies, chair of the Department of Educational Psychology, and he is the founder and first director of the Institute on Community Integration, which promotes interdisciplinary teaching, research, and service programs intended to prevent and reduce the limiting effects of disabilities.



APS Charter Fellow **Gary W. Evans**, of Cornell University, is the 1997 recipient of the Distinguished Career Award from the Environmental Design Research Association, the oldest and largest society devoted to the study of the physical environment and human behavior. The award is given by the association in recognition of a career of sustained and significant contributions to research, service, and teaching in the environment-behavior-design field. The award citation describes Evans as one of the "preeminent researchers in the...field, and his work stands as an inspiring example of what the field intends to be about.... Through his research and through the knowledge, support, and encouragement he has provided to many students, Gary Evans has made a deep and lasting impact."

APS Fellow **Michael T. Nietzel**, of the University of Kentucky, has been named Dean of the university's graduate school. Nietzel, who has previously served as director of the University of Kentucky's clinical psychology program as well as chair of the Department of Psychology, will now be responsible for the general planning, guidance, and review for all of the university's endeavors in graduate education.



APS Member **Nambury S. Raju** has been named director of the newly formed Center for Research and Service at the Illinois Institute of Technology's (IIT) Institute of Psychology. Raju, who was named Distinguished Professor in a unanimous vote of the IIT Board of Trustees, recently rejoined the IIT faculty after leaving it in 1993 to take a position at the Georgia Institute of Technology. The new Center for Research and Service is dedicated to helping individuals, businesses, and professional organizations make more effective use of their human potential and resources through the application of current research in clinical, industrial/organizational, and rehabilitation psychology.



APS Fellow **Keith Stanovich**, of the Ontario Institute for Studies in Education of the University of Toronto, was recently awarded the Oscar S. Causey Award at the annual meeting of the National Reading Conference (NRC). The award is given annually by the NRC, an organization of more than 2,500 reading researchers and practitioners, for outstanding contribution to reading research. Stanovich is also the recipient of the Sylvia Scribner Award, which was presented to him at the annual meeting of the American Educational Research Association. The award is given for extraordinary research accomplishment in the past decade and it honors the work of Sylvia Scribner in the areas of cognition, culture, and literacy. Stanovich's research involves the development of psychological models of reading acquisition and reading disability, and empirical work on the effects of literacy on cognition and thought.



APS Member **Elke U. Weber**, of Ohio State University, has been elected President of the Society for Judgment and Decision Making, an interdisciplinary organization of about 1,000 researchers dedicated to the advancement and diffusion of knowledge about human judgment and decision processes. Weber, whose one-year term as president begins this November, is currently a faculty member in the Psychology, Management, and Human Resources departments. She earned her PhD from Harvard. Her work straddles psychology and economics and examines the influence of individual and cross-cultural differences in information processing on utility assessment and risk-related decision-making.



People News Welcomed . . .

The Editor invites submissions of announcements of noteworthy promotions, appointments, etc., for possible publication in the **People** news section of the *Observer*. Send with photo to: *APS Observer*, 1010 Vermont Ave., NW, #1100, Washington, DC 20005-4907; Email: LHerring@APS.Washington.DC.US

APS Members In the News . . .

The news media in recent weeks has featured interviews with, or mentioned, several APS members on various research-related topics. The members are listed here along with their affiliation, the name of the publication/broadcast in which they were quoted/mentioned, and a brief description of the topic. The list is merely a sampling of the media coverage of members.

The *Observer* editor welcomes readers to submit such news item summaries for publication in future issues of this column. Send a copy of the original published story. Or, in the case of TV/radio broadcasts, send a description of the program, broadcast station name and city, interviewee and his/her affiliation, and date of the broadcast.

Daniel Anderson, Univ. of Massachusetts, *Newsweek Special Edition*, Spring/Summer 1997: Appeal of television to children

Bernard Baars, Wright Inst., *The New York Times*, Apr. 29, 1997: Conflicting theories of consciousness

Rosalin Barnett, Radcliffe College, *Newsweek*, May 12, 1997: Balancing work and family

Linda Bartoshuk, Yale Univ., *Newsweek Special Edition*, Spring/Summer 1997: Food preferences in children

Jay Belsky, Pennsylvania State Univ., *Newsweek Special Edition*, Spring/Summer 1997: Attachment formation in babies

Garrett Berman, Roger Williams Univ., *Rocky Mountain News*, Mar. 27, 1997: Jury research and consulting

Jack Block[†], Univ. of California-Berkeley, *Shape*, June 1997: Using introspection and self-awareness

Sarah Broman (no affiliation), *The Washington Post*, Apr. 13, 1997: Benefits of computers for language-impaired students

Sarah Brookhart, American Psychological Society, *The Chronicle of Higher Education*, May 23, 1997: Budgetary politics in funding federal programs

Jeanne Brooks-Gunn, Columbia Univ., *Newsweek*, May 12, 1997: Changes in parental involvement with onset of adolescence

Kelly Brownell, Yale Univ., *The Washington Post*, Jun. 3, 1997: Regular exercise as an indicator of whether a person who loses weight will keep it off

David Buss, Univ. of Michigan-Ann Arbor, *CNN Headline News*, Apr. 11, 1997: Environmental psychology

Nicholas Christenfeld, Univ. of California-San Diego, *Allure*, June 1997: Tickling as a form of social bonding

Robert Cialdina, Arizona State Univ., *NBC Dateline*, Apr. 21, 1997: Good Samaritanism

Victor Circirelli, Purdue Univ., *The Washington Post*, May 13, 1997: Euthanasia

Alison Clarke-Stewart, Univ. of California-Irvine, *Newsweek*, May 12, 1997: Quality time

Nancy Cole, Educational Testing Service, National Public Radio *All Things Considered*, May 7, 1997: Gender differences in standardized test scores

Stanley Coren, Univ. of British Columbia, *The New York Times*, Apr. 1, 1997: Health effects of Daylight Saving Time; *The Washington Post*, Apr. 1, 1997: Correlation between Daylight Saving Time and traffic accidents

Carlo DiClemente, Univ. of Maryland-Baltimore County, *Shape*, June 1997: Making behavioral changes last

Judy Dunn, Institute of Psychiatry (London), *Newsweek Special Edition*, Spring/Summer 1997: Sibling relationships

Maurice J. Elias, Rutgers Univ., *The Sunday Star Ledger* (Newark, NJ), Mar. 23, 1997: Drug prevention programs and effectiveness

Gary Evans, Cornell Univ., *The Washington Post*, May 20, 1997: Interference of airplane noise with learning

Sarah Friedman, National Inst. of Child Health and Human Development, *The Washington Post*, Apr. 4, 1997: Daycare and social and intellectual development of children; National Public Radio *Talk of the Nation*, Apr. 8, 1997: Daycare

John Gottman, Univ. of Washington-Seattle, *The New York Times*, May 28, 1997: Building love in marriage

William Greenough, Univ. of Illinois-Urbana-Champaign, National Public Radio *Science Friday*, Apr. 4, 1997: Effect of music on development of brain cells

Judith Hall, Northeastern Univ., *Fitness*, May 1997: Gender differences in perceiving non-verbal behavior

Kenneth Hammond (retired), *The Daily Camera* (Boulder, CO), May 26, 1997: Book on judgment receives award

Christine Harris, Univ. of California-San Diego, *Allure*, June 1997: Tickling as a form of social bonding

Martin Hoffman, New York Univ., *Newsweek Special Edition*, Spring/Summer 1997: Spanking as punishment

Rowell Huesman, Univ. of Michigan, *USA Today*, Apr. 15, 1997: Influence of television violence on children

Timothy Jay, North Adams State College, *USA Today*, May 20, 1997: Cursing in schools

Jerome Kagan, Harvard Univ., *Newsweek Special Edition*, Spring/Summer 1997: Genetic components of shyness

Nancy Kalish, California State Univ.-Sacramento, *The Buffalo (NY) News*, Mar. 23, 1997; *Channel 7 Today Tonight* (Australia) May 15, 1997; *More Magazine*, May/July 1997; *KOVR Television* (Sacramento), Jun. 4, 1997; *The Maury Povich Show*, Jun. 4, 1997: Rekindled romances

Ann Kearney-Cooke (no affiliation), *Shape*, June 1997: Building a positive body image

Claire B. Kopp, Claremont Graduate School, *Newsweek Special Edition*, Spring/Summer 1997: Friendship formation in children

Alan Kraut, American Psychological Society, *The Chronicle of Higher Education*, May 23, 1997: Budgetary politics in funding federal programs

Patricia Kuhl, Univ. of Washington, *Science*, Apr. 4, 1997: White House Conference on Child Development; *Newsweek Special Edition*, Spring/Summer 1997: Infants' formation of 'auditory maps' in brain

Ellen Langer, Harvard Univ., National Public Radio *Diane Rehm Show*, May 13, 1997: Strategies for learning

Alan I. Leshner, National Inst. on Drug Abuse, *The Scientist*, Mar. 31, 1997: Studying medical uses for marijuana

Michael Lewis, Inst. for the Study of Child Development, *USA Today*, Mar. 26, 1997: Lying; WHYY Public Broadcasting *Voices in the Family*, Mar. 29, 1997: Deception and lying; CBS Television's *48 Hours*, May 29, 1997: Lying in children; *Newsweek Special Edition*, Spring/Summer 1997: Role of experience in personality traits

Elizabeth Loftus, Univ. of Washington, *The Washington Post*, Apr. 1, 1997: Repressed memories; *Self*, May 1997: Mistaken recall

Scott Madley, Washington Univ., *Psychology Today*, May/June 1997: Judging attentiveness of bar patrons at closing time

Howard Markman, Univ. of Denver, *Fitness*, May 1997: Unsuccessful fighting styles; *The New York Times*, May 28, 1997: Preventing relationship distress before it starts

Linda Mealey, Univ. of Queensland, *The Sunday Mail* (Brisbane, Australia), Apr. 20, 1997: Misconceptions about psychopaths

Andrew Meltzoff, Univ. of Washington, *Child*, May 1997: Cognition, memory, and observational learning in children

Susan Nolen-Hoeksema, Stanford Univ., *The New York Times*, May 28, 1997: Sex differences in intimacy and friendship

Steven Pinker, Massachusetts Inst. of Technology, *Newsweek*, Apr. 21, 1997: "100 Americans for the next century"; *The New York Times*, Apr. 29, 1997: Conflicting studies of consciousness

Robert Plomin, Inst. of Psychiatry (London), *Newsweek Special Edition*, Spring/Summer 1997: Research funding for schizophrenia

Russell Poldrack, Stanford Univ., *The Washington Post*, Apr. 7, 1997: Using MRI to study how the brain works when learning new skills

Robert R. Provine, Univ. of Maryland-Baltimore County, *The Learning Channel*, May 10, 1997: Understanding laughter

Craig Ramey, Univ. of Alabama, *Newsweek Special Edition*, Spring/Summer 1997: Enhancing cognitive, motor, and language skills in toddlers

Frances Rauscher, Univ. of Wisconsin-Oshkosh, National Public Radio *Science Friday*, Apr. 4, 1997: Effect of music on development of brain cells

Stephen Suomi, National Inst. of Child Health and Human Development, *Newsweek Special Edition*, Spring/Summer 1997: Genetic predispositions to shyness

Paula Tallal, Rutgers Univ., *The Washington Post*, Apr. 13, 1997: Benefits of computers for language-impaired students

Carol Tavris (no affiliation), *The New York Times*, May 28, 1997: Sex differences in intimacy and friendship

Edward Zigler, Yale Univ., *Newsweek Special Edition*, Spring/Summer 1997: Difficulty of raising a child's IQ

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CONDOMS FROM PAGE 17

who made a series of commercials," said Aronson. "As anyone over 20 will remember, Nancy Reagan, in those days, had one simple and sovereign solution to all social problems: Just Say No. Just say no to drugs. Just say no to sex."

But, said Aronson, it is not so easy to put that particular genie back into its bottle: once there is a sexual revolution in which teenagers and young adults start having sex and enjoying sex, it is very hard to get them to start saying no. "Once there is a lot of permissiveness around, once television and movies began to portray sex as an easy and exciting thing, it is very hard to get people, young people, to convince themselves that is not for them," he said.

So teens, a segment of the population having high exposure to the media, were getting two conflicting messages: the glorification of casual sexual contact from the media; and abstinence from churches, schools, parents, and Nancy Reagan. "The combination of these two forces can be deadly because it results in a great deal of mindless sexual behavior," said Aronson. "That is, sexual behavior with little thought. Because it doesn't seem possible to get sexually active teenagers to abstain from having sex, it would seem essential to at least get them to use condoms."

But yet, only 30 percent consistently do. Why?

"Over the years, the general approach of national policymakers seems to have been: when in doubt, scare the hell out of them and they will get the message and behave. This turns out, from a social psychological standpoint, to be wrong, dead wrong," said Aronson. "There are situations where arousing a great deal of fear can be very effective. These are usually situations when you want somebody to do something once, like getting chest x-rays. But when the fear is linked to a pleasurable activity that the individual wants to engage in over and over again, like sex, they found fear doesn't lead to actual problem-solving behavior. Under these circumstances, it usually leads to denial."

Applying Social Psychology To the "Plague of the Century"

Aronson became involved in the AIDS epidemic for two reasons: because it is a tragic societal issue destroying the lives of

millions of people worldwide and "because the very nature of the problem cries out as a challenge for social psychology," he said. "It's a societal problem. Public health experts call it the plague of the century. And—except for people like hemophiliacs, who received blood transfusions when the blood supply was contaminated—just about 100 percent of this is now caused by optional behavior. AIDS is not airborne—it is not carried by fleas or mosquitos like some plagues of earlier centuries—but it is caused by voluntary behavior, usually sex and/or IV drug use. So the thing we need to do is persuade people to change their behavior and protect themselves."

That is why, he said, the AIDS epidemic is a challenge for social psychologists, "because after all, we social psychologists know that at the heart of our discipline is social influence."

And that is why Aronson first took on the challenge of increasing the consistent and proper use of condoms in young adults. What he found was that convincing young people to act rationally about sex was not a simple task, and that sometimes, the old theories are the best ones.

Foreplay vs Dissonance

After an unsuccessful experiment in which he attempted to eroticize the condom to lessen the unromantic, antiseptic perception surrounding it, Aronson—who, throughout his career, has worked closely with the theory of cognitive dissonance—thought that perhaps consistent usage could be reinforced using a situation in which young people took a more active role in persuading themselves and others of the importance and benefits of condoms.

"One of the things that was really exciting about the theory of cognitive dissonance is that in some instances it produced lasting change," said Aronson. "So, I thought, why can't we use something like that in the condom situation?"

"Suppose that you are a sexually active college student, and every once in a while you use a condom but you don't use them consistently," he told the audience. "Suppose you go home for Christmas vacation and you have a 16-year-old kid brother who is in high school and who has just discovered sex. He is boasting to you of all of his sexual behavior, and you are very troubled listening to him talk. You ask him about using condoms and give him the benefit of

your wisdom—which is what anyone would do for his oversexed little brother who is engaged in that activity. Suppose that I am a friend of the family who happens to be there and I overhear that conversation. I commend you for giving that advice but then ask you how frequently you use condoms."

In confronting the individual with the dissonance that exists by the fact that he advocates use of condoms to others but does not use them himself, Aronson challenges the self-concept that most people maintain about themselves—that of being a reasonable person with a high degree of integrity.

"We are confronting him with the fact—and the hypocrisy—that he is not behaving with integrity. This sets up a new wrinkle of dissonance theory and sets up a situation where there is dissonance between not what the person says and what they believe, but what the person says and what he practices," he said. "Our prediction was that with these circumstances the only way to reduce dissonance would be for that person to start using condoms."

In a series of experiments, Aronson and his students constructed a procedure in which college students were asked to discuss the dangers of AIDS and convince people to use condoms. These speeches were videotaped and the speakers were told that they would be used to convince high school students to use condoms as part of a sex education class. The students were then asked to recall and discuss the number of times over the past several months they engaged in unprotected sex.

"Thus, confronted with their own hypocrisy, how could they reduce dissonance and re-establish their belief in their own integrity?" asked Aronson. "By resolving to change their behavior to bring it into line with their own preaching."

The results of these experiments were poignant, he said.

"Compared to control conditions, college students in the 'hypocrisy' condition purchased more condoms immediately after the experiment, and, when interviewed three months later, 92 percent reported that they were using them regularly," he said. Aronson and his students tested the same theory in a water conservation effort and came up with similar results.

"The hypocrisy paradigm is robust," he

CONTINUED ON NEXT PAGE

LIES FROM PAGE 17

to the people closest to us, the lies are more often altruistic in nature, said DePaulo, that is, they are told to make someone else feel better, keep them from worrying, or to protect them from feeling bad. For example lies about an elderly relative's health might be told to quell potential threats to someone's well-being. It is the nature of the relationship, she said, that determines what features of the lie are most threatening.

Perspective Is Reality

In her discourse, titled "Why Lies Persist: Self-Serving Construction of Deceit," Gordon drew a comparison between lying and drinking alcohol. "For most people, drinking alcohol is not characterized by rumination," she said. "It is characterized as 'light.'"

Lying, like drinking, can help ease the tensions of social relationships, but both behaviors have the potential to damage trust, hurt relationships, and cause harm, though that might not have been the intention of the person engaged in that behavior.

"The people who tell lies view them differently than do those to whom they are told, not because they are different kinds of people, but because of the role they are playing and the perspective they have in that role," she said. Gordon discussed her research in which people were asked to imagine themselves as both a lie-teller and a lie-receiver in a prescribed situation and

FROM PREVIOUS PAGE

said and added that he was doubly pleased to not only determine an effective way of promoting consistent condom usage that could stem the AIDS epidemic, but to revitalize a decades-old theory.

"While was I was primarily in pursuit of getting kids to use condoms, my students and I succeeded in developing this hypocrisy paradigm that turns out to be a really powerful conceptual tool," he said. "Dissonance theory is exactly 40 years old this year [with the anniversary of the publication of Leo Festinger's book *Theory of Cognitive Dissonance*]. In the field of social psychology, a theory that is actively being tested after 40 years is an old, old theory." ♦

then make judgments from each of these perspectives. A consistent pattern of behavior was determined in comparing the perceptions of the same lie: the lie-tellers attributed more culpability to the lie-receivers than lie-receivers attributed to themselves; lie-receivers perceived lie-tellers to be more culpable than the lie-teller perceived himself to be.

"The perspective of those lied to is essential in understanding lying," said Gordon. "We tend to evaluate our own lies in self-serving ways and do not submit them to the same scrutiny to which we submit others' lies."

With Suspicious Minds

In looking at the role of suspicion of ulterior motives in lying, Steven Fein quipped about the aptness of holding a symposium on lying in Washington, DC. Looking at the front page of a daily newspaper featuring stories on lying, mistrust, and deception in several contexts including the presidency and the Air Force, not to mention Congress, "it makes you wonder how you can ever trust another person," he said.

While we engage in most of our day-to-day social interactions with the expectation of honesty, and while we often assume that one's behavior reflects one's underlying personality and disposition, research indicates that situations can influence a person's behavior and judgment to a degree that is not fully appreciated. So situational factors that influence behavior are not often taken into account when inferences about other peoples' behavior are made.

But, said Fein, if one is made suspicious of another's ulterior motives, situational context will be taken into account when judgments are made. "The arousal of suspicion triggers a strongly conservative and sophisticated mind set," he said.

Honesty as Societal Policy

Lying is, unfortunately, both a natural response to one's environment and a ubiquitous element in life, said Saxe, who looked at how society can condone and encourage deception. "My concern is how we create conditions for a more honest society," he said.

The problem in encouraging honesty is that people have complicated norms in defining what is honest and what is dishonest, and they can justify their own dishon-

esty as the right thing to do. For example, "lawyers often have no choice but to be deceptive," he said. "It is part of their job to represent their client and to do that, they often have to lie. But it is not only lawyers for whom deception is self-justified. It is doctors, professors, it is all of us."

As an example, Saxe used plagiarism. When one uses another's ideas (without credit) it is considered plagiarism—in essence, lying. However a speech giver is allowed to assume the words of a speech writer—without naming or giving credit to the speech writer—without that same judgment. "And, like *The New York Times*, the Bible is replete with stories of deception," said Saxe, and described one in which God deceives Abraham to test his faith.

Touching somewhat on Gordon's discussion, Saxe said that the detection of deception is difficult to determine because those who engage in deception feel or understand the deception differently than observers; and while we may fear being found out a liar, we may not be troubled by the act itself because the consequences of discovery can be worse than the consequences of dishonesty and punishment that can result from admission actually enhances the motivation to justify deception. In order to stop the cycle of tolerance for dishonesty justification, Saxe suggested that the focus for reducing the potential for deception should be shifted from reducing penalties to enhancing the motivation for honesty.

What Lies Ahead

"When we think about lies, we need to understand them as a tool. They accomplish lots of things but they are not simple enough to be summarized as good or bad. There are lies that are acceptable while others are considered a violation of the social fabric," said symposium discussant Baumeister, who summarized the symposium and proposed several pathways of research on the subject.

In addition to sharpening the definitional issues and conceptual terms used in classifying lies, Baumeister suggested looking at the issue of self-deception. "Is there a link between lying to ourselves and lying to others?" he asked, and added that interesting phenomena that could be examined include the collective lies people tell together, "like the existence of Santa Claus," he said, and then joked, "or the possibilities of a balanced federal budget." ♦

Obituaries

Michael J. Goldstein (1930-1997) A Boulder Model Exemplar

Michael J. Goldstein was born in New York City on June 28, 1930, and died in Los Angeles on March 13, 1997, from prostate cancer. He received his BA with a major in speech pathology at the University of Iowa in 1952, his MA in clinical psychology from Washington State University in 1953, and his PhD in 1957 from the University of Washington. He came to the University of California-Los Angeles (UCLA) in 1957 as instructor in the department of psychology. At the time of his death, he was Professor Emeritus in the department of psychology and the department of psychiatry and biobehavioral sciences at UCLA.



As an excellent exemplar of the workability of the Boulder model, Mike Goldstein demonstrated through his own activity as a faculty member how the roles of teacher, scientist, and professional clinician could be integrated to their mutual advantage. He was an outstanding teacher at informal as well as at formal levels and was consistently student-sensitive. His undergraduate courses were quite popular, and he had a facility for stimulating students in research by involving them in his own research activity.

Goldstein was equally effective at the graduate level as both mentor and supervisor. He appreciated the importance of high standards in formal clinical training and showed it in his supervision of graduate students at UCLA's psychology clinic. Mike's research programs provided an organized laboratory for training graduate students in systematic clinical research and served as a base for the post-doctoral program in psychopathology, which he initiated. Many of his graduate students went on to their own academic careers.

Mike was a consistent advocate of clinical psychology as an independent profession that can simultaneously maintain close relations with collateral professions, such as psychiatry and social work. This was reflected in his systematic research on the role of familial interactions in the development of adolescent psychopathology. Mike was central to the UCLA Family Project, which, beginning in the early 1960s, provided a laboratory for the longitudinal investigation of adolescent psychopathology under systematic and controlled conditions. The initial aim was to identify attributes of intrafamilial communication and stress in emerging schizophrenia and to assess their impact on subsequent adjustment in adulthood. The UCLA Family study revealed that adolescents who developed schizophrenia and related disorders (e.g., schizoid or schizotypal personalities) in a 15-year prospective follow-up were most often from

families that, at baseline, had shown high levels of 'communication deviance' (unclear, amorphous, or fragmented communication) and/or negative 'affective style' (parent-to-offspring communication that is strongly critical or intrusive). Thus, Mike and his colleagues were among the first to show, within a carefully crafted, longitudinal, high-risk study, the importance of family environmental factors in the onset of schizophrenia and related disorders.

Although Mike never argued that family environments directly caused the onset of schizophrenia, his work contributed substantially to our current understandings of how genetic predisposition, early signs of psychopathology, and family interaction conjointly contribute to this debilitating disorder. Moreover, the work has had practical importance in prevention-oriented research, as a means of identifying families with teenagers at high risk for the development of severe psychopathology.

In the 1970s, Mike and his associates established a follow-up clinic in Ventura, California, to evaluate the effectiveness of family intervention and phenothiazine drug treatment in post-hospitalized schizophrenia patients and their families. He determined that a brief, crisis-oriented and educational family intervention was clinically effective, when delivered in combination with high or moderate dose fluphenazine decanoate, in delaying relapses of psychosis over a six-month follow-up. This work spawned many US and European studies of family psychoeducational interventions and helped to change our thinking about the usefulness of psychosocial treatment in the post-episode phases of schizophrenia. Family psychoeducation is now generally accepted as an important supplement to medication in ameliorating the short-term course of schizophrenia (see the 1997 consensus guideline of the American Psychiatric Association).

His work in the 1980s concerned those basic family processes that accompany episodes of psychiatric dysfunction, such as schizophrenia and bipolar affective disorder. He was particularly interested in the construct of 'expressed emotion' ('EE', or critical, hostile, or emotionally over-involved attitudes among relatives of a psychiatric patient), a known predictor of recurrences of schizophrenia. He clarified why expressed emotion was predictive of psychotic recurrences by demonstrating its relation to measures of face-to-face communication among parents and their schizophrenic offspring during the post-hospital period. For example, he showed that high-EE families were characterized by sequences of negative verbal behavior that, even within brief face-to-face interactions, were associated with exacerbations of subsyndromal symptoms among schizophrenia patients.

Never one to suffer from a narrow theoretical model, Mike showed how family environmental factors were related to diagnosable (and often heritable) psychopathology in relatives,

CONTINUED ON NEXT PAGE

FROM PREVIOUS PAGE

and how family stress was often strongest as a predictor of clinical outcome when combined with measures of family/genetic history. In so doing, he advanced our understanding of vulnerability-stress interactions in the major psychiatric disorders.

In the late 1980s and into the 1990s, Goldstein and his students expanded their work into examining family attitudes and interactions among recently manic bipolar patients. His most recent project, for which he was funded with a MERIT award from the National Institute of Mental Health (NIMH), concerned developing and testing family interventions in combination with lithium or anticonvulsants for episodic, young adult bipolar patients living with their parents. Particularly noteworthy in his research and publications was a capacity for bringing an experimental model with control and comparison conditions into a clinical research setting, combining his natural clinical intuitiveness with a facility for designing careful research.

Goldstein published extensively, both alone and with associates in psychology and psychiatry, on a variety of issues such as pornography, premorbid social behavior, coping styles, family interaction, therapeutic and preventive effectiveness, clinical psychopharmacology, and vulnerability-stress interactions. His bibliography includes 192 journal articles, monographs, and books, and his textbook *Abnormal Psychology* co-authored with B. Baker and K. Jamison.

He was the principal investigator on grants from a number of agencies, such as the NIMH, the William T. Grant Foundation, the Scottish Rite Foundation, the MacArthur Foundation and the President's Commission on Obscenity and Pornography. His list of honors and awards is extensive. He was Fulbright Professor at the University of Copenhagen (1960-61), A Fellow of the American College of Neuropsychopharmacology, awardee of the MacArthur Foundation as UCLA participant in the Network on Risk and Protective Factors in the Major Mental Disorders (1983), and recipient of the Distinguished Contribu-

tion to Family Therapy Award by the American Family Therapy Association (1985), the Cumulative Contribution to Research in Family Therapy Award of the American Association for Marriage and Family Therapy (1987), the Spinoza Chair at University of Amsterdam (1992), the Alexander Gralnick Award from the American Psychological Association (APA) (1996), and Distinguished Scientist awards from both the Association for Clinical Psychosocial Research and APA's Society for a Science of Clinical Psychology (1997). The consummate teacher and mentor, he received a Distinguished Teaching Award from UCLA in 1988.

Goldstein was an active consultant to NIMH, serving on a number of study sections and chairing several, such as the Clinical Projects Review and Treatment Development and Assessment committees. He was also a member of the NIMH Board of Scientific Counselors and Chairman of the Ad Hoc Panel to review the NIMH Psychotherapy of Depression study. He was the organizer of several conferences on prevention, high-risk research, and treatment in psychopathology. He was an active member of the editorial boards of a number of journals, including *Family Process*, the *Journal of Child Psychology and Psychiatry*, *Schizophrenia Bulletin*, and the *Journal of Abnormal Psychology*. A frequent participant in international symposia and conferences, he served as visiting lecturer in a number of countries.

At the time of his premature death, Goldstein was fully active in research and teaching at UCLA. His absence will be deeply felt by his many colleagues.

Mike greatly enjoyed being with people and combined his natural charisma with a great deal of personal warmth. He was a gracious host, an avid traveler, and a formidable tennis partner. He is survived by Vida, his wife of 43 years; their three children, Ellen, Janet and Peter; and three grandchildren.

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UNIVERSITY OF CALIFORNIA-LOS ANGELES

DAVID J. MIKLOWITZ
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TEACHING TIPS FROM PAGE 30

"...simply work your pupil into such a state of interest in what you are going to teach...that every other object of attention is banished from [the] mind; then reveal it...so impressively that he [or she] will remember the occasion to his [or her] dying day; and finally, fill [the student] with devouring curiosity to know what the next steps in connection with the subject will be." Good examples can help us complete this simple assignment.

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VOLES FROM PAGE 23

vasopressin, and oxytocin can lead to increased social interactions that lower adrenal cortex activity, thereby reducing anxiety and leading to social bonding in females, Carter said.

"The hormone oxytocin seems to be at the core of this in voles—and there are similar data for humans," she said.

Oxytocin Überall

"Everyone on this planet went through an oxytocin experiment when they were born, whether they wanted to or not," she said. "If you're born in a hospital today, you have an almost 100 percent chance of the mother being given extra oxytocin" to induce or modulate labor, she explained.

But, in addition, "The mother's decision about whether to breast feed or not is an oxytocin decision, too," Carter said. "Oxytocin is found in human milk in rather high concentrations, even higher than in women in labor."

"Humans are manipulating this hormone by all kinds of medical and cultural practices," she said. "Even a physical touch determines how much oxytocin is released in your body. You cannot avoid it."

KAHNEMAN FROM PAGE 19

measures of instant utility to a range of psychology areas, including patients undergoing colonoscopy, a painful procedure involving the colonoscope tube. In his work, Kahneman said patients are asked to report every 60 seconds on their level of pain, using a scale where "10" is horrible and "0" represents no pain at all. The physician lengthens the procedure for some patients, keeping the colonoscope inserted for additional time without moving it, so that the pain continues but at a level below what it had been previously. Later, the patients are asked for global evaluations of the pain of the procedure. Those who endured the longer duration of pain reported less pain than the patients who didn't suffer as long.

"If there is a rule of peak and end, neglecting duration," Kahneman said, "it ought to be possible to make a painful procedure better in memory by adding pain to it, or adding displeasure to it," Kahneman suggested with a twinkle,

Bonds that Heal

Carter's research findings dovetail with other human research results presented a few days later at a National Institutes of Health (NIH) lecture organized by the Office of Behavioral and Social Sciences Research in nearby Bethesda, Maryland. Epidemiologist Lisa Berkman, Chair of Health and Social Behavior at Harvard University, stated there that relationships that foster a sense of belonging and intimacy play a vital role in maintaining health or surviving serious illnesses. And, conversely, social isolation tends to increase risk for mortality from a number of causes.

These findings—which add to the mounting scientific evidence that behavioral, social, and biological factors often interact to affect health or illness—emerge from a review of population-based mortality risk-research published in recent years.

"To the extent that we maintain close personal relationships and feel like we are a part of our community or have deep and abiding social and psychological resources," we help determine how protected we are against biological, environmental, or interpersonal assaults, said Berkman.

provoking skeptical sounds from the audience. But the data support his claim.

Well-being and Happiness

Kahneman proceeded to apply the peak/end law to an analysis of well-being and happiness, "as the law and the argument that I presented extends almost directly to happiness."

"The idea is to try to define happiness not as a subjective judgment to which a person has direct access but to define it in terms of instant utility. This is related to researcher Ed Diener's finding that happiness is the frequency of positive states.... Now this combines both intensity and frequency. Thus happiness becomes an objective judgment based on subjective data."

Kahneman suggested some research directions that follow from this premise: "First, we can study self-reports as fallible estimates of an objective reality. And second, we might want to focus on settings in which people spend a great deal of time and ask about the quality of life in those settings, even though they

Commenting on how social experience is translated into an effect on biological processes, Berkman said that the reviewed studies (published between 1974 and 1994) suggest that multiple biological pathways are involved including the immune and neuroendocrine systems. In a study examining cardiovascular reactivity, which the neuroendocrine system affects, research subjects working on a challenging task with a supportive partner showed beneficially lowered heart rate and blood pressure relative to subjects working alone. The "friend's presence may have acted as a conditioned stimulus or a 'safety signal,' altering neuronal input to the heart during challenge," the authors concluded.

Berkman expects future studies to continue to confirm the relation between social ties and health status, though much remains to be learned. For example, where along the spectrum of disease progression do social factors have their greatest impact? "To improve health among vulnerable and high-risk populations, we will need to focus on preventive efforts that, at their core, promote social support and develop family and community strengths," he says. ♦

might not be the settings that we tend to think about most. But if we accept the idea that time is the only currency, that ought to have some implications for how we look at settings."

In terms of the policy relevance of such research, Kahneman noted: "Being from a policy school, I am quite aware that for economists, who think of economics as the only science of policy that exists, preferences are the be-all and end-all. And if you want to evaluate outcomes you evaluate choices. What I propose here is that there might be an alternative, that there might be an alternative to which psychology is best suited, that psychology is best suited to take on. And that alternative is to focus on experience, on how outcomes are actually experienced, and not only focus on occurrences. With experience utility made measurable—ultimately, not in the next decade, not very soon—we could conceive of a science of experience, a science of quality of life which would provide distinctly psychological data to issues such as public investment and public policy." ♦

CONVENTION FROM PAGE 15

Bringing conceptual clarity and methodological rigour to the study of emotion, Davidson has virtually single-handedly created a new hybrid area in the biobehavioral sciences, affective neuroscience. He has demonstrated, through his own research, its relevance to developmental psychology, clinical psychology, personality psychology, comparative psychology, and



Taub was awarded the William James Fellow Award.

health psychology. His studies on how the brain implements emotion and emotion regulation and how these processes change in psychopathology creatively combine biological approaches with behavioral measures to provide a comprehensive assessment of the emotion domain that heretofore was simply unavailable. He has also applied new statistical rigour to biological measures that are used to make trait-like inferences. Davidson is not simply a consumer of tools to answer questions about the brain mechanisms underlying affect and its normal and abnormal variations but has been a pioneer in the development of these methods. He has made major contributions to the refinement of measures of brain electrical activity that are useful in the study of emotion. However, recognizing their limitations, Davidson has been a leader in the applications of modern neuroimaging methods to the study of the brain and emotion. The remarkable range of his influence has secured a very significant place in psychology for the

work of Richard Davidson. Davidson's work has been a major force in reestablishing the importance of emotion for virtually all areas in the biobehavioral sciences, and the discipline of psychology has been irrevocably enhanced by his many distinguished contributions.

Upon receiving the award, Davidson commented, "I hope by bestowing this award upon me my colleagues are not trying to give me a message that it's now time to close the show. I feel kind of premature in getting this kind of award at this stage of my career, yet I gratefully, and humbly, accept it."

Taub's William James Fellow award citation reads as follows:

Dr. Edward Taub has been named a William James Fellow for his fundamental discoveries in the field of behavioral neuroscience and for his application of these discoveries in the development of innovative treatments in the field of behavioral medicine. Taub earned his first major recognition by demonstrating that primates retain considerable residual guidance function in limbs in which sensation is surgically abolished. This finding essentially overturned the Sherringtonian reflexological view that had been the dominant position in neuroscience for the first 70 years of this century. His work revolutionized the entire preexisting concept of purposive movement and focused attention on the existence of guidance mechanisms enclosed entirely within the central nervous system. This basic work led directly to Taub's theory of learned nonuse to explain some of the motor impairment that occurs after neurological injury. He then devised Constraint Induced (CI) Movement Therapy, which has restored considerable motor function in hundreds (to date) of patients suffering from stroke and traumatic brain injury in this country and Europe.

Taub was also one of the pioneering biofeedback investigators. He developed thermal biofeedback, a procedure commonly employed for the

relief of Raynaud's disease, hypertension, migraine headache, and other stress-related conditions. More recently, Taub collaborated with investigators in the United States and Germany to show that massive cortical reorganization takes place in adult mammals, including humans, following neurological injury. At this point, Taub and colleagues have shown that substantial reorganization is the basis for phantom limb pain in human amputees, that it is strongly correlated with tinnitus, and that there is a definite use-dependent expansion in the cortical representation of the fingering digits of the left hand in violin and cello players.

Upon receiving his award, Taub said: "This is just an overwhelming experience for me. I think it makes a point very clearly about first, the virtues of carrying out basic research when it is going to result in applications that are advantageous to human beings and, second, the value of this research with animals, because it is really [because of] them that we can investigate the mechanisms that will lead to human applications."



Loftus was awarded the James McKeen Cattell Award.

Following these presentations, Scarr presented an APS James McKeen Cattell Award, for outstanding contributions in the area of applied psychological research, each to Elizabeth Loftus, of the University of Washington, and Ann Brown, of Harvard University.

Loftus' James McKeen Cattell citation reads as follows:

Members of our profession can make a contribution to society through their laboratory research; through the application of these

SEE CONVENTION ON PAGE 45

The Student Notebook

M. Kimberly Beal - Editor

Introducing the 1997-1998 APSSC Executive Council

The APS Student Caucus held a business meeting at the Ninth Annual Convention to elect its officers for 1997-1998. Provided below is some brief background information on each of the six new Executive Council officers.

Among them are both familiar faces from last year's Council as well as some completely new faces. Together, they represent a variety of academic institutions, backgrounds, and interests. This year's elected APPSC Executive Council members are:

Susan R. Yoder President

This is my third year with the Caucus, having previously served as Graduate Advocate and Student Notebook Editor. As President, I hope to get more students involved in the Caucus and APS as an organization. APS has given me many great opportunities and I'd like to help students become aware of the many

resources it has to offer. I'm a fourth-year graduate student at Kent State University in the Experimental Psychology/Cognitive program. My area of specialty is auditory perception with a special interest in music.

Deana Julka Graduate Advocate

I have just completed my fifth year of graduate study in social psychology at the University of Notre Dame. My research interests include using a theory-based approach to examine the psychological dimensions of attitudes (attitudes toward organ donation, political

candidates, exercise, and in marketing contexts). I also research nonverbal behavior and persuasion. I served last year as the APSSC Volunteer Coordinator. I am receptive to student concerns and welcome students contacting me. I hope to increase student participation in the annual APSSC



Past and current members of the APSSC Executive Council met at the APS Convention in May. Pictured (clockwise from top left): Deana Julka, John Jewell, Rodolfo Mendoza-Denton, Jennifer Thomas, Kimberly Beal, Otto MacLin, David Samonds, Susan Yoder, Nikki Scarberry, and Mary Jo Nelum-Hart.

Student Research Competition and the Small Grant Award and to increase national graduate student involvement in the APSSC.

David Samonds Undergraduate Advocate

I will be starting my senior year at the University of Massachusetts-Amherst in the fall. I am the local chapter president of Psi Chi, editor of the *Psychology Undergraduate Research Journal*, and undergraduate advisor in the psychology department. I am currently doing research under the supervision of Sally Powers, studying parent/adolescent conflict and the comorbidity of depression and conduct disorder in children.

Otto H. MacLin Communications Director

I am a third-year PhD candidate in experimental psychology at the University of Nevada-Reno. My current research consists of examining the role of adaptation on face recognition. I am also interested in the metacognitive processes involved in object recognition. As the new APSSC Communications Director I would like to continue the fine work John Jewell has done building the APSSC web site. I would also like to increase the APSSC chapter membership and promote APSSC chapter conferences, as well as keep students informed and involved in the other APSSC activities.

Jennifer C. Thomas Volunteer Coordinator

I will be starting my second year this fall at Texas Christian University. My area is social psychology, and specifically my research interests lie in attitude-behavior consistency and attitude change. As Volunteer Coordinator, I will be involved in

SEE NOTEBOOK ON PAGE 42

◆◆◆ Attention Students ◆◆◆

Cedrus Corp. is making a special offer to APS Student Affiliates:

SuperLab for Windows—the powerful, expandable experimental laboratory tool that allows you to create, edit, and administer many types of experiments with a point-and-click user interface—is **now available** to Student Affiliates (in good standing) for \$85 (82 percent off Cedrus' already discounted educational price).

The software includes a complete range of features like millisecond timing, support for visual and auditory stimuli, a Codes Editor that lets you attach codes that you define to every trial, and a free software development kit that lets you extend SuperLab's capabilities like no other program can. Users of this software include MIT, NIA, NIMH, Yale Univ., Stanford Univ., and many other educational and research institutions and companies.

For more information call 1-800-Cedrus1 or fax 1-602-631-9047

Correction

In the announcement of the APSSC Student Research Competition winners listed in the May/June 1997 *Observer*, one winner's name was misspelled. The correct spelling is Otto MacLin from the University of Nevada-Reno.

APSSC Small Grant Award Recipients

Winners of the third Annual APSSC Small Grant Award competition were announced at this year's APS convention in Washington, DC. The student grant is a competitive funding source for student affiliates of APS. All submissions received by APSSC were reviewed by a panel of qualified judges in various areas of psychology. Submissions were judged on criteria such as overall quality, possible theoretical contribution, originality, potential to advance the field of psychology, and the potential for publication or conference presentation.

The three graduate submissions and one undergraduate submission that received the highest combined ratings were selected to receive the grants. The principal investigator of the selected proposals received \$250 for the graduate award or \$100 for the undergraduate award to help conduct the proposed research.

The APSSC would like to thank all of the students who submitted proposals for this year's competition, and all of the reviewers who volunteered their time to judge them. In addition, the APSSC Executive Council would like to extend further congratulations to the 1997 APSSC Small Grant Award winners:

GRADUATE WINNERS

Otto H. MacLin, *University of Nevada-Reno*
Mark W. Miller, *Florida State University*
Nancy M. Puccinelli, *Harvard University*



APS outgoing Past-President Richard Thompson and APSSC President Susan Yoder stand with the undergraduate winners of the Small Grant Award: Brandy Craft, Elizabeth Anderson, Karen Hemphill, and Adriane Louie, all from Millsaps College.

UNDERGRADUATE AWARD

Karen Hemphill, Elizabeth Anderson,
Brandy Craft, and Adriane Louie
Millsaps College

APSSC Research Competition Winners

Every student who conducts research does so with the hope of making a significant contribution to the field of psychology. The APSSC has, therefore, designed a research competition to encourage and acknowledge outstanding student research. APS student affiliates who are first author on a paper they have submitted to the annual convention are eligible to apply, according to the rules published in past issues of the Student Notebook.

The Executive Council of APSSC chose four graduate applicants and one undergraduate applicant to receive the \$250 awards. Each winner had the opportunity to present his or her work at the APSSC Student Research Competition Symposium. This year's symposium was chaired by APS Past-President Richard Thompson at the APS convention. The APSSC wishes to extend thanks to all who submitted entries and congratulations to the winners:

GRADUATE WINNERS

Wei Huang, *West Virginia University*: Reasoning about conventional time as a function of conventional time systems
Otto H. MacLin, *University of Nevada-Reno*: The effects of adaptation on the ability to recognize faces
Gerene K. Starratt, *Florida Atlantic University*: Electrophysiological (event-related potential) evidence of cognitive change in HIV infected children
Lesley Teitelbaum, *Syracuse University and Syracuse Veterans Administration Medical Center*: The validity of MAST in psychiatric settings: A meta-analytic integration

UNDERGRADUATE WINNER

Lisa Pickel Sherfey, *King College*: Time tagged cue words flatten the second peak of autobiographical memory



Pictured (left to right): Susan Yoder, Lisa Pickel Cherfey, Otto MacLin, Wei Huang, Lesley Teitelbaum, and Gerene K. Starratt.

APSSC Officers ♦ 1997-1998

Each Executive Council Member welcomes students and others to contact them about any concerns or questions relevant to the member's respective office.

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Ethnic Minority Concerns Committee

TBA

Mentorship Committee

TBA

Notebook FROM PAGE 40

organizing the volunteers for the next APS convention and managing the Travel Awards. My goal is to make the 1998 convention the most organized and best-running convention yet!

M. Kimberly Beal

Student Notebook Editor

I am a doctoral candidate in the Interdisciplinary PhD Program in Social Psychology at the University of Nevada-Reno. My research interests are centered on the social and cognitive aspects of schemata. As the new Student Notebook Editor, I am interested in continuing to provide a forum for the presentation of important resource information to graduate students in the form of brief articles and announcements. In particular, I am interested in soliciting articles regarding: the importance of participating in grant writing while a student; what to do with your PhD if you are not interested in a traditional academic career; authorship issues; and how to get on the publishing track. Please direct your ideas and draft submissions on these, and other issues, to me at the address printed in the accompanying APSSC Officers box in this Student Notebook.

Attention APS Student Affiliates: Express Yourself

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Questions? Comments?

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CHRONICLE FROM PAGE 3

programs to prevent teen-age pregnancy? That's not a sound basis for determining research goals. Instead, have the courage to back systematic planning in which all worthy programs can survive, even in difficult times.

For example, if child-abuse research suffers at one agency in HHS, other agencies with similar or related responsibilities should take up at least some of the slack. Institutes within the NIH that are concerned with child abuse could do research that would at least partially sustain the government's involvement in protecting children, even if the budget of HHS's Administration for Children and Families is slashed. (In fact, interagency task forces already exist that try to coordinate activities among agencies with related interests, but they do not have sufficient authority to direct that one agency's programs be changed if another agency has to cut back or drop specific programs.)

Of course, it would be naive to expect individual agency officials to think this way unless Cabinet-level officials and other White House policy makers encouraged it. Policy makers should recognize the connections between research and education and services, and, when cuts are made, decide what programs in other settings can partially substitute for those cuts. These leaders must be visionary enough to think beyond this year's budget, maybe even beyond this Administration, so that the ups and downs in the annual appropriations for a particular program don't jeopardize the government's ability to meet the nation's domestic needs.

This same message applies to Washington organizations that advocate spending for science and research, many of which also work for appropriations for health and education programs. Those of us who are

heartened by modest increases in some programs cannot be silent when other equally worthy programs are dying on the vine. Neither should we be engaging in the particularly savage practice of suggesting what other programs might be cut to produce more money for the programs with which we are most concerned. For example, groups that promote research on one disease must not justify an increase by attacking spending in another area, such as AIDS, that has received comparatively strong appropriations. Congress makes the hard choices among programs. Our job is to hold legislators accountable for what they do, not to make it easier for them to avoid making the difficult choices themselves.

Understandably, events of the past several years—budget cuts, government shutdowns—have created a siege mentality even in agencies whose budgets have been stable or increased. But agencies and advocates should not be swayed by the promise of growth in their preferred programs on the condition that others go without support. Instead, we all should work to ensure that research, education, and services receive adequate financing, because in life, these things are not separate. After all, research has shown that programs such as Head Start work because the kids attending them receive improved nutrition as well as educational enrichment. An unhealthy or hungry child will not learn well in school.

Similarly, university research hospitals are also essential health-care providers to our nation's poor and uninsured. Yet government budget cuts are forcing them to make painful tradeoffs between research and clinical care.

A balanced-budget agreement shouldn't translate into these kinds of either/or choices. Instead, everyone involved needs to show the same kind of balance and compassion in advocacy and planning that we would like federal programs to deliver to our citizens.

Organizational Profile

Association for Women in Psychology

Origins and Purpose

The Association for Women in Psychology (AWP) is an organization of over 2,000 psychologists and allied professionals and students who share a common interest in the psychology of women. The organization is multidisciplinary (members include social workers, counselors, nurses, teachers, and social activists) and diverse in its focus. Several sub-groups (or caucuses) have formed in recent years to draw attention to particular issues; current groups include Women of Color, Jewish Women, Older Women, Students, Bisexuality and Sexual Diversity, and Experimental Psychologists. The membership is international, but about 90 percent of the members reside in North America.

Membership

Annual membership dues range from \$10 to \$75, depending on income. Membership includes a quarterly newsletter, a membership directory, and reduced registration fees for the annual conferences. AWP maintains a hospitality suite at APA conferences in cooperation with Division 35, in which it makes available low-cost sleeping accommodations for low-income members. AWP also encourages and supports several dozen regional chapters around the country.

The "Organizational Profile," a regular feature of the *APS Observer*, informs the research community about organizations devoted 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

AWP was founded in 1969, after a group of women had tried unsuccessfully to lobby the officers of APA for increased attention to women's issues and research on the psychology of women. Further lobbying ultimately proved successful and directly resulted in the founding of APA's Committee on Women in Psychology and later Division 35 (the Psychology of Women). AWP members considered disbanding after Division 35 was formed, but decided to maintain independence from the APA structure.

Among the objectives of AWP are: challenging unfounded assumptions about the psychological "natures" of women and men; encouraging feminist research on sex and gender; developing a feminist model of psychotherapy; achieving equality for women within the profession of psychology and in allied disciplines; promoting unity among women of all races, ages, social classes, sexual orientations, physical abilities, and religions; and sensitizing the public and the profession to the psychological, social, political, and economic problems of women.

AWP achieves its goals through programming at its annual conferences on feminist psychology, its newsletter, and the activities of its committees, task forces, caucuses, organizational liaisons, and regional groups. AWP is committed to encouraging diversity among its conference presenters and attendees, and it regularly offers travel scholarships to low-income participants. AWP also makes annual awards to publicize innovative scholarship and leadership. AWP is an official NGO, and has maintained representation at the United Nations since 1976. AWP members participated in the UN-sponsored Copenhagen (1980), Nairobi (1985), and Beijing (1995) conferences on women.

AWP does not have officers per se. Members volunteer to serve three-year terms on the Implementation Collective, a nonhierarchical group that meets quarterly to do the business of the association. The Collective uses feminist process and consensus decision-making. Other committees, caucuses, and regional chapters operate more or less independently. It sounds impossible, but it has worked for over 25 years!

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SOCIAL SCIENCE RESEARCH COUNCIL

FELLOWSHIPS AND GRANTS FOR RESEARCH AND TRAINING ON THE NEAR AND MIDDLE EAST

The Social Science Research Council, with support from the US Information Agency Near and Middle East Research and Training Act (NMERTA), is able to provide support for research and training on the Near and Middle East, in the social sciences and humanities, through the following programs:

FELLOWSHIPS FOR GRADUATE STUDENTS

PRE-DISSERTATION RESEARCH AND TRAINING FELLOWSHIPS

Contingent upon funding, fellowships are offered to graduate students to spend from four to nine months engaged in direct preparation for their dissertation research through training and study in the Middle East. Language training may be required as one component of the fellowship when appropriate. Students would be permitted to propose programs to explore the feasibility of dissertation topics, to pursue course work, and/or arrange supervised study programs in consultation with staff of the host overseas research center. Graduate students who are US citizens, and who are currently enrolled in a PhD degree program, and who will have completed at least two academic years of work toward the doctorate at the time of application, are eligible to apply. Students who have advanced to candidacy are not eligible to apply. These fellowships are not intended for students currently engaged in dissertation research or writing.

Application Receipt Deadline: November 1, 1997

DISSERTATION RESEARCH FELLOWSHIPS IN THE SOCIAL SCIENCES AND THE HUMANITIES

Contingent upon funding, fellowships are offered to graduate students in the social sciences and humanities, who have completed all PhD requirements except their dissertation, to spend from four to nine months engaged in dissertation research requiring fieldwork in the Middle East. Full time students, who meet the above criteria, who are US citizens, who are enrolled in full-time doctoral programs in the United States or abroad, and who have completed all PhD requirements except their dissertation by March 1, 1998, are eligible to apply.

Application Receipt Deadline: November 1, 1997

Applicants must be US citizens to be eligible for programs sponsored by the US Information Agency. Permanent residents are not eligible to apply for these fellowships. Non-citizens who are graduate students enrolled fulltime in a PhD Program in a US university and conducting research on the Middle East may be eligible for other Social Science Research Council fellowship programs. Please contact program staff for additional information.

Current eligible locales for overseas research through programs supported by the US Information Agency are Bahrain, Egypt, Israel, Jordan, Kuwait, Morocco, Oman, Qatar, Saudi Arabia, Syria, Tunisia, Turkey, United Arab Emirates, and Yemen. Those interested in research in countries not listed should contact SSRC staff. American Overseas Research Centers are located in Jordan, Morocco, Tunisia, Turkey, and Yemen. All research projects must be concerned with the period since the beginning of Islam.

FELLOWSHIPS FOR SCHOLARS

ADVANCED RESEARCH FELLOWSHIPS IN THE SOCIAL SCIENCES AND HUMANITIES

Contingent upon funding, fellowships are offered for periods from four to nine months to scholars in the social sciences and humanities engaged in advanced research requiring fieldwork in the Middle East. Applicants should be scholars with demonstrated competence for research on the area and who intend to make continuing contributions to the field. Scholars who are US citizens and who hold the PhD in a social science or humanities discipline are eligible to apply.

Application Receipt Deadline: December 1, 1997

JUNIOR FACULTY TENURE SUPPORT FELLOWSHIPS
Contingent upon funding, fellowships are offered to junior faculty (two to six years past their PhD), for a period of four to nine months for research in a Middle Eastern country. The fellowship has been created to permit junior faculty to spend an extended period of time in the field, with the aim of building their publication records and increasing their prospects for tenure. Applicants will be selected based upon evidence of substantial work in progress, evidence of a high capacity to operate effectively in the field, and evidence of the applicant's standing in his or her department, among other criteria. Scholars who are US citizens and who have held the PhD in a social science or humanities discipline for between two to six years are eligible to apply. Scholars who have been granted tenure are not eligible to apply.

Application Receipt Deadline: December 1, 1997

MID-CAREER SKILLS ENRICHMENT PROGRAM FOR TENURED FACULTY

Contingent upon funding, fellowships are offered to associate and full professors in the social sciences and humanities, for a period from four to nine months for research in a Middle Eastern country in which they have not previously studied, and/or for training in a new field, discipline or method. Scholars who are US citizens and who have held the PhD in a social science or humanities discipline for less than 20 years are eligible to apply.

Application Receipt Deadline: December 1, 1997

Please note that it is imperative to specify the grant program of interest and all countries where fieldwork will be conducted in order to receive application materials:

**The Near and Middle East Program
Social Science Research Council
810 Seventh Avenue
31st Floor New York, NY 10019
Tel: 212-377-2700
Fax: 212-377-2727
email: henderso@ssrc.org**

CONVENTION FROM PAGE 39

findings to some important problems that confront society; or through public service. Elizabeth Loftus has distinguished herself through outstanding achievements in each of these domains.

Her early basic research on memory set the stage for her landmark contributions to law and psychology and the criminal justice system. Her important and highly original research asks questions such as "Can expert and eyewitness testimony be trusted? Are memories veridical, especially regarding traumatic events, or are they likely to be distorted? If so, by whom, when and in what ways?" Her answers to these questions have led to much public debate. By making the public aware of the importance of psychological research to society with her impeccable experiments, she has served as an advocate on behalf of the profession and has honored us all.

Elizabeth Loftus is named a James McKeen Cattell Fellow in recognition and appreciation of her ground-breaking and provocative contributions to the field of psychology.

Loftus reacted: "I very much appreciate receiving this award, especially at this particular time in my life and career when I seem to be surrounded by so many enemies. Though I must say I am reminded by the remarks of General George Patton at the time of the Battle of the Bulge, when someone said to him: 'We're surrounded by enemies. What can we do?' And Patton replied, 'This is actually a good thing. You can shoot in any direction and be sure to hit somebody.'

Ann Brown's Cattell Award citation states:

[Ann Brown is presented with the APS James McKeen Cattell Award for] brilliantly combining the fields of developmental psychology, learning theory, and the design of learning environments in a career of theoretical and ex-

perimental work and their applications to education.

Her seminal experimental studies on memory in children helped define the concept of metamemory



Brown was awarded the James McKeen Cattell Award.

as an important process of cognition. Her ingenious studies of analogical transfer renewed our

understanding of children's capabilities for generalizing their learning. This work was fundamental to her outstanding studies of the relationship between children's problem-solving strategies and self-regulation in learning that led to a widely adopted program on text comprehension called "Reciprocal Teaching." Her application of social learning theory to a research program on communities of learners has been an overarching contribution to the interaction between the refinement of theory, the elaboration of cognitive processes and the design of environments for studying teaching and school learning.

[Due to a family emergency, Brown could not be present to receive the award. She was represented by her friend and colleague Rochel Gelman.] ♦

SSRC-MACARTHUR FOUNDATION FELLOWSHIPS ON PEACE AND SECURITY IN A CHANGING WORLD

The Social Science Research Council announces two-year dissertation and post-doctoral fellowships for training and research on peace and security in a changing world, under the direction of the Committee on International Peace and Security. These fellowships will support innovative and interdisciplinary research on the relationships among security issues and worldwide cultural, military, social, economic, environmental, and political changes, and the impact of these changes on issues of international peace and security.

Requirements: There are no citizenship, residency, or nationality requirements. The competition is open to researchers in the social and behavioral sciences (including history and area studies), the humanities, and the physical and biological sciences. Researchers in non-academic settings are welcome to apply.

Dissertation Fellowships: These fellowships are open to researchers who are finishing coursework, examinations, or similar requirements for the PhD or its equivalent. Applicants must complete all requirements for the doctoral degree except the dissertation by June 1, 1998.

Postdoctoral Fellowships: In most cases, successful applications will hold the PhD or its equivalent. However, possession of that degree is not a requirement for lawyers, public servants, journalists, or others who can demonstrate comparable research experience and an ability to contribute to the research literature. This competition is designed for researchers in the first ten years of their postdoctoral careers. Applicants for the postdoctoral fellowship must have received their PhD by March 1, 1998.

For further information and application materials please contact:
Social Science Research Council ♦ Program on International Peace and Security
810 7th Avenue ♦ New York, NY 10019

Tel.: (212) 377-2700 ♦ Fax: (212) 377-2727 ♦ <http://www.ssrc.org>

Deadline: November 14, 1997

HCI FROM PAGE 5

effort on the part of scientific psychology to articulate the potential contributions of psychology" to the problems addressed in the HCI.

A Portable Summary

Weber summarizes the value of the HCI process this way: "It is useful for researchers, individually as well as collectively, to take stock of our current state of knowledge from time to time. Keeping sight of the big picture focuses basic research on the most important next steps. I think that the HCI workshop—with the continuing dialogue among its participants and the resulting report—will have a dual benefit. It will provide us with a portable summary of current psychological knowledge and a guide to their practical implications. At the same time, it should also help to make our collective inquiry more effective and cumulative."

Following is a sample of just a few of the recent accomplishments that will be summarized in the HCI report on basic research:

Memory Systems. Psychologists, in collaboration with neuroscientists, have discovered different memory systems, each involving specific networks of brain regions. Studies of patients with brain damage reveal that memory impairment differs, depending on what structure of the brain is damaged. For example, patients with damage to the hippocampus and related structures in the medial temporal lobes have great difficulty remembering specific events, but can learn new skills in an entirely normal manner. In contrast, patients with damage to the basal ganglia show the opposite pattern.

Blocking Traumatic Thoughts. Basic research in psychology also has shown that retention of emotional experiences depends on a distinct system, and that memory for emotionally-arousing events is especially vivid. This knowledge has significant implications for understanding and possibly counteracting the kinds of intrusive recollections that can plague survivors of emotionally traumatic events. For example, we know that drugs such as beta blockers interfere with the emotional memory system. It has been found that when these drugs are administered to participants in research, they no longer show enhanced memory for an emotionally arousing event, even though they perceive the event as emotionally arousing. Based on this fundamental knowledge, continued research could lead to the use of beta blockers by emergency workers who are required to deal with disasters such as fires, bombings, or other highly disturbing events that would be remembered vividly and intrusively.

A Hot Combo. Basic research in social psychology has provided a great deal of insight into the mechanics of human social interactions. A promising new area of research may emerge in which this knowledge is combined with the concepts and empirical and analytical methods developed in cognitive science about the underlying psychological processes, for example, that determine how people handle information and how they use language. Combining these areas of research offers the prospect of greatly expanding our scientific knowledge about the processes of problem-solving, decision-making, and reasoning, and our understanding of how people collaborate and how they interact with complex information systems.

Modeling Social Interactions. Knowledge in social psychology also is being expanded through the use of computer simulations and modeling, where advances in methodology have significantly expanded the capability of scientists to characterize the properties of social relationships and to investigate group tendencies not present in individuals. One example is clustering, which is the tendency for different opinions to become segregated within a group. Among other things, this preserves and strengthens minority opinions by creating "local" majorities. Understanding this phenomenon could be important for predicting and managing social changes such as those occurring in Eastern Europe countries which have been experiencing rapid political and economic transitions after the collapse of the Communist empire.

Social Stereotyping. Some experiments on the effects of social stereotyping—specifically, on the consequences of widely held social stereotypes for members of stigmatized groups—have demonstrated that test

BASIC RESEARCH IN PSYCHOLOGICAL SCIENCE

A Human Capital Initiative Workshop

PARTICIPANTS

Co-Chairs

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Ohio State University

R. Duncan Luce
University of California-Irvine

Participants

John T. Cacioppo
Ohio State University

Daniel Kahneman
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CONTINUED ON NEXT PAGE

FROM PREVIOUS PAGE

performance on standardized aptitude tests can be significantly influenced by negative expectations. In one experiment, women with a history of success in math were tested in mathematics under one of two instructional conditions. In one condition, the expectations of sex differences in performance were invoked; in the other, the test was introduced as one in which no sex differences had been previously found. Women taking the exam under first condition performed significantly less well than men with the same mathematics background. However, under the alternative instructions, their performance improved significantly and was equal to or better than that of the men in the same condition. These dramatic findings have clear implications for the development of human capital.

Other Examples. Examples of advances in other areas include: cognitive research showing how people process and use scientific information in their everyday lives, which has enormous implications for things ranging from science education to solving global environmental problems; cross-cultural research showing how babies build a rich understanding of the world around them even before they begin to learn language; research in decision-making showing that people make different decisions when the consequences of risky alternatives are framed in terms of potential losses compared to when the alternatives are framed in terms of potential gains; and research on perception showing that people's experience of the world is limited not by sensory factors such as bad eyesight, which can most often be corrected, but by attentional factors.

The HCI report, tentatively titled *Basic Research in Psychological Science*, is scheduled to be published this fall and is expected to be used by NSF to guide its funding decisions in psychological research for some time to come. Watch future issues of the *Observer* for details. **S.B.**

ALTMAN FROM PAGE 13

other on professional ethical issues in medicine.

"One of the problems with psychology, from my perspective, is that not enough of psychology is translated to real-world applications beyond the individual." Psychologists must make more of an effort to translate their basic findings into real-world applications to influence real-world issues, he says. "The work that community psychologists are doing and SPSSI members are doing is an exception to the rule, which is one reason why I belong to SPSSI. Here are psychologists who engage in high-quality science, who then deal with pressing social issues, and who try to understand the various sorts of problems that we face in society and use the substantial intervention technology that we have in psychology to apply it at levels higher than the individual."

1. D.G. Altman, D.W. Levine, G. Howard, H. Hamilton. (1996). Tobacco farmers and diversification, *Tobacco Control*, Vol. 5, pp. 192-198; and
2. D.G. Altman, D.W. Levine, G. Howard, H. Hamilton. (1997). *Journal of Social Issues*, Vol. 53, No. 1, pp. 113-128.



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PRESIDENT FROM PAGE 18

in adolescence shows up in early life, perhaps in infancy, or whether its emergence later in life can be predictive of later emergence of antisocial personality. There are lots of development questions that may never occur to molecular biologists," he said. So psychologists bring to the research bench the knowledge that allows the construction of interesting and useful genetic questions.

Plomin predicted that psychologists will be using genetic markers, once they have been found, both in the laboratory and in clinics. "Once we find that a gene differentially predicts risk, and that you can intervene differentially, or that it predicts differential response to therapy, then I think it will take hold in practice as well.... Using genes that have already been found is relatively easy and inexpensive. The point of this is that you can do this without becoming a molecular geneticist. It's a lot easier than many of the things we already do in psychology. You have to get material with DNA and extract the DNA, but once you have DNA data on your subjects, then whenever somebody comes up with a gene that is related to your research topic you can pull out the DNA, which lasts forever, and then you can analyze the gene," he said.

"You no longer need blood. We're doing DNA studies by mail with cheek swabs, and this is now a standard technique. All you have to do is take a Q-tip in a particular solution, rub it on the inside of the mouth, and you get enough DNA out of that to do several hundred DNA markers."

To extract the DNA, Plomin suggested seeking out molecular geneticists on campus, who are "generally very keen to collaborate." He said, "They've got all the toys but they don't know how to play with them. You'll find them very interested in what we do, because these are important and interesting sorts of issues."

Pedersen and her Stockholm colleagues have found that genetic variance accounts for 30 to 50 percent of variance in personality traits among the slightly more than 850 pairs of monozygotic and dizygotic twins in their Swedish Adoption Twin Study of Aging.

(The Swedish registry is comprised of all twins born in the country since 1886, she pointed out. In 1984, at the start of the current study, there remained 527 pairs of separated twins and a matched sample of 620 pairs of conventionally reared twins, which has now declined to 351 and 407 pairs, respectively.)

Pedersen focused on multivariate analyses "where instead of looking at one measure at a time you're looking at pairs of measures or multiple measures. We want to know to what extent genetic influences are shared by measures: Are they the

same genes? Is there an overlap in the genetic effects? Or, another way of putting it: Is there any variation for the measure that is not shared? Similarly, we are looking at what is mediating the associations."

When you have an association between two measures, Pedersen said, the question is whether the association is due to the fact that they share the same genetic experience or effect, or whether it is the environmental effects that are responsible.

Some Numbers from Behavioral Genetics

Looking to the future of behavioral genetic studies of personality, Pedersen pointed to three broad avenues. One is to carry further the pursuit of understanding gene-behavior associations, as is being done in the Swedish twin studies. Another is trying to get a sharper grasp on the environmental aspects involved in these studies, "because you might have several genes of moderate effect and also several environments of moderate effect." And the third is to start to identify specific genes.

Lykken recalled that a great many surprising and provocative findings were turned up by Bouchard's celebrated study of twins separated in infancy and reared apart. One of the findings was that the 69 pairs of monozygotic twins reared apart corre-

lated .53 in their levels of subjective well-being or happiness, as measured by the well-being scale used in the MPQ personality questionnaire, developed by University of Minnesota psychologist Auke Tellegen.

This result suggests that individual differences in happiness owe about 50 percent of their variance to genetic differences between people, Lykken stated.

Lykken and his colleagues later studied

663 monozygotic and 715 dizygotic middle-aged pairs reared together, using data they collected from the Minnesota Twin Registry. They found a happiness correlation of .44 for monozygotic twins and .08 for dizygotic twins.

Nine years later Lykken and his team retested 410 pairs of the twins from the Registry study. They found they could predict a monozygotic twin's current subjective happiness or well-being score from his co-twin's score nine years earlier. The restudy suggests very close to 100 percent heritability of a happiness "set point," Lykken said. Happiness constantly varies above and below the individual subject's set-point "in response to the slings and arrows of outrageous fortune—or to the successes and jackpots of good fortune," Lykken said.

The set point provides a typical value of individual well-

Using genes that have already been found is relatively easy and inexpensive. The point of this is that you can do this without becoming a molecular geneticist. It's a lot easier than many of the things we already do in psychology. You have to get material with DNA and extract the DNA, but once you have DNA data on your subjects, then whenever somebody comes up with a gene that is related to your research topic you can pull out the DNA, which lasts forever, and then you can analyze the gene.

ROBERT PLOMIN
INSTITUTE OF PSYCHIATRY, LONDON

CONTINUED ON NEXT PAGE

July/August 1997

FROM PREVIOUS PAGE

being that appears to reflect genetic influences. But it is not the only determinant of happiness, Lykken noted.

"I do not believe that the high heritability of the happiness set-point indicates that our average subjective well-being is determined just by the level of some neurotransmitter that was set, once and for all, by the genetic lottery at birth," Lykken said. "If we let our personal genetic steersman have his way, then we shall indeed tend to follow a course laid down for us in our DNA. But...if much of what is inherited consists of behavior tendencies that can be resisted, modified, and shaped, then there is a real possibility for intervention, for countermanding the genetic steersman."

Social Psychology

Historically, Bouchard recalled, most social psychologists rejected out of hand the idea that social attitude variables might reflect genetic influences.

"I include myself in this group," he said. "In 1979 when my students and I were assembling an assessment battery to begin the Minnesota Study of Twins Reared Apart, I recall very specifically going to my bookshelf and pulling down Shaw and Wright's classic 1967 text, *Scales for the Measurement of Social Attitudes*... And I recall quite clearly deciding not to include any of these measures on the grounds that attitudes were largely shaped by family environment and simply wouldn't show any genetic effects. This reflects my training as a social psychologist—that's one of the assumptions you bring with you."

Bouchard said at the time he was not aware of a 1978 study by Hans Eysenck or Sandra Scarr's and Richard Weinberg's 1978 study of certain sociopolitical attitudes, which they said, "appear to be genetically transmitted from parents to their children in the form of verbal ability and personality and to show no effect of direct learning." Bouchard said he later learned that the Scarr/Weinberg study aroused a "hostility that would send a chill down your back."

Bouchard commented on key behavioral genetics studies published in the 1980s and 1990s, concluding: "Most of the evidence points in the direction of social attitudes of various sorts showing significant heritabilities transmitted or created in these individuals independent of many of the factors that many researchers thought were important—family environment factors, mental ability factors. Other personality factors might be mediators. But it doesn't appear that those work as well."

"So we are left with what I think is really a striking, if not mysterious, set of outcomes. It is very difficult to think off the top of the head how genetic factors could influence social values.... So my suggestion here is that it really forces us to begin to think, in a more pointed way than we have done in the past, about what these mechanisms might be. What this does is what good research should do: It poses more questions and problems than it answers, and opens up research arenas for us."

In conclusion, Sandra Scarr said, "I want to propose to you two ironies. The first is that we think that infants come into this world relatively unformed and become more and more shaped by their experiences and their environments as they develop across childhood into adolescence and adulthood. But ironically, as

Kathleen McCartney has shown, and as already noted by this panel, in fact heritabilities increase across age, not decrease. Genetic factors become more and more important in explaining variation among us as we get older. Kathy and I published a paper about how people make their own environments, meaning that people evoke from others responses that are correlated with their own characteristics and that they actively choose or associate with or ignore people and events in their environments as they are compatible or not with their own characteristics. So the hypothesis is that across time we reinforce our own characteristics; through our own action we make our own environments. That's not the whole story, but there's at least a plausible mechanism here by which to explain how genetic effects become developed and how they increase over time.

"The second irony is always hard for people to think about. We think of genetic explanations as being somehow unfair, unjust.... You can't fix the fact that someone is less bright than someone else, or that someone is more anxious than other people. (Well, we might ameliorate it, but fix it? Maybe.) We would like to attribute all the variance we possibly can to what we think of as fairer, more just sources (i.e., environmental influences), because we think those might be easier to fix. Ironically, I think they are much harder to fix."

"When we think about a truly just world, we ought to think about a world in which there are virtually no arbitrary environmental differences among us and where virtually all the differences between us are genetic. Because a really just world would allow each of us to choose and express ourselves in those environments that we find most compatible (i.e., most correlated with ourselves), and where there would be virtually no arbitrary differences among us. Heritabilities for almost everything would be very, very high."

"I leave these thoughts with you because to think in this area is to get beyond ideology. To think, as all of these panelists have suggested, that we can use what we know about genetics to help us as psychological researchers—and advance our science—is such a wonderful and exciting prospect for the future that I hope all of us will join in." ♦

STOP!

Have you visited
APS on the Web yet?

Check out the AMERICAN PSYCHOLOGICAL SOCIETY'S World-Wide-Web homepage on the Internet and discover a whole world of information of relevance to the academic, applied, and research psychologist.

URL: <http://www.hanover.edu/psych/APS/aps.html>

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URL: <http://psych.hanover.edu/aps/>



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Announcements

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CALL FOR PAPERS

Sexuality & Culture, a new interdisciplinary journal published by Transaction Publishers, serves as a forum for the discussion and analysis of ethical, cultural, psychological, social, and political issues related to sexual relationships and sexual behavior. These issues include: sexual consent and sexual responsibility; sexual harassment and freedom of speech and association; sexual privacy; censorship and pornography; impact of film/literature on sexual relationships; and university and governmental regulation of intimate relationships. The 1998 volume will also deal with a central theme: Sex Work and Sex Workers. Theoretical and Empirical articles will deal with issues of prostitution, pornography, and all other venues relating to the commercialization of sexuality. Contact managing editor R. Refinetti, Dept. of Psychology, Col. of William & Mary, Williamsburg, VA 23187; email refine@mail.wm.edu or visit the journal's web site at <http://www.csulb.edu/~asc/journal.html>.

The Society for Research on Adolescence announces its 1998 Biennial Conference and Call for Papers. The Program Committee invites submissions for the Biennial Meetings of the Society for Research on Adolescence at the Hotel del Coronado, San Diego, CA, February 26-March 1, 1998. Submissions must be postmarked no later than July 15, 1997. Contact: Darwin Eakins and Belinda Conrad, c/o EC Enterprises, Inc., PO Box 1793, 835 Louisiana St., Lawrence, KS 66044-8793; tel.: 913-832-0737; fax: 913-832-2843; email: sra@ece.lawrence.ks.us.

The 6th International Conference on Work Values & Behavior, organized by The International Society for the Study of Work and Organizational Values (ISSWOV), will be held July 12-15, 1998, in Istanbul, Turkey. The theme is "Cross-Cultural Perspectives on Work Values and Organizational Behavior: East Meets West." The submission deadline is Dec. 10, 1997. Papers, symposia, workshops, and posters are invited on topics which include both empirical and conceptual pieces on work and organizational values as they relate to various aspects of organizational behavior as well as human resource management practices. All papers accepted will be published in the

Conference Proceedings. Pre-conference workshops will be held on a variety of topics including leadership, selection and placement, performance and compensation management, organizational surveys and change management, and organizational culture. Contact: Alison M. Konrad, Temple Univ., Sch. of Business and Management, 13th and Montgomery, Philadelphia, PA 19122, USA. Fax: 215-204-8362; email: v5165e@vm.temple.edu. Registration, membership application and association news are now on internet: <http://www.biu.ac.il:80/SOC/sb/fac/sagieisswov.html>.

The New England Institute on Integrating Service with the Study of Psychology—Biddeford, Maine—August 21-22. The meeting, sponsored by Campus Compact, is for college faculty in psychology interested and/or experienced with service-learning. Contact: Liz McCabe Park, Maine Campus Compact, 215 College St., Lewiston, ME 04240, 207-786-8217, maincompact@bates.edu.

Journal of Memetics Evolutionary Models of Information Transmission (JOM-EMIT). JOM-EMIT is a new scientific journal published exclusively on the web, at URL: <http://www.cpm.mmu.ac.uk/jom-emit>. It is the first peer-reviewed journal devoted to the development of the memetic perspective, which looks at culture, communication and information transmission as evolutionary phenomena, governed by the mechanisms of variation, replication and selection. JOM-EMIT seeks to discuss the following topics related to memetics: Comparisons of different mechanisms and models of evolutionary processes, possibly in distinct fields of inquiry; Philosophical or theoretical issues concerning epistemology and evolution; Boundaries of the evolutionary approach; Empirical research on memetic processes; Models of meme generation and meme spread; Fundamental approaches aimed at structuring the field of memetics as a science. New papers will appear continuously when they are accepted for publication. Contact: jom-emit@sepa.tudelft.nl. All submitted papers will be anonymously reviewed and will only be accepted for publication if approved by at least two referees. Letters are also invited that criticize published papers, and book reviews relevant to the journal's aims. Further information for authors can be found at the web address: <http://www.cpm.mmu.ac.uk/jom-emit/ifa.html>.

Journal of Consumer Psychology—Special Issue on Ethical Tradeoffs in Consumer Decision Making. This special issue is devoted to studying the reasoning processes used to manage ethical tradeoffs in marketplace decision making. Topics of interest include: Ethical rules in consumer reasoning; Anomalies in ethical preference; Decision rules in ethical decision making; Social cognitive determinants of ethical attitudes; Mental accounting and ethical reasoning; and Consumers' moral philosophies. Contact: Julie Irwin, JCP Special Issue, Dept. of Marketing, Wharton School of Business, Univ. of Pennsylvania, Philadelphia, PA 19104-6371.

The 8th Australasian Mathematical Psychology Conference—November 27-30, 1997—Perth, Australia. AMPC97 provides an opportunity for researchers interested in the application of mathematical analysis to psychology to meet and exchange views. Relevant domains include Experimental Psychology, Cognitive Science, Connectionist Modelling, Psychological Methods, Scaling, Statistics, and Test Theory. Papers are invited in all areas of mathematical psychology. Contributors are encouraged to propose topics for focused symposia, consisting of three to six papers, in which to present their work. Consult the AMPC97 web site at the following address: <http://www.psy.uwa.edu.au/mathpsych/>. All abstracts, papers, and registration for the conference must be submitted through the electronic form available on the AMPC97 web site. Deadline is Aug. 31, 1997. Contact: mathpsych@psy.uwa.edu.au.

The 12th Annual Conference on Undergraduate Teaching of Psychology: Ideas & Innovations—March 18-20, 1998—Ellenville, NY. Proposals for presentations are currently being accepted. Proposals for research papers, workshops, and roundtable discussions concerning the teaching of psychology will be considered, but priority will be given to the major theme. Deadline is Oct. 19, 1997. Contact: Gene Idenbaum, Dept. of Psychology, SUNY Farmingdale, Farmingdale, NY 11735. Tel.: 516-420-2725; fax: 516-420-2452; email: Idenbea@Farmingdale.edu.

FUNDING

Individual grants are available from the **American Foundation for Suicide Prevention** for up to \$30,000 per year for one or two years for investigators conducting clinical, biological, or psychosocial research into the problem of suicide. A larger number of small grants of up to \$10,000 per year for one to two years are also available. Deadline: Dec. 15, 1997, for larger grants; no deadline for smaller grants. Contact: The American Foundation for Suicide Prevention; 120 Wall St., 22nd Floor, New York, NY 10005; tel.: 212-363-3500.

RESOURCES

The **NIH Office of Research on Women's Health** has developed a homepage: <http://ohrm.od.nih.gov/orwh/index.html>. The homepage provides information on the National Institutes of Health agenda for women's health research; advancement of women in biomedical careers; inclusion of women as research subjects; an online form to request ORWH publications; a list of related NIH publications and contacts; and links to the Women's Health Initiative and other web sites.

The National Institutes of Health: A Resource Guide, which includes a concise review of the programs and major parts of NIH, summaries of the institute's developments, budget, and accomplishments; information on NIH directors and legislative specialists, and much more, is available from the Ad Hoc Group for Medical Research Funding. Contact: Association of American Medical Colleges (homepage for the group), Office of Government Relations, 2450 N St., NW, Washington, DC 20037; fax: 202-828-1125; email: adhoc@aamc.org.

THE 20TH ANNUAL NATIONAL INSTITUTE ON THE TEACHING OF PSYCHOLOGY
JANUARY 3-6, 1998
TRADE WINDS HOTEL, ST. PETERSBURG BEACH, FLORIDA

Co-sponsored by The University of Illinois Dept. of Psychology, The University of South Florida Dept. of Psychology
 and
 The American Psychological Society

Registration is limited to 400 participants; early registration (before September 15) is highly recommended. Poster session proposals should be received by September 30, 1997, to guarantee space in the program, although later submissions will be considered if space remains available. The preliminary conference program includes several preconference workshops, three poster sessions, two participant idea exchanges, a social hour, and optional dinner and conversation on topics submitted by participants, a publishers' roundtable, book displays, and about 35 featured speakers well-known for their excellence in teaching psychology. The conference fee is \$295, which will also include meals (except dinners), refreshments at coffee breaks and poster sessions, and an evening reception. For more information write to:

Douglas A. Bernstein ♦ Dept. of Psychology ♦ University of Illinois ♦ 603 East Daniel Street ♦ Champaign, IL 61820
 or contact the conference coordinator
 Joanne Fetzner ♦ tel.: 217-398-6969 or 217-244-7902 ♦ email: jfetzner@s.psych.uiuc.edu

WORKSHOP

US DEPARTMENT OF AGRICULTURE

Meeting the Information Requirements of the Animal Welfare Act

The Animal Welfare Information Center (AWIC) of the US Department of Agriculture, National Agricultural Library (NAL) has developed a one-and-a-half day workshop for individuals who are responsible for providing information to meet the requirements of the Animal Welfare Act.

The act requires that investigators using animals in painful or distressful procedures provide Institutional Animal Care and Use Committees (IACUCs) with documentation that a thorough literature search was conducted regarding alternatives. An alternative is any procedure that results in the reduction in the numbers of animals used, refinement of techniques to minimize pain, or replacement of animals (i.e., 3Rs).

The objectives of the workshop are to provide:

- an overview of the Animal Welfare Act and information requirements of the act,
- a review of the alternatives concept-3Rs,
- a comprehensive introduction to NAL, AWIC and other organizations,
- instruction on the use of existing information databases, and
- on-line database searching experience.

This workshop is targeted for principal investigators, members of IACUCs, information providers, administrators of animal use programs, and veterinarians but is open to everyone. All participants will receive a resource manual.

Workshops will be held on October 16-17, 1997. Each workshop will be limited to 20 persons. The workshop registration form, lodging information, and map to AWIC are posted on the AWIC homepage at:

<http://www.nal.usda.gov/awic/news/newsinfo.htm>.

Contact AWIC at 301-504-6212; fax: 301-504-7125; email: awic@nal.usda.gov;
 or write to:

US Department of Agriculture
 Animal Welfare Information Center
 National Agricultural Library
 10301 Baltimore Boulevard
 Beltsville, MD 20705-2351

CALL FOR PROPOSALS

**James S. McDonnell
 Centennial Fellowships**

The James S. McDonnell Foundation will award up to 10 \$1,000,000 research fellowships to early career scientists and scholars. The fellowships will be awarded across five areas:

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 history and philosophy of science

Applications are due December 15, 1997. All information and application guidelines are available at:

www.jsmf.org/centennial

or can be obtained via email by contacting:

centennial@jsmf.org

or by writing:

**Centennial Fellowship Program
 James S. McDonnell Foundation
 1034 South Brentwood Blvd.
 Suite 1850
 Saint Louis, MO 63117**

Meeting Calendar

August

Cognitive Science Society

Stanford, California
August 7-10, 1997
Contact: <http://www.ccp.uchicago.edu/cpl>

Sociologists Against Sexual Harassment

Toronto, Canada
August 10, 1997
Contact: Kimberly J. Cook, SASH 97
Conference Organizer, Dept. of Criminology, Univ. of Southern Maine, PO Box 9300, Portland, ME 04104; tel.: 207-780-4399; fax: 207-780-4987; email: kjcook@usm.maine.edu

American Psychological Association

Chicago, Illinois
August 15-19, 1997
Contact: 202-336-6020

The 11th Annual International Eating Disorders Symposium

Chicago, Illinois
August 16-19, 1997
Contact: 1-800-800-8126

Language and Cognition in Language Acquisition

University of Odense
August 20-24, 1997
Contact: <http://www.ou.dk/hum/konf/index.html>

The New England Institute on Integrating Service With the Study of Psychology

Biddeford, Maine
August 21-22, 1997
Contact: Liz McCabe Park, Maine Campus Compact, 215 College St., Lewiston, ME 04240, 207-786-8217, maincompact@bates.edu

Second International Conference on Cognitive Psychology

August 25-28, 1997
Aizu, Japan
Contact: <http://www.u-aizu.ac.jp/~opm/CT97/conf.html>

European Society for Philosophy and Psychology

August 27-30, 1997
Padua, Italy
Contact: espp@kub.nl

September

Psychiatric Rehabilitation of Schizophrenia: Current Trends and Future Directions

Rochester, New York
September 12-14, 1997
Contact: Univ. of Rochester Conference and Events Office, 716-275-4111

Mathematical and Physical Models of Cognition Autumn School

Chamonix, France
September 15-19, 1997
Contact: <http://www-leibniz.imag.fr/MPMC97>

Human Factors and Ergonomics Society

Albuquerque, New Mexico
September 22-26, 1997
Contact: HFES, tel.: 310-1811; fax: 310-394-2410; email: hfes@compuserve.com

Fourth Conference of the Australasian Cognitive Science Society

September 26-28, 1997
New South Wales, Australia
Contact: Richard Heath, Univ. of Newcastle: rheath@HIPLAB.NEWCASTLE.EDU.AU

October

Minnesota Conference on Vision for Research and Grasp

October 2-4, 1997
Univ. of Minnesota
Contact: Lynn Carlson; ccs@turtle.psych.umn.edu

International Society for the Advancement of Respiratory Psychophysiology

Cape Cod, Massachusetts
October 13-15, 1997
Contact: Lawrence M. Schleifer, Program Chair, 10838 Antigua Terrace, #103, Rockville, MD 20852; tel.: 202-535-4221, x3038; fax: 202-535-5445

International School of Biocybernetics "Neuronal Bases and Psychological Aspects of Consciousness"

Naples, Italy
October 13-18, 1997
Contact: Cloe Taddei-Ferretti, Istituto di Cibernetica, CNR
Via Toiano, 6, I-80072 Arco Felice (Napoli), Italy; tel.: +39-81-8534113/8543131; fax: +39-81-5267654; email: neuros@mail.irtemp.na.cnr.it

American Academy of Child and Adolescent Psychiatry and the Canadian Academy of Child Psychiatry

Toronto, Canada
October 14-19, 1997
Contact: AACAP Meetings, 3615 Wisconsin Ave., NW, Washington, DC 20016; 212-966-7300

International Society for Developmental Psychobiology

New Orleans, Louisiana
October 22-25, 1997
Contact: P. Kehoe, Dept. of Psychology, Trinity College, Hartford, CT 06106; tel.: 860-297-2237; fax: 860-297-2538; email: priscilla.kehoe@mail.trincoll.edu

World Foundation for Medical Studies in Female Health

Key Biscayne, Florida
October 23-26, 1997
Contact: 516-944-3192

New England Psychological Association

North Easton, Massachusetts
October 24-25, 1997
Contact: Estelle R. Friedman, NEPA Secretary, 419 Norton Pkwy., New Haven, CT 06511-2828; tel.: 203-776-8324

Southern Regional Chapter of the Association for Women in Psychology

Wilmington, North Carolina
October 31-November 2, 1997
Contact: Patricia Owen-Smith, Oxford College of Emory Univ., Oxford, GA 30267; tel.: 770-784-8322; fax: 770-784-8364; email: psypos@emory.edu

November

The 13th Annual Meeting International Society for Traumatic Stress Studies

Quebec, Canada
November 6-10, 1997
Contact: Fax: 847-480-9282; email: istss@istss.com

The 22nd Annual Boston University Conference on Language Development

Boston, Massachusetts
November 7-9, 1997
Contact: Conference on Language Development, 704 Commonwealth Avenue, Suite 101, Boston, MA 02215; tel.: 617-353-3085; email: langconf@louis-xiv.bu.edu

Association for Moral Education

Atlanta, Georgia
November 20-22, 1997
Contact: John Snarey, Emory Univ., Pitts Library Building Office #3, Atlanta, GA 30322; email: jsnarey@emory.edu

Eighth Australasian Mathematical Psychology Conference

Perth, Australia
November 27-30, 1997
Contact: <http://www.psy.uwa.edu.au/mathpsych/>

Interdisciplinary Workshop on Similarity and Categorization

Edinburgh, Scotland
November 28-30, 1997
Contact: <http://www.dai.ed.ac.uk/misc/simcat/> or simcat@dai.ed.ac.uk

December

Association for Research in Nervous and Mental Disease

New York, New York
December 5-6, 1997
Contact: Joan Hocter, ARNMD, College of Physicians and Surgeons, Columbia Univ., Box 23, 630 West 168th St., New York, NY 10032; tel.: 212-740-7608; fax: 212-305-4548.

1998

January

The 20th Annual National Institute on the Teaching of Psychology

St. Petersburg, Florida
January 3-6, 1998
Contact: Joanne Fetzner, tel.: 217-398-6969 or 217-244-7902; email: jfetzner@s.psych.uiuc.edu

February

The Society for Research on Adolescence

San Diego, California
February 26-March 1, 1998
Contact: Darwin Eakins and Belinda Conrad, c/o EC Enterprises, Inc., PO Box 1793, 835 Louisiana St., Lawrence, KS 66044-8793; tel.: 913-832-0737; fax: 913-832-2843; email: sra@ece.lawrence.ks.us

March

The 12th Annual Conference on Undergraduate Teaching of Psychology: Ideas & Innovations

Ellenville, New York
March 18-20, 1998
Contact: Gene Idenbaum, Dept. of Psychology, SUNY Farmingdale, Farmingdale, NY 11735; tel.: 516-420-2725; fax: 516-420-2452; email: Idenbea@Farmingdale.edu

April

The 14th European Meeting on Cybernetics and Systems Research

Vienna, Austria
April 14-17, 1998
Contact: <http://www.ai.univie.ac.at/emcsr/>

May

American Psychological Society

Washington, DC
May 21-24, 1998
Contact: Melanie Weiner, APS, 1010 Vermont Ave., NW, Ste 1100, Washington, DC 20005-4907; tel.: 202-783-2077; fax: 202-783-2083; email: mweiner@capcon.net

June

Crossroads in Cultural Studies

Tampere, Finland
June 28, 1998
Contact: Crossroads in Cultural Studies, Tampere Conference Service, PO Box 32, 33201 Tampere, Finland; tel.: +358-3-3664400; fax: +358-3-2226440; email: icsmail@uta.fi

July

Head Start National Research Conference: A Research Agenda on Children and Families in an Era of Rapid Change

Washington, DC
July 9-12, 1998
Contact: Faith Lamb Parker, Project Director, Columbia School of Public Health, CPFH, 60 haven Ave., B#, New York, NY 10032; tel.: 212-304-5251; fax: 212-544-1911

The 6th International Conference on Work Values & Behavior

Istanbul, Turkey
July 12-15, 1998
Contact: Alison M. Konrad, Temple Univ., Sch. of Business and Management, 13th and Montgomery, Philadelphia, PA 19122; fax: 215-204-8362; email: v5165e@vm.temple.edu

August

The 14th International Congress of the International Association for Child and Adolescent Psychiatry and Allied Professions

Stockholm, Sweden
August 2-6, 1998
Contact: <http://www.stocon.se/iacapap/index.html>

The 3rd Congress of the International Academy of Family Psychology

Athens, Georgia
August 6-9, 1998
Contact: Luciano L'Abate, Dept. of Psychology, Georgia State Univ., Atlanta, GA 30303; email: psylll@panther.gsu.edu

The 24th International Congress of Applied Psychology

San Francisco, California
August 9-14, 1998
Contact: Congress Secretariat, APA Office of International Affairs, 750 First St., NE, Washington, DC 20002-4242; fax: 202-336-5956

September

Society for Psychophysiological Research

Denver, Colorado
September 27-October 4, 1998
Contact: Melanie Weiner, APS, 1010 Vermont Ave., NW, Ste 1100, Washington, DC 20005-4907; tel.: 202-783-2077; fax: 202-783-2083; email: mweiner@capcon.net

Send announcements to:
**APS Observer
Meeting Calendar
1010 Vermont Ave, NW
Ste 1100
Washington, DC 20005
EWR@capcon.net**


American Psychological Society

1997 Member Application

(The membership dues below are valid from 7/1/97 to 12/31/97)

Check one:

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 Experimental ♦ General ♦ I/O ♦ Personality/Social ♦ Quantitative

Specialty Area _____

Email Address _____

ANNUAL DUES

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OBSERVER

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Employment Bulletin ♦ July/August 1997

ALABAMA

RESEARCH PSYCHOLOGIST

for the Department of Defense Polygraph Institute (DoDPI), Ft. McClellan, AL. GS-12 salary range \$44,953 (Step 1) to \$58,442 (Step 10). Performs physiological and psychophysiological research associated with the development and design of a theoretical basis for the detection of deception. Requires a broad knowledge of applied, theoretical, and experimental techniques and the ability to perform advanced statistical analyses. Point of contact: Dr. Andrew Dollins, (205) 848-5727/3803; E-mail: dollinsa@mcclellan-dpi.army.mil. **AL1**

The Department of Psychology at **AUBURN UNIVERSITY** seeks a Visiting Professor (non-tenure track) with expertise in human substance abuse and health psychology for an initial one year appointment that may be extended for an additional four years. The position involves teaching courses on substance abuse, health psychology, and related topics at the graduate and undergraduate levels and participating in the Department's Behavioral Pharmacology and Substance Abuse specialty program, which involves faculty and students from doctoral programs in clinical and experimental psychology. The PhD is required at the time of appointment. The position will remain open until a qualified applicant is selected. Minorities and women are especially invited to apply. *Auburn University is an Equal Opportunity/Affirmative Action Employer.* Send CV, letter of application covering teaching and research interests, three letters of reference, and representative reprints/preprints to Virginia E. O'Leary, Chair, Department of Psychology, 226 Thatch Hall, Auburn University, AL 36849-5214. **AL2**

CALIFORNIA

WESTMONT COLLEGE PSYCHOLOGY DEPARTMENT:

Two tenure-track position are to be filled with an anticipated start date of 8/98. Rank is open; assistant or associate level preferred. We are looking for competent, dedicated teachers with a demonstrated record of scholarship. PhD required or near completion. Clinical/Counseling—Teach courses from among general, abnormal, counseling, personality, history & systems, and psychological testing; licensed or license-eligible in California; supervise students in practica; develop own scholarship. Physiological psychology—Teach courses from among general, physiological, motivation, comparative, history & systems, and sensation & perception or learning; supervise student research; conduct research that involves students collaboratively. Westmont is a selective Carnegie I Christian College of the liberal arts and sciences, with 1,200 students, stressing excellence in undergraduate teaching and scholarship. As such, we seek faculty who can relate their faith to their discipline. Review of application will begin October 15 and continue until positions are filled. Applicants should send cover letter and vita to: Search Committee, Psychology Department, Westmont College, 955 La Paz Road, Santa Barbara, CA 93108-1099, or email bsmith@westmont.edu. *Women and minorities are encouraged to apply.* Department members will be available for interviews at APA, Aug. '97. **CA1**

CLAREMONT MCKENNA COLLEGE—PSYCHOLOGIST—DEPARTMENT OF PSYCHOLOGY. Claremont McKenna College invites applications for a tenure-track assistant professor in political psychology. The successful candidate should be able to teach undergraduate courses in political psychology, research methods, and statistics as well as courses related to his or her own areas of interest. The ideal candidate will be an excellent teacher who will engage bright undergraduates in mean-

ingful research. We are especially interested in a psychologist with interests in such areas as decision-making, voting behavior, use of the mass media, and the role of science in public policy. Claremont McKenna College is a highly selective undergraduate institution enrolling approximately 1000 students. CMC is a member of The Claremont Colleges, which also include Pomona, Scripps, Pitzer, Harvey Mudd and The Claremont Graduate School. Collectively, The Claremont Colleges constitute an academic community of 6,000 students. Claremont is located 35 miles east of Los Angeles. Closing date for applications is November 17, 1997. Applicants should provide a curriculum vitae, a statement of interest, and arrange to have three letters of reference submitted to: Political Psychology Search Committee, Mark Costanzo, Chair, Claremont McKenna College, 850 Columbia Avenue, Claremont, California 91711-6420. *Claremont McKenna College is an affirmative action, equal opportunity employer.* **CA2**

COLORADO

TECHNICAL/STATISTICAL DIRECTOR-PSYCHOLOGY Colorado College, a private, four-year, liberal arts and sciences college of 1900 undergraduate students, invites applications for the position of Technical/Statistical Director with the Psychology Department. The Department has a strong tradition of student-faculty research and emphasizes the scientific nature of the discipline. This position will be responsible for overseeing the Department's facilities and equipment; maintaining statistical and analytical software and aiding both students and faculty in their use; assisting students in the lab with independent research and class-based projects. Graduate degree in psychology, statistical analysis or a related field required. Proficient with computers and statistical software packages and proven supervisory/management ability. The College offers an excellent benefits package and salary commensurate with qualifications and experience. Send cover

letter, vita, transcript, statement of instruction philosophy, and three letters of recommendation, by July 30, 1997, to: Technical/Statistical Director Search Committee, COLORADO COLLEGE, Human Resources Office, 14 East Cache la Poudre Street, Colorado Springs, CO 80903. *EQUAL OPPORTUNITY EMPLOYER. The Colorado College welcomes members of all groups and reaffirms its commitment not to discriminate on the basis of race, color, age, religion, sex, national origin, sexual orientation or disability in its educational programs, activities, and employment practices.* **CO1**

DISTRICT OF COLUMBIA

The SOCIETY FOR THE PSYCHOLOGICAL STUDY OF SOCIAL ISSUES (SPSSI) invites applicants for a Scientist in the Public Interest (SPI). The initial appointment can begin as early as September 1997. The position is a 1/2-time professional position with possibility to expand to full-time. The appointment is for three years, not to exceed six years total. The SPI will work with the SPSSI membership to enhance our policy and advocacy activities in the public interest. Applicants must be (or become) a SPSSI member and must have a PhD in psychology or a related field with a minimum of two years postdoctoral experience in applied research or public policy activities. Effective oral and written skills are essential as well as an understanding of policy implementation processes. Salary range will be between \$20,000 and \$28,000 per year plus health and other standard benefits for this 1/2-time position. The position is located in Washington, DC. Applicants must be willing to travel to SPSSI's Central Office for selected activities. Interested candidates should send their curriculum vitae and a 1000-word statement describing their past experience, interests in policy activities,

See Subject Index and the index instructions on page 60.

and public interest goals to: Scientist in the Public Interest, SPSSI Central Office, PO Box 1248, Ann Arbor, MI 48106-1248. Review of application materials will begin July 15, 1997. *SPSSI is an affirmative action/equal opportunity employer. We strongly encourage women and people of color to apply.* **DC1**

FLORIDA

Post-doctoral position in brain science. A position is available at the **UNIVERSITY OF FLORIDA**, jointly supported by the **UF Brain Institute** and the **NIMH Center for the Study of Emotion and Attention**. The successful applicant will join a cognitive neuroscience research team, using electrophysiological and neuroimaging methods to explore brain structures mediating emotion and motivated attention. Functional MRI studies with human subjects are underway, using both a GE Signa 1.5 Tesla magnet and a new 3.0 Tesla magnet that is currently dedicated exclusively to research. A 128 channel EEG system is used in several studies. In other experiments, electrocortical activity is recorded from surgically implanted sub-dural and depth electrodes. Ph.D. applicants should have a good technical knowledge of electrophysiology, psychophysiology, or NMR. A background in physics or engineering is a plus. Experience in multivariate analysis of large data sets and computer programming skills are a necessity. A minimum two year appointment as a Research Associate is offered. Interested individuals should send a letter describing his/her interests and a resume to: Peter J. Lang, Ph.D., Director, NIMH Center for the Study of Emotion and Attention, Box 100165 UF Health Science Center, Gainesville, FL 32610-0165. *The University of Florida is an Equal Opportunity/ Affirmative Action Employer.* **FL1**

IOWA

STAFF CLINICIAN—IOWA CITY DVA MEDICAL CENTER: anticipates either a 1.0 or 0.8 FTE position for a licensed clinical or counseling psychologist with PhD and Internship from APA-approved programs, who has primary interests in Health Psychology/Consult Liaison to Medicine, Psychotherapy, Post-Traumatic Stress, and Women's Issues. Inpatient experience in an academically-oriented medical center is essential. Knowledge of Clinical Neuropsychology and/or Marital and Family Interventions

would also be desirable. The targeted level of entry is GS-12/13, depending upon qualifications and experience. The Iowa City VA is a progressive medical center in a family-friendly, college town environment. *Women and minority applicants are encouraged to apply.* We desire to fill this position by August 1, 1997. For information, please contact: Richard J. Roberts, PhD, Chief, Psychology Service, VA Medical Center, Iowa City, IA 52246. FAX: 319-339-7068. PHONE: 319-339-7116. *The VA is an Affirmative Action/Equal Opportunity Employer.* **IA1**

KANSAS

The Department of Psychology at **KANSAS STATE UNIVERSITY** invites applications for up to three tenure-track positions at the rank of Assistant Professor available in the Fall of 1998. Candidates are expected to have earned the Ph.D. at the time of appointment. 1) **Industrial/Organizational** with a concentration in one or more personnel or human-resources topics (selection, appraisal, training, etc.); 2) **Human Factors/Engineering Psychology** with preferences for general expertise and background in human perception and performance; 3) **Behavioral Neuroscience** with a strong background in behavioral analysis and physiological psychology. Responsibilities for each position would include teaching graduate and undergraduate courses, establishing a strong research program as evidenced by publications, acquisition of extramural funding, and supervision of graduate students' research. Submit letter of application (clearly indicating the specific position for which you are applying), professional objectives, vita, evidence of teaching effectiveness, three letters of recommendation, and reprints/preprints to: Dr. Mark Barnett, Search Coordinator, Department of Psychology, Kansas State University, 492 Bluemont Hall, 1100 Midcampus Drive, Manhattan, KS 66506-5302. Review of applications will commence on October 1, 1997 (I/O and Human Factors) or December 1, 1997 (Behavioral Neuroscience). *Kansas State University is an Affirmative Action/Equal Opportunity Employer.* **KS1**

MARYLAND

Postdoctoral Research Fellowships—**JOHNS HOPKINS SUBSTANCE ABUSE RESEARCH.** Postdoctoral human research positions available in a stimulating and

productive environment with excellent clinical and research resources. **Human Laboratory Behavioral Pharmacology.** Design and implement controlled laboratory research on the behavioral, subjective, and physiological effects of psychoactive drugs for abuse liability testing and medications development. Drug classes under study include: opioids, cocaine, anxiolytics, caffeine, nicotine. Research background and experience required. **Applied Research in Behavioral Treatment of Substance Abuse.** Develop and evaluate treatment interventions for opioid and cocaine abusers and cigarette smokers. Sites include methadone, outpatient and smoking cessation clinics. *Minorities encouraged.* USPHS stipend levels based on experience. Send vita, letter of interest, and names/phones of 3 references to George E. Bigelow, PhD, Roland R. Griffiths, PhD, or Maxine L. Stitzer, PhD; BPRU, Behavioral Biology Research Center; 5510 Nathan Shock Drive; Johns Hopkins Bayview Campus; Baltimore, Maryland 21224-6823. (410) 550-0035. **MD1**

MASSACHUSETTS

HARVARD UNIVERSITY: The Department of Psychology anticipates making two appointments at the assistant or (untenured) associate professor level. One appointment will be in the area of behavioral neuroscience. The other will be in the area of experimental psychopathology or personality psychology. Candidates with strong research and teaching interests in any of these areas should submit a vita, representative reprints, and have at least three letters of recommendation sent to: Beverly Douhan, Harvard University, Department of Psychology, 33 Kirkland Street, Cambridge, MA 02138. Applications should be received by October 15, 1997. *Applications from women and members of minority groups are especially welcome.* *Harvard University is an Affirmative Action/ Equal Opportunity Employer.* **MA1**

MICHIGAN

The Department of Psychiatry of the Colleges of Human Medicine and Osteopathic Medicine, **MICHIGAN STATE UNIVERSITY**, is pleased to announce tenure stream positions at the Assistant and Associate Professor levels. Physician applicants must be M.D. or D.O., Board certified or eligible in Psychiatry, with 3-5 years experience. Non-physician applicants must have

Ph.D. or equivalent, 3-5 years experience, and a record of extramural research funding. Departmental and College commitments to geriatric services research, telecommunication, and distance learning offer prospective applicants the opportunity to become involved in multi-disciplinary initiatives. Initial research support dollars are available. The Colleges of Human and Osteopathic Medicine have an extensive, well developed statewide campus system available for multi-site projects. Michigan State University is located in East Lansing and offers a wide array of cultural, athletic, and recreational opportunities. School systems are excellent. Prospective candidates should send letter of application and resume by August 1, 1997 to: Christopher C. Colenda, M.D., M.P.H., Professor and Chairperson, Department of Psychiatry, Michigan State University, A222 East Fee Hall, East Lansing, MI 48824-1316. (517) 353-4363. *MICHIGAN STATE UNIVERSITY IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER.* **MI1**

MINNESOTA

ASSISTANT PROFESSOR IN PSYCHOLOGY—The Department of Psychology at the **UNIVERSITY OF MINNESOTA - TWIN CITIES** seeks outstanding candidates for a tenure-track Assistant Professor position. The department is especially interested in individuals whose research interests would strengthen or span two or more areas in the department (Clinical Science and Psychopathology Research Training Program, Cognitive and Biological Psychology, Counseling Psychology, Differential Psychology/Behavior Genetics, Industrial/Organizational Psychology, Personality Research, Psychometric Methods, or Social Psychology) or reflect an interdisciplinary approach to research. Examples of research interests that might span departmental areas include, but are not limited to: stress, health and the workplace; psychology and public policy; adult violence and anti-social behavior; psychology and law; applied cognitive science; biological and/or social foundations of personality and cognitive abilities; enhancement of performance in high technology organizations; or applied individual differences. Candidates must have a PhD in psychology or a related field by September 15, 1998, and demonstrated research experience. Essential qualifications are demonstrated scholarly excellence and a well-planned program of re-

search. Excellence in teaching is strongly desired. The successful applicant will be expected to carry on an active research program and contribute to the research and training of graduate students. Teaching responsibilities will consist of graduate and undergraduate courses. Seminars in special areas of interest are also possible. The applicant will also be expected to contribute to the service needs of the Department, College and University. Beginning date for this full-time, nine-month faculty position is September 15, 1998. Salary is competitive and will depend on the candidate's qualifications and experience. This position announcement is available on the Psychology Department's Web page at <http://cla.umn.edu/psych>. Please reference your letter of application with "Position 520." Interested candidates should submit a curriculum vitae, a 500-word statement of research and teaching interests, selected reprints and preprints, and request that three letters of reference be sent to: Chair, Appointments Committee, Department of Psychology, N218 Elliott Hall, 75 East River Road, University of Minnesota, Minneapolis, Minnesota 55455-0344. For full consideration submit application by October 1, 1997. Position is open until filled. *The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.* MN1

MISSOURI

The Department of Psychology of the UNIVERSITY OF MISSOURI-COLUMBIA is searching for an Assistant Research Professor (PhD level) to participate in the development and coordination of a new functional magnetic resonance imaging (fMRI) facility. The facility will be an essential element of a functional neuroimaging project whose purpose will be to integrate procedures with high spatial and temporal resolution, including non-invasive optical imaging (EROS) and event-related brain potentials (ERPs). The work will require coordinating and assisting the fMRI research of several faculty in the Psychology Department and in the Medical School, in addition to the possibility of carrying on independent research projects. Funding is expected to be provided for at least 1-2 years. Previous experience with

one or more functional imaging methods (fMRI, PET, ERPs, MEG, or optical imaging) is required, and fMRI experience is preferred. Salary is competitive. Please send application (including a letter stating research interests, vita, representative publications and names of references) and inquiries to Dr. Gabriele Gratton, University of Missouri-Columbia, Department of psychology, 210 McAlester Hall, Columbia, MO 65211, FAX: 573-882-7710, Phone: 573-882-6389; E-mail: psygg@showme.missouri.edu. We will begin reviewing applications on July 1, 1997, and will continue until the position is filled. *Women and minorities are encouraged to apply. University of Missouri is an equal opportunity employer.* MO1

POSTDOCTORAL FELLOWSHIP IN PERSONALITY, IDIODYNAMICS AND THE CREATIVE PROCESS, DEPARTMENT OF PSYCHOLOGY, WASHINGTON UNIVERSITY: The appointee will work part-time with Professor Emeritus Saul Rosenzweig in the areas of personality theory or history and biography in psychology and literature. The incumbent may also collaborate with Professor Henry L. Roediger, III, Department Chair, on problems such as the history of memory research (e.g., the concept of repression and its development). This is a one-year appointment with renewal for a second year contingent upon Department approval. Starting date negotiable. Stipend is \$20,000 for calendar year. A letter detailing interest and qualifications, a vita and three letters of recommendation should be submitted to: Professor Henry L. Roediger, III, Chair, Department of Psychology, Box 1125; ATTN: Rosenzweig Postdoctoral Fellowship Search Committee, Washington University, One Brookings Drive, St. Louis, MO 63130-4899. *Washington University is an equal opportunity/affirmative action employer. Employment eligibility verification required upon hire.* MO2

NEW YORK

FCDD and Rockland ARC are looking for a Director of Educational Programming for the existing Autistic Children's Program. PhD or MS with experience in applied behavior analysis and childhood autism is essential. The candidate will oversee all aspects of curriculum, supervise and train staff. We offer opportunities for professional development, expert consultation for

Director, Center for cognitive and behavioral neuroscience

Stony Brook is seeking a Director for a newly developed Center for cognitive and behavioral neuroscience. The Center's program will be interdisciplinary, and involve faculty from both the College of Arts and Sciences and the School of Medicine. The Center will enhance and integrate the existing strengths in neuroscience of various departments (e.g. Psychology, Neurobiology and Behavior, Psychiatry). A number of tenure-track faculty lines, in addition to the Director's, will be devoted to its further development.

The Director's position will be a senior, tenured faculty appointment. We seek an outstanding scientist with an excellent track record of research involving the study of the nervous system and its relationship to cognition/behavior. We expect the Director to maintain a vigorous, productive, and independently-funded research program. The Director will use her/his leadership and administrative skills to promote further development of the Center at the faculty, graduate, and undergraduate levels.

Applications and nominations, curriculum vitae, and the names, addresses and telephone numbers of at least three references should be submitted to: Janos Kirz, Chair, Search Committee, Director, Center for cognitive and behavioral neuroscience, Office of the Provost, SUNY Stony Brook, Stony Brook, NY 11794-1401. Review of applications will begin June 1, 1997. For further information, try our WEB page at: <http://www.sunysb.edu/provost/bns/dir.html> An AA/EO employer.

**STONY
BROOK**

STATE UNIVERSITY OF NEW YORK

NY3

continued training, travel and research. Send resume to: Foundation for Children with Developmental Disabilities (FCDD), PO Box 757, Pearl River, NY 10965 or via FAX 914-359-0764 or call 914-634-5152. NY1

Neurophysiology of Language. The GRADUATE SCHOOL AND UNIVERSITY CENTER OF THE CITY UNIVERSITY OF NEW YORK anticipates a position for a professor for Fall 1998 in the Ph.D. Program in Speech and Hearing Sciences to teach, to develop and sustain a research program, and to supervise dissertations in neurophysiology of language production and/or processing. The candidate should have a strong background in linguistics or psycholinguistics and an interest in clinical populations. The individual must have a record of empirical and scholarly publications in refereed journals in one or more areas of the neurophysiology of language. Requires Ph.D. or equivalent; record of success in teaching, research, publication, and advisement of doctoral students. Assistant Professor (should have at least two years postdoctoral experience), Associate Professor, or Pro-

fessor rank appropriate to qualifications. Review of applications starts 10/1/97. Send letter of application, CV, three letters of reference, and sample publications to: Prof. Richard G. Schwartz, PhD Program in Speech and Hearing Sciences, CUNY Graduate School, 33 West 42 Street, New York, NY 10036. EEO/AA/IRCA/ADA. NY2

Postdoctoral Associate position at CORNELL UNIVERSITY in a lab studying cognitive effects of developmental brain damage using an animal model. Two current NIH funded projects concern early exposure to cocaine and lead, respectively. Studies are designed to specify the cognitive processes affected, identify the underlying mechanisms, and test improved therapeutic interventions. PhD required. Preference given to candidate with expertise in the biology of cognition and statistics. Send CV and three letters of reference to: Dr. BJ Strupp, Dept. of Psychology and Div. of Nutritional Sci., Cornell University, 109 Savage Hall, Ithaca, NY 14853-6401; 607-255-2694; Fax: 607-255-1033; email: bjs13@cornell.edu. AA/EOE. NY4

LABORATORY HEAD

in COGNITIVE BRAIN SCIENCE

RIKEN Brain Science Institute, Japan

RIKEN Institute (<http://www.riken.go.jp>) is going to launch the Brain Science Institute at the beginning of October 1997. The Brain Science Institute is expected to function as a core of the Age of Brain Science Initiative in Japan (Science 275: 1562, 276:1011, Nature 382:105). The Cognitive Brain Science Group, a division of the Brain Science Institute, has already organized two laboratories, is currently accepting applications for the head of the third laboratory. The qualified candidate should have strong background in cognitive science or cognitive neuropsychology and is expected to conduct experimental studies on the human cognitive functions. The laboratory head is expected to organize a strong research team by recruiting several postdocs and technicians, and will be assured of generous research grants during the term. He/she will be reviewed every 5 years by international review committee, as all the other laboratory heads, and can continue the laboratory if a good evaluation is given. Dr. Keiji Tanaka will direct the first laboratory, in which unit recording experiments in behaving monkeys and human imaging experiments will be conducted. Dr. Manabu Tanifuji will direct the second laboratory with emphasis on optical imaging from the monkey inferotemporal cortex and related areas. The Cognitive Brain Science Group has established research facilities for monkey experiments, a 4T whole body fMRI system for human brain imaging, and is applying for a MEG system. Non-Japanese scientists are especially encouraged to apply for the position, but the person should work in RIKEN in full time. Please contact with Dr. Keiji Tanaka (fax: +81-48-462-4651, e-mail: ktanaka@is.riken.go.jp) for inquiry and application. **JPI**

NORTH CAROLINA

FULL PROFESSOR: DUKE UNIVERSITY invites applications or nominations for a scholar at the rank of Full Professor—beginning January 1, 1998, or later, as negotiated—to direct a major initiative in Cognitive Neuroscience in Arts and Science and Engineering, and supervise the hiring of additional faculty into funded positions. Areas considered for teaching and research include but are not limited to human attention, emotion, language, memory, motor control, perception, and vision. We expect to attract a person of prominence who has some combination of computational, developmental, experimental, mathematical, or neuroscience perspectives, interest in fMRI, ability to work with the Center for Brain Imaging and Analysis being formed in Duke's Medical Center, and ability to interact with university faculty in various Departments who are working in Cognitive Neuroscience. Please send vitae and names of references to: Cognitive Neuroscience Search Committee, c/o Dean of the Graduate School, Box 90067, 127 Allen Building, Duke University, Durham, NC 27708-0067, USA.

Applications will be considered until the position is filled. **DUKE UNIVERSITY is an Equal Opportunity/Affirmative Action Employer. NCI**

OHIO

VISITING ASSISTANT PROFESSOR OF PSYCHOLOGY—The OHIO STATE UNIVERSITY Department of Psychology is inviting candidates for a one-year (but could possibly be a two year) visiting position at the rank of Assistant Professor in Clinical Psychology, beginning in the Fall of 1997. The major responsibility of this faculty member will be to teach graduate level adult psychopathology, adult clinical assessment, and supervise graduate students in practica. review of applications will begin immediately and will continue until the position is filled. The salary range is \$25,000 to \$28,000. To assure consideration, send vita and three letters of recommendation to Dr. Steven Beck, Department of Psychology, The Ohio State University, 1885 Neil Avenue Mall, Columbus, Ohio 43210-1222. For further inquiries, e-mail: Beck.5@osu.edu, or phone 614-

292-6849. *The Ohio State University is an Equal Opportunity, Affirmative Action Employer. Women, minorities, Vietnam-era veterans, veterans, disabled veterans, and individuals with disabilities are encouraged to apply. OH1*

PENNSYLVANIA

DEVELOPMENTAL PSYCHOLOGIST: The Department of Psychology at **BRYN MAWR COLLEGE** seeks a developmental psychologist to be appointed to a tenure track position at the rank of Assistant Professor beginning September 1998. Applicants should have an established program of research in cognitive development. Candidates with a particular interest in the relationship between cognitive and social development and/or cognitive development and educational psychology are especially encouraged to apply. The position involves a combination of graduate and undergraduate teaching and research supervision. Courses may include developmental psychology, developmental research methods, cognitive disorders, and educational psychology. The successful candidate is expected to participate in the Clinical Developmental Psychology Doctoral Program, the undergraduate Neural and Behavioral Sciences Concentration, and the Bryn Mawr-Haverford Bi-College Program in Secondary Teaching Certification. Candidates with postdoctoral research and strong teaching experience are preferred. Send vita, references, and reprints by October 15, 1997 to Leslie Rescorla, Chair, Department of Psychology, Bryn Mawr College, 101 N. Merion Ave., Bryn Mawr, PA 19010. *Bryn Mawr is an Equal Opportunity/Affirmative Action Employer. The College wishes particularly to encourage applications from individuals interested in joining a multicultural and international academic community. Minority candidates and women and especially encouraged to apply. PA1*

The Department of Psychology of the **UNIVERSITY OF PENNSYLVANIA** seeks a psychologist to investigate human long-term memory using event-related brain potentials (ERPs), with a starting date of November 1, 1997. The candidate must have a PhD in psychology, four or more years of postdoctoral research experience, and competence in both modern behavioral methods and ERP applications evidenced by research publications. The successful candidate will be expected to obtain extramu-

ral funding for all salary and research support; preference will be given to candidates who have demonstrated their ability to compete successfully for such funding. By September 15, please send a letter of application, a curriculum vitae, and a statement of research interests, and arrange for three letters of recommendation to be sent to Search E, Department of Psychology, University of Pennsylvania, 3815 Walnut Street, Philadelphia, PA 19104-6196. *The University of Pennsylvania is an Affirmative Action/Equal Opportunity Employer. PA2*

TEXAS

ASSISTANT PROFESSOR OF EXPERIMENTAL PSYCHOLOGY: The Department of Psychology at **STEPHEN F. AUSTIN STATE UNIVERSITY** has an entry level, tenure-track opening beginning in the Spring 1998 or Fall 1998 semester. Primary teaching responsibilities will be in the Quantitative Methods areas (e.g., Statistics, Experimental Design, Research Methods), as well as courses in candidate's area of specialization. Persons with interests in Personnel, Organizational and/or Human Factors are particularly encouraged to apply. Supervision of MA theses, individual research, participation in academic advising, committee work, and other activities associated with a faculty position are also expected. Demonstrated teaching effectiveness with expertise in applying computing technology is required. Evidence of research and scholarly productivity, including developing a student-oriented research program in candidate's area of interest, is also expected. Competitive beginning level salary, research facilities including new computing classroom and faculty computing systems available. Send inquiries, vita, at least 3 letters of recommendation, and other supporting materials to: Dr. John Anson, Chair of the Search Committee, Department of Psychology, PO Box 13046, Stephen F. Austin State University, Nacogdoches, Texas 75962. Telephone: 409-468-4402. Fax: 409-468-4015. E-Mail <janson@sfasu.edu>. Review of candidates will begin in October 1997 and continue until position is filled. *An Equal Opportunity/Affirmative Action Employer. TX1*



Two Lectureships in Psychology

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We wish to make additional appointments to our lecturing staff and further strengthen our research specialisms, particularly in areas such as human learning and language development, neuropsychology and cognition, health and clinical psychology.

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Applicants will be expected to have a Ph.D. in Psychology and relevant research experience.

Prospective candidates for these posts may contact either Professor Fergus Lowe, Tel: +44 1248 382210, E-mail: c.f.lowe@bangor.ac.uk; or Dr Bryan Maguire, Tel: +44 1248 382623, E-mail: b.t.maguire@bangor.ac.uk. Prospective candidates may also visit the School of Psychology website: <http://www.psych.bangor.ac.uk>

Application forms and further details may be obtained by contacting: Personnel Services, University of Wales, Bangor, Gwynedd LL57 2DG, UK. Tel: +44 1248 382926.

Please quote reference number: 97/92 when applying.

Closing date for applications: Friday 15th August 1997.

Committed To Equal Opportunities

UK1

VIRGINIA

RESEARCH ASSOCIATE. Seeking postdoc to work on NIMH funded quantitative, neural network theory of hippocampal function using network simulations. Candidates will be judged on their relevant research experience and communication skills. A variety of research backgrounds are appropriate, e.g. cognitive science, biophysics, or computational neuroscience. Send CV and three references to W. B. Levy, Dept. Of Neurosurgery, Univ. Of Virginia, HSC Box 420, Charlottesville, VA 22908; (804) 924-5014. WBL@virginia.edu. AA/EOE. VA1

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SUBJECT AREAS Index

Behavioral Neuroscience: KS1, MA1, NY3
 Behavioral Psychopharmacology: MD1
 Biological/Physiological: AL1, CA1
 Clinical: CA1, IA1, OH1, MI1
 Clinical (Child): NY1
 Cognition: UK1
 Cognitive: NY4
 Cognitive Neuroscience: FL1, NY3, NC1, JP1
 Counseling: CA1
 Developmental: PA1, NY4
 Experimental: MA1, TX1
 General (includes Director and Chair): DC1, MN1, NY1, MO1
 Health: AL2, IA1, UK1
 Human Factors: KS1
 Industrial/Organizational: KS1
 Learning/Language: UK1
 Neurophysiology: NY2
 Neuropsychology: UK1
 Neuroscience: MO1
 Political: CA2
 Postdoctoral: FL1, MO2, NY4
 Quantitative: CO1, VA1
 Social/Personality: DC1, MA1, MO2
 Substance Abuse/Addiction: AL2, MD1

Foreign Country Codes
 JPJapan
 UKUnited Kingdom

How to Use the Job Subject Index

To help readers easily find position openings of direct interest, use the **Subject Areas Index** found at the end of the *APS Employment Bulletin*. The job listings themselves are organized by **geographic area**, but the **subject area** index permits more flexible review of the listings. At the end of each position announcement is a unique three- to four-character alphanumeric code in bold-face type. These codes appear in a listing of **SUBJECT AREAS** at the end of the job listings.

Use the subject list to locate areas of interest and note the codes that follow the subject area of interest. Codes contain two-character postal abbreviations of state names (e.g., FL stands for Florida) as their first two characters followed by a sequential number (1 through N) assigned on the basis of the position opening's location in the list of openings for the given state. For example, the tenth job opening listed under the state of Florida would have as its unique code "FL10."

Individual subject areas listed in the **SUBJECT AREAS** list may be followed by more than one code, indicating that more than one job relates to that specific subject area. Each code following an individual subject area represents one specific position opening. The subject list will vary in content across issues of the *Bulletin*.

Editor's Note: Subject indexing is not intended to be exhaustive. Readers should browse the job listings for a thorough exposure to available openings. Comments regarding indexing are welcome.



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Printed in the United States of America.



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