



OBSERVER

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New Era Expected for Behavioral Science at NIMH

Behavioral science is about to enter a new era at the National Institute of Mental Health (NIMH) as the agency embarks on its most comprehensive assessment to date of basic behavioral and psychosocial research. The result will be a national plan that should prime the pump for behavioral science research just as other NIMH reports have shaped the Institute's programs in schizophrenia,

child and adolescent mental disorders, and neuroscience.

APS President Gordon Bower is spearheading the multi-tiered process, under the auspices of the NIMH National Advisory Council. Bower is co-chair of a steering committee comprised of National Advisory Council members James Jackson, APS Past President James McGaugh, and Joseph Matarazzo. The other co-chair is John Kihlstrom. The steering committee will oversee the efforts of a task force of experts who will be looking at a broad range of behavioral science in the context of NIMH's mission on mental health.

supports not only applied clinical research on behavioral disorders but also basic research on behavior and emotional functioning," says Bower, who has been on leave from Stanford University this past year to serve as Visiting Senior Scientist in the NIMH Division of Neuroscience and Behavioral Science.

Bower sees this as a "great opportunity to put the best foot forward for behavioral science at NIMH" and he expects the impact to be similar to that of previous plans in other areas. Those plans, said Bower, were influential in "refocussing and revitalizing" the agency's activities in the targeted areas.

The task force is occurring at a time when APS efforts elsewhere at NIMH on behalf of behavioral science are coming to fruition. See box on this page for details.

SEE NIMH
ON PAGE 12

See registration forms for the Fifth Annual APS Convention in the centerfold.

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Basic Instincts

Highlighting the role of basic research in behavior is a central purpose of the task force. It is time to recognize that "NIMH

New NIMH Programs

... Coming Soon to a Newsletter Near You

From time to time in these pages you have been reading about two behavioral science initiatives we have been trying to get NIMH to create. One is a Behavioral Science Centers program; the second is a program to attract new, younger behavioral scientists to NIMH-funded research. We have worked both with NIMH and Congress to get some focus on these issues. Well, hold on. These programs are almost here. We have been informed that within the next few months, NIMH will be putting out a call for applications in both areas. And the funding should be significant—perhaps as much as \$1 million for a behavioral science center and about half that amount, with more in future years, for the young behavioral scientist program. Both are to be funded beginning in 1993 which means a quick turnaround once the calls are published, so get ready. We will have more information in future editions of the *Observer*. WATCH THIS SPACE . . .

Excuses, Excuses

Douglas A. Bernstein
University of Illinois, Urbana-Champaign

Anyone who has taught undergraduates for more than twenty minutes knows that they can come up with all kinds of excuses for missing exams, term paper deadlines, and any other assignments faculty have the nerve to give them.

"My grandmother died," "The dog ate my paper," "I was abducted by aliens." You've heard them all, right? After 25 years of teaching, I thought so, too, but at last fall's Eastern Conference on the Teaching of Psychology (where I gave the keynote address "Student Evaluations: Threat or Menace?"), I heard about student excuses so novel and creative I decided to start collecting them.

Having recently subscribed to an electronic mail network for faculty interested in the teaching of psychology, I had no trouble asking hundreds of faculty around the world for the most unusual, bizarre, and amazing student excuses they had ever encountered.* However, not even my 25 years of teaching prepared me for the response: dozens of excuses that insult faculty intelligence and stretch the limits of credulity.

As a public service (and a pathetic attempt to turn the results of a whim into a publication), I share here a sampling of the gems I intend to nominate for induction into the Student Excuse Hall of Fame. Some are hilarious, but as you read, keep in mind that many of these excuses (and most that weren't funny enough to include) actually turn out to be true! As one contributor put it: "It is easy to forget that our students have lives outside of class, and their lives are as chaotic as ours."

The following list¹ is organized in accordance with the student excuse category system established in 1986 by Martin Schwartz in his groundbreaking article, "An experimental investigation of bad karma and its relationship to the grades of college students," published in the *Journal of Polymorphous Perversity*, 3, pp. 9-12. This is a real reference, folks; grade-point average was found to be inversely related to frequency of excuses). Here we go:

Grandparental Death. This old favorite needs no description, but one professor's class established what must be a world's record when 14 out of 250 students reported their grandmothers dead just before the final exam.

Friend/Relative Accident/Illness. "I missed the exam because of my uncle's funeral, and I can't take the make-up test tomorrow because I just found out my aunt has a brain tumor." "I can't take the test Friday because my mother is having a vasectomy."

Automobile Problems. "I'm late for the test because I hit a toilet in the middle of the road." "I had an accident, the police impounded my car, and my paper is in the glove compartment."

Animal Trauma. "I can't be at the exam because my cat is having kittens and I'm her coach." "I don't have my paper done because my guide dog has a bladder infection and I've been taking her to the vet." "My paper is late because my sister's dog had to have her puppies delivered by Caesarian section." "I

couldn't be at the exam because I had to attend the funeral of my girlfriend's dog." "My paper is late because my parrot crapped into my computer."



Crime Victimization. "I need to take the final early because the husband of the woman I am seeing is threatening to kill me." "I can't take the test because some guys upstairs chinned themselves on the sprinkler pipes, which broke and soaked my apartment." Cross-list this one with automobile problems: "I missed the exam because someone stole all my tires."

Other. "I want to reschedule the final because my grandmother is a nun." "I'm too happy to give my presentation tomorrow." (The contributor noted: "This was easily fixed.") "I can't finish my paper because I just found out my girlfriend is a nymphomaniac." "I'm too depressed to take the exam; I just found my girlfriend in bed with another man." On a note slipped under lab door before an experiment: "I am unable to come to lab because I don't have time." "I can't take the exam on Monday because my mom is getting married on Sunday and I'll be too drunk to drive back to school." Finally, there is the excuse given by two students who, after sitting next to each other during an exam, were asked why their answer sheets contained identical responses to different forms of the test: "We studied together."

Acceptable Excuses

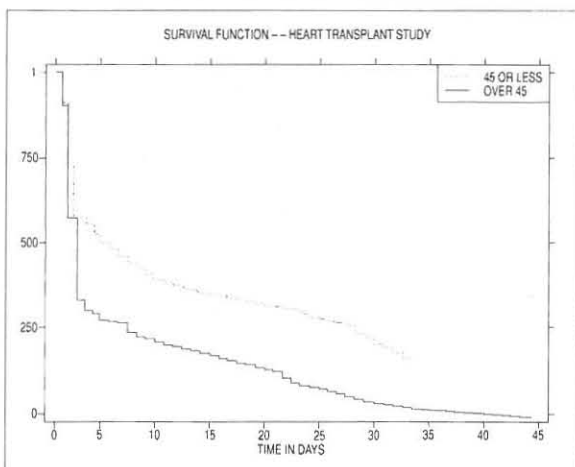
OK, I've done my part. Now it's your turn. If you've heard better ones than these, send them to me at the Psychology Department, University of Illinois, 603 East Daniel, Champaign, Illinois 61820 (Fax: 217-244-5876; Email: dbernste@s.psych.uiuc.edu). Who knows, someday there might be a compendium of excuses (complete with empirically derived veracity estimates) in every academic library. With a broad enough data base and proper AI software, maybe automatic teller machines nationwide will allow students to type in codes for their campus, course, instructor, and assignment, then enter the serial number of their excuse and wait for the result ("Excuse accepted, have a nice day." Or, "Yeah, right. And, by the way, you're overdrawn.").

If enough new entries arrive, I'll try to con the editor into letting me write another column. It may take me a while, though, because my dog has psoriasis, my computer has a virus, and I think I'm getting a cold sore. ♦

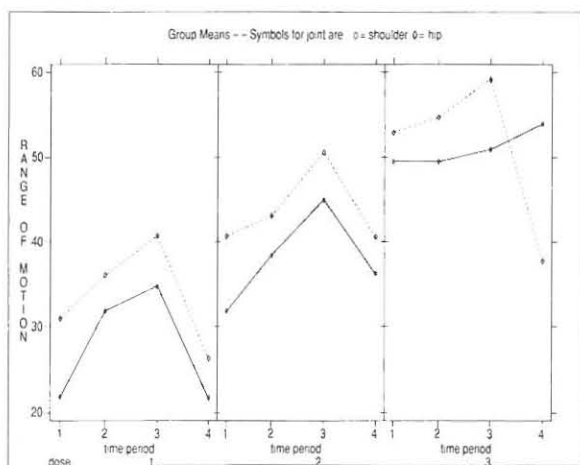
1 The entries are paraphrases of numerous contributions received on the TIPS network; I tested their humor potential by reading them to a luncheon audience at the APS co-sponsored 15th Annual National Institute on the Teaching of Psychology last January. I was gratified to see at least one person laugh until coffee came out of his nose.

* The network is called TIPS; you can join by sending SUBSCRIBE TIPS Yourfirstname Yourlastname to LISTSERV@FRE.FSU.UMD.EDU on Internet or to LISTSERV%FRE.FSU.UMD.EDU@CUNYVM.CUNY.EDU on Bitnet. If you have trouble subscribing, contact Bill Southerly, the organizer of the TIPS network, at E2PYTIPS@FRE.FSU.UMD.EDU on Internet or at E2PYTIPS%FRE.FSU.UMD.EDU@CUNYVM.CUNY.EDU on Bitnet.

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Survival plot generated from Survival Analysis with Covariates program (2L). Survival functions are plotted for subjects from two different age groups: 45 or less and over 45.



Miniplot generated from ANOVA with Repeated Measures program (2V). For this example, the means of the dependent variable, range of motion, are plotted against time for each dose level. Post-hoc tests relating to example are also shown.

ZV - PAIN DATA -- ANOVA WITH 1 GROUPING AND 2 WITHIN FACTORS

NONPARAMETRIC MULTIPLE COMPARISONS AT 5% LEVEL FOR THE 1ST DEPENDENT VARIABLE BY TRIAL FACTOR DOSE (1)

TRIAL LEVELS	LOWER LIM	MEAN DIFF	UPPER LIM
1 VS 2	-14.8028	-10.2500	-5.5972
2 VS 3	-26.6944	-22.0417	-17.3889
2 VS 4	-16.4444	-11.7917	-7.1389

NONPARAMETRIC MULTIPLE COMPARISONS AT 5% LEVEL FOR THE 1ST DEPENDENT VARIABLE BY TRIAL FACTOR TIME (2)

TRIAL LEVELS	LOWER LIM	MEAN DIFF	UPPER LIM
1 VS 2	-7.0004	-4.3889	-1.7773
3	-11.2782	8.6667	-4.0551
4	-13.0004	-0.3889	2.2227
2 VS 3	-6.8893	4.2778	-1.6662
3	1.3884	4.0000	6.6116
3 VS 4	5.6662	8.2778	10.8893

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For the Convention Speaker . . .

How to Present Visual Information

What Will We See in Chicago?

William K. Estes
Harvard University

On returning home from the last of a series of meetings, I am reminded by one of the accumulated e-mail messages to start planning for the APS convention in Chicago next June. A question that comes immediately to mind is whether the frustration level will be as high at APS as at the meetings just past. I am thinking not of big fiascos like cancelled flights and overflowing meeting rooms but of the small, though cumulative, annoyances produced by the failure of even veteran lecturers to present visual displays that their audiences can see.

Matters were bad enough in the old days when everybody relied on slides, but they have gone from bad to unbearable with the takeover by overhead projections. Naturally, overheads are popular: anyone can churn them out with a word processor, or even a crayon; they can be done at the last moment; and they can be loaded chock full with material. These features are a joy to the presenter, who never has time to select long in advance

just what needs to be presented, but they can make a meeting one long string of frustrations for the viewers.

A research talk now typically begins with an overhead, on the lines of Figure 1, listing the topics to be covered. A member of the audience sitting back of the fourth row in the meeting room cannot make out the print but may be self amused by counting the lines and quickly calculating that there will be time for about 45 seconds per topic. The viewer would have missed out on some amusement but would have been better prepared for the talk, if the "preview" transparency had been edited down to the dimensions of Figure 2 (and printed in a more generous type size).

The preview assimilated (sic!) in a few fleeting seconds, we next listen to an introduction, typically spiced up with a quotation from some eminent forefather, like the passage¹ shown in Figure 3. If you place this page about six feet from your eyes and try reading the passage, you will approximate the position of the average viewer at a convention talk. If the presenter had kept in mind the useful maxim, "Less may convey more," the viewer

Figure 1

Topics to be Covered	
Overview	
The Computer and the mind	
Submersion of cognition during age of behaviorism	
Paradigm shift from behavior to information	
Information processing and the computer metaphor	
Connectionism and neural computation	
Can information processing and connectionism live together?	
Milestones in development of the information-processing movement	
Phenomenon	Concept
Memory span	Chunking
Partial report	Channel capacity
STM search	Serial processing
Clustering in free recall	Hierarchical organization
Think-aloud protocols	Problem space
Eclipse of learning and concept of goal-directed behavior	
Rediscovery of learning	
New types of models on rise	
Appearance of connectionism	
Cognitive neuroscience	
Human and animal subjects	
Studying effects of brain damage	
Non-invasive methods	
Taxonomies of memory	
Cognitive models applied in medicine and education	
Needs for education and training	
Current research directions	
Summary	

Figure 2

Topics to be Covered
Overview
The computer and the mind
Paradigm shift from behavior to information
Connectionism and neural computation
Milestones in the information-processing movement
New types of models on rise
Cognitive neuroscience
Cognitive models applied in medicine and education
Summary

Figure 3

Hume on Causation

All reasonings concerning matter of fact seem to be founded on the relation of cause and effect. I shall venture to affirm, as a general proposition, which admits of no exception, that the knowledge of this relation is not, in any instance, attained by reasonings *a priori*, but arises entirely from experience....

When it is asked, *What is the nature of all our reasonings concerning matters of fact?* the proper answer seems to be, that they are founded on the relation of cause and effect. *When again it is asked, What is the foundation of all our reasonings and conclusions concerning that relation?* it may be replied in one word, *experience*....

We have said that all arguments concerning existence are founded on the relation of cause and effect; that our knowledge of that relation is derived entirely from experience, and that all our experimental conclusions proceed upon the supposition that the future will be conformable to the past....

In reality, all arguments from experience are founded on the similarity which we discover among natural objects, and by which we are induced to expect effects similar to those which we have found to follow from such objects. From causes which appear *similar*, we expect similar effects. This is the sum of all our experimental conclusions.

Now it seems evident that, if this conclusion were formed by reason, it would be as perfect at first, upon one instance, as after ever so long a course of experience. But the case is far otherwise... It is only after a long course of experiments in any kind, that we attain a firm reliance and security with regard to a particular event. Now where is that process of reasoning which, from one instance, draws a conclusion, so different from that which it infers from a hundred instances that are nowise different from that single one?

Figure 4

Hume on Causation

When it is asked, *What is the nature of all our reasonings concerning matters of fact?* the proper answer seems to be, that they are founded on *experience*....

In reality, all arguments from experience are founded on the similarity which we discover among natural objects, From causes which appear *similar* we expect similar effects. This is the sum of all our experimental conclusions.

might have had the less taxing task of grasping the essentials of Hume's message from a glance at the stripped-down version¹ shown in Figure 4.

The introduction accomplished (though leaving the audience

with little idea of what is to follow), the talk plunges on into the design of a study that is to be reanalyzed in terms of the speaker's new theory. Narration of the design is accompanied

CONTINUED ON NEXT PAGE

Figure 5

Abstract Designs of Causal Reasoning Problems
(after Schustack & Sternberg, 1981)

Experiment 1	Strength of Evidence					
	High		Moderate		Low	
	Events	Outcome	Events	Outcome	Events	Outcome
	z	-M	abc	G	h	B
	sy	M	d	-G	e	-B
	y	M	abd	G	fn	B
			abd	G	a	-B
			e	-G		
Hypothesis	y>M		a>G		a>B	
Experiment 2						
	qw	U	skvp	J	uwbq	-J
	w	U	svp	J	yfkm	J
	rw	U			ywkm	-J
			ywbm	-J		
					ykm	-J
Hypothesis	w>U		s>J		w>J	
Experiment 3						
	lww	N	swnt	R	d	G
	w	N	sn2	-R	bd	-G
	zwv	N	swtz	R	v	G
	w	N	t	-R	bj	-G
Hypothesis	w>N		s>R		b>G	
Results						
Experiment	Observed			Predicted		
	High	Mod	Low	High	Mod	Low
1	65	46	19	63	61	22
2	75	40	13	75	67	05
3	74	35	10	80	49	12

Note: Minus signs signify absence of an event.
Note: Data under Results are mean ratings.

Figure 6

Strength of Evidence

High		Moderate		Low	
Events	Outcome	Events	Outcome	Events	Outcome
qw	U	skvp	J	uwbq	-J
w	U	svp	J	yfkm	J
rw	U	ywbm	-J	ywkm	-J
				ykm	-J
Hypotheses					
w implies U		s implies J		w implies J	

Note: Only the Low Evidence condition includes disconfirmation of a hypothesis.

FROM PREVIOUS PAGE

Figure 7

Ratings of Causal Efficacy						
Experiment	Observed			Predicted		
	High	Mod.	Low	High	Mod.	Low
1	65	46	19	63	61	22
2	75	40	13	75	67	05
3	74	35	10	80	49	12

by another densely packed overhead² (Figure 5). Even if we can see this display, decoding it within the allotted few seconds is beyond our powers. We might have had a chance if the table had been presented by segments, as those shown in Figures 6 and 7.

Eyestrain continues to mount as the speaker races on through additional topics, each enlivened by a couple of daunting overheads. We are momentarily relieved on a shift from tables to graphs, which usually are at least visible. But when we are confronted with a graph³ like the one in Figure 8, visibility isn't enough. We have no hope of mentally untangling the curves and relating them to the labels below. With regard to visibility, Figure 9 is better, but by now we are too fatigued to grasp its message. Our all too typical assignment is to memorize the meanings of squares and circles, solid lines and dashed lines, and mentally attach these to the curves on the graph, all while trying to remember what Group 1 and Group 2 refer to and at the same time listen to the speaker!

Why doesn't the presenter apply some cognitive psychology and do away with all those coding and memorizing demands on the viewer? Only a few additional minutes with the presenter's graphing program could have produced Figure 10. The benefits to the viewer would be almost too numerous to mention. Figure 10 is easier on the eyes because the meaningless variations in black-white contrast are eliminated; the values on the axes are thinned out; and values for the x-axis are chosen so that events of particular interest (shifts after Blocks 6 and 18) fall at labelled points.

More importantly, the viewer's working memory is freed to

Figure 8

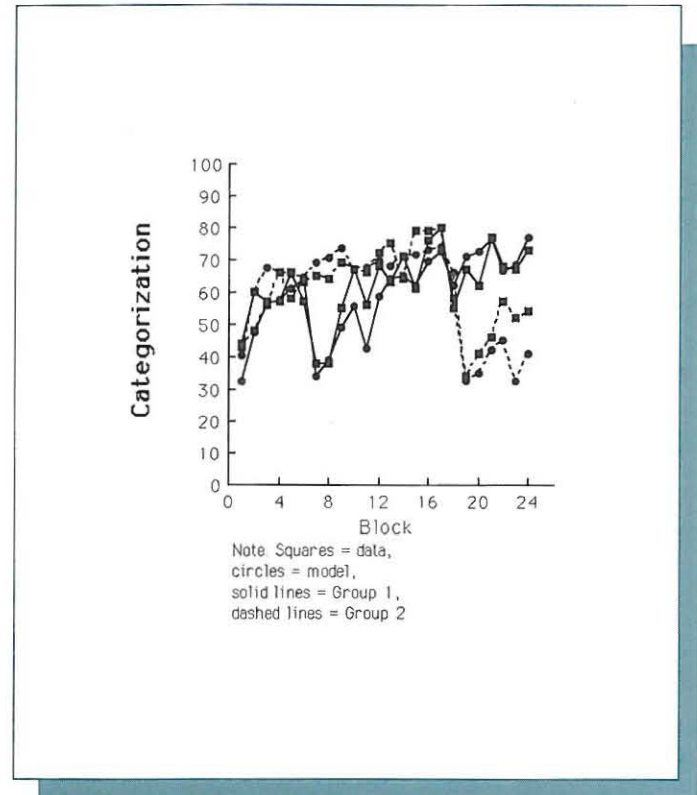
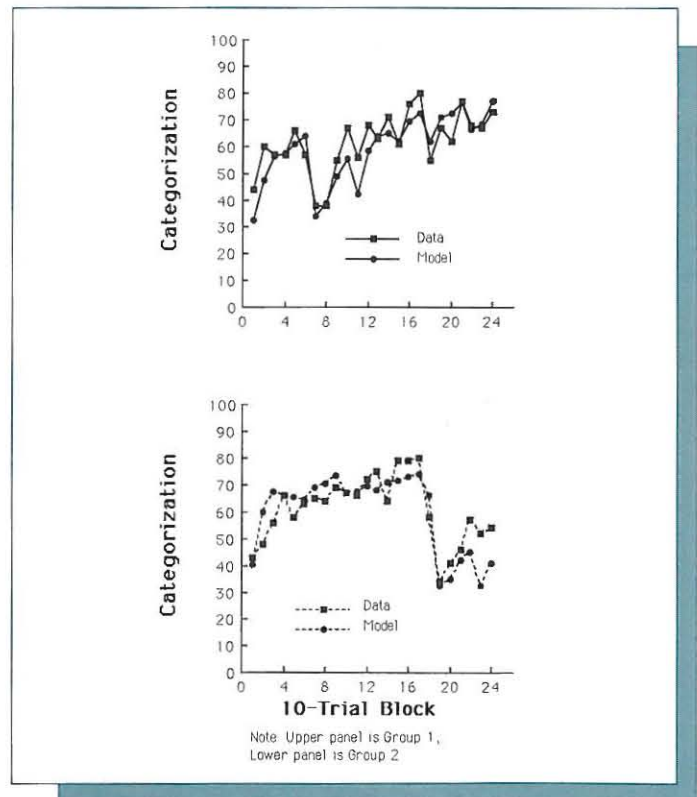


Figure 9



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Figure 10

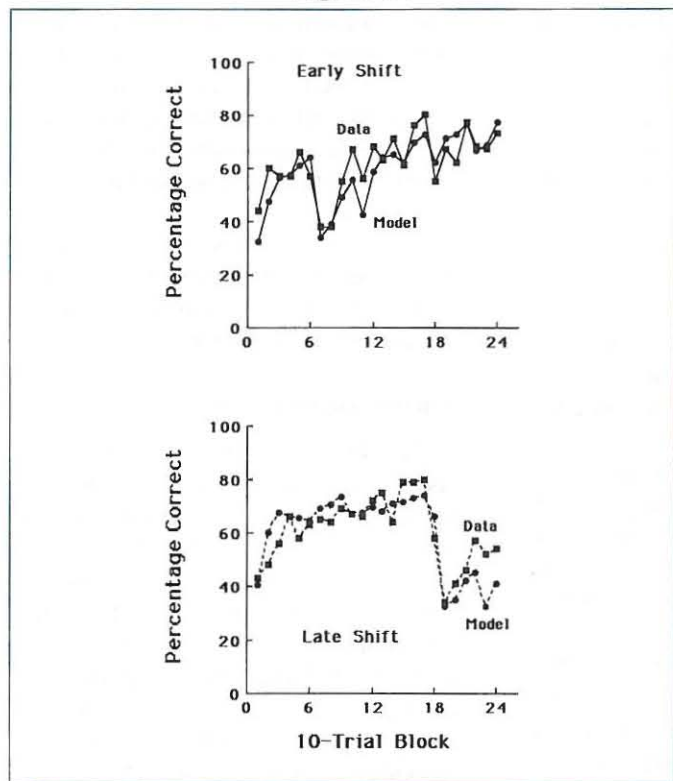


Figure 11

Checklist for Preparers of Slides and Overheads

* Apply psychology to the presentation

* Less is more:

Fewer and larger elements in a display mean more information grasped by the viewer

* Reduce working-memory load on the viewer:

Let group and condition labels be retrieval cues

Let spatial and contrast relations work for you

* Save something for next time

cope with what the speaker is saying: Group numbers needn't be remembered because they are replaced with condition labels (e.g., "Early Shift" for "Group 1") placed in the appropriate panels, and legends needn't be memorized because the designations "Data" and "Model" now appear next to the curves they refer to in the figure.

But enough of grisly examples. The bottom line is that the thought put into the preparing of visual displays will have a lot to do with determining what we see in Chicago. As a small contribution from the *Observer*, we add Figure 11, which readers are welcome to clip and paste near their word processors. ♦

Footnotes

1. From Hume, D. (1748/1947). An enquiry concerning human understanding. In S. Commins, & R. N. Linscott (Ed.), *The World's Great Thinkers. Man and Spirit: The Speculative Philosophers* (pp. 341-420). New York: Random House.
2. Based on the article, Schustack, M. W., & Sternberg, R. J. (1981), Evaluation of evidence in causal inference. *Journal of Experimental Psychology: General*, 110, 101-120, but with no implication that those investigators would have produced a monstrosity like Figure 5.
3. Showing acquisition curves from a study of category learning in which relations between stimulus patterns and categories were shifted at the end of Block 6 or Block 18 for different groups.

William K. Estes is Editor of APS's flagship journal, *Psychological Science* and is Professor Emeritus at Harvard University. Address correspondence to: W. K. Estes, Department of Psychology, Harvard University, William James Hall, 33 Kirkland St., Cambridge, MA 02138, Tel.: (617) 495-3899

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KING FROM PAGE 2

Science, Lies, and Videotape

Much of the public holds science at arm's length because of the negative image created by the entertainment industry's and the animal rights movement's portrayal of scientists as a weird and exotically incomprehensible breed.

For psychologists who conduct laboratory research there is the additional burden of contending with the common misconceptions that all psychologists are practitioners and that psychology is a pseudo-science at best. Many psychology researchers will be able to relate to one of my personal experiences in this regard. Several years ago I was interviewed by a pro-animal rights newspaper reporter who challenged me to explain the reason for using animal models to study epilepsy. After my detailed explanation of the results of such studies and their importance for advancing the treatment of this neurological disorder, the reporter asked, "How do you know anything about epilepsy? You're just a psychologist." It was necessary to explain that I had been working on both neurological and behavioral problems of epilepsy for many years.

Education

Our educational system is also to blame for the public's lack of understanding of science. According to the National Assessment of Educational Progress study, few elementary schools teach science; and by high school, few students report that they enjoy their science classes. The latter point is revealed in a 1977 survey that reported that four million 10th grade students in American high schools showed a high interest in science, but there was a profound loss of interest in science and movement away from science as the students proceeded through the educational pipeline.

Another comprehensive study showed U.S. 12th graders, when compared to students in the equivalent grade in 12 other nations, ranked 11th in chemistry, 13th in biology, and 9th in physics!

Not only do graduating students leave school without adequate scientific factual knowledge, they leave with little under-

standing of the *process* of science—how science knowledge comes about and what its role has been in the development of civilization and the betterment of humankind. As a consequence of this educational failure, many individuals are highly vulnerable to the arguments of the anti-animal research movement—a movement that at heart is fundamentally anti-scientific, anti-intellectual, and anti-humanitarian.

If unchallenged, I have little question this movement can weaken and indeed destroy the fabric of behavioral, biological, and biomedical science.

Science Appreciation

The National Science Teachers Association and other groups are determined to reverse this trend by developing an innovative, competent, and stimulating science curriculum for grade schools and high schools. But, an individual's formal education in science should not end at high school. Indeed, Miller reported that passing a college-level science course is the most important predictor of an individual's science literacy. At George Mason University, Robert M. Hazen and James Trefil—authors of the book *Science Matters: Achieving Science Literacy*—teach "Great Ideas in Science," a "science appreciation course" in the tradition of art and music appreciation courses. Such courses for non-science majors are unfortunately few.

APS members can help promote science literacy by encouraging their universities to provide science appreciation courses and rewarding faculty for teaching them, and by devoting more time to public education, whether it be in adult civic organizations or the local high school career-day program.

Taxpayers ultimately pay for most biomedical research in this country, and they should be informed about their investments in science and the reasons that researchers study laboratory animals. The time has come, or rather is long past, for scientists and their universities and professional groups to explain clearly and practically: how and why laboratory animals help test the safety of drugs,

If unchallenged, I have little question this [animal rights] movement can weaken and indeed destroy the fabric of behavioral, biological, and biomedical science.

FREDERICK KING

Our educational system is also to blame for the public's lack of understanding of science.

FREDERICK KING

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vaccines, and medical treatments; how discoveries through basic research with animals build the groundwork for remarkable advances in our understanding of human and animal life; and why behavioral research designed to understand the mechanisms underlying behavior promotes mental health and the welfare of society.

To avoid Hirsch's national fate of "powerlessness of incomprehension," as a people we must "...know enough about the language of science to deal with the affairs of society—and possess a basic framework into which public debate on scientific matters can be placed." In the debate on the use of animals in research, scientists are hampered because the public does not understand the language of science, the scientific method, or the process of science.

In addition, basic science knowledge is an asset for a nation whose economy increasingly depends on technology. As noted by a Carnegie Commission on Science, Technology and Government report, the national interest is strongly affected by the ability of citizens to compete technologically. CBS's "60 Minutes" revealed this point in a recent story showing that Germany and other nations, but not the United States, train their non-college bound young people in science and math so that they can enter a work force that demands technological skills.

We can help the public understand our language and our work. But all of us must act now, in concert.

*There is a tide in the affairs of men
which if taken at the flood leads on to
fortune; but omitted, all the voyage of
their life is bound in shallows and
miseries. On such a full sea are we
now afloat, and we must take the
current when it serves, or lose our
venture.*

WILLIAM SHAKESPEARE'S JULIUS CAESAR

On the APS Trail . . .

Keeping up with APS can be challenging, so here's a brief synopsis of some recent activities:

The **Mental Health Liaison Group**, a coalition of organizations that includes APS, met on February 19 with Tipper Gore, wife of the Vice President, to discuss mental health issues. Mrs. Gore has publicly stated she wants to make mental health concerns one of her priorities. Although the meeting was primarily devoted to mental health coverage in health care reform, APS Executive Director Alan Kraut took the opportunity to raise issues about mental health research and presented Mrs. Gore with a memo providing a mental health research overview ...

As we go to press with this issue of the *Observer*, the **APS election results** are not quite finalized (postmark deadline for voting was February 28), so the results will be reported in the May *Observer*. But, so far it looks as though nearly 40 percent(!) of the membership has participated in the election of APS's next President, two Board members, and bylaws changes ...

APS received **20% more convention paper and poster presentation proposals** for the upcoming meeting in Chicago than were received for last year's convention! The program committee and APS staff are busily coordinating the massive review process that will result in the selection of the best proposals for the June convention (see the registration forms and additional information in the center fold ...

APS recently joined the **Saving Lives Coalition**, a group of over 270 organizations representing scientific, medical and behavioral professional societies, national voluntary and disease-related organizations, health, biomedical and academic associations, teaching hospitals ... with a goal of educating the public about the importance of animal research in medical progress and the benefits of biomedical and behavioral research. The coalition has been active on Capitol Hill where it has organized congressional briefings, receptions, and press conferences designed to **counteract animal rights demonstrations** on the Hill ...

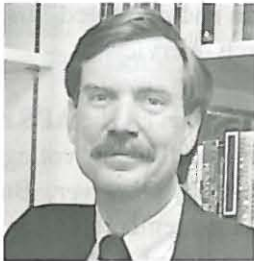
In keeping with APS's commitment to the responsible use of animals in behavioral and biomedical research, **APS is now a member** of the **American Association for Accreditation of Laboratory Animal Care (AAALAC)**. The mission of AAALAC is "to promote high standards of animal care, use, and welfare and enhance life sciences research and education through the accreditation process." APS Executive Director Alan Kraut, who attended AAALAC's annual meeting in January, will serve a three-year term as a member of AAALAC's Board of Trustees.

NIMH FROM PAGE 1

Making the Case

The task force report will first and foremost be used by NIMH to plan its behavioral science portfolio both guiding funding decisions and serving as the basis for program announcements and RFP's (requests for proposals). But the report also will be of interest to the broader National Institutes of Health (NIH) as well as Congress, where it is hoped the report will strengthen support for basic behavioral science.

Co-chair Kihlstrom, who has chaired or otherwise been involved in numerous NIMH review panels and conferences, believes the task force report will provide "important insight" into advances in the behavioral



John Kihlstrom is Co-chair, along with APS President Gordon Bower, of the NIMH steering committee.

sciences. He feels strongly that "the case for psychosocial research can't be made too often or too vigorously," and he and others report that there is "tremendous enthusiasm" for doing just that, both within and outside of the agency.

The Best Thinking

Enthusiasm for the task force is a common denominator in the comments of agency officials, council members, and outside participants alike.

NIMH Director Frederick A. Goodwin underscored the need to assess basic research during a recent meeting of the Advisory Council. "It is important that this process focuses on basic behavioral science," he said, calling for "the best thinking from the field."

Psychologist Alan Leshner, NIMH Deputy Director, believes the report will "enhance the credibility of behavioral science's promises, by showing that they rest on behavioral science's impressive accomplishments." Leshner is confident that the report will help generate "increased support" for behavioral science at NIMH.

Jackson emphasizes that the study is a

priority for the Advisory Council and that the task force report "ultimately will be a report by the Council," not just for the Council.

And Robert Levenson, co-chair of one of the task force subcommittees, weighs in with the statement that "this is an opportunity to look at basic research in the behavioral sciences and make the case that we have had tremendous social and health benefits."

Structure and Process

The Behavioral Science Task Force will be divided into six subcommittees organized along the lines of the six programs at NIMH that support behavioral research. Those six programs currently fund approximately 270 grants at an estimated total of \$33 million; they thus capture the lion's share of NIMH's basic behavioral research portfolio. The subcommittees' co-chairs and topics are as follows:

Basic Behavioral Processes:

Randy Gallistel, Charles Snowden

Low-level Cognition:

Irving Biederman, Carolyn Rovee-Collier

Higher-level Cognition:

Patricia Carpenter, Daniel Kahneman

Intra-individual Processes:

Robert Levenson, Robert Emde

Interpersonal and Family Pro-

cesses: Rand Conger, Diane Ruble

Sociocultural and Environmental

Processes: James House, James Jones

A number of outside experts will be working with each subcommittee to develop reports which could be presented to the Advisory Council as soon as December 1993.

Every Picture Tells

A Story

Gallistel describes the process as one of "distilling and synthesizing." As a first step, the subcommittees "will compile a good number of well-written, concise, non-technical statements of important insights or truths that have been learned from behav-



Carolyn Rovee-Collier will serve on the subcommittee examining lower-level cognition.

ioral research." Gallistel, appropriately, will bring to this task his experience as editor of similar compilations for the APS journal, *Current Directions in Psychological Science*.

These "stories"—as Gallistel calls them—will then be woven "into a narrative that gives, we hope, a vivid and compelling picture of the impor-

tant and surprising truths that have been learned from behavioral research." The other purpose of the report will be to identify areas of research that appear particularly promising and that are relevant to the NIMH mission.

Toiling in the Vineyards

Jones, co-chair of the panel on Sociocultural and Environmental Processes, believes the task force report also will have a significant impact within behavioral science, which he says is particularly important for research represented in his group. "Behavioral science is impoverished within that area," according to Jones, who said there are only nine or so grants in the sociocultural/economic processes area compared to as many as 100 grants being awarded in other behavioral areas.

The report should send an encouraging message to "those toiling in the vineyards" to show that support exists for their research, says Jones. Additionally, he hopes the report will attract new people to the field.

"This is an unbelievably complex and time-consuming task," says Jones, echoing a sentiment shared by all involved in the task force. But, "people say yes" when asked to participate, "because they believe strongly that it needs to be done." In his own area, Jones sees the task force as a way to increase understanding of the social and cultural contexts in which biological and psychological mental health issues "play out."



NIMH Director Frederick Goodwin believes it is important there be a focus by the committee on basic behavioral science.

CONTINUED ON
NEXT PAGE

FROM PREVIOUS PAGE

Pumping the Prime

The image most often used to describe the process for awarding research funding is a pipeline. That being the case, then this current undertaking is an attempt to pump new life into the behavioral science pipeline by identifying prime areas of research and developing initiatives for the Institute to support.

But the plan has significant implications for the overall behavioral science mission of NIH, where health and behavior research has gained new visibility under Director Bernadine Healy. "There is virtually no illness that doesn't have a behavioral component," Healy said during a recent meeting of the NIMH Advisory Council, and "every aspect of NIH has a stake in behavior."

Healy also believes that "health can't be dissociated from behavior." It may have been treated that way in the past, she said, but "that was yesterday's NIH, not today's NIH." Finally, she feels there is a "new and improved NIH because of the institutes that have joined us," referring to NIMH and the other two research institutes on drug abuse and alcohol abuse which were transferred in October 1992 from the Alcohol, Drug Abuse and Mental Health Administration. **S.B.**

APA Apology Accepted...

The following is reprinted in its entirety and with permission from *Psychiatric News* (Feb. 5, 1993), the newspaper of the American Psychiatric Association. Since it refers to women PhD's versus MD's, and to APS as well, we thought it might be of interest.

Apology

We have received several strong protests to an article on women researchers at the National Institute of Mental Health that appeared in the November issue of *Psychiatric News*. A letter from 58 NIMH staff persons reports them "deeply offended" by the article. "We know of no data that support the unattributed assertion characterizing women PhD's as 'socialized to follow men while women psychiatrists are socialized to want to lead with them.' This statement is insulting not only to women PhD's but to professional women in general." Dr. Alan G. Kraut, executive director of the American Psychological Society, castigates *Psychiatric News*: "...[S]hame on *Psychiatric News* ... for promoting the myth that women PhD's are getting ahead because they are somehow socialized to be nonthreatening to men. You are doing a disservice to women everywhere, including those in psychiatry."

The unattributed comment to which they object did not originate with *Psychiatric News*, but we ought not to have published it and apologize to those who wrote to us and to all our readers.

—Editor

Donations Sought for Student Travel Award Fund

As all APS members know, the annual convention offers our student affiliates a rare forum for presenting their research, exploring the vast array of work being done in the field, and networking with future colleagues. But, given the substantial costs involved in traveling to the convention, this valuable professional experience is too often an unaffordable luxury.

With your support, the APS Board of Directors and the APS Student Caucus plan to continue their commitment to provide travel funds to students requiring financial assistance to attend the annual convention. Over the past four years, these funds have allowed 95 student affiliates from over 60 institutions of higher learning to attend the annual convention and present their research.

Once again, APS urges its members and students to make tax-deductible contributions to this cause. Checks should be made payable to APS, and sent to: APS Student Travel Award Fund, 1010 Vermont Ave, NW, Suite 1100, Washington, DC 20005.

Travel funds will be made available to graduate and undergraduate student affiliates who will be presenting research at the convention, are willing to work at the convention, and can demonstrate financial need. The number of awards given will depend upon funds available, so please give generously.

Member Profile

Lifetime Members of APS

Why Do They Do It?

Lifetime Members are favorite people of APS. But how do they justify their decision to invest \$2,000 for a lifetime membership in the Society? We put the question to several Lifetime Members whose comments follow. We start with a distinguished member who is herself a specialist in question answering strategies.

Good Strategy

Strategy selection, especially selection of question answering strategies, is one of the research areas of **Lynne Reder**, a cognitive psychologist at Carnegie Mellon University. Her interests include a number of areas of memory, skill acquisition, and, more recently, human-computer interaction.



Reder presented some of her research on the “feeling of knowing,” a component of strategy selection when answering questions, at the 1992 APS convention. She participated there in an invited symposium on metacognition.

The feeling of knowing research she presented at the San Diego meeting differs from much of the previous research on this topic. Classic research on feeling of knowing focussed on memory retrieval failures, such as when an answer seems to be stuck on the “tip of the tongue.” Previous researchers have assumed that feeling of knowing reflects a partial retrieval of the answer.

Instead, Reder’s investigations suggest that terms in the question itself are the cause of the feeling of knowing, the feeling that one will be able to answer the question. In her research, Reder asked subjects to give a rapid, first impression of whether they thought they could answer a question, before they had time to actually attempt an answer. But before performing this game show-like task, Reder surreptitiously primed some of the terms of some of the questions. This gives the subjects a measurably heightened impression that they know the answer, when, in fact it doesn’t increase their ability to answer the question at all.

When the *Observer* tested Reder, after only a modicum of priming, with the question of why she decided to part with \$2,000 and become a Lifetime Member of the society, her answer came in a few hundred milliseconds: “It seemed like a good investment. I believe in the society and I hope to be a member for at least forty years!”

Innovative Choice

Asked why he became a Lifetime Member, **R. J. Bullock**, an organizational psychologist at the University of Houston, said: “I don’t think it has anything to do with being rich, because I’m not. But it does have to do with thinking long-term. It’s a way of saying that what the APS is about is something that I support long-term. It’s basically sort of looking beyond this year, and it’s my contribution to hoping that APS is successful.”

What Bullock says he likes about APS is “the clarity of its focus on the scientific agenda and its innovativeness, the willingness to try some new things. That innovation characteristic seems to be a feature of APS, and I strongly support it. I support it from a systems and structural point of view; APS is not shy about trying new ways of working and new types of journals, and it thinks differently about how we work as a profession.”

Bullock said he has a very strong interest in understanding how societies function and organize themselves. “My own field of expertise is system change and organizational change. So I have both a personal and a professional interest in watching and learning and supporting what APS is all about.”

Bullock attended the 1991 convention in Washington and found “a community of people who feel very deeply about the science of psychology—it’s really wonderful to get them together in a professional society.”

He said that, as a profession, we need to continue to improve the way we communicate our scientific findings to each other, going beyond the paper journals and all the delays they involve. “I’m very interested in seeing how electronic communication continues to develop, not only networking but also circulating drafts of papers, responding to drafts, and making papers available electronically. I look forward to the day when the journal is announced and available on a bulletin board style system rather than coming through the mail. That’s in the future. But we can continue to innovate because the amount of information in scientific psychology is overwhelming. It simply must be computerized in order to be retrieved.”

Rational Decision

Nancy Adler says she needs the science-oriented impetus that comes from APS because her daily work is “so applied.”

She is professor of medical psychology in the Department of Psychiatry at the University of California-San Francisco. Adler, has a secondary appointment in the Department of Pediatrics, and is director of the university’s health psychology program. She and her colleagues primarily train psychologists to do theory-based research on issues of health, illness, and health care.

Trained as a social psychologist, Adler is particularly interested in decision making and choice behavior in contraception and other health issues.

“I’ve been using these rational models to study what seems like irrational behaviors, using some of our choice models to understand things like teenage contraceptive use and non-use. And so I go back and forth between testing theories and asking how they should be expanded, because they don’t really account well for the real-world behaviors. We then attempt to understand how to intervene to change the behaviors,” she said.

“We usually do clinic based research where we recruit adolescents and follow them in our studies, and see how well they do over the next year or two—see how well we can predict who’s going to use contraception and who is going to get pregnant.” She presented some of that research in a symposium at the 1992 APS convention in San Diego.

As adolescents have become a high risk group for AIDS, Adler has had to worry both about pregnancy and sexually transmitted diseases. Her most recent study was on conscious and pre-conscious motivation for pregnancy among adolescents. She found among the teens in the study some who had access to contraception and knew about it but weren’t using it because they were not terribly motivated to prevent pregnancy.

“Pre-conscious” is a term she uses because the research models being used tend to be very conscious, rational cognitive models—they don’t account for affective levels or things that people are not aware of that may be affecting their behavior.

“So we have been using more projective techniques to pick up concerns that adolescents might have but that they could not consciously tell us,” Adler said.

She cites two reasons for deciding to become a lifetime member of APS: One is that the more scientific issues get lost in the pressures of the applied setting of a medical school but she needs to maintain roots in those issues. The second reason, she says, is simply the principle that APS was founded on—“that scientific and academic needed a stronger voice.”



Conservative Decision

Dorothy Eichorn sees her financial support—through her lifetime APS membership—as part of the backing she believes APS needs just as much today as it did when it was taking its toddling steps in 1988.

“I think now it’s time for [financial] consolidation—instead of trying to expand activities, I think APS needs to consolidate and try to build up some reserves, to assure it will continue to grow and endure in the long-term. I’m a fiscally concerned person—I’ve been treasurer and finance board member for an lot of organizations,” she said in explaining her decision to contribute to APS through a lifetime membership.

“APS started out absolutely from scratch with no reserves. And when you are starting out, you need to accomplish everything at once: establish an office, recruit members, publish a newsletter and some journals, and get the annual meetings going. They were all big chores and they all needed to be done at once. APS has zoomed, and now ... I think it’s time APS built up reserves.”

A Charter Fellow of APS, Eichorn was the only member to be listed in the 1992 APS Membership Directory as a Lifetime Charter Fellow. She served on the advisory group that created APS and served on convention program committees. Eichorn currently serves on the APS finance committee and is in her third year as president of the Federation of Behavioral, Psychological and Cognitive Sciences. She has been affiliated for many years with the University of California-Berkeley’s Institute for Child Research.



Confident Decision

For the second time, **Ernest Greene** of the University of Southern California has come up with important financial backing for APS. In the critical early days of APS he made a \$1,000 start-up contribution. Then he recently submitted \$2,000 for a lifetime membership, saying he acted out of gratitude for the effort and service of his many friends and colleagues in APS. Another second in Greene’s APS connection is that he is one of two APS Fellows with the title of “Lifetime Charter Fellow.”

Greene has taken the lifetime step simply because, he says, “APS is revitalizing psychology.” He credits APS with “restoring confidence and faith in the value of psychology’s contributions to society.” Confidence, he says, “is half of the



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game." Psychology's self-confidence faltered in the 1960s and 1970s, Greene believes. But now he finds he is "quite excited about the revitalization APS has provided."

As psychology revitalizes itself, Greene is not "over-concerned" about whether the field steps forward as a unified discipline. "It's healthier to get so intensely interested in your subject matter that you don't think about where it fits and whether it coordinates with other fields. When scientists are very interested in what they are discovering, they don't worry about such [unified discipline] issues. Too much self-examination of that kind gets narcissistic—it's not very healthy," he says.

But Greene doesn't believe in getting totally absorbed at the research bench, either. In fact, some of his deepest interests lie at the convergence of teaching and research, in the interaction between the two. Breakthroughs in knowledge rarely occur outside of the teaching-research interplay, he believes.

"I believe the best science comes from researchers in the university—and I think it's because those researchers are also teachers. There are specialty labs of all kinds. For example, there are non-teaching research labs, and hospital-based labs where people spend all their time doing research, and they may turn out a huge volume of research. But the research isn't revolutionary, integrated, or comprehensive, nor is it the source of breakthrough discoveries. And, in my view, it's because [of the lack] of the role of teaching. When you teach, you must explain what your research means and why, and you continue comparing your research with the very best. That makes you think harder about what is important," Greene says. Without that stimulus, he said, "you go back to the lab with the same ideas and the same perspective and do the same experiment you did last year with some small variation. In contrast, teaching causes you to reexamine the fundamentals. And I think the greatest science derives from that experience."

Greene is an avid reader of the APS journals and says they have done wonders in widening his horizons in areas of psychology other than his own. Much of Greene's own research has been sponsored by the Neuropsychology Foundation based in Los Angeles. He has investigated the role of the hippocampus in memory and motivation, working with Daniel Kimble at the University of Oregon, where he received his PhD in 1968. More recently Greene's research has focused on areas of clinical neuropsychology, aging, and mechanisms of visual perception. D.K.

Relocating?

Be sure to notify the
APS Membership Officer at
American Psychological Society
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Washington, DC 20005-4907

Include a copy of your mailing label to speed processing. Don't forget to mention changes in your email address and phone and fax numbers!

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- ◆ **Postal mail:**
APS OBSERVER, 1010 Vermont Ave., NW
Suite 1100
Washington, DC 20005-4907
Tel.: 202-783-2077

People

Recent Promotions, Appointments, Awards . . .

Scientist-practitioner and APS Charter Member **Deborah Wolfson**, jointly received, with Ralph M. Reitan, the distinguished **Margaret Bancroft Award** in recognition of her lifelong work helping people with developmental disabilities and other neurological problems.



The award was given in September 1992 by the Bancroft organization, a private, non-profit organization founded in 1883 by Margaret Bancroft. The organization provides educational, vocational, residential, and therapeutic services to children and adults with developmental disabilities and traumatic head injuries in New Jersey and Maine. Begun in 1986, this is the third time that the Margaret Bancroft Award has been awarded to scientists and practitioners in medicine and psychology. Wolfson has worked in the field of neuropsychology for many years and is co-director of Reitan Neuropsychological Laboratories. Reitan helped pioneer the field of neuropsychology shortly after World War II in his work with veterans suffering brain trauma.

Neuropsychological assessment and treatment techniques developed by Reitan and Wolfson are used today in the fields of medicine, psychology, and special education as a basis for treatment programs. Wolfson has written and co-authored numerous scientific publications and four books on clinical neuropsychology.

APS Charter Fellow **Stanley Krippner** has been named **Distinguished Professor of Psychology** at the California Institute of Integral Studies, a part-time appointment, allowing him to continue as Professor of Psychology at Saybrook Institute Graduate School.



Krippner coordinates the Saybrook exchange program for Russia and Eastern Europe, has recently given seminars in Russia and Lithuania, and has brought psychologists from Russia, Ukraine, and Uzbekistan to present colloquia at Saybrook Institute. Krippner is the former director of the Child Study Center, Kent State University, Kent, Ohio, and of the Maimonides Medical Center Dream Laboratory, Brooklyn, New York.

He is the editor of *Dreamtime and Dreamwork* and the co-author of *Personal Mythology* as well as several dozen

research articles on dreaming and personal mythology. In recognition of his studies of creative behavior, he recently received the University of Georgia's Bicentennial Medal. This research also has yielded citations from the National Association for Gifted Children, the National Association for Creative Children and Adults, and the U.S. Department of Health and Human Services. He is a Fellow of several organizations including the American Society of Clinical Hypnosis, and the Society for the Scientific Study of Sex.

Janet T. Spence, APS Charter Fellow and former APS President, is among the 20 scientists selected by the National Academy of Sciences to receive an award honoring outstanding contributions to science. The awards will be presented at a ceremony in Washington, DC, on April 26, 1993, during the Academy's 103rd annual meeting. Spence will receive the **National Academy of Sciences Award for Scientific Reviewing**, for excellence in scientific reviewing.



She is Alma Cowden Madden Professor of Liberal Arts and Ashbel Smith Professor of Psychology and Educational Psychology at the Department of Psychology of the University of Texas-Austin. She will receive the award for "her pervasive and generative influence upon virtually all of the contemporary, scientific literature of psychology as editor, author, and policy-maker." This award rotates annually among various fields including biology, physics, social sciences. The award was established by Annual Reviews, Inc., and the Institute for Scientific Information in honor of J. Murray Luck.

The following three APS Charter Fellows were among the 900 recipients of the 1992-93 **Fulbright Scholar Awards** for Study Abroad. Listed after the name of their institution of affiliation is the country in which they are lecturing or doing research.

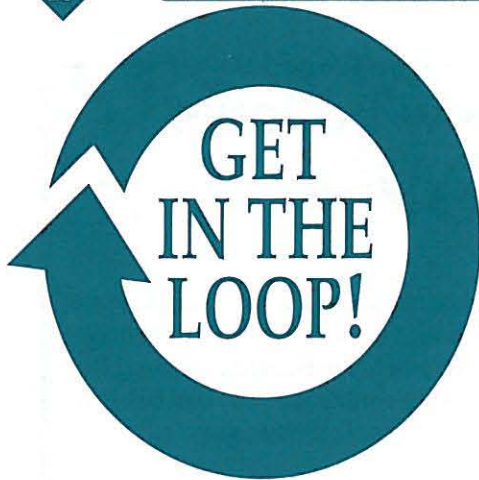
James G. Kelly, Professor of Psychology at the University of Illinois-Urbana-Champaign: Uruguay

Robert Plomin, Director of the Department of Health Genetics, Pennsylvania State University: Great Britain

Allan W. Wicker, Professor of Psychology, Claremont Graduate School: Ghana

People News Suggestions Welcomed . . .

The Editor invites readers to submit announcements of noteworthy promotions, appointments, and the like for possible publication in the **People** news section of future *Observer* issues. Send suggestions to APS Observer, 1010 Vermont Ave., NW, Suite 1100, Washington, DC 20005-4907.



'93 APS Convention Promises to Exceed All Expectations

Enthusiasm is building swiftly for the 5th Annual APS Convention, June 25-28, at the Sheraton Chicago Hotel & Towers. The Program Committee and President have invited an impressive roster of distinguished psychologists to discuss cutting-edge topics in psychological science, and the program submissions from the membership clearly illustrate the high level of scholarship and the breadth of interest of APS members. In fact, program submissions were up by 20% this year, making for many tough choices by the Program Committee and offering a good omen for a record-breaking turnout in Chicago.

We invite you to join us in Chicago and enjoy the best that psychological science and your colleagues have to offer. In 1993, in addition to continuing such tried-and-true conference features as the Keynote and Bring-the-Family Addresses, Presidential Symposium, integrative addresses and symposia, diverse poster presentations, exhibits, Federal Funding Poster Session, and Job Bank, we've broadened the scope of our meeting to include the activities of a growing number of related organizations. A quick glance at the box below shows that the APS annual convention is rapidly establishing itself as the

preeminent event in the field of scientific psychology.

And, if the convention isn't enough for you, Chicago itself offers much to excite visitors. While in town, you can stroll past some of the finest American architecture of the late 19th and 20th centuries; visit the renowned Art Institute, Field Museum of Natural History, and Museum of Science and Industry; splurge while shopping along the Magnificent Mile, a retail district rivaling both Fifth Avenue and Rodeo Drive; and sun yourself on the scenic beaches of Lake Michigan.

Another unique Chicago landmark will be the site of a *special ticketed event*. On Sunday, June 27, APS has scheduled a private performance at the famous **Second City Theater** for its conferees! This improvisational comedy troupe has served as the training ground for some of the funniest comics and stars of the last thirty years, including Alan Alda, Joan Rivers, John Bellushi, Gilda Radner, Dan Akroyd, and many others. The witty and sharp satire will be accompanied by a feast of such local favorites as Chicago-style pizza, salad, garlic bread, and cold draft beer (see rear panel of insert for details and ticket prices).

So make plans now to **GET IN THE LOOP** with APS in Chicago this June!

Questions? Please call APS Office at 202-783-2077 and ask for the Conference Department.

Related Organizations Schedule Events in Conjunction with APS Convention

In recognition of their members' participation as presenters and attendees at our upcoming Chicago meeting, a substantial number of psychology-oriented and related organizations have accepted APS's invitation to hold mini-conventions, workshops, poster sessions, business meetings, and social events in conjunction with the 1993 APS Convention. Many of these events take place prior to the Opening Ceremony of the APS Convention at 5PM on Friday, June 25, and (with the exception of closed business meetings) are open to all interested individuals, often at no additional cost. Specific details will be published in the *APS Convention Program*, or you may contact the APS Convention Department or the following societies themselves for more information.

American Association of Applied & Preventive Psychology (AAAPP)
Association for Applied Psychophysiology & Biofeedback (AAPB)
Council of Graduate Departments of Psychology (COGDOP)
Psi Beta, the National Honor Society in Psychology for Community and Junior Colleges
Psi Chi, the National Honor Society in Psychology
Society for Chaos Theory in Psychology ($\chi\Psi$)
Society for Personality and Social Psychology, Inc. (SPSP)

By Invitation of the Program Committee...

Keynote Address

Eleanor Gibson, Cornell Univ.

Bring-the-Family Address

Paul Rozin, Univ. of Pennsylvania

Invited Speakers

Martin S. Banks, Univ. of California-Berkeley

Faye J. Crosby, Northwestern Univ.

Carol Dweck, Columbia University

Alice H. Eagly, Purdue Univ.

Paul E. Gold, Univ. of Virginia

William T. Greenough, Univ. of Illinois-Urbana

Arie Kruglanski, Univ. of Maryland

Michael E. Lamb, NICHD

Ellen J. Langer, Harvard Univ.

Robert A. Rescorla, Univ. of Pennsylvania

Roger N. Shepard, Stanford Univ.

Invited Symposia Topics

And Organizers

Development of Brain and Language Functions—*Michael P. Maratsos*, Univ. of Minnesota

Ecological Psychology as Ecological Science: Problem Driven Interdisciplinary Research—*William M. Mace*, Trinity College

Emotion—*Margaret S. Clark*, Carnegie Mellon Univ.

Issues in Work-group Diversity—*Sherry K. Schneider*, Univ. of Arizona

Learning and Development in Cultural Context—*Shari Ellis*, Carnegie Mellon Univ.

Memory and Rumination—*Andrew S. Baum*, Uniformed Services Univ. of the Health Sciences

Memory Disorders in Parkinson's and Huntington's Disease—*Daniel B. Willingham*, Univ. of Virginia

Proximate Causes of Parental Care in Mammals—*David Gubernick*, Univ. of Wisconsin-Madison

Sex Differences in the Brain and Behavior: Unique Perspectives—*Janice M. Juraska*, Univ. of Illinois-Champaign

By Invitation of the President...

APS Presidential Symposium

PICTURES OF THE MIND: NEUROIMAGING IN NEUROPSYCHOLOGY

Chair: **Gordon H. Bower**, APS President

The invention within the past decade of new techniques for visualizing the brain and its activity has provided new tools for studying brain-behavior correspondences. Some techniques provide precise anatomical localization of brain lesions or tumors; other techniques characterize the distribution over the brain of neurotransmitters or of the uptake of drugs; still other techniques provide good localization of areas of the brain that are physiologically active during various cognitive tasks or emotional states. The speakers are active researchers who represent a spectrum of neuroimaging techniques used to infer brain mechanisms underlying cognition, emotion, and emotional disorders. They will describe the different neuroimaging techniques, the kinds of questions best answered by each technique, some findings of the techniques, and the costs/benefits in terms of the information gathered from the several techniques.

Presenters:



Lloyd Kaufman

New York Univ.

What MEG Can Tell Us



Walter Schneider

Univ. of Pittsburgh

Functional MRI:

Watching Brain

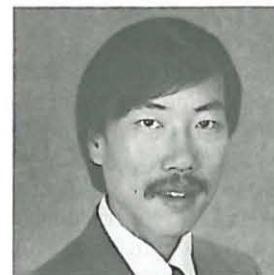
Activity with Millimeter Resolution

Steven Petersen

Washington Univ. Medical School

PET Scans for

Cognitive Neuroscience



Joseph Wu

Univ. of California-Irvine Medical School

Mental Disorders as Viewed Through PET



See Insert for Convention Registration Form and Housing Reservation Form !

ADVANCE REGISTRATION DEADLINE = MAY 26

3rd SPSP Meeting Precedes APS Convention

The Society for Personality and Social Psychology (SPSP), an organization of approximately 3500 personality and social psychologists, will hold its third annual meeting at the Sheraton Chicago Hotel & Towers on June 24-25, immediately preceding the APS Convention. The previous two SPSP conventions (which also took place prior to APS conventions) were enormously successful in terms of attendance and the quality of presentations, and the program for this year's convention promises to maintain these excellent standards.

As a supplement to the participation of SPSP members in more general psychology meetings, this convention is intended to provide members the opportunity for concentrated contact and interaction with other personality and social psychologists. The convention also will offer other psychologists a chance to learn more

about recent developments in social and personality psychology.

This year's meeting theme will be *Pragmatics in Personality and Social Psychology*. The convention will begin at 7:00PM on Thursday evening, June 24, with keynote speaker **E. Tory Higgins**, followed by a social hour (with a cash bar). A full day's program will follow on Friday, June 25, from 9:00AM to 4:30PM. The day will be divided into four sessions that address different aspects of pragmatics in social and personality psychology. The first session (9-10:30AM) will focus on pragmatics, social interaction, and groups, and will include talks by **Deborah Prentice**, **Patricia Devine**, and **Steven Neuberg**. The second morning session (10:45AM-12:15PM) will focus on pragmatics, social cognition, and stereotyping, and will include talks by **Ziva Kunda**, **James**

Hilton, and **Vincent Yzerbyt**. During the first session of the afternoon (1:45-3:15PM), **Ann Baumgardner**, **Randy Larsen** and **Cheryl Gross**, and **Caroline Showers** will focus on pragmatics, personality, and affective experiences. The final session of the day (3:30-4:30PM) will feature two talks on pragmatics, goal conflicts, and identities, one by **Robert Emmons**, and the other by **Niall Bolger** and **Rosalind Tordesillias**.

All members of SPSP and all individuals attending the APS Convention (whether SPSP members and nonmembers) are welcome to attend the SPSP events. No extra registration fee is required. For further information, contact Todd Heatherton, SPSP Convention Committee Chair, Department of Psychology, Harvard University, Cambridge, MA 02138 (Email: th@isr.harvard.edu).

SOCIETY FOR CHAOS THEORY IN PSYCHOLOGY ($\chi\psi$)

Membership

The Society for Chaos Theory in Psychology, established in 1991, holds annual conferences and special events and produces publications. Its membership is open to individuals in all professions associated with psychology and the allied life and social sciences. Membership dues are \$25 for regular members and \$10 for students, retirees or those on limited incomes. Dues may be sent to $\chi\psi$ Treasurer, PO Box 383145, Cambridge, MA 02238-3145.

Call for Papers

Papers and other presentations are being solicited for the third annual conference of the Society for Chaos Theory, August 16-19, 1993, at the Geneva Lake Resort in Orilla, Ontario. If you would like to participate in the meeting, please submit a letter of intent and/or abstract or a statement of your desire to attend to Frederick D. Abraham, $\chi\psi$ President, PO Box 53, Waterbury Center, VT 05677.

Chaos Theory & Applications Are Subject of Preconvention Meeting

In response to the growing interest in dynamics and chaos in the field of psychology, the Society for Chaos Theory in Psychology ($\chi\psi$) has planned a daylong series of workshops and lectures to introduce basic concepts of this approach and some examples of its applications in various areas of psychological research. This special event, titled "**Chaos Theory: Introduction to Theory and Applications in Psychology**," will be held on June 25 at the Sheraton Chicago Hotel & Towers prior to the APS Convention. The will be held from 9:00AM to 4:30PM, and is open and free to all interested individuals.

The morning hours will feature tutorial sessions designed to introduce psychologists to chaos theory. **Sally Goerner**, President-Elect of $\chi\psi$, and **Frederick D. Abraham**, $\chi\psi$ President, each will discuss the basic features of the nature of dynamics and chaos and their relevance to psychology. A third tutorial presentation on the nature of fractals and their use in cognitive science will be given by **Tom Gentry**, who has developed the first

undergraduate program in cognitive science based on dynamics/chaos/fractals at California State University, Stanislaus.

The afternoon sessions will emphasize a broad range of research programs utilizing dynamics/chaos as a metamodeling strategy (theory, research design, and analysis). **George Mpitsos** will present his work on dynamical principles of brain function relating to the learning behavior of invertebrates, including new modeling results of neural attractors. **Peter Killeen** will present the use of dynamical principles as it relates to the experimental analyses of behavior. And, in recognition of the great deal of research relevant to therapy or done in clinical and therapeutic settings, **Linnea Carlson-Sabelli**, **Hector Sabelli**, and **Minu Patel** will present their innovative work (and that of the Clinical-Philosophy group at Rush University in Chicago) on a phase plane of opposites which is a model to study change in complex psychological processes.

Letters to the Editor



A Most-Cited Reply to Mordock

Dear Editor:

In the January [1993] *Observer*, Dr. John Mordock expressed interest in hearing about the work of scientists singled out by Dr. Eugene Garfield's recent citation analysis. As a most-cited author of a most-cited paper, I'm happy to respond, especially since the research is in a rapidly-developing field.

My work focuses on the role of psychological factors in health and longevity. Most psychologists working in other sub-fields have heard something about research on Type A behavior but erroneously believe that findings in this general area have been weak and inconclusive. In fact there is substantial evidence of various sorts that stable psychosocial characteristics of the individual are reliably related to health and longevity. In particular, it is reasonably clear that factors of mental health such as having a sense of meaning, enthusiasm, conscientiousness, and curiosity, as well as being socially integrated into a stable community are associated with physical health and longevity; while depression, chronic hostility, repressed conflict, and social isolation, and social instability are clearly associated with increased likelihood of illness and increased risk of mortality.

The controversy arises over the precise causal models and causal mechanisms. For example, it is known that social stress-induced sympathetic nervous system activity can promote cardiovascular problems, and it is clear that social stress can depress immune function; but the degree, generality, and clinical significance of such effects are unknown. Surprisingly, the possible mediating role of healthy and unhealthy behaviors (e.g., smoking, drug use, exercise, prophylaxis) in stress-to-illness links has attracted little prospective study.

Mordock's request for more interdisciplinary sharing is especially critical in health psychology where necessary levels

of analysis range from the physiological to the societal and almost everything in between. Collaborative research is essential. Although health psychology is sometimes viewed as a new and specialized sub-field, it is in fact a cross-cutting discipline that needs the participation of a wide range of scientists.

Howard S. Friedman,
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Repressed Objectivity

Dear Editor:

We, a group of researchers from diverse areas, share a common concern for the responsibility of psychology as a science. In that regard, we are writing in response to the *APS Observer's* recent coverage of repressed memories of sexual abuse. The primary focus has been on the dubious nature of memories recovered later in adulthood and possible mechanisms for the incorporation of nonexistent events into autobiographical memory.

While we strongly support research aimed at understanding the veracity of memory, we urge a more even-handed approach to this topic. In particular, we object to the term "false memory syndrome" a non-psychological term originated by a private foundation whose stated purpose is to support accused parents.

As behavioral scientists, we have great appreciation for the fact that memories can be distorted. We readily acknowledge the work of scientists who find that manufactured memories can be insinuated into the stream of consciousness.

However, many children are sexually abused. And, unlike laboratory scientists who carefully construct events and measure the degree of distortion in memories of the events, few cases of child sexual abuse remembered in adulthood are verifiable one way or the other. In the vast majority of cases, we will never know whether the abuse occurred or not. Individuals who claim that memories of abuse are always true or always false are taking a political or legal stand. At the very least, their claims are scientifically unwarranted.

When it became evident that Vietnam

veterans sometimes experience flashbacks to wartime events, it provoked thoughtful debate about the nature of memory and the terms that should be used to describe the distress veterans face. We urge the scientific community to approach adults' recollection of childhood abuse in a similarly considered manner.

It would be fascinating to understand the mechanisms involved in memories for traumatic events that never occurred. But a necessary precondition is unequivocal knowledge that the event did not occur. For the sake of intellectual honesty, let's leave the term "false memory syndrome" to the popular press.

Laura L. Carstensen
John Gabrieli
Roger Shepard
Stanford University

Robert W. Levenson
Mary Ann Mason
University of California-Berkeley

Gail Goodman
University of California-Davis

Richard Bootzin
University of Arizona

Stephen J. Ceci
Uri Bronfenbrenner
Cornell University

Barry A. Edelstein
West Virginia University

Michael Schober
New School for Social Research

Maggie Bruck
McGill University

Terence Keane
Rose Zimering
National Center for the Study of PTSD
Boston VA Medical Center

Thomas F. Oltmanns
University of Virginia

Ian Gotlib
Northwestern University

Paul Ekman
University of California-San Francisco

The Editor welcomes your letters to the Editor

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

Obituaries

Psychometric Expert William Herbert Angoff (1919-1993)

William H. Angoff, a leading expert in psychometric theory and practice, died suddenly of a heart attack on January 5 in Princeton, New Jersey, at the age of 73. Up to the time of his death, he remained active professionally as a full-time employee of Educational Testing Service (ETS), where he worked for 43 years and, since 1979, held the title of



Distinguished Research Scientist. He was a Charter Fellow of the American Psychological Society, a Fellow of the American Psychological Association, and a former President of the APA Division of Evaluation, Measurement, and Statistics.

Dr. Angoff was one of the world's foremost authorities on test scaling and equating. He was the author of what continues to be a definitive work on this topic, namely, the monograph-length chapter on "Scales, Norms, and Equivalent Scores" in the second edition of *Educational Measurement*, edited by Robert L. Thorndike in 1971.

Over the years, he also conducted cross-cultural studies of verbal ability, item bias and group differences, effects of guessing on test scores, directions for rights only versus formula scoring, and of the differential impact of curriculum on aptitude development.

Among his many practical accomplishments is the system of score equating for ETS tests, which makes it possible to use scores interchangeably on tests measuring the same ability, even though each test form contains different items. He is also widely known in applied measurement circles for what has come to be called the "Angoff method" for setting cut-scores.

As a lucid writer on dense quantitative topics, Bill Angoff was frequently asked to contribute to handbooks and encyclopedias, which he enjoyed because he thought it important to render technically complex issues understandable to broad audiences. As editor of the technical manual on *The College Board Admissions Testing Program*, he did much to demystify testing by making extensive information about the program accessible to test users. Through these and other clear expositions, he was instrumental in helping not just test users and the general public but also test specialists to develop a better understanding of educational and psychological testing.

A Boston native, Dr. Angoff received his bachelor's degree from Harvard College and his MS and PhD from Purdue University. He especially cherished the classical education afforded by his attendance at Boston Latin School. The penchant he acquired there for word derivations and exact word meanings bordered on delight and even led to his formulation of innovative vocabulary item-types.

During World War II, Bill served as an aviation psychologist in the US Army Air Force, testing prospective bombardiers, navigators, and pilots. Subsequently, he worked as a civilian in

the Office of Naval Research monitoring investigations of human factors in the piloting of aircraft. In 1949 he became one of the first psychologists employed by the newly established Educational Testing Service where he held positions of increasing responsibility and influence for the remainder of his career.

Bill was an impeccable dresser and a gentleman to the core. Just as he cared about the details of his appearance and his manner, so he also cared about the details of his scholarly writing and applied work. He thoroughly deserved his reputation as a precise thinker and a polished craftsman. Bill also cared about the amenities of personal interactions. Although initially formal in demeanor, he was warm in his reserve, with a wry sense of humor and a dependability that made for enduring good friendship.

SAMUEL MESSICK
EDUCATIONAL TESTING SERVICE

Early Education Authority Susan Walton Gray (1913-1992)

Susan Walton Gray was born on December 5, 1913, to a privileged southern family in Tennessee, yet she spent a large part of her distinguished career in research motivated by deep concern for the education of children from poor families. She died on December 30, 1992.



In collaboration with Rupert Klaus, Gray designed a summer educational program for 4- and 5-year-old children from poverty-level families. A common belief around 1960 was that poor people were poor because they were unintelligent, that their children often failed in school for the same reason, and that the parents lacked motivation and intellectual resources for participating in their children's education. Professor Gray believed that the cumulative school failure so often observed in children from poor families as a consequence of poverty-related adverse social, economic, and environmental circumstances, and that these children needed extra educational help in order to realize their intellectual potential.

Her research designs are models for evaluating developmental effects of educational intervention. She and Klaus studied two different comparison groups of children and their families, in addition to the children who actually got the early education experience: one group was in the same town with the early education children, and the other group was in another town. The local comparison group gained more, in IQ and several measures of enthusiasm for school, than did the distal comparison group, but gained less than the early education children. They called this phenomenon "horizontal diffusion," and attributed it to conversations among mothers of both local groups of children who, in spite of their own poverty, poor education, and social discrimination, had strong motivation for improving their children's prospects in life.

Gray and Klaus also observed "vertical diffusion" within families when older and younger siblings of "target" children got some of the benefits of the early education program even though

they themselves were not receiving it at school. Among the adult correlates of the early education experience they found that—although there was no difference between early education children and comparison children in the absolute number who, as teenage girls, became pregnant and left school—the number of those who subsequently resumed their education was 8 to 1 in favor of early education children.

The Early Training Project led Sargent Shriver, a chief architect of the anti-poverty programs of the 1960s, to credit Professor Gray with having provided the intellectual impetus for Project Head Start. Several innovative aspects (e.g., health monitoring, supplemental nutrition, parent participation at school, home visiting by school staff, and classroom teaching) have been incorporated into Head Start, as well as into many other programs.

The Early Training Project and several followup studies, described in *From 3 to 20, The Early Training Project* (Gray, Ramsey, & Klaus, 1982), revealed that children who receive structured early education are less likely to repeat grades or to be assigned to special education classes than are comparable children who do not get that experience.

Susan Gray graduated as valedictorian of her class at Randolph Macon Women's College in 1935, and earned MA (1939) and PhD (1941) degrees from George Peabody College. After serving on the faculty of the Florida State College for Women, she joined the psychology faculty at Peabody in 1945 and remained until her retirement in 1978. She was a popular and respected teacher.

With Julius Seeman and Raymond C. Norris she started Peabody's doctoral program in school psychology in 1957 and obtained the nation's first federal training grant to support such a program. In *The Psychologist in the Schools* (Gray, 1963), she described a definitive role for school psychologists in psychoeducational assessment, classroom consultation, and educational research that provided an influential model for graduate education in school psychology.

In the 1960s she collaborated with Nicholas Hobbs and Lloyd Dunn to develop the John F. Kennedy Center for Research on Education and Human Development, one of the original 12 national mental retardation research centers. She subsequently founded and directed for several years, the Demonstration and Research Center for Early Education (DARCEE), a component of the National Laboratory for Early Childhood Education. After retirement she developed a computerized data archive where the longitudinal data on the Early Training Project children and their families continue to be available to scholars.

Professor Gray was part of a national consortium of directors of the experimental early education programs of the 1960s. The data from 12 such programs were pooled, permitting researchers to discover effects that had not been apparent in individual studies.

Susan Gray was a classical languages scholar, an award-winning photographer, a patron of fine arts, a friend of children, and a formidable feminist. She was a member of Phi Beta Kappa, a Fellow of the American Association for the Advancement of Science, APA, and APS, a diplomate of the American Board of Examiners in Professional Psychology (School Psychology), Past President of the Southeastern Psychological Association

and of APA's Division of School Psychology, and an active participant in the Society for Research in Child Development and in the American Educational Research Association. She received distinguished alumna awards from Randolph Macon College and Peabody College. In 1986 the Kennedy Center Experimental School at Peabody College of Vanderbilt University was named the Susan Gray School for Children.

H. CARL HAYWOOD
VANDERBILT UNIVERSITY

- Gray, S. W. (1963). *The psychologist in the schools*. New York: Holt, Rinehart, & Winston.
Gray, S. W., Ramsey, B. K., & Klaus, R. A. (1982). *From 3 to 20: The Early Training Project*. Baltimore: University Park Press.

Senior NIMH Scientist Saleem A. Shah (1932-1992)

Modern science is served by a cadre of dedicated professionals seldom cited in the scientific journals or even acknowledged in the academic tomes that mark the progress of science. In the best C. P. Snow tradition, some of these science enablers have the ability to envision what *needs* to be done in the context of what *can* be done. Under the best of conditions, they energize groups of scientists to attack problems in concert and produce effects that are beyond the capacity of investigators working alone. On November 25, 1992, the scientific community lost one of its enablers. Saleem Shah died in the Maryland Shock Trauma Center in Baltimore. His tragic death resulted from a drunken driver who crossed the center line at high speed.



Dr. Shah devoted a major segment of his career to enlarging the empirical base for understanding criminal behavior in general and violence in particular. It was under his aegis that the National Institute of Mental Health (NIMH) section on Antisocial and Violent Behavior became an important contributor to what is becoming a cohesive theory of juvenile crime.

His mission included a set of concerns that ran point and counterpoint through his life. A man of integrity with deep moral convictions, he had an abiding interest in forensic psychiatry, particularly as it related to the protection of individual rights. He was convinced that the study of criminality needed a much stronger and broader scientific base. Among other things, he thought it should include a direct examination of the interaction of people with their social environment and an examination of possible biological roots.

At NIMH he played an active role. He solicited high-quality investigators to join the review boards that would evaluate new projects. At the same time, he actively solicited applications from promising young investigators. As a young clinical psychologist conducting observational studies of preschool aggression, I was approached by this smiling yet very intense

SEE SHAH ON PAGE 31

Outstanding Chapter Award Brings Recognition and Funds

All APSSC chapters are encouraged to mail in their annual chapter activities report by April 15, 1993, in order to be considered for the APSSC outstanding chapter award. The award is accompanied by a \$200 gift to the chapter.

The report should outline chapter events occurring since June, 1992, such as guest speakers at chapter meetings, social activities, fund-raising events, outreach or community programs, research competitions, workshops held or attended as a group, recruitment efforts. The award will be presented formally to a chapter representative and the faculty sponsor at the June convention in Chicago. A special article about the school and the chapter will appear in the *Observer* as well.

Chapter Recruitment Chair Kim Delemos is sending a letter to each chapter to personally encourage participation. All reports and questions should be directed to her (see address in box on next page). Join in the fun by letting us know what has been happening at your school.

Convention Update

If you are among those whose paper was accepted for presentation at the June Chicago convention, see the January 1993 STUDENT NOTEBOOK for details about applying for travel monies from the student caucus!

If you are going to be at the convention and would like to become more involved in the caucus, we would appreciate your time in volunteering to work an hour or two for APSSC. Please contact Kenn White (see box on next page).

Observer Reprints of Interest . . .

- ◆ Writing Your Vita
- ◆ A Short Course on APA Style
- ◆ How to Apply to Graduate School

Contact *APS Observer* for single copies.

A Guide to the Academic Job Search

(This is the third in a multi-part series that will discuss some of the ins and outs of launching a search for an academic position.)

Part Three: The Academic Job Interview

Types of Interviews

An academic job interview generally involves being invited to the soliciting institution.

Sometimes, however, a recruiting college will try to narrow its search by interviewing you over the phone. In some cases, such an interview is rather informal—just the search chair asking you a few questions. In other cases, the phone interview may take the form of a conference call with the entire search committee.

The questions may run the gamut from the easy (“Could you teach a Drugs and Behavior course?”) to the more difficult (“Will your dissertation be filed by August?”). If you *are* asked to participate in a telephone interview, think it over carefully, and delay the interview unless you are ready to answer questions in a calm, unruffled, and professional manner. Otherwise, without indicating that you feel too anxious or unprepared to field such questions well, ask if you might return the call on a specific day and time. But, once you ask for a delay, don’t make it too lengthy, and be sure to get back to the calling party when you said you would.

In the interim, get organized. Retrieve your copy of the ad for the position and re-read it carefully. What was it that this institution was looking for? What do you know about them? Where are they located? Before you return that call, be sure that you have your datebook with you, and that you have a clear idea of what your schedule is for the next few weeks. In your conversations, be cheerful, positive, and honest. Above all, in all of your contacts with the potential hiring institution, **be organized**. Don’t expect the hiring institution to prompt you, or provide all the details you might require. Search committees are composed of busy people, who don’t always have the time to think of what a prospective hire might need to know. For that reason, it is important that you...

Do Your Homework

The nature of job visits varies between institutions, but there are some common elements. These include meetings with administrators (presidents, provosts, and/or deans), meetings with faculty members from the hiring department and elsewhere,

meetings with students, a more recreational social hour (perhaps a party), and a job talk. For each of these events as well as for other aspects of the job visit, it is wise to do some investigating.

Find out about the job talk. You've fielded a few questions over the telephone and have been invited to visit. It is typical to give a talk—sometimes two—at the hiring institution. Be sure to find out exactly what kind of talk or talks are expected. Some institutions want to see your teaching skills in action. They may ask you to give a guest lecture in an introductory course or in a course in your major area. Others may expect a professional presentation of your research to department personnel. Sometimes both kinds of talks are expected. In any case, it is your job as the interviewee to find out what kind of talks will be expected and to whom they will be delivered. You also need to inform the hiring committee as to audiovisual or other equipment you will need for the talk(s).

Find out about local arrangements. Ask too if you need to make accommodation arrangements. Usually, those will be taken care of by a member of the search staff. However, it never hurts to ask. Typically a member of the department will be appointed as your official host. That person should tell you about local transportation once you arrive and will generally provide you with a preliminary schedule for your visit. You may also ask that person for documents, such as a list of the department faculty and their interests, to help you prepare.

Make Travel Arrangements

Don't ask your hosts to tell you how to make your own travel arrangements. That is strictly your job. In some cases the hiring institution will send you an airline ticket. In others, they will expect you to pay for the ticket and send them the receipts for reimbursement. And in these pinched economic times, still others will be unable to reimburse you for all that you might spend.

One of the harsh realities of job-hunting is the initial expense—an expense that can sometimes be difficult on a graduate student's salary. Clear a few credit cards before you begin your search in earnest—you'll need to be able to spend some money, even if some of that money will be returned to you later.

Find out about the department and university you are visiting. Ask your host for a college catalog, or check out the copy in your university library. Read it carefully, and spend some time looking at the college map. The more you know about the school you are visiting, the greater your interest will appear to those you meet there.

Similarly, find out about those in the department that are interviewing you. Take time to find a few publications from each of the faculty members there. Read them, especially those in areas close to your own. Spend some time memorizing names and interests. The size of the impression this can make is well worth the small amount of time that it takes.

SEE STUDENT NOTEBOOK
ON NEXT PAGE

NETTALK ...

The 'net' is an electronic mail system created for students. We have open discussions on issues related to student life, relevant political events, and research interests, and we include information about post-doctoral and career opportunities. If you would like to subscribe to this no-cost system, you need a mainframe computer account that permits Bitnet or Internet access. Then, send the following message to `LISTSERV@MCGILL1.BITNET`: `ADD (try SUB if you don't have success) APSSCNET YourUserIDCode YourFirstname YourLastname YourInstitution`. You will receive information about the network and introductory details. Join us on the network...

APSSC Officers ♦ 1992-1993

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

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STUDENT NOTEBOOK FROM PREVIOUS PAGE

Practice!!!

Practice that job talk! This is one of the most important presentations of your academic career. For some of the faculty that may have a say in your hiring it will be the only exposure to you that they receive. I have seen otherwise outstanding candidates lose the job because of a horrendous job talk.

You wouldn't give a talk at a professional conference without practicing it. Treat this talk similarly. Invite some colleagues and some professors, if you can, to listen to your presentation. Solicit their comments—and carefully consider them as you modify the talk for its final performance.

The Job Visit

Usually the visit will last at least one day—sometimes a few days. Your host will undoubtedly provide you with an undated schedule for your visit, often quite different than any you may have received prior to your arrival. There likely will be several individual meetings scheduled in addition to your job talk. Be sure to ask about any unfamiliar names on that schedule. Some of these people will be faculty members—still others will be administrators. Know who is who.

If not built into the schedule, try to arrange, as soon as possible, to see the room in which you will give your talk. Try to make arrangements to have a half hour or so to yourself just before your talk. It helps to have this time to get yourself ready.

Your schedule also may include some social events in your honor. Don't be misled—even during the party, you are being interviewed. Your potential colleagues will want to know what kind of social companion you are, in addition to knowing about your professional skills. You too need to know what it would be like to live and work with these people. Pace yourself carefully.

Their Questions

Staff at the hiring institution will have some specific and some general questions

about you that they hope to have answered in the job visit. These include: how interesting and promising your line of research appears to be and how transferable it is to the hiring institution; how well you teach; what courses you are able to teach; what special skills or experiences you have to help with committee work or other projects; and how you are as a colleague and social partner. Are you a person with whom they will feel comfortable year after year? Keep these questions in mind as you go through the job interview—they may help explain some of the experiences you have.

Your Questions

Too often, interviewees forget they are visiting to evaluate the hiring institution just as much as to be evaluated. You may impress the search committee, but if State University doesn't impress you, you may not wish to take the job. There are some things that you need to know in order to help you make that decision, and they can be found out in the course of your conversations with people during the visit.

For example, what is the typical teaching load? Is there any policy of a course load reduction for new junior faculty? What is the typical class size? What courses will you be expected to teach? Can you develop new courses, or, does the department need you to teach those already in place?

What kind of supports for teaching and research are there? How is the college library? Does the college have a well-stocked media center? Is there funding for

the purchase of materials, and for photocopying? Is there any funding for faculty research? What facilities are available for your research? Will you have a lab space all to yourself? How well equipped is that space? Is there a budget for "seed money"—money to start a new faculty member off in the new institution? What are the students like? What is the reputation of the department, both on campus and off? What are the policies for promotion and tenure? What has been the pattern over the past few years? What is the starting salary? What benefits are available? Will the institution provide any money for moving expenses? Is college-subsidized housing available for faculty? Are there jobs available in the area for your spouse? What about the area schools? Will there be daycare for your children? Are there recreational activities that you and your family will enjoy?

Getting the answers to all of these questions, along with answering the many that your hiring institution will have about you, will give you plenty of material to talk about during your visit. And if the conversation ever lags, ask about secretarial and staff support—whether it is wonderful or problematic. That seems to be a topic that people love to talk about!

Recommended Reading

Zanna, M.P. and Darley, J.M. (1987). *The Compleat Academic: A Practical Guide for the Beginning Social Scientist*. Hillsdale, N.J.: LEA Publ.

The APS Student Caucus represents all the Society's student affiliates. It is not an honor society. All chapter chairs are additionally recognized as members of the APSSC national Advisory Committee. Students or faculty wanting information about APSSC school chapter applications should contact:

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When applying, student chapter founders are asked to provide information about the institution, department, and students, and to designate a faculty sponsor.

Organizational Profile

Southern Society for Philosophy and Psychology

ORIGINS AND PURPOSE

The Southern Society for Philosophy and Psychology was founded in 1904. Its stated purpose is to promote the disciplines of philosophy and psychology in the southern region of the United States by facilitating the exchange of ideas among those engaged in these fields of inquiry, by encouraging investigation, by fostering the educational function of philosophy and psychology, and by improving the academic status of these subjects.

MEMBERSHIP

There are two classes of membership—members and associate members. Normally, the applicant for member status will be expected to have a PhD and be devoting a major professional effort in a teaching or research capacity. Persons without a PhD may be eligible for associate membership with the expectation that they can be advanced to full membership after three years of continued and active involvement in the teaching of or research in philosophy and psychology. Dues are \$12 per year for full members and \$3 per year for associate members.

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

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BACKGROUND

The Southern Society for Philosophy and Psychology convenes annually to promote the exchange of ideas and presentation of current research in philosophy and psychology. In the past, symposia have been on topics as diverse as individualism, animal learning, epistemology, human memory, reasoning and reason, human factors psychology, and the history of philosophy and psychology. The organization is particularly supportive of young PhDs. Eligible candidates may compete for the Richard M. Griffith Memorial Award—presented at the annual meeting—for the outstanding papers in both philosophy and psychology. The annual meeting also provides an excellent forum for graduate students to present their research.

ANNUAL MEETING

This year's meeting will be held April 8-10 at the Monteleone Hotel in New Orleans, Louisiana. The keynote speaker will be John Searle, Mills Professor of the Philosophy of Mind and Language at the University of California-Berkeley. His presentation is titled, "Consciousness and Computation."

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International Psychology . . .

Progress Report: Facilitating Development Of Psychology in Free Czechoslovakia

by Josef Brozek and Jiri Hoskovec

Since the Velvet Revolution, academic Czechoslovakian psychologists have been in desperate need of educational resources, particularly up-to-date publications that are devoid of communist ideology and terminology. Lately, though, many are basking in a deluge of books and journals from western psychologists who graciously heeded a plea—for donations of publications and cooperative seminars—in the November 1990 *Observer* ("Bridges over the Atlantic," p. 29).

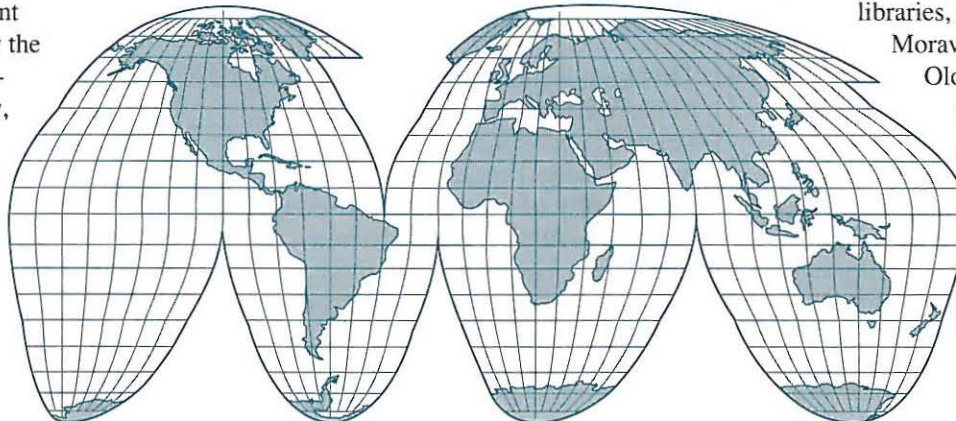
The aim of the plea was to facilitate development of psychology in free Czechoslovakia to overcome over 40 years of severe communist repression. It made two requests: Provision of American introductory textbooks of psychology, and the organization of a series of week-long seminars on selected topics.

Some other challenges and activities also developed following the *Observer* article's publication. Besides the broader issues of supplying American psychological literature and the development of professional visits to Czechoslovakia, additional activities included professional travel and study for Czech and Slovak students in America; cooperative research; and transatlantic communication, with special reference to introductory courses. We limit ourselves to illustrating the developments, while taking into account both the Czech lands and Slovakia.

Textbooks

The response of American students and teachers of psychology was heartwarming. Through a variety of routes, a sizeable number of copies of Henry Gleitman's textbook, *Psychology*, reached Charles University's Department of Psychology. Many copies were sent directly to the Philosophical Faculty (Hradcany Square 5, 118 42 Prague 1, Attn.: Dr. Jiri Hoskovec). The copies are loaned to students for a limited time and then returned to the library so that the supply is not diminished by their heavy use.

A group of student volunteers, aided by the teaching staff, translated the vocabulary, and the translation was mimeographed for wider use.



Seminars

In contrast to the textbook donation project, so far the American-Czechoslovak seminars on psychology has been only partly successful. Twelve Americans, all eminently qualified in their fields, volunteered their services.

In cooperation with colleagues in Prague, the program for the first year was limited to three seminars: "Social psychology: Changes in post-revolutionary society and social skills"; "Industrial and organizational psychology: Development of skills and economic use of new technologies"; and "Major issues in contemporary clinical psychology."

American Literature

The supply of professional literature is a complex task. It calls for both individual and institutional participation.

The library of the Department of Psychology at Charles University was a recipient of several gifts. Bernard Mausner (Beaver College, Glenside, PA) provided 62 boxes of journals and some 500 books, mostly monographs. John Riley (Lehigh University, Bethlehem, PA) made available his collection of books on motivation. S. Lloyd Williams (Lehigh University) shared his large collection of American psychological journals on microfilm; on the occasion of President Vaclav Havel's visit in Bethlehem, four large boxes were shipped to Prague via the presidential airplane.

When duplicate copies were received, they were transmitted to other university

libraries, including those of Moravia's Brno and Olomouc, in which the particular items are lacking.

On the occasion of the journey of Imre Gombar (State

Mental Hospital, Allentown, PA) to Eastern Slovakia in the summer of 1991, a large package of the best American introductory textbooks was sent to the Department of Psychology in Kosice. Two large postal bags of contemporary scientific journals were sent in 1991 to Bratislava.

It is hoped that additional contemporary psychological literature can be made available with the help of the American-Czechoslovak Fund in Princeton, NJ.

Professional Visitors from the US

The number and quality of contributions was impressive. The longer-term visitors from the United States to Prague included J. P. Chipman (organizational psychology); R. L. and M. Wikoff who lectured and participated in research in the area of social psychology and, among other activities, trained advanced students in "psychological English."

Several psychologists visited for briefer periods, lecturing on a variety of topics at Charles University.

Travel and Study Abroad

Following the "Velvet Revolution" in November 1989, it became easier for Czech and Slovak psychologists to visit and study abroad. The lack of travel funds replaced passports and travel permits as the principle obstacle to study abroad.

The Department of Psychology at the University of Nebraska-Omaha facilitated a two-month visit by Jiri Stikar, professor of industrial-organizational psychology at Charles University. His attendance at the 16th annual conference of the Society of Industrial and Organizational Psychology in Saint Louis, Missouri, was very fruitful.

Two visits by Sonya Hermochova, professor of social psychology at Charles University, were sponsored by two San Francisco organizations: Partners for Democratic Change, and Peacemakers.

Helena Paulik, a psychology student at Charles University was able to visit the United States to attend psychology courses at the University of Pittsburgh.

Collaborative Research

In Bratislava, the Cabinet for Research on Creativity (Slovak Academy of Science), has several collaborative research projects stemming from the Bridges over the Atlantic plea. They involve the following individuals, institutions, and themes: S. Gryskiewicz (Center for Creative Leadership, Greensboro, NC), Creativity in organizations; S. Isaksen (Center for Studies in Creativity, State University College at Buffalo, Buffalo, NY, Training in creativity; W. E. McClane (Loyola College, Baltimore, MD), Cross-cultural research in organizational behavior; S. A. Mudd (Gettysburg College, Gettysburg, PA), Cognitive styles; and H. Schoeder (Center for Organizational Effectiveness, University of South Florida, Tampa, FL), Development of organizations and persons.

Another unit of the Slovak Academy of Sciences in Bratislava, the Cabinet for Research on Biological and Social Communication, cooperates with the Institute of Regional Affairs, University of Pennsylvania, Philadelphia, PA.

Transatlantic Education

It is hoped that in the near future it will be technically (and financially) possible to present lectures, including introductory lectures on psychology, via a satellite system. The lectures, in English, will originate in studios at Lehigh University in Bethlehem, PA, and will be received in Prague, where a special lecture hall is available for this purpose.

The system will make it possible not only to televise the lectures, including the illustrative material, but will enable students in Prague to ask questions and make comments to which the instructor, in turn, will be able to respond. ♦

man. Shah claimed that my work might contribute to the understanding of antisocial and violent adolescents. I had not seen the connection, but he had. He and his staff patiently worked with a number of investigators whose fields of expertise were seemingly unrelated to crime and violence. Some of the projects of that period contained new procedures to measure the social environment. Other projects focused on changing the behavior of adolescent delinquents and systematically measuring the outcomes. The quality of these studies provided a solid basis for the growing consensus of the last decade about the nature of the process that produces juvenile crime.

As Shah put it, in 1989 he "stepped down" from the directorship of his section and began to focus his energies on his other set of concerns. He was one of the main contributors to the establishment of forensic psychiatry as a specialty. He organized the NIMH-supported American Academy of Psychiatry and the Law and was, in fact, a senior scientist in that organization at the time of his death. His success in that endeavor is reflected in the Amicus Award of the American Academy of Psychiatry and the Law and the Isaac Ray Award of the American Psychiatric Association, as well as awards from the American Psychology-Law Society, the American Psychological Association, and the American Association of Correctional Psychologists. His commitment to science was, in part, evidenced by his status as an APS Charter Fellow.

Ironically, he recently became convinced that the community was at a much greater risk for violence from drunken drivers than from individuals suffering from mental disorders. In typical Shah fashion, he was writing a paper to address these issues.

A native of India, Dr. Shah graduated from the Allahabad University in 1952 and received his doctorate from Pennsylvania State University. He is survived by his wife and six daughters. He leaves an extended network of colleagues and friends who in one way or another were affected by his passage through our lives.