



# OBSERVER

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## Journals Runnin' Late . . .

Due to unforeseen circumstances, the December and February issues of *Current Directions in Psychological Science* are a bit behind schedule and have not been mailed yet to subscribers. So please sit tight as we continue working to bring the journal back on schedule through the spring.

## Psychology Is Central at National Institute on Aging

*Premiere aging-research agency supports \$50 million in behavioral science*

**A**s the proportion of adults over 65 years old continues to grow, issues of aging have become increasingly important in the United States in such diverse areas as employment, health care, and social services.

Psychological research is playing a central role in addressing such age-related concerns of individuals and the nation as a whole. Consider the significant presence of psychologists at the National Institute on Aging (NIA; the nation's leading government agency devoted to research on adult development and aging), where three out of five associate directors have doctoral degrees in psychology and, in 1996 alone, psychologists were the principal investigators (PIs) on research grants totaling about \$50 million.

While these facts illustrate the integral nature of behavioral science to the science of aging and speak to psychology's influence on the Institute, to fully appreciate the level and diversity of psychology's contribution to the NIA mission see the list beginning on page 3 of the 157 extramural psychologist grantees who received support in FY 1996.

Though the overwhelming majority of the NIA's support of psychological research is devoted to basic science (i.e., understanding the mechanisms of aging), a significant number of projects are applied or intervention-oriented. Even in these projects, however, relevance

to elucidating basic psychological processes of aging is emphasized. NIA Director Richard Hodes provides

### Another B/START!

National Institute on Aging Director Richard Hodes announces a B/START-like small grants program exclusively for behavioral scientists. This makes the third NIH Institute to develop this type of grant program. *Page 5*

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## Alcohol Research Offers Opportunities for Psychologists

**H**ow does alcohol use begin? What are the effects of alcohol abuse? Why do some people begin using it in excess? Why is it so difficult for some to stop? How do we treat and prevent excessive alcohol use?

When you stop to think about it, virtually all of the major questions about alcohol abuse and dependence involve behavior: So it shouldn't be surprising that psychology is one of the most common disciplines in alcohol research. Yet, some people might be surprised.

Compared to mental health, aging, or other areas of psychological research, alcohol research traditionally has not been regarded as a major specialty within psychology. But alcohol research presents a wide range of opportunities for psychologists, from basic brain research to treatment, prevention, and health services research. Most of these opportunities are through the National Institute on Alcohol Abuse and Alcoholism (NIAAA), which

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# Behavioral Research at NIA

Richard J. Hodes

*Director*

*National Institute on Aging*



From its inception in 1974, the National Institute on Aging (NIA) has made behavioral and social research an integral part of the Institute's effort to understand and improve the second half of life. The importance of behavioral and social research stems from the fact that social and psychological, as well as physical and biomedical factors, are linked to the health and well-being of individuals and of our society as a whole. (See article on page 1 of this issue.)

It is gratifying that today's older generation of Americans is healthier and wealthier than any before. Recently, we have been heartened by important new demographic research showing that the rate of disability among older people—including cognitive dysfunction and the inability to perform everyday activities like bathing or using the telephone—is declining. Further analyses are needed to determine more precisely how medical and psychosocial interventions and improved economic conditions may have contributed to the health of the elderly. But these recent demographic findings send us a clear and encouraging message: The aging of the population does not have to result in a less healthy and more frail population.

Appropriate interventions can make a difference in the quality of life for older people and their families. At the same time, by keeping frailty and illness at bay, these interventions will give us an opportunity to slow the growth in health care costs expected with the rapid aging of the population.

To help achieve these goals, the NIA's behavioral and social research agenda has established three objectives:

1. To understand the aging process and how biological aging interacts with psychological and social aging within a changing environment.
2. To understand the place, potential, and problems of older people in society, including the community, the family, the workplace, and other social institutions.
3. To develop a knowledge base for prolonging the productive and healthy functioning of the middle years of life by preventing, reversing, or slowing the progress of decrements associated with old age, such as chronic ill health, memory loss, economic deprivation, and withdrawal from active participation in social and economic roles.

At its most basic, research supported and conducted by the NIA on adult cognition attempts to link behavioral changes in aging to the brain mechanisms in which they are grounded. The search for clues to understanding the human brain-behavior relationship seeks to define how these relationships are affected by the aging process and how they impact the detection, early diagnosis, and ultimate treatment of pathological cognitive changes that occur with aging, such as those associated with Alzheimer's disease. We also look to these studies to provide explanations for the great individual differences that exist in cognition among people in late life.

### New Developments, Exciting Times

This has been a particularly exciting year in the field, as there have been several important aging research-related developments. First, psychologists investigating learning and memory processes during aging have begun to integrate PET imaging and functional MRI into their studies. Now, particular areas of the brain can be linked to

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## NIA FROM PAGE 1

several examples in this month's "Presidential Column" for which he is the guest contributor (see page 2).

NIA also supported the development of the report "Vitality for Life: Psychological Research for Productive Aging," which identifies basic and applied research priorities in the psychology of aging. One of a series of research agendas developed under the *Human Capital Initiative*, "Vitality for Life" focuses on health and behavior, functioning of the oldest old, productivity of older workers, and issues related to mental health and well-being of older individuals. This report also received recognition from Congress, which strongly urged NIA to use it in determining future directions in research.

### Interacting Processes

Since NIA was established by Congress in 1974, behavioral and social science research has been a key component of NIA's mission, reflecting the view that aging is not merely a biological process but rather an interaction of psychological, social and biological processes.

This view is reflected in the breadth of topics supported by NIA: neuropsychological investigations of age-related changes brain structures and their relation to normal and pathological psychological functioning; cohort and individual changes in cognitive function in later life; social influences on behavior; attitudes and beliefs and their role in the health behaviors of older people; formation and maintenance of social ties; and intervention studies to apply behavioral research to improving the functioning.

Extramural psychological research is primarily funded by two NIA programs. The Behavioral and Social Research (BSR) Program is comprised of three branches, two of which support

psychological research: Adult Psychological Development and Social Science Research on Aging. The Neuroscience and Neuropsychology of Aging (NNA) Program has two branches relevant to psychology: Neuropsychology of Aging and Dementias of Aging.

Psychological research programs located in BSR and NNA are described in an accompanying box on the next page. In addition, two other extramural programs, Geriatrics Research and the Biology of Aging, support a few behavioral science projects.

## Persistence Helps

Funding for psychological research in FY 1997 is likely to be slightly higher than last year, reflecting the 4.9 percent increase to the NIA's budget. But one question we hear all the time is "Is it worth the effort of submitting a grant application?" The answer is a definite "yes." The grant award success rate (i.e., the ratio of funded applications to reviewed applications) for both the Behavioral and Social Research Program and the Neuroscience and Neuropsychology of Aging Program is 28 percent and 30 percent, respectively; that's higher than many other NIH programs.

Keep one caveat in mind, though. Persistence pays off. The success rate is higher for revised submissions than for first-time grant proposal submissions. So, if you don't succeed on the first try, consider revising and resubmitting your application. The odds are better than you might think, and surely if you don't submit an application at all, your chances of success are zero!

NIA staff are available to advise potential grantees throughout the entire application process. On the next page are the contact names and numbers of NIA staff who can discuss your research ideas and provide collegial and practical advice.

### NIA Projects Whose PIs Are Psychologists

Fiscal Year 1996

#### Principal Investigator

#### Affiliation

#### Grant Title

### NIA Psychology Grants in FY 1996

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ALBERT, MARILYN S	MASSACHUSETTS GEN HOSPITAL	AGE-RELATED CHANGES OF COGNITION IN HEALTH AND DISEASE
ALDWIN, CAROLYN M	UNIV OF CALIFORNIA-DAVIS	MENTAL AND PHYSICAL HEALTH TRAJECTORIES IN ADULTHOOD
ANDERSEN, GEORGE J	UNIV OF CALIFORNIA-RIVERSIDE	AGING AND PERFORMANCE OF COGNITIVE AND PERCEPTUAL TASKS
ANTONUCCI, TONIC	UNIV OF MICHIGAN-ANN ARBOR	CONVOYS OF SUPPORT IN OLD AGE—A CROSS NATIONAL STUDY
ASKARI, NUSHA	STANFORD UNIV	COGNITIVE ANALYSES OF LANGUAGE DEFICITS IN ALZHEIMER'S
AVIS, NANCY E	NEW ENGLAND RES INST INC.	MEDIA TRAINING ON MENOPAUSE FOR HEALTH PROFESSIONALS
BALL, KARLENE K	UNIV OF ALABAMA-BIRMINGHAM	ENHANCING MOBILITY IN THE ELDERLY
BALL, KARLENE K	UNIV OF ALABAMA-BIRMINGHAM	IMPROVEMENT OF VISUAL PROCESSING IN OLDER ADULTS
BALL, KARLENE K	UNIV OF ALABAMA-BIRMINGHAM	COGNITIVE TRAINING & EVERYDAY COMPETENCE IN THE ELDERLY
BARNES, CAROL A	UNIV OF ARIZONA	CELL ASSEMBLIES, PATTERN COMPLETION, AND THE AGING BRAIN
BARNES, CAROL A	UNIV OF ARIZONA	NEUROBEHAVIORAL RELATIONS IN SENESCENT HIPPOCAMPUS
BARNES, CAROL A	UNIV OF ARIZONA	TRANSCRIPTION FACTOR GENES, NEURONAL PLASTICITY & AGING
BATES, ELIZABETH A	UNIV OF CALIFORNIA-SANDIEGO	AGING AND BILINGUALISM
BECKER, JAMES T	UNIV OF PITTSBURGH	FUNCTIONAL NEUROIMAGING OF SEMANTIC MEMORY IN ALZHEIMER'S
BERRY, JANEM	UNIV OF RICHMOND	MEMORY SELF EFFICACY AND MEMORY PERFORMANCE IN ADULTHOOD
BLANCHARD-FIELDS, FREDDA	GEORGIA INSTITUTE OF TECH	ATTRIBUTIONAL PROCESSES IN ADULTHOOD AND AGING
BOURGOIS, MICHELLE S	UNIV OF PITTSBURGH	INCREASING EFFECTIVE COMMUNICATION IN NURSING HOMES
BRANDT, JASON	JOHNS HOPKINS UNIV	RESEARCH TRAINING IN DEMENTIAS OF AGING
BURKE, DEBORAH M	POMONA COLLEGE	MEMORY AND LANGUAGE IN OLD AGE
CAMPBELL, SCOTT S	CORNELL UNIV MED CTR	HOMEOSTATIC FACTORS IN AGE RELATED SLEEP DISTURBANCE
CAPLAN, DAVID	MASSACHUSETTS GEN HOSPITAL	PROCESSING RESOURCES AND SENTENCE COMPREHENSION
CARSTENSEN, LAURA L	STANFORD UNIV	SOCIAL INTERACTION IN OLD AGE
CHARNESS, NEIL H	FLORIDA STATE UNIV	LIFE-SPAN EXPERTISE

# Extramural Psychological Research Programs at the National Institute on Aging

## Behavioral and Social Sciences Research Program

THE ADULT PSYCHOLOGICAL DEVELOPMENT BRANCH supports research and research training concerned with environmental, social, and behavioral influences on cognitive functioning, personality, attitudes, and interpersonal relationships over the adult life course with an emphasis on the later years. Within this Branch are two psychology-relevant sections:

- ◆ **The Cognitive Functioning and Aging Section** focuses attention on how external factors such as structure of the task and internal psychological process such as motivation and emotional state influence differences among people and affect a person's functioning over the life course. Human factors research (e.g., older drivers and older pilots) is also encouraged that optimizes environments, tasks, and equipment for older people and identifies interventions designed to improve functioning and enhance quality of life. Research to develop standardized methods of cognitive assessment is also encouraged.
- ◆ **The Personality and Social Psychological Aging Section** emphasizes the dynamic interplay among psychological processes and personal relationships in the immediate social environment as people age.

More information: Jared B. Jobe, Behavioral and Social Research, NIA, Gateway Bldg., Room 533, 7201 Wisconsin Ave., MSC 9205, Bethesda, MD 20892-9205; 301-496-3137; email: Jared\_Jobe@nih.gov.

**Social Sciences Research on Aging Branch** supports research and research training aimed at understanding the biopsychosocial processes linking health and behavior; the structure, process, and outcomes of health care and related services; and the social conditions influencing health, well-being, and functioning of people in the middle and later years. Within this Branch:

- ◆ **The Psychosocial Geriatrics Research Section** supports research on psychosocial predictors of morbidity, functioning, and mortality; psychobiological linkages between health and behavior; preventive self-care behaviors and health behavior change; illness behaviors and coping with chronic conditions and disabilities; assessments of quality of life outcomes; social and behavioral interventions to prevent illness and promote health; and gender differences in health and longevity with special emphasis on women's health and behavior. (Staff: Marcia Ory.)
- ◆ **The Health Care Organizations Section** supports research on the antecedents of a wide range of formal health care and related services, as well as on the structure, processes, and outcomes of different formal care systems. (Staff: Sidney Stahl.)
- ◆ **The Older People in Society Section** is concerned with how, and with what consequences, people are influenced by the network of social institutions in which they grow old. (Staff: Sidney Stahl.)

More information: Marcia G. Ory, or Sidney Stahl, Behavioral and Social Research, NIA, Gateway Bldg., Room 533, 7201 Wisconsin Ave., MSC 9205, Bethesda, MD 20892-9205; 301-402-4156; email: Marcia\_Ory@nih.gov or Sidney\_Stahl@nih.gov.

## Neuropsychology and Neuroscience of Aging Program

The **Neuropsychology of Aging Branch** supports research on neural and psychological mechanisms that underlie behavioral changes with aging. Research into the age-related structural, neurophysiological, biochemical, and cognitive processing changes that occur in the areas of learning, memory, attention, and communication are paramount to these endeavors. Studies in these domains should provide insights to understand the relationship between the brain and behavior, define how these are affected by the aging process, and impact on the detection, early diagnosis, and ultimate treatment of pathological cognitive losses, such as Alzheimer's disease, that occur with aging.

More information: Andrew Monjan, Neuropsychology and Neuroscience of Aging, NIA, Gateway Bldg., Room 3C307, 7201 Wisconsin Ave., MSC 9205, Bethesda, MD 20892-9205; 301-496-9350; email: Andrew\_Monjan@nih.gov.

The **Dementias Branch** fosters basic, clinical, and epidemiological studies of Alzheimer's disease, vascular dementia, and other brain disorders and delirium in old age. The branch supports a broad range of studies of the etiology, pathophysiology, epidemiology, clinical course/natural history, pharmacological treatments, diagnosis and functional assessment, behavioral management and intervention in the dementias and other psychiatric and cognitive disorders of later life. Psychological research is most relevant to the latter two areas and is supported mostly in the Clinical Studies Section.

More information: Neil S. Buckholtz, Neuropsychology and Neuroscience of Aging, NIA, Gateway Bldg., Room 3C307, 7201 Wisconsin Ave., MSC 9205, Bethesda, MD 20892-9205; 301-496-9350; email: Neil\_Buckholtz@nih.gov.

## NIA Funding Mechanisms

In addition to the traditional research grant (R01), NIA supports new investigator research (R29), pilot grants (R03) in selected areas, minority dissertations (F31), and small business research (R41, R42, R43, R44), as well as postdoctoral fellowship and career development awards to established investigators (F32, F33, K1, K2, K7, K8, and K12) and institutional pre-doctoral and post-doctoral training grants (T32). More information can be obtained from NIA's internet home page (<http://www.nih.gov/nia/>).

## National Institute on Aging Seeks Small Grant Applications For B/START-like Program

The **Behavioral and Social Research Program (BSR)** of the National Institute on Aging (NIA) seeks small grant (R03) applications to stimulate research in underdeveloped topics in the behavioral and social sciences of aging. NIA Director Richard Hodes recently discussed this program with APS Executive Director Alan Kraut, calling it "B/START-like" (Behavioral Science Track Award for Rapid Transition), and stating that it is designed to support pilot research that is likely to lead to a subsequent individual research project grant (R01) or a First Independent Research Support and Transition (FIRST) (R29) award application and/or a significant advancement of aging research. Collection of new data or secondary analyses of existing data are allowed. (This is the third NIH institute to develop a small grants program specifically aimed at behavioral scientists. Both the National Institute of Mental Health and the National Institute on Drug Abuse have B/START programs in place.)

Applicants may request up to \$50,000 (direct costs) for one year through the small grant (R03) mechanism. These awards are particularly suitable for new investigators, but all investigators are eligible to apply. At press time, receipt dates have not been made final but are likely to be mid-March, mid-July, and mid-November. Contact (via email preferably) the appropriate program person below for information on the eight topics of interest. The general address and fax number for all inquiries are:

Behavioral and Social Research ♦ National Institute on Aging ♦ Gateway Bldg., Suite 525 ♦ 7201 Wisconsin Ave. ♦ MSC 9205  
Bethesda, MD 20892-9205 ♦ Fax 301-402-0051

Direct inquiries on **Social Cognition, Personality, and Behavior Genetics** to:

Jared B. Jobe ♦ Chief, Adult Psychological Development ♦ Tel.: 301-496-3137 ♦ Email: Jared\_Jobe@NIH.GOV

Direct inquiries on Interventions to **Enhance Self Care, Religiousness in Health and Aging, and AIDS in an Aging Society** to:

Marcia G. Ory ♦ Chief, Social Science Research on Aging, ♦ Tel.: 301-402-4156 ♦ Email: Marcia\_Ory@NIH.GOV

Direct inquiries on **Social and Structural Factors in Health Care, and Aging and Work Organizations** to:

Sidney M. Stahl ♦ Chief, Health Care Organizations ♦ Tel.: 301-402-4156 ♦ Email: Sidney\_Stahl@NIH.GOV.

### NIA Projects Whose PIs Are Psychologists

Fiscal Year 1996

#### Principal Investigator

#### Affiliation

#### Grant Title

### NIA Psychology Grants in FY 1996

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CONYERS, JACQUELINE R	UNIV OF CALIFORNIA-IRVINE	ALZHEIMER PATIENT'S CAPACITIES AND CAREGIVER ASSESSMENTS
CORKIN, SUZANNE H	MIT	THEORETICAL ANALYSIS OF LEARNING IN AGE-RELATED DISEASE
COTMAN, CARL W	UNIV OF CALIFORNIA-IRVINE	ANIMAL MODEL OF HUMAN AGING AND DEMENTIA
CZAJA, SARA J	UNIV OF MIAMI-CORAL GABLES	MIAMI CENTER ON HUMAN FACTORS AND AGING RESEARCH
DISTERHOFT, JOHN F	NORTHWESTERN UNIV	CALCIUM REGULATION OF LEARNING IN AGING HIPPOCAMPUS
DIVENYI, PIERRE L	VA MEDICAL CTR-MARTINEZ	SPEECH PERCEPTION UNDER NONOPTIMAL CONDITIONS IN AGING
DIXON, ROGER A	UNIV OF VICTORIA	INDIVIDUAL DIFFERENCES IN MEMORY CHANGE IN THE AGED
DORSEY, CYNTHIA M	MCLEAN HOSPITAL (BELMONT, MA)	INSOMNIA IN ELDERLY—PASSIVE BODY HEATING VS ZOLPIDEM
EINSTEIN, GILLES O	FURMAN UNIV	COMPONENTIAL ANALYSIS OF PROSPECTIVE MEMORY AND AGING
ELIAS, MERRILL F	UNIV OF MAINE	AGE HYPERTENSION AND INTELLECTIVE PERFORMANCE
FAULKNER, BILLIE L	YALE UNIV	NEUROBIOLOGY OF AGING AMYGDALA/PERIRHINAL AREA
FERRIS, STEVEN H	NEW YORK UNIV	ALZHEIMER'S DISEASE CENTER CORE GRANT
FIELD, DOROTHY	CAPUBLIC HEALTH FOUNDATION	RELATIONSHIP PRECURSORS OF WELL BEING IN OLD AGE
FISHER, DONALD L	UNIV OF MASSACHUSETTS-AMHERST	MODELS OF AGING—THE MICROSTRUCTURE OF COGNITION
FISHER, JANE E	UNIV OF NEVADA-RENO	CLASSIFICATION OF AGITATION IN ALZHEIMER'S DISEASE
FISK, ARTHUR D	GEORGIA INSTITUTE OF TECH	AUTOMATIC AND CONTROLLED PROCESSING AND AGING
FLEISCHMAN, DEBRA A	RUSH MEDICAL COLLEGE	AGING AND IMPLICIT MEMORY—EVIDENCE FROM LESION STUDIES
FRIEDMAN, HOWARD S	UNIV OF CALIFORNIA-RIVERSIDE	PREDICTORS OF HEALTH AND LONGEVITY
GABRIELI, JOHN D	STANFORD UNIV	FUNCTIONAL MRI ANALYSIS OF MEMORY IN AGING AND AMNESIA
GALLAGHER, MICHELA	JOHNS HOPKINS UNIV	COGNITION AND HIPPOCAMPAL/CORTICAL SYSTEMS IN AGING
GALLAGHER-THOMPSON, D	PALO ALTO INSTITUTE	TREATMENT OF DISTRESS IN HISPANIC AND ANGLO CAREGIVERS
GATZ, MARGARET J	UNIV OF SOUTHERN CALIFORNIA	DEMENTIA IN SWEDISH TWINS
GILMORE, GROVER C	CASE WESTERN RESERVE UNIV	CONTRAST ENHANCEMENT AND READING IN ALZHEIMER'S DISEASE
GOLD, PAUL E	UNIV OF VIRGINIA	AGING AND MEMORY
GOLDGABER, DMITRY Y	SUNY-STONY BROOK	INHIBITION OF AMYLOID FORMATION BY TRANSTHYRETIN & APOE
GREENOUGH, WILLIAM T	UNIV OF ILLINOIS-UC	PHYSICAL EXERCISE, MENTAL ACTIVITY, AND BRAIN PLASTICITY
GREENWOOD, PAMELA M	CATHOLIC UNIV OF AMERICA	SPATIALLY CUED VISUAL PROCESSING OVER THE ADULT LIFESPAN
HALE, SANDRA S	WASHINGTON UNIV	PROCESSING SPEED, WORKING MEMORY AND COGNITION IN DAT
HARTLEY, JOELLENT	CALIFORNIA STATE UNIV-LONGBEACH	AGING AND PROSE MEMORY—BEHAVIORAL AND EEG PREDICTORS
HARTMAN, MARILYN D	UNIV OF NORTH CAROLINA	AGE DIFFERENCE IN ATTENTION—CONSEQUENCES FOR MEMORY
HASHER, LYNN A	DUKE UNIV	AGE, INHIBITION, AND THE CONTENTS OF WORKING MEMORY
HASHER, LYNN A	DUKE UNIV	AGE, OPTIMAL TIME OF DAY, AND COGNITION
HERTZOG, CHRISTOPHER K	GEORGIA INSTITUTE OF TECH	AGING METAMEMORY AND STRATEGY USE DURING LEARNING
HORN, JOHN L	UNIV OF SOUTHERN CALIFORNIA	FORMING CAREERS IN DEVELOPMENTAL NEUROCOGNITION

## NIA Projects Whose PIs Are Psychologists

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## NIA Psychology Grants in FY 1996

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### Principal Investigator

### Affiliation

### Grant Title

HOWARD, DARLENE V	GEORGETOWN UNIV	AGING, SEMANTIC PROCESSING AND MEMORY
HOYER, WILLIAM J	SYRACUSE UNIV	AGING OF VISUAL/COGNITIVE MECHANISMS
JANOWSKY, JERI S	OREGON HEALTH SCIENCES UNIV	SEX HORMONES ON COGNITION
JASPER, JARRODE	WAYNE STATE UNIV	MINORITY PREDOCTORAL FELLOWSHIP
JETTE, ALAN M	BOSTON UNIV	RESEARCH CENTER ON APPLIED GERONTOLOGY
JOHNSON, MARCIA K	PRINCETON UNIV	AGING EFFECTS ON MEMORY FOR SOURCE OF INFORMATION
JONES, JAMES M	AMERICAN PSYCHOLOGICAL ASSN	PREDOCTORAL RESEARCH SCIENTIST PROGRAM IN PSYCHOLOGY
JONIDES, JOHN	UNIV OF MICHIGAN-ANN ARBOR	AGE & WORKING MEMORY—NEUROIMAGING & BEHAVIORAL STUDIES
KAPLAN, GEORGE A	CA PUBLIC HEALTH FOUNDATION	HEALTH AND FUNCTION OVER THREE DECADES IN ALAMEDA CTY
KEMPER, SUSAN	UNIV OF KANSAS-LAWRENCE	SPEECH ACCOMMODATIONS BY AND TO OLDER ADULTS
KEMPER, SUSAN	UNIV OF KANSAS-LAWRENCE	RESEARCH TRAINING PROGRAM IN COMMUNICATION AND AGING
KING, ABBY C	STANFORD UNIV	EXERCISE, FUNCTIONING, AND STRESS IN WOMEN CAREGIVERS
KIRSH, DAVID	UNIV OF CALIFORNIA-SAN DIEGO	COMPUTATIONAL STUDY OF COMPENSATION
KORNBLUM, SYLVAN	UNIV OF MICHIGAN	ATTENTION AND PERFORMANCE XVII—THEORY AND APPLICATION
KOSSLYN, STEPHEN M	HARVARD UNIV	IMAGERY PROCESSING IN OLD AGE
KRAMER, ARTHUR F	UNIV OF ILLINOIS-UC	COGNITIVE PLASTICITY & AGING—DUAL-TASK TRAINING EFFECTS
KRIPKE, DANIEL F	UNIV OF CALIFORNIA-SAN DIEGO	ILLUMINATION IN HUMAN AGING—SLEEP AND MOOD EFFECTS
LAWTON, M POWELL	PHILADELPHIA GERIATRIC CTR	AFFECT NORMAL AGING AND PERSONAL COMPETENCE
LAWTON, M POWELL	PHILADELPHIA GERIATRIC CTR	QUALITY OF LIFE, HEALTH, AND VALUATION OF LIFE BY ELDERLS
LEVENTHAL, HOWARD	RUTGERS	PROMOTING HEALTH IN ELDERLY AFRICAN AMERICANS
LEVENTHAL, HOWARD	RUTGERS	SYMPTOM AND EMOTION STIMULI TO HEALTH ACTION IN ELDERLY
LICHSTEIN, KENNETH L	UNIV OF MEMPHIS	BIOBEHAVIORAL APPROACH TO INSOMNIA TREATMENT
LIGHT, LEAH L	PITZER COLLEGE	DIRECT AND INDIRECT MEASURES OF MEMORY IN OLD AGE
MACDONALD, MARYELLEN	UNIV OF SOUTHERN CALIFORNIA	SENTENCE PROCESSING IN NORMAL AGING AND DEMENTIA
MACKAY, DONG	UNIV OF CALIFORNIA-LOS ANGELES	ORIGIN OF COGNITIVE PROCESSES IN OLD AGE
MADDEN, DAVID J	DUKE UNIV	NEUROIMAGING OF AGE RELATED COGNITIVE CHANGES
MARKOWSKA, ALICJA L	JOHNS HOPKINS UNIV	BEHAVIORAL AND PHYSIOLOGICAL BIOMAKERS OF AGING
MARSISKE, MICHAEL	WAYNE STATE UNIV	FLUID REASONING TRAINING FOR URBAN ELDERLS
MCARDLE, J JACK	UNIV OF VIRGINIA	GROWTH CURVE OF ADULT INTEL. FROM CONVERGENCE DATA
MCCLEARN, GERALDE	PENNSYLVANIA STATE UNIV	ORIGINS OF VARIANCE IN THE OLD-OLD—OCTOGENARIAN TWINS
MCDOWD, JOAN M	KANSAS UNIV	ATTENTION AND AGING—UNDERSTANDING NEGATIVE PRIMING
MCEVOY, CATHY L	UNIV OF SOUTH FLORIDA	PRIOR KNOWLEDGE EFFECTS IN COGNITIVE AGING
MEYER, BONNIE J F	PENNSYLVANIA STATE UNIV	MINIMIZING AGE DIFFERENCES IN READING—HOW AND WHY
MIROWSKY, JOHN	OHIO STATE UNIV	AGING, STATUS, AND THE SENSE OF CONTROL
MITCHELL, HERMAN E	NEW ENGLAND RES INSTITUTES	TRIAL OF A COGNITIVE INTERVENTION FOR OLDER ADULTS—CC
MOHS, RICHARD C	VA MEDICAL CTR-BRONX	CLINICAL AND BIOLOGIC STUDIES IN EARLY ALZHEIMER'S
MONK, TIMOTHY H	WESTERN PSYCH INST AND CLINIC	PHASE SHIFT TOLERANCE IN OLDER PEOPLE
MORROW, DANIEL	UNIV OF NEW HAMPSHIRE	EXPERTISE AND AGE DIFFERENCES IN PILOT COMMUNICATION
MORROW, DANIEL	UNIV OF NEW HAMPSHIRE	DESIGNING REMINDER MESSAGES FOR OLDER ADULTS
MULLAN, JOSEPH T	UNIV OF CALIFORNIA-SAN FRANCISCO	STRESS AND COPING AMONG AIDS CAREGIVERS
MURPHY, CLAIRE L	SAN DIEGO STATE UNIV	CHEMOSENSORY PERCEPTION AND PSYCHOPHYSICS IN THE AGED
MURPHY, CLAIRE L	SAN DIEGO STATE UNIV	OLFACTORY DYSFUNCTION IN ALZHEIMER'S DISEASE
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PARK, DENISE C	UNIV OF MICHIGAN	CONTEXT EFFECTS ON THE AGING MEMORY
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SARTER, MARTIN F	OHIO STATE UNIV	AGING, ATTENTION AND BENZODIAZEPINE RECEPTOR LIGANDS
SCHACTER, DANIEL L	HARVARD UNIV	AGING MEMORY
SCHAE, K WARNER	PENNSYLVANIA STATE UNIV	LONGITUDINAL STUDIES OF ADULT COGNITIVE DEVELOPMENT
SCHAE, K WARNER	PENNSYLVANIA STATE UNIV	CONFERENCE—SOCIAL STRUCTURE AND AGING

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Fiscal Year 1996

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SCHAE, K WARNER	PENNSYLVANIA STATE UNIV	LONGITUDINAL STUDIES OF ADULT COGNITIVE DEVELOPMENT
SCHIFFMAN, SUSAN S	DUKE UNIV	GUSTATORY AND OLFACTORY CHANGES WITH AGE
SCHULZ, RICHARD	UNIV OF PITTSBURGH	COORDINATING CENTER FOR ENHANCING ADRD CAREGIVING
SHARPS, MATTHEW J	CALIFORNIA STATE UNIV FRESNO	AGING AND MEMORY FOR RELATIONAL AND IMAGERIC INFORMATION
SIEGLER, ILENE C	DUKE UNIV	MODELS OF PERSONALITY, HEALTH, AND DISEASE IN ADULTHOOD.
SLIWINSKI, MARTIN J	YESHIVA UNIV	AGE-ASSOCIATED CHANGES IN THE SPEED OF COGNITIVE PROCESS
SMITH, ANDERSON D	GEORGIA TECH RESEARCH CORP	RESEARCH TRAINING IN COGNITIVE AGING
SNODGRASS, JOANG	NEW YORK UNIV	AGE EFFECTS IN ATTENTION AND MEMORY—PROCESS DISSOCIATION
STEPHENS, MARY A	KENT STATE UNIV-KENT	MULTIPLE ROLES OF MIDDLE GENERATION CAREGIVING WOMEN
STERN, YAAKOV	COLUMBIA UNIV	PREDICTORS OF SEVERITY IN ALZHEIMER'S DISEASE
STEWART, ANITA	UNIV OF CALIFORNIA-SAN FRANCISCO	INCREASING PHYSICAL ACTIVITY OF ELDERLY IN THE COMMUNITY
STINE-MORROW, E	UNIV OF NEW HAMPSHIRE	AGE DIFFERENCES IN RESOURCE ALLOCATION DURING READING
STORANDT, MARTHA A	WASHINGTON UNIV	AGING AND DEVELOPMENT
TALLEY, CHERYL P	UNIV OF VIRGINIA	GLUCOSE, LIVER FUNCTION, AND COGNITION IN AGED RATS
THOMPSON-SCHILL, S	UNIV OF PENNSYLVANIA	MODELS OF SEMANTIC IMPAIRMENT IN ALZHEIMER'S DISEASE
TUN, PATRICIA A	BRANDEIS UNIV	AGING AND SPEECH COMPREHENSION IN DISTRACTING CONDITIONS
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WERNER, JOHN S	UNIV OF COLORADO-BOULDER	OPTICAL AND NEURAL CHANGES IN AGING VISUAL SYSTEMS
WILLIS, SHERRY L	PENNSYLVANIA STATE UNIV	ALZHEIMER'S DISEASE AND EVERYDAY COMPETENCE
WILLIS, SHERRY L	PENNSYLVANIA STATE UNIV	FLUID ABILITY TRAINING AMONG ELDERLY
WILLOTT, JAMES F	NORTHERN ILLINOIS UNIV	AGING AND CENTRAL AUDITORY SYSTEM MORPHOLOGY
WINGFIELD, ARTHUR	BRANDEIS UNIV	AGE AND DECISION STRATEGIES IN RUNNING MEMORY FOR SPEECH
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ZARIT, STEVEN H	PENNSYLVANIA STATE UNIV	INTERDISCIPLINARY TRAINING IN GERONTOLOGY
ZARIT, STEVEN H	PENNSYLVANIA STATE UNIV	MENTAL HEALTH OF CAREGIVERS OF THE ELDERLY
ZELINSKI, ELIZABETH M	UNIV OF SOUTHERN CALIFORNIA	DISEASE AGING AND COGNITION
ZELINSKI, ELIZABETH M	UNIV OF SOUTHERN CALIFORNIA	LONGITUDINAL ASSESSMENT OF COGNITION IN ADULTS
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# College Professors in High School Classrooms

*Psychologists invest a piece of themselves in science literacy in an innovative mentoring program*

He's new at the game. Bill Greenough of the University of Illinois-Urbana-Champaign may be a novice at addressing high school science classes. But this APS Fellow is a fast learner.

His first try with the 30-plus students of a high school senior advanced placement class that he addressed in a Washington, DC, suburb didn't go as well as he would have liked. The students didn't interrupt him even once in the course of his hour-long presentation. His performance was a bit too much like the "default model of the talking-head lecturer" that Greenough is anxious to abolish from the classroom. Why didn't the students speak up? Were they rendered speechless in the presence of a university researcher?

The answer was simpler than awe, actually, and Greenough's second class at Wootton High School in Rockville, Maryland, on that same day proved it with its much livelier level of interaction. This too was an advanced placement class of more than 30 senior students, but the critical difference was Greenough's invitation at the class session's outset, encouraging student participation. Greenough told students to feel free to pitch in with questions and comments throughout the lecture.

The Wootton class is taught by science teacher Lesli Adler, Greenough's partner in this new professor and high school teacher mentor relationship. Adler's students got involved in the discussion, popping questions and actively trying to figure things out. That's the direction Greenough believes K through 12 science education should take. And, apparently, even a college professor can learn something about teaching in the high school classroom!

## Pre-college Science Literacy

Why is Greenough doing this? "Basically, what I feel is that if I can do something to improve the quality of science education at the pre-college level, I am willing to invest a piece of myself in doing it, because I think it's very important," he said.

By no means is Greenough preparing for a second career as a high school science teacher, and he isn't trying to tell Lesli Adler and her fellow teachers how they should be doing their jobs. He does plan to meet with Adler's classes at regular intervals, communicate via email with individual students, and gain access for the students to certain National Institutes of Health events.

"To be honest, I don't think any college professor can tell a any good high school teacher very much about how to teach. The high school teachers are the ones in the trenches," he explained.

"A science researcher like me can serve as a source of up-to-date information, involvement and interaction with what's

going on in psychology and neuroscience and understanding how these events and discoveries relate to the rest of the field. I can then try to integrate that understanding into the high school curriculum a little more than it is being done now. That's our basic purpose," he said. Greenough thinks it's a mission to which other psychologists also might want to subscribe.

## Enriching Connections

So now the 65 or so high school students have a link with a research psychologist who has a long and brilliant research record. Greenough has been doing groundbreaking research in neuroplasticity in learning and memory since the 1970s, starting with much of the work that shows that most animals growing up in enriched environments have bigger dendritic fields and more synapses per neuron than those in unstimulating environments. In the late 1980s and 1990s, he and his colleagues have been moving beyond neuroanatomy and getting into the physiological and molecular aspects of neuroplasticity.

"We've been saying that the brain really is organized differently in these animals with enriched environments—now we can prove that. And we've been studying how something as ephemeral as a nerve impulse or synaptic transmission gets translated into a change in physical structure."

Because of this work, Greenough was tapped by the National Research Council for its study of recent developments in learning sciences. He expects the NRC report to propose "a fairly radical, revolutionary change in the way math and science are taught." The report is to be published this spring.

## Neuroscience Literacy

From the NRC effort it was just one short step to Greenough's own active involvement with pre-college science teaching. What started it off was his contact with Gail Burd, an associate professor in the department of molecular and cellular biology at the University of Arizona. For four years she has been organizing special workshops for pre-college science teachers at the annual meeting of the Society for Neuroscience. She is now chair of the society's committee on neuroscience literacy.

At the Society for Neuroscience's annual meeting in November in Washington, DC, about 30 high school teachers



Greenough hopes to help improve the quality of science education at the pre-college level with the mentoring program.

CONTINUED ON NEXT PAGE



## FROM PREVIOUS PAGE

and a similar number of scientists took part in the science literacy workshop. Teachers, many of whom brought along their best students, were guided by their university mentors to some of the especially interesting research posters and some of the more general-audience oriented lectures.

Teachers also selected topics of interest to them and their students, with the mentors serving to help translate the information to a more lay level.

"Our broad overall goal," Burd said, "was simply to help high school teachers understand neuroscience better than they did

before—not just those areas we might select for them in a few short workshop sessions, but whatever areas of neuroscience they might be interested in." The workshop sessions filled only a small part of three successive days, so there was ample time left for teachers to attend the symposia and other sessions of the annual meeting, often together with their scientist partner/mentor.

Greenough and Adler both attended the sessions, and the keynote speaker for the workshop was APS Fellow Larry Squire of the Veteran's Administration Medical Center-San Diego.

### Two-way Education

The teacher-professor ties are not one-way relationships, Burd emphasizes. Her own four-year partnership with a Tucson, Arizona, high school science teacher, Mary Petti, "gives me a real understanding of education," Burd says. "College professors are not taught to teach. But I've learned a lot about teaching through my partnership because Mary Petti is a wonderful teacher."

The science literacy effort doesn't stop at the high school level. In Rockville, Maryland, Alder is involved with elementary school science education on a volunteer basis, so Greenough's efforts conceivably could influence the science awareness of the youngest pupils as they begin to learn to read.

### Countering Folk "Wisdom," Capturing Interest

As keynoter of the science literacy workshop, Squire demonstrated how the cutting edge of brain research can be

conveyed in an exciting way. He talked about brain organization in its learning and memory functions, using lots of what he called "folksy little things, before getting on to the more serious stuff." For example, he asked how many people had heard about "the 90 percent unused part of the brain." They all raised their hands. Squire told them the unused part doesn't exist and scientists don't know where the idea came from. "The whole brain is busy all the time, but the 90 percent notion probably has something to do with the general cultural idea that we can all do better than we ordinarily do."

Squire drew the teachers and kids in through yet another well-worn bit of folk "knowledge" by asking how high the brain is located in the human head. Most audience members pointed to the eye level. Squire projected thereupon a cutaway that showed the eyes located below most of the brain—with the optic nerve's horizontal path projecting in beneath the brain.

With their interest now captured, Squire pointed out that memory is really an outcome of perceptual expertise. He illustrated this with the well-known chess board experiment from Simon and Chase where the board is flashed for five seconds. Experts can practically reproduce the board after five seconds, whereas non-players can barely recall five pieces out of 25, Squire said.

Then, Squire rapidly read two paragraphs. One paragraph gave information about the structure of the school—11 classrooms, so many students, so many grades, and such and such a computer or sports program. The teachers took it all in, looking completely calm and collected, Squire noted. Then he read a second parallel paragraph about the structure of 11 brain areas, four neurotransmitters, and other details that equaled the memory load of the first paragraph, with no new words. And the teachers all started laughing when they saw how hard it was to remember one paragraph but not the other.

Squire also explained declarative memory, which involves the hippocampal system and allows recall of what we did today, or yesterday, or during our childhood. He said the key moment for learning is the moment of input, but other important factors include the number of repetitions or rehearsals and how much cognitive organization can be brought to what is being learned. He discussed other kinds of learning and memory ability, amnesia, and the phenomenon of priming. Interestingly, amnesic patients show normal priming and normal memory in habit learning, skill learning, and motor skills, he pointed out.

"We tend to believe that humans learn everything by memorization," Squire explained. But in the lab scientists have been able to show that some non-motor tasks are learned by habit, as the learner constructs the task probabilistically. "If you tried to memorize the task you would get all confused, so you have to go with the 'gut feeling' that this or that one *feels like* it's been right most of the time. So that kind of learning seems to be spared in amnesia patients as well." ♦



Wootton teacher Lesli Adler, pictured with several of her students, is Greenough's partner in the program.



Squire keynoted the science literacy workshop with a talk on brain organization in its learning and memory functions.



Gail Burd chairs the Society for Neuroscience's committee on neuroscience literacy.

# Member Profile

## A Pillar of Psychology

In a few months, Janet Taylor Spence will be fully retired from the University of Texas-Austin, an institution at which she has taught, researched, published, and flourished for the past 30 years.

In moving on from a career spanning almost 50 years, Spence leaves behind a legacy in the field of psychology matched by few. Her research, her instrument development, her work with and support of students and colleagues, and her participation in the organizations that shape and frame the behavioral sciences have put her in a unique position.

"When you combine Janet's impact on the science of psychology with her impact on the infrastructure of psychology, you are not going to find anyone who has been more important to our field," said APS Executive Director Alan Kraut.

Widely respected for her research in gender, Spence has also received accolades for her work in anxiety—including the development of the Manifest Anxiety Scale—reinforcement and motivation, and achievement motivation. Her professional achievements include her extensive work with APS (where she was the first elected president), service on numerous committees and the presidency of the American Psychological Association, and, more recently, the editorship of the *Annual Review of Psychology*, the essential publication that provides comprehensive reviews of the latest developments in research across the entire spectrum of the field of psychology. Her curriculum vita includes more than 10 books, at least 17 book chapters, and well over 100 articles.

### On the Gender Bend

In April, leaders in the field of gender research will meet for three days in Texas to honor Spence with a

Festschrift titled "Models of Gender and Gender Differences: Then and Now."

"A Festschrift is something that honors someone's work and their contributions to a field," said APS Charter Fellow and Festschrift co-organizer Lucia Gilbert. "This is her last semester at the University of Texas-Austin and we wanted to do this because she has made such an incredible contribution to psychology in a number of areas but particularly in the area of gender and understanding the multiple aspects of the concept of gender. We really wanted to do a tribute to her and to all of the work she has spawned."

The event will feature speakers, each celebrated individually in his or her own right, who will examine issues related to gender and gender roles from within the expansive theoretical framework that Spence has articulated over the last several decades. Robert Helmreich, with whom Spence collaborated for much of her early work in gender research, Susan Fiske, Jacquelynne Eccles, Brenda Major and APS President-elect Kay Deaux are just a few of the speakers who will participate in the homage to Spence.

### *fest-schrift* \fest-|shrift\ n:

*A volume of writings by different authors presented as a tribute to a scholar*

"I think if you look, for example, at the *Social Sciences Citation Index*, citations to her work are enormous—not only in gender work, more recently, but going back as far as the Manifest Anxiety Scale," said Deaux, who will give an overview of research on gender and gender roles at the Festschrift.

After earning her PhD in psychology from the University of Iowa in 1949, Spence joined the faculty of Northwestern University as an instructor, working her way through as an assistant professor before becoming an associate professor in 1956. After leaving Northwestern in 1960, Spence joined the Veterans Administration Hospital

in Iowa City as a research psychologist until 1964 when she came to the University of Texas-Austin. Starting as a research associate at the University Research Institute, Spence also served as a professor in the Department of Educational Psychology and the Department of Psychology, where she served as department chair from 1968-1972. Outside of a visiting research scholar position she held



Janet Taylor Spence

at Harvard University from 1974-1975 and then again in 1991, Spence has remained at the University of Texas-Austin, where she currently is the Alma Cowden Madden Professor of Liberal Arts and Ashbel Smith Professor of Psychology and

Educational Psychology.

It was in the late 1960s, though, that Spence, in facing an intellectual dead end, was looking for something new, and, by her own admission, stumbled into gender research.

"There was a good deal of change going on within psychology itself at the time—the beginning shift to the so-called cognitive revolution—and I decided that I would simply have to be patient and something would occur to me," she said. "I was waiting for an inspiration when, almost on a whim, I decided to do a study with my colleague Robert Helmreich that ultimately came out as "Who likes competent women" (*Journal of Applied Social Psychology*, 1972). I initially thought that it was a

diversion, but I became so enchanted by the subject that I just kept on going and never looked back."

Spence added that the time was ripe for her shift towards gender research.

"The time was right for me and the time was right in my career," she said. "But also, gender was beginning to emerge as a topic under the pressure of the civil rights and womens movements."

### Going Beyond the Obvious

For Gilbert, a former student and

SEE SPENCE ON PAGE 13

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# Damn the Political Dynamite, Full Speed Ahead on Bilingual Research

*A research agenda for improving schooling for language-minority children*

The National Research Council (NRC) has unveiled a new set of research priorities for educating children with limited English proficiency.

A pre-publication copy of the NRC's 484-page report was released amid hopes that the new proposals may surmount the fray of political debate that has been hampering bilingual learning research for decades. And the report comes with still stronger hopes that the new proposals will encourage greater volumes of research in this area.

The new research priorities may be "one way to defuse the political dynamite that can exist in this issue," said Kenji Hakuta, a Stanford University experimental psychologist who chaired the 11-member panel that developed the report for the NRC and the Institute of Medicine.

"It has taken bilingual education 20 years to get to the point where we can say let's not just ask the question of which is better—English-only or bilingual instruction," said Hakuta, pointing to this question as the single most divisive issue in the debate. Instead, he said, "Let's focus on educational outcomes as our objective for learning—on how to make high-achieving students out of English-language learners."

"In recent years, studies quickly have become politicized by advocacy groups selectively promoting research findings to support their positions," Hakuta said. "As a result, important

areas are ignored, such as how to enable these students to meet rigorous academic standards. Rather than choosing a one-size-fits-all program, the key issue should be to identify those components, backed by solid research findings, that will work in a specific community," Hakuta said.

## Ebonics

The political debate is probably even more heated in the case of Ebonics, which his committee's report does not deal with, Hakuta said, as the NRC study is concerned specifically with the 2.3 million children in

American schools whose first language is clearly identified as not based in English. But there are parallel issues with Ebonics, such as the recognition that learning standard English

does not happen in a vacuum, but builds on the previous base, whether that base is a language other than English or a non-standard variety of English, Hakuta explained.

The NRC report is aimed at the 2.3 million children in US schools from kindergarten to 12th grade who have English as their second language. They constitute about five percent of the school population nationwide but are a majority in some schools in California, Texas, New York, Florida, and Illinois. About 75 percent speak Spanish as their primary language. Programs to teach them and prepare them for conventional classrooms vary widely across the country and even from community to community, the report emphasizes.

## Drop-out Rate

A distressing picture emerges from available data on the educational status of these children, the report says. Many are from poor families and attend schools that have limited resources. They tend to get lower grades than their classmates and score lower on standard reading and math tests. In 1989, more than 40 percent of students over age 16 who reported difficulty with English eventually dropped out of high school.

The NRC report calls for a model for research and development grounded in knowledge about the linguistic, social, and cognitive development of these children. The model could be tested in settings that are carefully selected to take into account the particular characteristics of the students and their classrooms. When successful, the model could be tested at other sites before serving as the base for several educational programs designed to suit the needs of different types of students.

The report identified research priorities in these areas:

- The ways in which English-language learners achieve academic goals, interact with native English-speaking students and teachers, and develop literacy.
- The most effective professional development for teachers who serve language-minority student populations.
- Methods through which preschool children develop English- and native-language proficiency.
- Measures of accountability and strategies for including English-language learners equitably in educational assessments.

## Research Opportunities

Broader opportunities for investigator-initiated research will open up if the NRC recommendations filter their way through to government and private funding agencies, predicted David Kenny of the University of Connecticut-Storrs, a member of the NRC panel. "There has been very little investigator research in this field in the past," Kenny said. Most has been contract-based "and a large proportion goes to university centers," Kenny said.

Basic research areas have challenging roles to fulfill, Kenny said, in looking at the assumptions that much of the current research makes about the role of language in learning. "You can't really test these assumptions very well where people know only one language, because the results are conditioned, really," he said. "Some things that are true of English speakers may not be true of people speaking other languages or learning a second language."



Kenji Hakuta chaired the 11-member panel that developed the report for the NRC and IOM.



APS Fellow David Kenny was a member of the NRC committee.

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For the same reason, basic research in cognition and language might benefit and become better informed by studying language-minority children, said Kenny, whose expertise is in research design and evaluation.

Kenny said the research recommended by the panel in some areas could be done quickly with very little investment, while in other areas the work would carry well into the next century.

"We focused on so many different research areas and made so many different recommendations that the deadlines would be different for each one," he said.

Richard Duran of the University of California-Santa Barbara, another NRC panel member, says that if the NRC report receives the attention it should "there will be a great range of opportunities for researchers and many entry points for them. From the perspective of psycholinguists, for example, there should be opportunities for studies of information processes, problem solving and social development.

"Just about any area we look at is pertinent to the concerns of the development of language-minority children," said Duran, an APS member. "But especially promising, in my view, are the emerging cognitive science areas that examine learning and development in social contexts. The so-called social constructivist approaches seem particularly appropriate. This ties in with the expanding horizons of what psychology is about and the different ways of understanding human cognitive and social functioning and cultural functioning," Duran said.

Duran sees the present time as opportunity for research because psychology's newer approaches "are proving extremely beneficial in analyzing the potential challenges and problems that bilingual children face in learning in everyday academic situations."

Duran says "Psychologists, social linguists, anthropologists, and educational



APS Member Richard Duran served on the NRC Committee.

researchers are very actively exploring the development of academic skills of bilingual children in the children's first and second languages. The researchers are finding ways of accelerating that development.

"In the past, the emphasis was on what was happening between the ears of the individuals as they developed, focusing on how external stimulation and responding could be explained by this mediation. What was not tackled until more recently was how human perception and interpretation of activity and use of cognitive strategies *regulates* many forms of participation in activities. That had been ignored previously."

## SPENCE FROM PAGE 10

current friend and colleague of the Festschrift honoree, Spence's drive and tenacity in her work has provided a model for her own research.

"Just the instrument development alone is an incredible contribution. But the clarity of thinking that went along with it is just as important," said Gilbert. "A lot of people got all of the gender related concepts mixed together and it was Janet who conceptually sat down and said, 'Look, let's think about this systematically,' and unmuddled the field."

Deaux agreed and said that, in addition to the contributions of her research in terms of content, Spence's drive for thoroughness in her method is one of her greatest legacies to psychological science.

"I think that one of her greatest contributions at a really theoretical level has been forcing us to think deeply and systematically about just what these concepts [of gender] are," said Deaux. "Janet is never one for glib or easy solutions to problems and she has a tenacity and a patience to explore concepts that need to be explored. She really looks very thoroughly—like a good scientist—at concepts that can be very quickly popularized or very glibly treated."

"Janet's significance to psychology goes well beyond her research and teaching," added Kraut. "Her participation in psychological organizations and groups—including APS—have restructured the field as a whole. She has had a hand in shaping the events that have made behavioral science what it is today. Just look at her work in forming APS, her editorship of *Annual Review*, her chairing the effort that created the Human Capital Initiative, her

The NRC study was funded by the US Department of Education, the Spencer Foundation, the Carnegie Corporation of New York, the Pew Charitable Trusts, the John D. and Catherine T. MacArthur Foundation, and the Andrew Mellon Foundation.

Pre-publication copies of *Improving Schooling for Language-Minority Children: A Research Agenda*, may be ordered from the National Academy Press, 2101 Constitution Ave., NW, Washington, DC 20418 or by calling, 202-334-3313. From outside the Washington, DC, area call toll-free at 1-800-624-6242. The cost is \$55 plus shipping charges of \$4 for the first copy and \$.50 for each additional copy.

presidency of APA, her work in the Psychonomic Society [including stints as secretary-treasurer, as a member of the governing board, and as chair of the Publications Committee] and the countless other committees and panels that she has served on."

## APS: In the Beginning...

According to Kraut, Spence's influence in shaping APS began long before the organization was ever conceived.

"She was a member of committees at APA that looked at resolving the chasm between practitioners and scientists, and the possibilities of restructuring the organization," he said. "She was right there when APS's precursor (the Assembly of Scientific and Applied Psychologists) was developed; she served as the first elected president when APS became APS and she was an active board member. She is still the person I turn to when dealing with a particularly difficult issue for the Society."

"I had spent a great deal of time involved in APA activities, including ad hoc and other groups, that tried to discuss possible reorganization plans that would give the various constituencies more autonomy," said Spence. "Over that time we were hoping to work out reasonable structural changes but, for whatever reason, the clinical wing [of APA] decided that was not supportive of their interests."

Spence described the launching of APS as an "instant success," and that the principals of the burgeoning organization did what they knew best: putting on scientific programs and designing journals.

Adds Spence: "It was a very heady and exciting time." E.R.

## NIAAA FROM PAGE 1

provides more than \$50 million in funding for psychologists. Looking at it another way, psychology doctorate is the most common degree among principle investigators (PI) funded by NIAAA, with approximately 30 percent of PIs having a degree in psychology.

Despite this strong showing, psychology has not been as visible within the field of alcohol research as other disciplines, such as neuroscience and pharmacology. However, the contributions of psychologists are increasingly being recognized. (One leader in the field, Henri Begleiter, is profiled on page 15.) And efforts are being made to expand behavioral science approaches in alcohol research.

"The consumption of alcohol is a complex behavior and efforts to understand this behavior are fundamental to alcohol research," notes NIAAA Director Enoch Gordis. "It is thus not surprising that behavioral studies are an indispensable part of this field, advancing our understanding of why people drink, why some progress to harmful drinking, how drinking can influence risk-taking behaviors, and how we can effectively prevent and treat the problems associated with alcohol abuse and alcoholism."

### The Basics

NIAAA's basic behavioral research portfolio focuses on the brain-based effects of alcohol, including studies on topics such as addictive behaviors in animals; inheritance patterns; genetic markers for alcohol risk; and deleterious effects of alcohol abuse on cognitive and behavioral functioning.

In studying brain damage from prenatal exposure to alcohol, for example, APS members Sarah Mattson and Edward Riley of San Diego State University have used neuroimaging techniques and behavioral evaluations to identify abnormalities in brain structures of older children with a history of prenatal alcohol exposure and behavioral and cognitive problems. Significantly, these abnormalities were seen in individuals who were not diagnosed with fetal alcohol syndrome (FAS). The researchers also conducted animal studies that confirmed their findings in humans. These studies represent significant contributions to the knowledge base about the origins of behavioral deficits and other long-term effects from prenatal alcohol exposure.

NIAAA also has supported psychologist George Koob, a well-known neuroscientist who looked at brain systems involved in such behaviors as reward, motivation, and reinforcement in alcohol and drug abuse. In reviewing the research in this area, Koob, an APS member, noted that several studies point to a prominent role by the brain dopamine system in the pleasurable effects of even low amounts of alcohol. This information is important in understanding the neurochemical underpinnings of the transition from controlled use to addiction. It also sets the stage for future work in the psychopathology of alcohol abuse.

In conjunction with research into the interactions of individual environmental, and social factors involved in the use of alcohol and the transition to alcoholism, basic behavioral research plays an important role in understanding the origins and effects of alcohol abuse and in developing prevention and treatment strategies.

"Our challenge in future alcohol research," according to Stephen Long, director of the NIAAA Office of Policy Analysis, "will be to learn more about how biology and behavior interact to

influence drinking and its related problems and to apply this knowledge to the development of effective prevention and treatment strategies."

### Effects on Cognition

One of the most exciting areas of alcohol research is the work being done in alcohol abuse and cognition. Impaired cognition—the acquiring, storing, retrieving, and use of knowledge—has long been associated with chronic abuse of alcohol. Variations in the cognitive deficits in detoxified alcoholics present significant challenges to researchers. Severe deficits were known to exist, but with more sensitive tests of psychological functioning, there is an accumulating body of evidence about the milder cognitive impairments resulting from chronic alcohol abuse. Understanding cognitive deficits has significant implications for treatment, since such deficits can affect the individual's ability to learn—an ability that is necessary for many forms of alcohol therapies.

As coauthor of an NIAAA-sponsored paper, APS Member Marlene Oscar-Berman described the status of research in this area. She reports that several theoretical models of impaired cognition have been developed to explain different cognitive deficits. The models fall into two basic categories: those which focus on the relationship between brain structure and function, and those that are process-oriented, meaning they examine the nature of observed cognitive decline apart from brain structure.

Although no single model defines all the impairments alcoholics experience, process-oriented models are proving useful in describing alcohol-related cognitive deficits, and offer important alternatives to looking at impairment simply in terms of brain structure. For example, researchers have used this approach to assess different levels of impairment in separate dimensions of memory (i.e., long-term versus short-term, declarative versus procedural, episodic versus semantic). These distinctions are important since individuals can be impaired in one dimension but not in the others. This approach also has been used to pinpoint which of the various processes involved in storing and retrieving different kinds of information (i.e., episodic or context-bound information versus information related to language, logic and semantic knowledge) are affected by chronic alcohol abuse.

### Treatment: Gotta MATCH?

In December, NIAAA announced the main findings from Project MATCH, which the Institute called "the largest and most statistically powerful clinical trial of psychotherapies ever undertaken." Initiated in 1989 to test whether different types of alcoholics respond differently to specific therapeutic approaches, Project MATCH (Matching Alcoholism Treatments to Client Heterogeneity) found that patient-treatment matching does not substantially alter treatment outcomes.

The study involved three distinct behavioral treatments: 12-step facilitation therapy (similar to the approach used by Alcoholics Anonymous); cognitive-behavioral therapy, based on social learning theory and designed to provide skills for avoiding relapse; and motivational enhancement therapy, based on motivational psychology and designed to help patients mobilize personal

## Spotlight on Research

# Children of Alcoholics Show Brain Deficits Identical to Fathers'

**H**enri Begleiter's relentless search for the genetic and chemical roots of alcoholism has endured for almost 30 years, and there has been a great deal of progress made to this end.

"My real interest lies in pathogenesis—in identifying what parts of the brain and what neurotransmitters may be involved, as well as determining associated brain events and understanding what those brain events mean. Among other things, we want to understand why some people are genetically at risk to develop alcohol dependence," says APS Fellow Begleiter whose research has been supported largely by the National Institute on Alcoholism and Alcohol Abuse (NIAAA) throughout these 30 years.

But Begleiter's interests span the entire field of alcohol and alcoholism—best demonstrated, perhaps, by the broadly conceptualized nine-volume series of reviews of recent research on alcohol that Begleiter and his colleague Benjamin Kissin have undertaken for Oxford University Press. The first two volumes have already been published.<sup>1</sup>

Now a professor of psychiatry and neuroscience at the State University of New York Health Science Center at Brooklyn, Begleiter started his research with rats and monkeys in the 1960s. He looked at the effects of alcohol on the animals' brains, trying to identify specific brain sites, and posed questions like: What does alcohol do to the brain? Where does it act first? What specific sites does it act on? What's different about chronic alcohol intake?

### **Alcohol Dependence and Brain Recovery**

Begleiter also began to move these same research questions into the human realm. Throughout his career Begleiter has been concerned primarily with hard-core alcoholics, especially with "the probably 45 to 50 percent of the hard-core alcohol-dependent individuals who manifest a genetic influence," he says.

By "alcoholics" he does not mean "alcohol abusers," "problem drinkers," or "heavy drinkers." Those terms are too difficult to qualify and quantify, too amorphous, he says. He also does not mean college students who engage in "binge drinking" at parties.

"My alcoholics don't go to college, I assure you," he says. They are dysfunctional alcohol-dependent people. They have powerful cravings for alcohol, and when they try to abstain, they manifest withdrawal symptoms, he says. Alcohol has major deleterious, neurotoxic effects on their brain functions. If these people stop drinking for months or years, though, many of their brain functions become normal again, Begleiter and his fellow researchers have found.

"But some brain functions didn't seem to recover at all,"

Begleiter said, looking back at the groundbreaking work that he and his fellow researchers conducted in the early 1980s.

### **Chicken vs. Egg**

"It was at that point that we began to entertain the possibility—a wild, crazy notion—that maybe the functions still deficient were the result of antecedent factors, not the result of alcohol. Perhaps their brain functions were deficient before those people ever had any alcohol at all."

Many genetic and epidemiological studies were going on at that time, primarily in Scandinavia, and they were suggesting that sons of alcoholics were four to five times as likely as others to become alcoholics themselves, Begleiter said.

"So in the early 1980s we decided to look at sons of alcoholics ourselves," he said. Begleiter and his colleagues gave their subjects event-related potential (ERP) tests. The tests use electrodes mounted on the surface of the subject's scalp to record electrical activity emanating from the brain as the subjects detect "odd-ball" stimuli from monotonous, repetitious ongoing visual or auditory patterns. The electroencephalographic measures serve as an index of cognitive responsivity during the task.

Emerging from this research was the revelation that "that children of alcoholics had cognitive deficits identical to those of their fathers, even though the sons had had no exposure to alcohol whatsoever," Begleiter said. "This finding has been replicated many, many times, looking at different brain systems. And we find indeed that there *are* a few systems that appear to be deficient in alcoholics and in people at high risk for developing alcoholism." Using this cognitive deficiency as a "marker," Begleiter and colleagues proceeded to test all the criteria that were essential to establish it as a phenotypic genetic marker.

Having achieved this, Begleiter and colleagues undertook a major genetic family study. In 1989 he formed a large consortium, which he now heads, with six sites in the United States and 11 sites in other countries. It assesses families, looks at the ERPs of all family members, and analyzes DNA to identify genotypes. The search is on for the multiple genes involved in what Begleiter refers to as "this genetically influenced" disease.



Begleiter

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resources to effect change. (This last treatment includes educating the patient about the harmful effects of alcohol, such as liver or brain damage, plus a discussion of issues such as personal responsibility and choice, and information on specific strategies for changing drinking behaviors.)

Patient characteristics included severity of alcohol involvement, cognitive impairment, psychiatric severity, gender, readiness to change, social support for drinking versus abstinence, sociopathy, and typology of alcoholism. The outcomes were measured in terms of abstinent days and average number of drinks per drinking day during the year following treatment.

With one exception, no significant matches were found. The only confirmed match was between patients with low psychiatric severity and the 12-step therapy. Those patients had more abstinent days than patients receiving cognitive behavioral therapy. But regardless of the therapy received, participants showed significant and sustained improvement in rates of abstinence and decreased drinking.

The results of Project MATCH received a significant amount of publicity in the popular press, with varying degrees of accuracy due to media confusion about the aim of the study. Some headlines proclaimed that the 12-step therapy was the most effective treatment, while other reports said the study shows that treatment does

not work. Given the chronic and relapsing nature of alcoholism, some researchers feel that the one-year follow-up period was not long enough to show the long-term effects of treatment.

As for NIAAA's plans now that Project MATCH is essentially over? "A logical next step for alcoholism treatment research is to test our quite excellent behavioral treatments in conjunction with promising pharmacological treatments for alcoholism," said Richard K. Fuller, director of the NIAAA program that oversaw the project.

### Health Services Research

The rapid and profound changes that are occurring in the health care system are affecting the availability and possibly the quality of alcohol treatment services. But exactly how? NIAAA is supporting \$30 million in health services research to find the answer to this and related questions about how alcohol treatment and prevention services are organized and financed, as well as research on the effectiveness, quality, and availability of services for alcohol-related problems.

As psychologist Robert Huebner, chief of NIAAA's health services research program, observes, "health services research shifts the locus of alcohol research from the laboratory and controlled clinical trials to real-world practice settings."

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## Current NIAAA Research Program Announcements

Program announcements indicate many of NIAAA's ongoing areas of support. Listed below are the current NIAAA program announcements of potential interest to psychologists. For additional information, including the full text of these announcements, visit NIAAA's world-wide web site at <http://www.niaaa.nih.gov>.

<u>Title</u>	<u>Number</u>
Functional Imaging and Alcohol-Motivated Behavior .....	PA-96-054
Developmental Grants for Minority Collaborative Projects .....	PAR-96-036
Health Services Research on Alcohol-Related Problems .....	PA-96-021
Intervention Research on the Prevention of Alcohol-Related Problems .....	PA-96-019
Mechanisms of Adolescent Alcohol Abuse and Alcoholism .....	PA-95-073
Alcohol Abuse, HIV, and Infectious Disease .....	PA-95-067
Drug and Alcohol Use and Abuse in Rural America .....	PA-95-060
Secondary Analysis of Alcohol Abuse Prevention Research Data .....	PAR-95-024
Research on Relationships Between Alcohol and Violence .....	PA-93-095
Preventing Alcohol-Related Problems Among Ethnic Minorities .....	PA-93-47
Research on Alcoholism Patient-Treatment Matching .....	PA-92-75
Research on Children of Alcoholics .....	PA-92-74
Research on the Homeless with Alcohol Problems .....	PA-92-70
Research on the Prevention of Alcohol Abuse Among Youth .....	PA-92-46
Exploratory/Developmental Grants (R21) for Alcoholism Treatment Assessment Research .....	PA-91-98
Exploratory/Developmental Grants (R21) for Research on the Etiology of Alcoholism .....	PA-91-97
Research on Relationships Between Alcohol Use and Sexual Behaviors Associated with HIV Transmission .....	PA-91-75
Applied Research into the Process of Alcoholism Treatment .....	PA-90-27
Research on Worksite-Related Alcohol Problems: Causative Processes, Primary and Secondary Prevention .....	—
Research on Prevention of Alcohol Abuse in the Older Population .....	—
Research on the Recognition, Management, and Prevention of Alcohol Problems in a Primary Health Care Setting .....	—

*NIAAA also supports a number of joint programs with other institutes to conduct research on persons with co-occurring mental disorders and drug abuse and dependence. Information on these is also available at NIAAA's world-wide web site.*



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One of the main areas of concern these days is the impact of managed care on alcohol treatment services. "Psychologists working in applied psychology, methodology, organizational psychology, treatment outcomes research, health psychology, and consumer decision making can make potentially important contributions to understanding the impact of managed care and shed light on this increasingly controversial health policy issue," said Huebner.

In mid-February, NIAAA's advisory council finalized a national plan that will guide the Institute's future directions in health services research. *Improving the Delivery of Alcohol Treatment and Prevention Services: A National Plan for Alcohol Health Services Research* was developed in response to a congressional mandate and reflects a consensus by dozens of experts—not only researchers, but also policy makers and industry representatives—who worked in three broad areas: organization and financing; utilization and cost; and effectiveness and outcomes. Within those areas, the priorities identified by plan include managed care, outcomes as they relate to costs, and methodology in health services research.

The national plan accompanies an expansion of NIAAA's health services research activities. In 1992, Congress mandated that NIAAA (as well as the institutes on mental health and drug abuse) devote a minimum of 15 percent of its extramural research budget to health services research.

### The Future for Psychology

Young investigators and more established scientists should both take note: NIAAA is actively promoting new behavioral perspectives in alcohol research. Most of NIAAA's current psychology research portfolio is in the areas of basic psychobiology, cognitive and behavioral neuroscience, clinical/behavioral therapies, and some behavioral genetics. In the past, there has been much less research funding for cognitive, developmental, social, and industrial/organizational psychology.

Gordis and Long are working with APS to bring in leading experts from these areas—senior psychologists who are not necessarily alcohol researchers—and asking them to help NIAAA think of new research questions that should be addressed. This brainstorming session will take place during the APS Convention in May.

In addition, NIAAA is one of several National Institutes of Health institutes that have been specifically asked by Congress to encourage young investigators in behavioral research. NIAAA is looking at the B/START model used by the National Institute of Mental Health and the National Institute on Drug Abuse. B/START (Behavioral Science Track Awards for Rapid Transition) benefits young researchers by providing small grants to support the development of their pilot data. Institutes benefit from the supply of high-quality researchers that is created for a relatively small investment.

### A Hearty Breakfast

During the APS Convention, NIAAA will be featured in an open breakfast meeting during which institute staff will present information about the Institute's research opportunities for psychologists. For details, see the announcement in the Convention section on page 18 of this issue. **S.B.**

## MISCELLANY

A National Institutes of Health (NIH) consensus panel has strongly endorsed the use of behavioral intervention programs—including needle exchange, drug abuse treatment, and youth education on safer sex—as a significant step in **reversing HIV infection** in the United States. The panel called upon government and policy leaders at all levels to reverse policies that place the public at risk and to take the lead in implementing proven, lifesaving public health strategies. The recommendation comes following an extensive review of the scientific literature including covering hundreds of studies, scientific presentations by 15 research experts, and public testimony. The panel determined that the evidence is clear that behavioral intervention programs such as needle exchange, drug abuse treatment, and youth education on safer sex—while controversial politically—are successful scientifically. The panel also criticized the downward trend of Federal funding of drug treatment programs and urged that this course be reversed. AIDS has become the leading cause of death among men and women between the ages of 25 and 44.

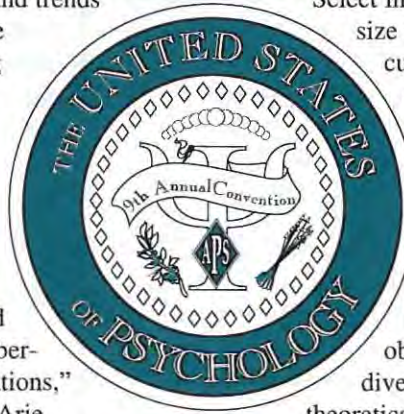
A recent study at the Illinois Institute of Technology has supported the hypothesis that symptoms for **Seasonal Affective Disorder (SAD)** reappear with the shorter days of autumn and winter. The study looked at 387 SAD patients living in five locations from 39° north latitude to 60° north latitude. By looking at when people's symptoms typically appeared, APS Member Michael Young observed a highly regular relationship: **photoperiod** (length of day) explained most of the differences when SAD began, across latitude and time of year.

The English language has many **terms to describe** an assembly or grouping of various entities—a gaggle of geese, a pride of lions, a pool of typists, a charm of goldfinches—but there has been no widely accepted term for a **group of psychologists**. A recent issue of the North Carolina State University Psychology Newsletter asked for nominations for such a term and a nine-state vote was held. When no majority winner emerged, a runoff election was held. In the first election, the leading contenders were: a "complex" of psychologists and a "ward" of psychologists. In the runoff, "complex" was chosen, though some competition was created by some write-in suggestions: brace, confound, confusion, contingency, division, ganglion, group, guild, illusion, interaction, plexus, split plot, and variance.

# APS to Meet in DC This May

From May 23-26, 1997, the world's leading scientific psychologists will meet in Washington, DC, for the Ninth Annual APS Convention. They will convene to discuss major issues and trends in the field, bridging gaps between the subfields of the discipline and making the field of psychology stronger as a whole.

"The issue of psychology's unity and disunity seems particularly timely these days as exciting developments within and outside our discipline create powerful centrifugal forces threatening to pull us apart, and attract significant chunks of our membership to alternative scientific configurations," said APS Convention Program Chair Arie Kruglanski. "Will psychology withstand these winds of change? Do we want it to withstand them? These issues and others will be dealt with at the convention."



The APS Convention program strongly emphasizes cutting-edge research and features many of the best and most interesting scientific psychologists.

Select integrative talks and symposia synthesize data and address important topics in current psychological research. Hundreds of diverse poster presentations highlight specific research questions and findings.

What makes the 1997 APS convention special is its integrating theme, "The unity of psychological science: Connections and interfaces." This precisely embodies APS's objective to recognize that despite our diverse levels of conceptual analysis, theoretical languages, and empirical methods and techniques, we represent a meaningful and coherent discipline with a set of core problems to resolve.

## Research Institutes to Take Part in 1997 APS Convention

### In-person Consultation With NIMH Officials

Program officials from the Division of Neuroscience and Behavioral Science of the National Institute of Mental Health (NIMH), including the NIMH Office on AIDS, will be available from 11 AM until 3 PM Saturday, May 24, to consult individually with investigators interested in applying for NIMH grants. You can sign up in advance or just drop by. It is anticipated that the following program officials will be in attendance: Mary Curvey, Steve Foote, Della Hann, Lynne Huffman, Henry Khachaturian, Steve Koslow, Howard Kurtzman, and Molly Oliveri. Additionally, Ellen Stover, Leonard Mitnick, and Willo Pequegnat may also be in attendance. Information will be available during conference registration regarding the specific times individuals will be available as well as their particular areas of responsibility and expertise. The location of the session will be announced in the conference program.

In addition, written documentation on fellowship, training, and research grant mechanisms will be available during this time, as well as recent NIMH reports, program announcements, and information on other NIMH programs and staff contacts. This opportunity is open to anyone—from students to experienced investigators—interested in maximizing his/her chances of obtaining NIMH grant support.

### Breakfast with NIAAA Behavioral Program Staff

Extramural staff scientists from the National Institute on Alcohol Abuse and Alcoholism (NIAAA) who oversee the alcohol behavioral research portfolio will provide a perspective of their program areas on Saturday morning May 24 from 7:30 AM to 9 AM.

Attending the meeting will be key NIAAA staff from the Office of the Director, the extramural research divisions, and the Office of Scientific Affairs including Faye Calhoun, Richard Fuller, John Allen, Gail Boyd, Ellen Witt, Tina Vanderveen, Kenneth Warren and Mark Green. They will provide a short summary of the areas of behavioral research supported by NIAAA, as well as new areas where exciting opportunities exist. More information regarding the specific times individuals will present and their subject matter and the location of the session will be available during conference registration.

In addition to subject matter presentations, senior staff will discuss the various award mechanisms used for support within the NIAAA and provide helpful information on how to apply for the various mechanisms. NIAAA staff will be available for questions and for individual discussion with anyone interested to discuss research ideas and which grant mechanism is best suited to proposal ideas.

# American Psychological Society 1997 Annual Convention Roster of Invited Presentations

(As of February 1997)

## Keynote Address

Daniel Kahneman, *Princeton Univ.*

## Bring-the-Family Address

Elliot Aronson, *Univ. of California-Santa Cruz*

## Presidential Symposium

Sandra Scarr, *Kindercare, Inc.* - Organizer  
Thomas Bouchard, *Univ. of Minnesota*  
David Lykken, *Univ. of Minnesota*  
Nancy Pedersen, *Karolinska Institute*  
Robert Plomin, *The Maudsley Institute of Psychiatry*  
Hill Goldsmith, *Univ. of Wisconsin*

## Invited Addresses

Susan Andersen, *New York Univ.*  
Phillip Ackerman, *Univ. of Minnesota*  
David Barlow, *Boston Univ.*  
Robert Bjork, *Univ. of California*  
Michael Coles, *Univ. of Illinois*  
Ken Dodge, *Vanderbilt Univ.*  
Jacquelynne Eccles, *Univ. of Michigan*  
Jerald Greenberg, *Ohio State Univ.*  
Steve Hillyard, *Univ. of California*  
Ruth Kanfer, *Univ. of Minnesota*  
Gregory Kimble, *Duke Univ.*  
Thomas Nelson, *Univ. of Maryland-College Park*  
Richard Nisbett, *Univ. of Michigan*  
Neil Schneiderman, *Univ. of Miami*  
Arthur Staats, *Univ. of Hawaii*  
Harry Triandis, *Univ. of Illinois*  
Paul van Geert, *Univ. of Groningen*  
John Weisz, *Univ. of California-Los Angeles*

## Invited Symposia - Organizers

Susan Goldin-Meadow, *Univ. of Chicago*  
William Iacono, *Univ. of Minnesota*  
Neil A. Macmillan, *Univ. of Massachusetts*  
Susan Mineka, *Northwestern Univ.*  
Gil Noam, *Harvard Medical School*  
Diane Ruble, *New York Univ.*  
Fritz Strack, *Univ. of Wurzburg*  
Janet Metcalfe, *Columbia Univ.*  
Paul Thayer, *North Carolina State*  
Edward Wasserman, *Univ. of Iowa*

## Teaching Institute Invited Addresses

Brian Ackerman, *Univ. of Delaware*  
Marie Banich, *Univ. of Illinois*  
Rochel Gelman, *Univ. of California-Los Angeles*  
Susan K. Nolen-Hoeksema, *Univ. of Michigan*  
Carroll Izard, *Univ. of Delaware*  
Barbara Landau, *Univ. of Delaware*  
Walter Mischel, *Columbia Univ.*  
Richard Petty, *Ohio State Univ.*  
C. Sue Carter, *Univ. of Maryland*

## Distinguished Fellows Panelists

David Barlow, *Boston Univ.*  
David Budescu, *Univ. of Illinois Urbana-Champaign*  
Richard Campbell, *Center for Creative Leadership*  
Robyn Dawes, *Carnegie Mellon Univ.*  
Ken Dodge, *Vanderbilt Univ.*  
Kurt Fischer, *Harvard Univ.*  
Baruch Fischhoff, *Carnegie Mellon Univ.*  
Milton Hakel, *Bowling Green State Univ.*  
Raymond Katzell, *New York Univ.*  
William McGuire, *Yale Univ.*  
Walter Mischel, *Columbia Univ.*  
Benjamin Schneider, *Univ. of Maryland*  
Neil Schneiderman, *Univ. of Miami*  
Esther Thelen, *Indiana Univ.*  
Robin Vallacher, *Florida Atlantic Univ.*  
Paul van Geert, *Univ. of Groningen*  
J. Frank Yates, *Univ. of Michigan*  
Robert Zajonc, *Stanford Univ.*

## Check It Out

A sampling of the symposia and other program highlights as well as the convention schedule, appear on the following pages. Be sure to see the January 1997 *Observer* for more information regarding this once-a-year event.

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# American Psychological Society 1997 Annual Convention Schedule of Events

(As of February 1997)

## THURSDAY, MAY 22, 1997

- 1-5 PM Registration  
1-5 PM APS Board Meeting—Day 1

## FRIDAY, MAY 23, 1997

- 8 AM-6 PM Registration  
8:30 AM-NOON APS Board Meeting—Day 2  
9 AM-4:45 PM 4th Annual APS Institute for the Teaching of Psychology  
9 AM-4:45 PM Conference on the Biological Basis of Behavior  
8:30 AM-4:45 PM NIDA Conference "Cognitive Science Research: More Than Thinking About Drug Abuse"  
9 AM-5 PM Academy of Psychological Clinical Science  
5-6:30 PM Opening Ceremony  
6:30-7:30 PM Opening Reception

## SATURDAY, MAY 24, 1997

- 7:30-9 AM Breakfast Meeting With NIAAA Behavioral Program Staff  
8 AM-5 PM Registration  
9 AM-3 PM Concurrent Addresses and Symposia  
9 AM-5 PM Exhibit Hall & Poster Sessions  
9-10:45 AM Psi Chi Symposium  
11 AM-3 PM In-Person Consultation Meetings with NIMH Grants Officials  
12:30-1:30 PM Psi Beta Chapter Exchange  
1-4 PM American Board of Professional Neuropsychology  
2-3:45 PM Psi Chi Symposium  
3-5 PM Presidential Symposium  
5-6 PM Presidential Symposium Reception  
8-9 PM Bring-the-Family Address, Sponsored by Psi Chi

## SUNDAY, MAY 25, 1997

- 8 AM-5 PM Registration  
9 AM-4 PM Concurrent Addresses and Symposia  
9 AM-5 PM Exhibit Hall & Poster Sessions  
4:30-6 PM APSSC Student Research Competition Symposium  
4:30-6 PM APS Distinguished Fellows Panel Discussions  
6-7 PM APS Distinguished Fellows Receptions

## MONDAY, MAY 26, 1997

- 8-10 AM Registration  
9 AM-3 PM Concurrent Addresses and Symposia  
2:30-3:30 PM APS Business Meeting

**INVITED SYMPOSIA**

**Psychophysiological Investigations of Psychopathology: Identifying Underlying Mechanisms and Risk**

**Chair:**

William Iacono, Univ. of Minnesota

This symposium will highlight how psychophysiological techniques, including measures of EEG, autonomic arousal, and startle probe reactivity, can inform the study of psychopathology, including alcoholism, depression, anxiety disorders, schizophrenia, and antisocial behavior. These techniques can provide insight into individual differences in temperament, emotion, and genetic vulnerability that may lie at the heart of these disorders.



**Presenters:**

William G. Iacono, Minnesota Twin Family Study, Univ. of Minnesota; **Identifying Psychophysiological Risk for Psychopathology**

Andrew J. Tomarken, Vanderbilt Univ.; **Frontal Brain Asymmetry and Depression: Empirical Findings and Conceptual Models**

Peter R. Finn, Indiana Univ.; **Disinhibition, Antisocial Behavior, and Alcohol Abuse**

Peter J. Lang, Bruce N. Cuthbert, and Margaret M. Bradley, NIMH Center for the Study of Emotion and Attention, Univ. of Florida; **Emotion and the Anxiety Disorders: A Psychophysiological Analysis**

**Contemporary Psychosocial Approaches to Depression and Its Treatment**

**Chair:**

Susan Mineka, Northwestern Univ.

This symposium will address cognitive, contextual, and interpersonal vulnerability factors for unipolar depression. One speaker will present results from a prospective study of cognitive vulnerability to major depression. Two speakers will present results from community studies—one regarding why there are such marked gender differences in depression, and one on the relation between marital functioning and depression. The final speaker will present results of a mega-analysis regarding treatment of depression that challenge current thinking regarding the superiority of medication.

**Presenters:**

Lauren B. Alloy, Temple Univ.; Lyn Y. Abramson, Univ. of Wisconsin; Wayne G. Whitehouse, Laura A. Murray, Temple Univ.; and Michael E. Hogan, Univ. of Wisconsin; **The Temple-Wisconsin Cognitive Vulnerability to Depression Project: Psychopathology and Self-referent Information Processing**

Susan Nolen-Hoeksema, Univ. of Michigan; **Cognitive and Contextual Contributors to Gender Differences in Depression**

Mark Whisman, Lisa Uebelacker, and Emily Courtneage, Yale Univ.; **Depression in Marriage: Moderating and Mediating Marital Processes**

Robert DeRubeis, Univ. of Pennsylvania; **Cognitive Therapy IS as Effective as Medications for Severe Depression: A Mega-analysis**

**MULTISPECIALTY SYMPOSIA**  
**To Become Oneself With Others: Ten Years of Research on Self-Silencing and Depression**

**Chair:**

Linda Vaden Gratch, Univ. of Houston-Downtown

The question, possibility, and necessity of authentic self-development and self-expression within intimate relationships is the topic of this panel. Research on this theme has been generative, the stimulus for which is Dana Jack's book, *Silencing the Self: Women and Depression*. Researchers from across North America will come together to present and discuss their work, and think together of new directions.

**Presenters:**

Linda Vaden Gratch, Univ. of Houston-Downtown; **The Vitality of Self-silencing as a Portable Construct: From Intimacy to the Workplace**  
Mary McCann, Bowdoin College; **The Silence that Speaks Through the Belly's Roar: A Study of Eating Disorders, Depression, and Self-Silencing**

Kristin Penza, Amy Reiss, and Heather Scott, Univ. of Oregon; **Sexual Orientation and Communication in Relationships: Self-silencing, Mutuality and Power in Heterosexual and Lesbian Relationships**

Janice Thompson, Simon Fraser Univ.; **Silencing the Self, Individual and Relationship Functioning in a Community Sample of Heterosexual Couples**

**Discussant:**

Dana Crowley Jack, Fairhaven College-Western Washington Univ.

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### Contingencies of Self-esteem: Perspectives from Social, Clinical and Developmental Psychology

**Chair:**

Jennifer Crocker, Univ. of Michigan

Self-esteem may be either contingent on satisfying conditions of worth, or noncontingent. Those with contingent self-esteem differ in the conditions they must satisfy to achieve or maintain a sense of self-worth. Links between contingencies of self-esteem and stability of self-esteem, motivation, attachment styles, and vulnerability to depression will be discussed.

**Presenters:**

Michael Kernis, Univ. of Georgia; **Stability of Self-esteem**

Edward L. Deci, Univ. of Rochester; **Ego-involvement as Contingent Self-esteem**

Kristen D. Mickelson, Harvard Medical School; **Sources of Self-esteem: Differences Based on Adult Attachment Styles**

John Roberts, State Univ. of New York-Buffalo; **Contingent Self-esteem, Attachment Styles, and Vulnerability to Depression**

**Discussant:**

Jennifer Crocker, Univ. of Michigan

### Emotional Intelligence and Emotional Complexity

**Co-Chairs:**

William F. Flack, Jr., VA Medical Center-Boston, James D. Laird, Clark Univ.

This symposium will focus on research by social and clinical psychologists on emotional complexity and intelligence. These concepts will be tied to assessment, health and physical illness, and the role of aging in coping with emotion.

**Presenters:**

John D. Mayer, Univ. of New Hampshire; **The Concept and Measurement of Emotional Intelligence**

Peter Salovey, Yale Univ.; **Coping With Emotional Intelligence and Its Implications**

Bernard Rime, Univ. de Louvain; **Emotional Intelligence Through the Social Sharing of Emotion**

Marta Pelusi, Clark Univ.; **The Complexity of Daily Emotional Experience**

### SYMPOSIA

#### Resistance to Information About Personal Risk

**Chair:**

Judith E. Lyon, Rutgers, The State Univ. of New Jersey

Although acknowledgment of personal risk is an important precursor of precautionary behavior, people resist messages designed to warn them of their vulner-

ability. This symposium presents current research on cognitive strategies people use to resist risk messages, individual differences in resistance, and promising methods to overcome this resistance.

**Presenters:**

Meg Gerrard, Frederick X. Gibbons, Monica Reisbergan, Gabie E. Smith, Tami Eggleston, and Boney-McCoy, Iowa State Univ.; **Perceptions of Personal Vulnerability and Self-esteem: How Individuals With High Self-esteem Maintain Lack of Vulnerability**

William M. Klein, and Heather K. Blier, Colby College; **"I'm Still Better Than My Peers": Coping With Undesirable Social Comparison Information Regarding Personal Risk**

Kate Morris, Butler Univ.; **Overcoming Resistance to Risk Information: Effects of Focusing Thought on Risky Behaviors**

Alexander J. Rothman, Univ. of Minnesota; **Influencing Perceptions of Personal Risk: The Utility of Direct and Indirect Appeals**

**Discussant:**

Neil D. Weinstein, Rutgers, The State Univ. of New Jersey

#### The Study of Emotion Reactivity and Regulation: Challenges of Cross-Level Investigation

**Chair:**

Lynne Huffman, National Institute of Mental Health At NIMH Centers for Behavioral Science Research, questions about emotion reactivity and regulation are explored at multiple levels of organization. In this symposium, intergenerational transmission of aggressive behavior, determinants of emotional reactivity, and emotional stimulus processing will be addressed. The challenges of cross-level investigation also will be discussed.

**Presenters:**

Robert Cairns, Univ. of North Carolina-Chapel Hill; **Intergenerational Transmission of Aggressive-hostile Patterns**

Richard Davidson, Univ. of Wisconsin-Madison; **Affective Style: Biological, Genetic and Social Determinants**

Peter Lang, Univ. of Florida; **Emotional Reactivity and Its Interaction With Attentional Demands**

**Discussants:**

Nathan Fox, Univ. of Maryland-College Park and Wendy Heller, Univ. of Illinois-Urbana-Champaign

## Implicit Memory and Aging

### Chair:

Darlene V. Howard, Georgetown Univ.

Recent research findings from a variety of implicit memory tasks obtained in normal aged individuals and individuals with age-associated diseases will be presented. Differential performance on tests of implicit memory by normal elderly and individuals with age-associated diseases will be discussed in terms of changes in cognitive processes and/or age-associated changes in brain.

### Presenters:

Leah L. Light, Pitzer College; **Repetition Priming in Young and Older Adults**

David B. Mitchell, Loyola Univ.-Chicago; **Implicit Picture Memory: Perceptual Longevity and Conceptual Aging**

Hasker P. Davis, Univ. of Colorado-Colorado Springs; **Declarative and Nondeclarative Memory Across the Lifespan**

Diana S. Woodruff-Pak, Temple Univ.; **Simple Eyeblink Classical Conditioning: A Form of Implicit Memory With Significant Age-Related Impairment**

### Discussant:

John D. Gabrieli, Stanford Univ.

## Emotion Regulation in Everyday Life

### Chair:

James Gross, Stanford Univ.

In this symposium, we discuss recent theoretical and empirical advances in the study of emotion regulation. Our focus is on emotion regulation in everyday life. We use laboratory and field work to address this topic and suggest a number of directions for theoretical development and empirical research.

### Presenters:

James Gross, Stanford Univ.; **Emotion Regulation and Its Consequences**

Roy Baumeister, Case Western Reserve Univ.; **Ego Depletion and Self-Indulgence: Some Costs of Affect Regulation**

Nathan Fox and Heather Henderson, Univ. of Maryland, College Park; **Emotion Regulation: Distinguishing Between Subtypes of Behavioral Inhibition**

Susan Nolen-Hoeksema, Univ. of Michigan; **Rumination, Uncontrollability, and Sex Differences in Depression**

### Discussant:

Peter Salovey, Yale Univ.

## Unconscious Cognition: Smart vs. Dumb Revisited

### Chair:

Michael Snodgrass, Univ. of Michigan

This symposium presents recent empirical work relevant to the degree of sophistication possessed by

unconscious processes. Following "smartness" criteria first proposed by Loftus and Klinger (1992), panelists address unconscious process complexity, flexibility, and defense.

### Presenters:

Sean Draine, Univ. of Washington; **Unconscious Processing of Two-word Grammatical Constructions**

Shasha Camaj, Univ. of Michigan; **Solving Anagrams Out of Awareness: Evidence for Complex Unconscious Cognition**

Arthur Reber, CUNY-Brooklyn; **How Cognitively Sophisticated Is the Unconscious?**

Michael Snodgrass, Univ. of Michigan; **The Inhibition of Subliminal Perceptions: Evidence for Unconscious Defensive Processes**

### Discussant:

Robert Bornstein, Gettysburg College

## Beyond the Cognitive Unconscious: The Emotional and Motivational Unconscious

Howard Shevrin, Univ. of Michigan

Now that considerable research has achieved a reasonable consensus among cognitive investigators that cognitive processes can be unconscious, it is timely to consider whether emotion and motivation can also operate unconsciously. The panelists provide evidence for emotional and motivational processes occurring unconsciously, interacting with cognitive processes while remaining independent factors.

### Presenters:

R.B. Zajonc, Stanford Univ.; **Unconscious Affect Reveals Unconscious Cognition**

Kent C. Berridge, Univ. of Michigan; **Affect and Desire: Unconscious Elements and Neural Systems**

Scott Bunce, Univ. of Michigan; **Complex Unconscious Cognitions, Affective Systems, and Life Experiences**

### Discussant:

Howard Shevrin, Univ. of Michigan

## Correction

The affiliations of Susan Mineka and Paul Thayer were misidentified in the January *Observer*. Mineka is with Northwestern University and Thayer is with North Carolina State University. Also, the wrong abstract was listed with Mineka's symposium. The correct abstract is listed in this issue's list of symposia and addresses.

The title of a Distinguished Fellows Panel Discussion was misspelled on page 13 of the January 1996 *Observer*. The correct title is: Whither I/O Psychology?

**IQ or Cognitive Ability?****Chair:**

Virginia C. Shipman, Univ. of New Mexico

This symposium concerns the scientific validity of IQ. The history of IQ tests is reviewed. IQ tests are shown to transform observable raw scores of cognitive ability into IQ by substituting raw score abscissas for their ordinates, distorting medians, distributions, and subscales. IQ growth does not parallel brain synapse growth.

**Presenters:**

Sheldon H. White, Harvard Univ.; **IQ Testing: The Scientific, the Practical and the Legendary**

Bernard Brown, Consultant, Washington, DC; **Raw Scores of Cognitive Ability are Real Psychological Variables: IQ Is a Hyperspace Variable**

Harriet W. Hanlon, Virginia Polytechnic and State Univ.; **Synaptic Neogenesis and Cognitive Growth**

**Discussants:**

Irving Lazar, Cornell Univ. and Virginia C. Shipman, Univ. of New Mexico

**Intergenerational Transmission of Trauma, Adaptation and Integration: Ottoman Turkish Genocide of the Armenians****Chair:**

Anie S. Kalayjian, President, International Society for Traumatic Stress Studies, NY Chapter

This symposium presents the latest research on the intergenerational transmission of the Ottoman Turkish Genocide of the Armenians. Issues of memory, integration, adaptation, and coping are discussed. First- and second-generation psychosocial responses are compared.

**Presenters:**

Alice Kassabian, Virginia Commonwealth Univ.; **Adaptation of Family Structure in the Context of Chronic Persecution and Massive Trauma, and the Effect on Armenian Ethnic Identity in Genocide Survivor Families**

Anie S. Kalayjian, College of Mount Saint Vincent; **Genocide: Intergenerational Perspectives on Adaptation, Integration, and Healing**

Diane L. Kupelian, Cooperative Clinic, Georgetown Univ.; **Intergenerational Effects of Cultural and Historical Factors Unique to the Genocide of the Armenians**

**Can a Multicultural Society Be Viable?****Chair:**

Tom Tyler, Univ. of California-Berkeley

This symposium examines psychological research that explores the implications of multiculturalism for the viability of societies. It considers evidence that

multiculturalism is inherently disruptive, because groups will naturally compete with one another when group membership is made salient. That evidence is contrasted with other research suggesting that, at least under some circumstances, multicultural societies can be viable.

**Presenters:**

Jim Sidanius, Univ. of California-Los Angeles; **Social Dominance vs. Patriotism in Intergroup Relations**

Tom Tyler, Univ. of California-Berkeley; **Procedural Strategies for Managing Diversity**

Assaad Azzi, Univ. Libre de Bruxelles; **The Recognition of Cultural Identities and Multicultural Coexistence**

**Discussant:**

David Sears, Univ. of California-Berkeley

**Global Perspectives on "Hot" Topics: Culture's Influence on Human Motivation****Chair:**

Beth Morling, Kyoto Univ.

An international panel will speak to the question of "What motivates the person?" Past perspectives on motivation are examined in cultures that emphasize an embedded, connected view of self. In some cases, motivation plays out differently in such cultures; however, some aspects of human motivation appear to transcend cultural particulars.

**Presenters:**

Sheena Sethi and Mark Lepper, Stanford Univ.; **Rethinking the Role of Choice in Intrinsic Motivation: A Cultural Perspective**

Grishwar Misra, Univ. of Dehli; **Cultural Diversity and Control**

Steven J. Heine, Kyoto Univ.; **Self-improving Motivations of Japanese: A Cross-cultural Investigation of Actual-ideal Discrepancies**

Ying-yi Hong and Chi-yue Chiu, Univ. of Hong Kong; **Social Identification in a Political Transition: The Role of Implicit Theories**

**Discussant:**

Shinobu Kitayama, Kyoto Univ.

Check the APS Website  
for further information

on the  
**9th Annual Convention  
of the**

**American Psychological Society**

[http://www.hanover.edu/  
psych/APS/aps.html](http://www.hanover.edu/psych/APS/aps.html)

or

<http://psych.hanover.edu/APS/>



## Empirical and Theoretical Developments in The Psycholegal Study of Workplace Sexual Harassment

### Chair:

Richard L. Wiener, Saint Louis Univ.

Courts and organizations currently use psycholegal research in workplace sexual harassment disputes. This multispecialty symposium describes recent developments in evaluation of social-sexual conduct. The papers examine gender differences, differences in legal standards (reasonable person vs. woman tests), and models of social perception. Implications for law and policy are discussed.

### Presenters:

Richard L. Wiener and Linda E. Hurt, Saint Louis Univ.;

**Gender Differences in the Evaluation of Social-sexual Conduct at Work**

Barbara A. Gutek, Univ. of Arizona; **Factors Affecting Perception of Sexual Harassment Using Realistic, Detailed Scenarios**

Jeremy A. Blumenthal, Harvard Univ.; **Gender Differences in Perceptions of Sexual Harassment: A Meta-analytic Review**

Eugene Borgida, Univ. of Minnesota; **Refining Sex-role Spillover Theory: Psychological and Legal Implications**

### Discussant:

Jane Delahunty-Goodman, Judicial Magistrate, Equal Employment Opportunity Commission

## On Telling Lies and Being Suspicious: Contexts, Motives, and Ethical Implications

### Co-Chairs:

Arthur G. Miller and Anne K. Gordon, Miami Univ.

Lying is a reprehensible yet ubiquitous aspect of social life. Research suggests that both those telling and being told lies are motivated to explain them meaningfully, often self-servingly. Suspicion of ulterior motives may prevent dubious behaviors from being taken at face value. Suggestions for promoting honesty will be discussed.

### Presenters:

Bella M. DePaulo, Matthew E. Ansfield, and Joseph M. Boden, Univ. of Virginia; **Serious Lies**

Anne K. Gordon, Miami Univ.; **Why Lies Persist: Self-serving Constructions of Deceit**

Steven Fein, Williams College; **Suspicion of Ulterior Motives: Effects on Perceivers' Attributions and Jurors' Verdicts**

Leonard Saxe, CUNY-Graduate School; **The Social Imperative to Lie: Implications for the Detection of Deception**

### Discussant:

Roy F. Baumeister, Case Western Reserve Univ.

## Perception and Communication in Power Relationships: The Role of Gender, Status and Culture

### Chair:

Nalini Ambady, Harvard Univ.

This symposium will examine a variety of interpersonal processes enacted with power relationships. Four studies examine how attributions, verbal, and nonverbal communication strategies, and perceptions are influenced by power and hierarchical relationships. These studies reveal that gender, culture, and socioeconomic status moderate these relationships.

### Presenters:

Lara Tiedens and Fiona Lee; **Private and Public Attributions: Communicating Negative Events in a Power Relationship**

Fiona Lee, Univ. of Michigan; **Politeness Strategies in Requests for Help**

Jasook Koo, Nalini Ambady, and Marvin Hecht Harvard Univ.; **Verbal and Nonverbal Communication in Hierarchies: A Cross-cultural Study**

Stephen M. Garcia, Stanford Univ.; Mark Hallahan, Clemson Univ.; Robert Rosenthal, Harvard Univ.; **Communication and Perceptions in Asymmetrical Power Relationships: The Role of Status**

### Discussant:

Judy Hall, Northeastern Univ.

## Cultural Perspectives on Happiness and Well-being

### Chair:

Sonja Lyubomirsky, Univ. of California-Riverside

Although a century of Western psychological research has investigated the determinants of happiness and well-being, *enduring and positive* affective states have rarely been examined with a cultural perspective. This symposium brings together researchers to discuss new work linking culture to happiness, life satisfaction, and positive mental health.

### Presenters:

Shinobu Kitayama, Kyoto Univ.; **Culture, Self, and Well-being**

Eunkook Suh, Univ. of Illinois-Urbana-Champaign; **The Chronic Influence of Culture and Ethnicity on Life Satisfaction Judgments**

Sonja Lyubomirsky, Univ. of California-Riverside; **The Meaning, Experience, and Expression of Happiness Across Cultures**

Corey Lee M. Keyes, Univ. of Wisconsin-Madison; **Minds and Bodies in the East and West: A Comparative Study of Mental and Physical Health**

### Discussant:

Harry C. Triandis, Univ. of Illinois-Urbana-Champaign

### Accuracy in Interpersonal Judgment: Personality, Empathy, Stereotypes, and Information

**Chair:**

David C. Funder, Univ. of California-Riverside

The accuracy of interpersonal judgment has become an important mainstream topic of social and personality psychology. Speakers will describe their research on the relationship between personality and the accuracy of self-perception, the pitfalls of accurately judging what another is thinking, and the effects of information and stereotypes on judgmental accuracy.

**Presenters:**

A. Randall Colvin, Northeastern Univ., and Jack Block, Univ. of California-Berkeley; **On the Inaccuracy of Self-judgments of Personality: Childhood Antecedents of Adult Self-enhancement**

William Ickes, Univ. of Texas-Arlington, and Jeffrey A. Simpson, Texas A&M Univ.; **Managing Empathic Accuracy in Close Relationships: A Theoretical Model**

David A. Kenny, Univ. of Connecticut; **Accuracy and Acquaintance: The PERSON Model**

Lee Jussim, Rutgers Univ.; **Myths, Legends and Facts About Stereotypes**

**Discussant:**

Robert R. McCrae, Gerontology Research Center, National Institute on Aging

### ADDRESSES WITH COMMENTATORS

#### Virtual Reality: A New Tool for Interdisciplinary Psychology Research

**Speaker:**

Hunter Hoffman, Univ. of Washington

Perception, memory and cognition, clinical, and medical (rehabilitation) psychology. I will describe Virtual Reality research on the psychological topics mentioned above, spanning several levels of analysis and disciplines of psychology. In the process, I will address the issue of how these various levels of analysis inform and build upon each other.

**Discussant:**

Elizabeth Loftus, Univ. of Washington

#### Brain Imaging Experiments of Thinking, Memory, and Consciousness

**Chair:**

Karl Pribram, Radford Univ.

**Speaker:**

Richard J. Haier, Univ. of California-Irvine  
Brain imaging studies of abstract reasoning,

emotional memory, and the effects of anesthetic drugs on memory encoding are reviewed. The importance of individual differences in cognitive performance and regional brain function is emphasized. Results are discussed as a basis for future imaging experiments on the nature of consciousness.

**Commentator:**

Karl Pribram, Radford Univ.

### An Empirical Evaluation of the Civil Jury

**Speaker:**

Reid Hastie, Univ. of Colorado

Most empirical evaluations of the performance of the civil jury conclude that it dispenses an adequate quality of justice. Social scientists have been indisputable at rebutting some alarmist claims that the civil justice system is in a "litigation explosion crisis" state. Nonetheless, recent empirical results suggest that the civil jury exhibits systematic biases and that these biases can be explained in terms of well-established cognitive and motivational biases that apply to many other decisions as well. The results of three new mock-jury studies and a survey of relevant biases are presented to support the claim that civil jury punitive damages verdicts exhibit systematic biases.

**Commentators:**

Valerie Hans, Univ. of Delaware; Sahri Diamond, Univ. of Illinois-Chicago; Michael Saks, Univ. of Iowa

### Understanding the Different Types of Positive/Negative Information Framing Effects

**Chair:**

Valerie F. Reyna, Univ. of Arizona

**Speaker:**

Sandra L. Schneider, Univ. of South Florida

This paper distinguishes three ways in which alternative framing of information in positive or negative terms affects decisions. Framing can influence (a) willingness to take a risk, (b) object evaluation, or (c) communication persuasiveness. Differentiating these effects resolves confusion in the literature and provides insight into underlying mechanisms and theory.

**Commentator:**

Valerie F. Reyna, Univ. of Arizona

### Attention Convention Attendees

Please take a moment and give us your thoughts on the APS Convention. On the following page is a form that APS encourages you to fill out and fax or mail back. The annual convention is for the benefit of APS members and through your input, APS hopes to better serve your needs. We welcome you to attach a second page if you need more space.



# WHAT DO YOU THINK?

Help APS shape future conventions.  
 What would you like to see?  
 What speakers would you be interested in hearing?  
 What topics would you like to see covered?  
 What activities would you like to participate in?  
 What features would you like to see included in future conventions?



Speakers:

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Topics:

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Activities:

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Features:

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Anything else?

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Your name: \_\_\_\_\_

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Would you be interested in volunteering to plan future conventions? \_\_\_\_\_

Send your suggestions to:  
 American Psychological Society ♦ 1010 Vermont Ave., NW ♦ Suite 1100 ♦ Washington, DC 20005  
 Email you suggestions to: APS@capcon.net Fax to: 202-783-2083

## HODES FROM PAGE 2

very specific types of learning and memory. In addition, findings from studies of older people are beginning to converge with those reported in the animal literature, suggesting the importance of the dorsolateral prefrontal lobe in working memory, an area that appears compromised with aging. Important also are studies indicating that generalized neuron loss is not an inevitable consequence of healthy aging; there are many brain areas that are spared.

In other studies, hippocampal and related medial temporal lobe sites have been more precisely identified in terms of their role in "encoding" or "acquisition" of new information and in relation to memory problems in aging. Of especially great interest has been research about the mechanisms of synaptic plasticity in the aging hippocampus. These studies have given us new information on how we might prevent or retard age-related memory declines through the use of neural growth factors or mental exercises or stimulation that can enhance synaptic connections.

A number of basic behavioral and psychological studies are under way to examine individual differences in cognitive aging. A recurrent theme in all research on aging is the heterogeneity of the older population, cognition being no exception. We now know that several variables contribute to age differences in cognitive function, such as birth cohort, motivational factors, affect, experience, self efficacy, fatigue, strategy differences, and metacognition. Recent findings indicate that health status and genetic differences may play a significant role, especially for women.

The Five-Factor Model of Personality, a model of trait structure elaborated by NIA intramural scientists, has allowed rapid progress in understanding the origins, stability, and predictive use of personality traits. By now, the personality instrument developed by the Gerontology Research Center team has been translated into 20 languages and will be used to compare cross-sectional studies of age differences in personality in different countries and cultures. U.S. samples, for instance, show that individuals in their later teens and early 20s differ systemati-

cally from adults over age 30 (they are more highly emotional and less well socialized). By contrast, between the 30s and 70s, no personality differences are observed. If data from other countries show the same cross-sectional patterns, this might suggest some universal and intrinsic process of personality development.

### New Directions

While these research areas continue to mature, behavioral research is moving in some intriguing new directions. With several decades of concentrated study on understanding the brain, cognition, and personality, we are now ready to apply what we know to the everyday lives of older adults. In 1993, the Institute started six Edward R. Roybal Centers for Research on Applied Gerontology. Several of the centers' projects are designed to integrate older people into the growing use of technology, such as computers and automated teller machines. The centers will test ways to make new technologies adapt to older adults, and vice versa. Other center projects aim at reducing the rate of accidents among older drivers and overcoming the resistance of some older people to exercise programs.

In addition, in the past year, NIA has collaborated with the National Institute of Nursing Research to initiate a multi-site trial of cognitive interventions to help older people maintain independence. This unique study will investigate interventions to improve cognitive functioning in healthy community samples and will assess their impact on everyday functioning and health. Now in the study design phase, the project should begin recruiting older adults later this year.

In September 1996, in an effort to broaden understanding of cognitive changes with aging, the Institute sponsored a workshop examining how social processes influence cognition. Most research on cognition in later life has concentrated on context-free processes, such as speed of processing and working memory changes. This approach, however, has ignored adaptive changes in cognitive skills such as expertise, which may greatly compensate for cognitive deficits. Studies are now under way to examine, among other issues, how social

cognition affects decision-making and how social interaction and communication with others may affect health and well-being.

### Longitudinal, Genetic Studies

Along these lines, two nationally representative, longitudinal studies sponsored by NIA are expected to provide new insights into aging, health, and retirement. The Health and Retirement Study and the survey of Asset and Health Dynamics Among the Oldest-Old are exploring new ways to measure cognitive, emotional, and social aspects of the lives of people 51 and older. The studies are testing a number of instruments for assessing functional status, memory, crystallized intelligence, and depression. Researchers are now looking at the initial waves of the survey and should be able to report findings in these areas soon.

Rapid changes in all areas of genetics and the availability of transgenic models and gene substitution and knockout techniques are having a great impact on research into the biology of aging. At the cutting edge of behavioral research are new efforts to consider gerontological questions in behavioral genetics.

At the May 1996 Behavior Genetics Association convention, NIA organized a symposium to develop a research agenda, identify conceptual and methodological barriers to research on behavioral genetics and aging, foster collaboration in research in this area, and encourage research and research training grant applications. The Institute is planning to formally announce a program initiative in this area within the coming year.

Behavioral genetics researchers only now are beginning to appreciate the implications for understanding higher-order behaviors like cognitive function and complex traits like personality. There is recent evidence of genetic markers—alleles of the  $D_4$  dopamine-receptor gene ( $D_4DR$ )—for certain normal personality traits. Studies in a variety of populations, including groups of twins and the NIA's long-standing Baltimore Longitudinal Study of Aging, are now being conducted to look at the relation between other central nervous system receptor alleles and personality traits and other psychoso-

CONTINUED ON NEXT PAGE

# APS Returns to Washington, DC, for 9th Annual Convention



## "The Unity of Psychological Science: Connections and Interfaces!"

In 1997, APS returns to Washington, DC, to bring you its 9TH ANNUAL CONVENTION! As always, the APS meeting offers you the best in the field of psychological science—the most distinguished speakers, the most provocative addresses and symposia, and the latest in research findings. The APS meeting is the preeminent event of the season for all scientific psychologists, regardless of specialty, because our carefully crafted program transcends the boundaries of specialties and explores major issues from a variety of perspectives.

The APS Convention program strongly emphasizes cutting-edge research and features the best and the brightest of today's scientific psychologists. Select integrative talks and symposia synthesize data and address important topics in current psychological research. Hundreds of diverse poster presentations highlight specific research questions and findings, all in a format that allows the audience time to absorb, react, and discuss the data one-on-one with individual presenters.

Don't forget to make plans to attend the 4TH ANNUAL APS INSTITUTE ON THE TEACHING OF PSYCHOLOGY as well. The Teaching Institute has received rave reviews and sells out each year as we continue to offer presentations that address the specific concerns of teachers of psychology. This one-day preconference on May 23 will combine substantive talks by leaders in scientific psychology with poster and roundtable presentations that feature innovative teaching strategies and effective classroom tools. Teachers of psychology at two- and four-year colleges and universities and graduate students will benefit from the experience of their peers in an informal atmosphere that encourages group interaction.

**NEW!**

This year, APS is pleased to announce the addition of a new meeting, **THE BIOLOGICAL BASIS OF BEHAVIOR**. Designed for psychophysicists, psychobiologists, and behavioral neuroscientists, this one-day meeting will include short paper presentations topically organized into two-hour sessions and an evening poster session.

But that's not all! The APS Convention also offers these exciting meeting features—exhibits featuring the latest in publications, computer tools, and services; as well as the opportunity to network with colleagues at social events. Another key attraction is the number of satellite meetings of related organizations (e.g., NIDA, AAAPP, SPSP, and the Academy of Psychological Clinical Science) scheduled in conjunction with the APS meeting, making it possible for you to consolidate your essential meeting travel into one jam-packed week.

When you are not in sessions or at the Exhibit Hall, we urge you to experience the sights, sounds, and tastes of our nation's capital. Visit the White House or stroll among the Capital monuments. Journey across the Potomac River and visit Arlington Cemetery or spend time exploring the National Air and Space Museum.

For convention registration, hotel reservation, and travel discount information, please refer to this brochure. Note that attractive combination discounts are available for those of you registering for both the Biological Basis of Behavior meeting and the APS Annual Convention. If you have any other questions, please call the APS Convention Department at 202-783-2077, ext. 3017. See you in DC!

## Registration & Hotel Forms Enclosed Don't Delay - Deadline Date = April 21, 1997



9th Annual Convention of the American Psychological Society  
May 23-26, 1997 ♦ Washington Hilton and Towers ♦ Washington, DC



May 23-26, 1997 ♦ 9th Annual Convention  
 Washington Hilton and Towers  
**HOUSING FORM**

9TH  
 ANNUAL  
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AMERICAN  
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Please type or print. Complete the entire form, particularly arrival and departure dates. Send applications immediately to ensure desired accommodation at convention rates. Send for arrival no later than **April 21, 1997**, directly to the Washington Hilton at:

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 Phone: 202-483-3000 ♦ Fax: 202-232-0438 or call toll free: 888-324-4586

**APS SPECIAL CONVENTION RATE = \$100 per night plus tax for single or double rooms**  
*Reservations received after April 21, 1997, will be made on a space-available basis.*

**GUEST INFORMATION**

Name: \_\_\_\_\_  
Last First MI

Mailing Address: \_\_\_\_\_  
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City State Zip code/Postal Code Country (if not USA)

Telephone (day): \_\_\_\_\_ Telephone (evening): \_\_\_\_\_

Room Type:  Single (1 Person)  Double (2 People/1 Bed)  Double (2 People/2 Beds)  Triple (3 People/2 beds)  Quad (4 People/2 Beds)  
*Single and double rooms are guaranteed at \$100 plus tax per night. Please add \$20 per extra person, per night for triple and quad rooms. Rooms containing two beds cannot accommodate cots or roll-away beds.*

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Last First MI  
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Last First MI

Special Requests:  Smoking  Non-smoking  Handicapped Accessible  Other: \_\_\_\_\_

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Day Date Time

Departure: \_\_\_\_\_ (Check-out time: 12NOON)  
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(B) Enclosed is my credit card information authorizing my account to be charged a deposit of one night's room and tax.

Check credit card:  American Express  Carte Blanche  Diners Club  Discover  MasterCard  Visa

Credit Card Number \_\_\_\_\_ Expiration Date \_\_\_\_\_

Print name as it appears on card \_\_\_\_\_ Signature (required) \_\_\_\_\_

*Reservations subject to cancellation at 4PM if not guaranteed for late check-in. Don't be a no-show. Failure to cancel your reservation 72 hours prior to arrival will result in one night's room and tax being charged to your credit card.*

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Institution: \_\_\_\_\_  
As you wish it to appear on your badge. Do not exceed 35 characters.

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## REGISTRATION FEES ("Early Bird" refers to postmarked or faxed by 4/21/97. Those interested in signing up for the Teaching Institute are advised to register early as enrollment is limited.)

◆ <b>APS Teaching Institute</b>	Early-Bird	On-Time	
APS Member, Fellow	\$55	\$70	\$ _____
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Nonmember of APS	\$85	\$100	\$ _____

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\_\_\_\_\_  
Last First MI

\_\_\_\_\_  
Last First MI

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**Total of Membership Fees:** \$ \_\_\_\_\_

**Availability of APS Convention Program:**  
 All domestic APS members, domestic APS Student Affiliates and advance registrants will automatically receive a copy of the Program before the meeting and do not need to order one. Programs will be mailed in early May. Remember to bring your copy to the convention. Limited copies will be available on-site for \$5 per copy. On-site registrants will be given a copy when registering.

**Special Combined Rate!**

**Special Needs:** Please check here and list any special needs that we may assist you with during the meeting (wheelchair accessibility, assistive listening device, etc):  
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To help keep convention costs affordable, I would like to contribute: \$ \_\_\_\_\_ 4410.01

## TOTAL AMOUNT OWED to American Psychological Society:

(Refunds must be requested in writing prior to May 1, 1997; no refunds will be made after that date.)

\$ \_\_\_\_\_

Checks and money orders should be made payable to the American Psychological Society in US dollars only OR you may pay via credit card by completing the section below.

o MasterCard o Visa Account # \_\_\_\_\_ Expiration Date \_\_\_\_\_

Name (as it appears on card) \_\_\_\_\_

Signature (required) \_\_\_\_\_

By signing this, I understand that if this form is faxed/post marked later than 4/21/97. I will not be entitled to the "early bird" discount.

**2 Ways to Register!**

- ◆ MAIL to APS 1997 Convention, PO Box 90457, Washington, DC 20090-0457.
- ◆ FAX to 202-783-2083 (credit card registrations ONLY)

## Travel Information

**Hotel Location:** Located at 1919 Connecticut Avenue, NW, the Washington Hilton and Towers overlooks our Capital's skyline, and is convenient to the Washington Monument, the White House, the Lincoln Memorial, Capitol Building, and National Zoo.

If travelling by air via Washington's International Airport, you may reach the hotel by cab, van service, airport shuttle or Metro. A cab ride to the hotel will cost approximately \$15 and take approx. 25 minutes. Several van companies provide service between the baggage claim area of the airport and the downtown hotels at an average cost of \$8 for a one-way trip (\$13 round-trip). If travelling within the DC area via Metro Rail, the hotel is located three blocks from the Dupont Circle stop on the Red Line.

If travelling by car, you may wish to request specific directions from the Concierge Desk at 202-483-3000.

**Air Travel Discounts:** We are pleased to announce that USAir and United Airlines have been selected as the official air carriers of the 9th APS Annual Convention. *USAir* is offering our attendees 5% to 10% off published airfares, and *EWA Travel* has offered its services for convenient, no-hassle conference ticketing. Please call EWA Travel at 800-368-4055 for the lowest airfares, or contact USAir's convention desk directly at 800-334-8644 and refer to **Gold File #72830061**. When booking through United, please call either EWA Travel, or United's convention desk at 800-521-4041 and refer to **Star File #511II**. In either case, please identify yourself as an APS meeting attendee. *Your use of EWA Travel and/or USAir or United Airlines saves you money and helps offset APS travel costs at the same time.*



**Car Rental Discounts:** In continuing partnership with APS, Hertz invites attendees at the 9th APS Annual Convention to avail themselves of the APS association discount on car rentals. Hertz offers you a wide selection of cars, all with unlimited free mileage. To reserve your rental car, please call Hertz at 1-800-544-0058 and specify **gold file number CV37686**. *Once again, your use of these special arrangements helps you save money and helps APS earn credit toward future Society meetings and events.*

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# Letters to the Editor —

## Armenian Genocide

Dear Editor:

The January 1997 *Observer* featured a letter by a colleague of mine at Koc University, Dr. Sami Gulgoz, questioning the trustworthiness and scientific basis of the Armenian-American Society for Studies on Stress and Genocide's research project, "Coping with Ottoman Turkish Genocide," which was mentioned in the November issue. He writes, "Whether there has been a genocide or not has been a matter of scholarly debate for years, and there is strong evidence against the existence of such an event in the Ottoman land." Referring to the Holocaust Memorial Museum in Washington, DC, he writes, "The Holocaust museum has rejected to allocate space to the alleged genocide, because there was not enough evidence showing that the struggle that occurred in that region was indeed an action against the Armenians."

With all due respect to Sami as a teacher and researcher, the quoted statements above are, respectively, misleading and false. After discussing this with him, I decided that I should write a reply both to correct the record and to counter the impression that there is a monolithic view of these events to which all who are connected with Turkish institutions must accede.

Much about the treatment of Armenians at the end of the Ottoman Empire is

not in dispute among historians. In particular, between 200,000 and 2 million Armenians died in the course of a mass deportation action, which was directed by the Ottoman cabinet, beginning in 1915 and ending with the founding of the Turkish Republic in 1923. The "debate" to which Sami refers is largely about the extent of Ottoman responsibility for the deaths and whether this responsibility would qualify as an act of "genocide." Most scholars who do not have direct ties either to Turkish or to Armenian organizations have concluded that the deaths were brought about willfully by some Ottoman officials' desires to exterminate the Armenians, as was reported by many eyewitnesses at the time (including German diplomats who were allies of the Ottomans). A brief but balanced summary of the evidence is contained in Erik Zurcher's 1993 book *Turkey: A Modern History* (pp. 120-121). To my knowledge there is no "strong evidence against" a genocide, only some gaps in the available documents.

The grounding assertion of Sami's letter which concerns the Holocaust Museum, is simply false. The museum's senior historian, Dr. Sybil Milton, has confirmed this. According to Milton and other officials at the museum, the Armenian deaths of 1915-23 are fully recognized as genocide by the Museum through library space dedicated to documenting the events, programs on

comparative genocide devoted to the Armenian case, and the fact that the permanent exhibit displays—in the context of the beginning of World War II and the invasion of Poland—a quote from Adolph Hitler: "Who remembers the destruction of the Armenians?" It was spoken on August 22, 1939, at a meeting of the military supreme command as Hitler exhorted SS chiefs to exterminate the Poles. The Museum's permanent exhibit is devoted almost entirely to the Nazi Holocaust because that was the museum's mission and space was limited, according to Milton. This was not the result of any doubts about the evidence for genocide of the Armenians.

Stuart Eizenstat (President Jimmy Carter's chief domestic advisor), as quoted by Judith Miller in an April 22, 1990, *New York Times* article, stated that the Turkish Ambassador to the United States had threatened the Carter administration over this issue: "Including the Armenians in the museum, Eizenstat remembers the ambassador saying, would not only affect relations between Turkey and Israel; it would also mean that 'Turkey could no longer guarantee the safety of Jews in Turkey.'" The article later continues, "In the end, the council [in charge of planning the museum] ignored Turkey's threats; the Armenians would have a place in the museum." This is one particularly strong indication of how the Turkish government has used its state power to try to suppress the evidence for genocide. Much more about the Turkish government's attempts to promote its view in scholarly circles is documented in another article, "Professional Ethics and the Denial of the Armenian Genocide," by Roger Smith, Erik Markusen, and Robert Jay Lifton in the Spring 1995 issue of *Holocaust and Genocide Studies*, a journal published jointly by Oxford University Press and (significantly) the United States Holocaust Memorial Museum.

I am enjoying working as a psychologist in Turkey and very much appreciate the gracious hospitality of its people, but I do hope that the government here will cease to use its power to manipulate thought, expression, and scholarship on this and other matters.

TODD DAVIES  
KOC UNIVERSITY  
ISTANBUL, TURKEY

## FROM PREVIOUS PAGE

cial variables. These studies and others may provide clues for the role of the dopamine system and its influence on behavior. Ultimately, these studies will illuminate the broader genetic basis of normal variations in cognitive functioning and personality.

These types of advances cannot come quickly enough. We know, of course, that cognitive and physical declines increase markedly with advanced age. The number of very old people, age 85 and

older, is expected to reach at least 7 million over the next 20 years, and that number will soar to possibly 27 million or higher by 2050. Without new and effective interventions to improve healthy life expectancy for large and growing numbers of older people—most especially the very old—the pressures on families and on formal and informal long-term care systems will be extreme. Behavioral research will play a critical role in managing the challenges that lie ahead. ♦

# Teaching Tips

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

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

Send article ideas or draft submissions directly to Barry Perlman, TEACHING TIPS Editor, Dept. of Psychology, Univ. of Wisconsin-Oshkosh, Oshkosh, WI 54901-8601; Tel.: 414-424-2300; Fax: 414-424-7317, Bitnet: PERLMAN@OSHKOSHW; Internet: PERLMAN@VAXA.CIS.UWOSH.EDU

## History Belongs in Every Course

Michael Wertheimer  
*University of Colorado-Boulder*

"Those who know only their own generation remain children forever." A version of this saying, attributed to Cicero more than two millennia ago, is prominently inscribed in stone on the west portico of the central library of the University of Colorado-Boulder. It captures the wise insight that to develop humility, reduce gullibility, and enhance intellectual maturity—in short, to "grow up"—people need to know about their history.

Applying this observation to the teaching of psychology might generate the following "prescription": *All teachers of all courses in psychology should develop, and emphasize, an historical perspective on the topic of the course to improve both their students' understanding of the subject and their students' maturity and wisdom.*

In brief, students are much better prepared if they are exposed to material on the history of a subject. The remainder of this column will discuss why teaching history is desirable and provide suggestions on how to include it in our classes.

### Why Include History in Psychology Teaching?

#### 1. It Presents the Development of Ideas and How Science Works

Every academic field and subfield has a developmental trajectory. Points of view evolve and change; significant discoveries yield new understanding and leave their impact upon later work. The unfolding of thought in an area can be fascinating intellectual fare, as one realizes how later workers build on, and extend, the work of their predecessors—or distort or oversimplify earlier approaches so that theories and approaches that once worked reasonably well now come crashing down.

Psychologists are not immune to Cicero's proscription of "eternal childhood," but the easy cure for this form of "infantilism" is the prescription for a healthy historical perspective in teaching. Not every contemporary theorist or computer modeler is aware that if a "new" theory or model looks promising today, somebody else probably had the same basic idea previously. And if a brilliant and unassailable contemporary theory reveals a flaw, chances are that its flaw—or at least some aspect of it—was identified long ago.

Discovering that one is not necessarily the innovator of an idea may be a blow to one's perceived creativity, but such

disappointments do not necessarily stem from a lack of historical knowledge. Because, most specialists are the first to admit that the sheer volume of contemporary scientific information prevents even the most studious scientist from keeping abreast of all contemporary theories and approaches. But the study of disciplinary history helps demonstrate to the student the relative impermanence of accepted wisdom of the day and instills a healthy caution in accepting current theories and ideas.

Fifty years ago, nobody could talk responsibly about learning, for instance, without copious references to rats running in mazes, and 30 years ago the Skinner box was all the rage. The field of verbal learning used to mean endless variations on the memorizing of nonsense syllables, but now psycholinguists are talking about schemas, scripts, and frames. Projective tests like the Rorschach were vying with dream analysis as the royal road to understanding the most significant depths of the human psyche in the middle of this century, until massive empirical studies questioned their validity. The group mind that was the theoretical panacea for social psychologists less than a century ago was discarded in favor of balance theories, cognitive dissonance, and many other taken-for-granted explain-it-all theories that in turn are being replaced today. The resourceful

instructor can readily identify historical examples that can help students realize that today's "answers" to current questions often are not likely to be the ultimate answers.

## 2. The Intended Outcome of a Liberal Education Is Wisdom

Including history in your classes will provide your students with a broader perspective, and an understanding that today's taken-for-granted orientations, methods, problems, and theories are as time- and place-bound as their predecessors. Your class will make a more significant contribution to students' liberal education and help them realize that what they are learning in your course relates to the rest of their education. For example, learning how John Locke's *primary qualities* fit in with the notions of Newtonian physics, how associationism relates to the idea of elements in chemistry, or how Gestalt concepts are related to field theory in biology and in modern physics all help make the student's entire curriculum more meaningful and integrated.

Different disciplines use similar epistemological approaches to related problems, and their varying perspectives on the same kinds of problems can be enlightening. Your students' education is enhanced more if they develop such historical perspectives.

## How to Teach History in Your Courses

The *how?* may be a bit of a puzzler for today's teachers of psychology—especially those who never had a course on the history of psychology, even as undergraduates. And unfortunately, in this time of fragmentation and hyper-specialization in the field, fewer and fewer new psychologists have studied the history of the discipline. Yet to be able to compete for teaching jobs in an ever tighter academic market, a healthy dose of historical sophistication could actually make them more marketable, and more successful once they get the job.

### 1. Use Historical Examples Throughout the Course

Psychology teachers who have some respect for the history of the discipline typically include historical themes briefly at the beginning of a course. While better than

no historical content at all, this approach is not enough. Include historical themes in your course in every lecture, and in every unit.

Frequent historical references repeated throughout the course can help ensure that a responsible perspective is never lost. Don't limit your examples to studies published only during the last ten years, and show how thoughtful the approaches to a problem were when it was first addressed. Such discussions should include reference to the way a question was phrased and how that changed over the years. It should also include discussion of how knowledge about an area improved—or at least changed. Help your students understand how the field got to be where it happens to be right now.

### 2. Use Your Library

It might take a bit of searching to find appropriate historical material for some psychology courses, but once you have the information it can be used for years. Most texts focus on the here-and-now, and strive to be as up-to-date as possible. But visits to the library (if your text contains little about history), and focused queries to your reference librarian (they're specially trained to help with such things), can turn up books and articles on the history of almost any subfield as well as on the history of the entire discipline itself, such as several of the items listed under *further helpful readings* below. The list also includes some reference books that you're likely to find useful, such as Viney et al. and Watson.

### 3. Develop a Few Excellent Sources of Historical Examples

Where can you find appropriate historical material? As a start, refer to the books listed in the list of reading material below. In addition, most general texts on the history of psychology contain narratives about numerous subfields. The *Journal of the History of the Behavioral Sciences* is a rich resource. The newsletter of APA's Division 26 (History of Psychology) is a remarkably varied and rich storehouse of articles relevant to many different fields, and that division has just launched a new journal on the history of psychology.

Some slide series (such as ones developed by John Popplestone at the Archives of the History of American

Psychology at the University of Akron and by Ludy T. Benjamin, Jr., of Texas A&M) have pictures of famous psychologists of the past, shots of historic labs, charts from influential studies, and photos of the title pages of classic works, and several suppliers have huge inventories of films and videos. It may take some digging, but the historical material relevant to your course can be found.

Don't forget your library's journals. Many college and university libraries now have volumes of journals that go back at least 50 years. Students can be fascinated by reading selected older articles, both to see how far we have come and to gain respect for the scholarship of the past. Good ideas are not a monopoly of today's prominent psychologists; many wise scholars long ago had insights that are still highly enlightening, even about issues that are currently in the limelight.

### 4. Use Sketches of People and Contributions

One way to make history come alive, of course, is to present sketches of the contributions—and lives—of some of the major figures in the field you are teaching. APA and Lawrence Erlbaum Associates, Inc., have jointly published two volumes of *Portraits of Pioneers in Psychology* (Kimble, Boneau, & Wertheimer, 1996; Kimble, Wertheimer, & White, 1991) and a third volume is in preparation.

Most of the chapters in these books are lively, often irreverent, accounts by experts in the pioneers' fields, sometimes with the author impersonating the pioneer. The biographies include not only the typical general psychologists of the past, but figures relevant to specialized courses. For example:

**Learning:** Edwin R. Guthrie, D.O. Hebb, Clark L. Hull, Walter Hunter, Karl S. Lashley, Ivan P. Pavlov, Ivan M. Sechenov, Edward L. Thorndike, Edward C. Tolman, John B. Watson.

**Sensation and Perception:** Gustav T. Fechner, James J. Gibson, Clarence Graham, Wolfgang Köhler, Joseph B. Rhine, Max Wertheimer.

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**Individual Differences:** Edgar A. Doll, Leta Stetter Hollingworth, William Stern, Robert C. Tryon.

**Personality:** Mary W. Calkins, Sigmund Freud, Carl Jung, Silvan S. Tomkins.

**Applied Psychology:** Lillian Gilbreth, Harry Hollingworth, Joseph Jastrow.

**Behavioral Genetics:** William E. Blatz, Barbara Burks, Francis Galton, Robert C. Tryon.

**Clinical Psychology:** Dorothea Dix, Sigmund Freud, Carl Jung, Harry S. Sullivan, Silvan S. Tomkins, Lightner Witmer.

**Animal Behavior:** D.O. Hebb, Ivan P. Pavlov, Paul H. Schiller, John B. Watson, Robert Yerkes.

### 5. Impersonate the Famous

An approach that can work well and be enjoyable for you—and keep you on your toes—is to begin most class sessions by impersonating a famous deceased figure from the past, using a first-person format in a five- to ten-minute lecture to talk about some early ideas on the subject of the day's lecture. Summarizing what that person's main contribution was and then inviting the students to ask questions of the "visitor" work well.

It is not as difficult as one might think to provide "answers" that could plausibly have been generated by the one being impersonated. And, at any rate, you are apt to know more about that than your students, and you can always plead "I don't know" to any question. Besides, you can preface the whole practice by warning your class that if the questions are too difficult, the person you've resurrected might just fade back into the shadows of the past. You might ask your TA to impersonate a favorite pioneer. Or, if class size permits, require each student to do at least one such impersonation.

### 6. Test on History

Use exam questions that reflect the historical perspective you have been trying to convey. You might even make these questions easier than routine factual content questions, to reward students for learning something about context and becoming liberally educated!

An example of an objective question for a course in cognitive psychology might be: Place the following models of cognitive processes in the brain in historical order by circling the number 1 in front of the earliest, the 2 in front of the next, the 3 in front of the next, and the 4 in front of the most recent:

- |   |   |   |   |                        |
|---|---|---|---|------------------------|
| 1 | 2 | 3 | 4 | electronic computers   |
| 1 | 2 | 3 | 4 | neural grooves         |
| 1 | 2 | 3 | 4 | telephone switchboards |
| 1 | 2 | 3 | 4 | vacuum tubes           |

A short-answer essay question for a course on perception might ask for a comparison of the use of Ohm's law in audition and in vision, while a longer essay question for a course on neuropsychology might ask students to comment on the advantages of modern brain activity imaging techniques over the classic extirpation and microelectrode recording methods. In any course, you could ask students to indicate what we now know (e.g., about color vision, schizophrenia, neurochemistry, personality traits) that was not known, say, 50 years ago. The possibilities are almost endless.

### Coda

Elements of past scientific approaches, and their sociocultural context, survive within contemporary psychology. At what point in teaching about the field is it appropriate to insert the historical background on these past approaches? At any time, anywhere, and everywhere that you can squeeze it in. Why? So your students get an education rather than just learn to memorize a list of facts that will change over time, and to instill in them a sense of humility, a well-developed intellectual maturity, and an immunization against gullibility.

Help your students become intellectually sophisticated, and prudent and productive members of our scientific community and society. Part of this goal is achieved by training students to have a healthy skepticism about what they are learning and helping them understand why the current discipline of psychology happens to be the way it is. How can you do this? It will take a bit of ingenuity, especially in those fields that are exploding so fast that they are

almost ahistorical. But this endeavor will enrich your students' intellectual experience and your own.

### Further Reading

- Kimble, G.A., Boneau, C.A., & Wertheimer, M. (Eds.). (1996). *Portraits of pioneers in psychology*, Vol. 2. Washington, DC: American Psychological Association, and Mahwah, NJ: Erlbaum.
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- Postman, L. (Ed.). (1962). *Psychology in the making: Histories of selected research problems*. New York: Knopf.
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- Viney, W., Wertheimer, M., & Wertheimer, M.L. (Eds.). (1979). *History of psychology: A guide to information sources*. Detroit, MI: Gale.
- Watson, R.I. (1978). *The history of psychology and the behavioral sciences: A bibliographic guide*. New York: Springer.

Michael Wertheimer obtained his PhD in experimental psychology from Harvard in 1952. He taught courses on the history of psychology more than 50 times. His publications include *A Brief History of Psychology* (3rd ed.) (1987). A former president of APA's Division 26 (History of Psychology), he became Professor Emeritus at the University of Colorado in 1993.

## Relocating?

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# People

## Recent Promotions, Appointments, Awards...

APS Member **Mark A. Gluck**, of Rutgers University-Newark, has been named by President Clinton to receive a National Science Foundation 1996 Presidential Early Career Award for Scientists and Engineers in recognition of his contributions as a researcher and educator. The Early Career Award, which includes a grant from the National Science Foundation of \$100,000 a year for five years, represents the highest honor bestowed by the US government on scientists and engineers just starting their independent careers. These are young professionals whose talents and potential are so great that they are expected to emerge as leaders on the frontiers of science and engineering in the next century. Gluck is one of 20 NSF-nominated researchers to receive the new award, which was created last spring. In the award citation, Clinton praised Gluck for his "outstanding contributions to understanding the cognitive neuroscience of human learning by evaluating computational models of neural networks that relate brain mechanisms to emergent behaviors and integrating behavioral and psychobiological approaches to animal and human learning." A faculty member at the Center for Molecular and Behavioral Neuroscience at Rutgers, Gluck is a highly respected researcher in the areas of neural networks, learning, and memory.



APS Member **Mark S. Goldman**, of the University of South Florida-Tampa, has been named to the National Advisory Council on Alcohol Abuse and Alcoholism. The Council, which is part of the National Institute on Alcohol Abuse and Alcoholism (NIAAA), advises on the conduct and support of biomedical and behavioral research, health service research, research training, and health information dissemination with respect to the causes, diagnosis, consequences, prevention, and treatment of alcohol abuse and alcoholism. Goldman is known for his work in neuropsychology, cognition, psychopharmacology, behavior modification, and alcoholism treatment. He currently serves as the Director of the Alcohol and Substance Use Research Institute at the University of South Florida. A recipient of NIAAA's MERIT award, Goldman also serves as an advisory editor for the *Journal of Studies on Alcohol*.

## People News Welcomed . . .

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

APS Member **Michael McCloskey**, of Johns Hopkins University, has been named Program Director for Human Cognition and Perception at the National Science Foundation in the Social, Behavioral, and Economic Research (SBER) Directorate, effective January 27, 1997. Among other tasks, he will assess current science policy issues and positions in developing a strategic plan for SBER. McCloskey will also assist SBER Director of William Butz in keeping abreast of developments in the scientific, professional, and political arenas that affect the social, behavioral, and economic sciences. McCloskey's expertise also will contribute to the development of NSF's new research initiative in Learning and Intelligent Systems. McCloskey has most recently served as professor and chair of the Cognitive Science department at Johns Hopkins University.

APS Charter Member **Linda Mealey**, a professor at both the College of St. Benedict in Minnesota, and the University of Queensland in Australia, has been elected Vice President/President-Elect of the International Society for Human Ethology (ISHE) beginning January 1997. ISHE has more than 400 members whose interests span ethological and comparative aspects of human behavior, cognition, and affect. Mealey has a BA in Neurobiology & Behavior from Cornell University and a PhD in Behavior Genetics from the University of Texas. Her current research is in evolutionary psychology.



**Marcelle Morrison-Bogorad** has been appointed associate director of the National Institute on Aging's (NIA) Neuroscience and Neuropsychology of Aging (NNA) Program. Formerly of the University of Texas Southwestern Medical Center-Dallas, Morrison-Bogorad joined NIA in January, bringing with her a special interest in aging and Alzheimer's disease as well as a rich background in brain research. "Dr. Morrison-Bogorad is familiar with the Institute and with the broad field of neuroscience supported by the NNA Program," said NIA Director Richard Hodes. "She has served on NNA Program project committees, provided a number of ad hoc reviews for NIA projects and for Alzheimer's centers, and been an active member of the Alzheimer's Association's Medical and Scientific Advisory Board." After earning her PhD from Glasgow University in Scotland, Morrison-Bogorad spent several years isolating and characterizing messenger RNA molecules. Most recently, she has been working on stress proteins in the brain and their possible roles in protecting brain cells from death and accumulation of abnormal proteins in aging and Alzheimer's disease.

# APS Members In the News . . .

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

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

**Nancy Adler**, Univ. of California-San Francisco, *The New York Times*, Nov. 20, 1996; *The San Francisco Chronicle*, Nov. 20, 1996; *CBS News Radio*, Nov. 20, 1996: Sex education, use of condoms, and rate of sexually transmitted diseases in the United States; *Parade*, Feb. 2, 1997: Reducing risk of teen pregnancy

**Richard Aslin**, Univ. of Rochester, *Science*, Dec. 13, 1996: Learning language

**John E. Bates**, Indiana Univ., *The Chronicle of Higher Education*, Dec. 6, 1996: Racial differences in child rearing

**Linda Bellush**, Ohio Univ., *The Chronicle of Higher Education*, Dec. 6, 1996: Effect of low-fat diets on preserving memory

**Judith Bernstein**, Channel 7 News: *Parent to Parent Report* (Boston, MA), Oct. 30, 1996: Bullies and victims of peer aggression

**Kelly Brownell**, Yale Univ., *Fitness*, Jan./Feb. 1997: Setting realistic weight-loss goals

**David Buss**, Univ. of Texas-Austin, *Newsweek*, Dec. 30, 1996: How men and women differ in their reactions to infidelity

**Thomas Cash**, Old Dominion Univ., *Fitness*, Jan./Feb. 1997: Women who are unhappy with their body shape

**Nicholas Christianfeld**, Univ. of California-San Diego, *Newsweek*, Dec. 30, 1996: The relationship between jealousy and how the opposite gender connects love and sex

**Sheldon Cohen**, Carnegie Mellon Univ., *The Washington Post*, Dec. 10, 1996: Stress and physical illness

**Peter B. Crabb**, Pennsylvania State Univ., *Star Tribune* (Minneapolis), Dec. 8, 1996: The social-psychological impact of high-definition television and interactive television

**Mihaly Csikszentmihalyi**, Univ. of Chicago, *Shape*, Jan. 1997: Using the concept of "flow" to foster motivation and treat depression

**David DeSteno**, Ohio State Univ., *Newsweek*, Dec. 30, 1996: Legal and social policy implications of the jealousy gender gap

**Kenneth A. Dodge**, Vanderbilt Univ., *The Chronicle of Higher Education*, Dec. 6, 1996: Racial differences in child rearing

**Paul Ekman**, Univ. of California-San Francisco, *Shape*, Feb. 1997: How feelings produce facial and body movements that are identifiable by people in every culture

**Jennifer Freyd**, Univ. of Oregon, *US News and World Report*, Jan. 27, 1997: False memories

**John Furedy**, Univ. of Toronto, *Science*, Dec. 6, 1996: Concern about a proposed new research ethics code

**Michael S. Gazzaniga**, Dartmouth College, *The Boston Globe*, Dec. 30, 1996: Brain mechanisms underlying learning and memory

**Christine Harris**, Univ. of California-San Diego, *Newsweek*, Dec. 30, 1996: The relationship between jealousy and how the opposite gender connects love and sex

**Charles Honts**, Boise State Univ., *The Daily Advertiser* (Lafayette, LA), Nov. 13, 1996: Effectiveness of polygraph exams

**Joseph L. Jacobson**, Wayne State Univ., *The New York Times*, Sept. 12, 1996: Fetal brain tissue damage caused by environmental exposure to PCBs; *The Washington Post*, Sept. 12, 1996: Effect of exposure to PCBs on intelligence; *The Wall Street Journal*, Sept. 12, 1996; National Public Radio *Morning Edition*, Sept. 12, 1996: Intellectual impairment in children exposed to PCBs

**Sandra W. Jacobson**, Wayne State Univ., *The New York Times*, Sept. 12, 1996: Fetal brain tissue damage caused by environmental exposure to PCBs; *The Washington Post*, Sept. 12, 1996: Effect of exposure to PCBs on intelligence; *The Wall Street Journal*, Sept. 12, 1996; National Public Radio *Morning Edition*, Sept. 12, 1996: Intellectual impairment in children exposed to PCBs

**Jerome Kagan**, Harvard Univ., *News Hour with Jim Lehrer*, Jan. 24, 1997: Super Bowl fan

**Ann Kearney-Cooke**, *Shape*, Feb. 1997: Positive effects of trusting relationships on health, self-esteem, and body image

**John Kihlstrom**, Yale Univ., *Newsweek*, Dec. 30, 1996: Evolutionary perspectives in psychology

**Doreen Kimura**, Univ. of Western Ontario-London, *Science*, Dec. 6, 1996: Concern about a proposed new research ethics code

**Michael Lamb**, National Institutes of Health, *National Public Radio*, Jan. 8, 1997: Interventions for low birth-weight babies

**Alan I. Leshner**, National Institute on Drug Abuse, *The New York Times*, Dec. 20, 1996: Clean needles for drug addicts to avoid AIDS and other infectious diseases

**David Lykken**, Univ. of Minnesota, *Shape*, Feb. 1997: The role of genes in determining personality

**Norma McCoy**, San Francisco State Univ., *Shape*, Feb. 1997: Effect of oral contraceptives on sexual satisfaction

**James McGaugh**, Univ. of California-Irvine, Public Television *Scientific American Frontiers*, Jan. 22, 1997: Memory

**Teresa McDevitt**, Univ. of Northern Colorado, *Channel 4 News* (Denver, CO), Nov. 25, 1996: Children who do not listen; *Working Mother*, Dec. 1996: Learning to listen

**Steven Moldin**, National Institute of Mental Health, *The New York Times*, Jan. 21, 1997: Genetic link between schizophrenia and smoking

**Harry Morgan**, State Univ. of West Georgia, *Jet Magazine*, Jan. 27, 1997: Black english; *Channel 11* (Atlanta, Georgia), Jan. 26, 1997: Ebonics

**Deniz S. Ones**, Univ. of Houston, *Self*, Jan. 1997: Traits associated with presidential success

**Steven Pinker**, Massachusetts Institute of Technology, *Science*, Jan. 3, 1997: Whether emotions are shaped by evolutionary environments

**J. Steven Reznick**, Yale Univ., *The Washington Post*, Jan. 6, 1997: Lack of correlation between intelligence and early speaking ability in toddlers

**Maryse Richards**, Loyola Univ.-Chicago, *Fitness*, Jan./Feb. 1997: How a partner's comments can affect how one feels about oneself

**Judith Rodin**, Univ. of Pennsylvania, *Self*, Jan. 1997: Women who exhibit qualities that would make for a successful president

**Paul Rozin**, Univ. of Pennsylvania, *The New York Times Magazine*, Jan. 21, 1997: Linking increase in pepper consumption to a person's sense of danger

**Jennifer Saffran**, Univ. of Rochester, *Science*, Dec. 13, 1996: Learning language

**Peter Salovey**, Yale Univ., *Newsweek*, Dec. 30, 1996: Sexual infidelity versus emotional infidelity

**Daniel Schacter**, Harvard Univ. Medical School, *The Washington Post*, Dec. 27, 1996: Deciphering the fundamental mechanisms that brain cells use to make memories; *Science*, Jan. 3, 1997: Linking lower, molecular levels of analysis and higher levels of cognition and behavior; Public Television *Scientific American Frontiers*, Jan. 22, 1997: Memory

**John Schulenberg**, Univ. of Michigan, *The Washington Post*, Feb. 3, 1997: Use of illicit drugs and alcohol in marriage

**Robert Sekuler**, Brandeis Univ., *Nature*, Jan. 23, 1997: Altering visual perception with sound

**Saul Shiffman**, Univ. of Pittsburgh, *The Washington Post*, Feb. 3, 1997: Social similarities of alcohol and tobacco

**Sally A. Shumaker**, Bowman Gray School of Medicine, *Chicago Herald*, May 23, 1996: Effect of estrogen on delaying Alzheimer's disease; *The Wall Street Journal*, May 23, 1996: The Women's Health Initiative Memory Study; *Science*, July 5, 1996: The Women's Health Initiative Memory Study; *The New York Times*, July 31, 1996: Estrogen as a treatment to prevent or delay dementia in Alzheimer's disease

**Larry Squire**, Univ. of California-San Diego, *The Boston Globe*, Dec. 30, 1996: How memories become encoded and what disrupts them

**Robert Stickgol**, Harvard Univ. Medical School, Public Television *Scientific American Frontiers*, Jan. 22, 1997: Memory

**Frank J. Sulloway**, Massachusetts Institute of Technology, *Newsweek*, Oct. 7, 1996: Birth order and personality

**Katherine Wadsworth**, Univ. of Michigan, *The Washington Post*, Feb. 3, 1997: Use of illicit drugs and alcohol in marriage

**David D. Woods**, Ohio State Univ., *Survival in the Sky: Blaming the Pilot* (The Learning Channel), Dec. 8, 11, 1996: Pilot interaction with cockpit automation

**Marvin Zuckerman**, Univ. of Delaware, *Shape*, Feb. 1997: Genetic propensity for "sensation seeking" or infidelity

### Members in the News

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# Obituaries

## Paul Fraisse (1911-1996) Energetic International Psychologist

Paul Fraisse, a leader of French and international psychology, died in his sleep at his home near Paris on October 12, 1996; he was 85, having been born March 20, 1911. Fraisse was widely known as an energetic leader of psychological organizations; a gifted teacher and thesis mentor of about 50 psychologists, several of whom later became prominent in their own right; a productive investigator, especially in the field of perception of time; and a prolific writer and editor. His interests in a broad range of subjects accentuated his ability as a lively conversationalist.



Throughout much of his career, Fraisse struggled to obtain an adequate place for psychology in the university and in the scientific scene in France. His own career reveals some of the problems of establishing psychological science in France.

Fraisse did not go directly into psychology. While completing his studies at the lycée, he decided to become a Jesuit priest. But, as he wrote later, he tried to follow the regulations so strictly that he developed continual headaches and other psychological symptoms. After two years, he left the novitiate. Doctors prescribed a year of rest and told him not to consider further studies.

Nevertheless, Fraisse resumed philosophical studies at the Catholic University of Lyon, still hoping to prepare for the priesthood. A faculty member suggested that he go to the Catholic University of Louvain where experimental psychology had an important place in the Institute of Philosophy. There he spent 1935-37 as laboratory assistant to Professor Albert Michotte, doing experiments on visual perception and preparing for examinations in philosophy. Fraisse presented the results of his research on perception at the XI International Congress of Psychology in Paris in 1937. From then on, he participated at most of the International Congresses of Psychology. It was arranged in 1937 that Fraisse would give courses in psychology at the Catholic University of Lyon but would live in Paris where Professor Henri Piéron, on the recommendation of Michotte, took Fraisse into his laboratory. Lyon then had no laboratory of psychology and only vague plans to establish one in an indefinite future.

The late 1930s and early 1940s brought a series of disasters to Fraisse. In 1938 his wife and infant son died in childbirth. In 1939 he rejoined his regiment just as the war started, and he was captured in Belgium by the Germans in 1940. He escaped in

1942 but was recaptured at the border. In June 1943 he was returned to France as a non-commissioned sanitary officer, thanks to false papers provided by his father. That fall he remarried and he rejoined Piéron's laboratory.

During his long career, Fraisse occupied many major positions in French psychology, including:

- Directeur à l'École Pratique des Hautes Etudes du Laboratoire de Psychologie Expérimentale et Comparée (1952-79); he had been Directeur-Adjoint (1943-52) when the Laboratory had a somewhat different name: Laboratoire de Psychologie Expérimentale et de Physiologie des Sensations.
- Professeur de Psychologie Expérimentale at the Sorbonne (later the Université René Descartes [Paris VI]).
- Secretary-General (1949-59) and President (1962-63) of the Société Française de Psychologie.
- Member of the Comité National de la Recherche Scientifique (CNRS) (1950-66 and 1970-75), and President of the Commission de Psychologie du CNRS (1960-65).
- President of the XXI International Congress of Psychology, held in Paris, 1976.

When Fraisse succeeded Piéron in 1952 as Directeur à l'École Pratique des Hautes Etudes du Laboratoire de Psychologie Expérimentale, he managed to enlarge its scope to promote research in a variety of directions, because France had few specialists in psychological science. He supervised students and researchers in a variety of areas, including social psychology, psycholinguistics, conditioning, memory, and animal behavior. Several of his students became instructors throughout France and abroad. Fraisse also became the Directeur of the Institut de Psychologie, which grouped together psychologists from the Université de Paris, the Collège de France, and the École Pratique des Hautes Etudes, to provide students with both theoretical and practical training. In the Institut, Fraisse created new diplomas: abnormal psychology, educational psychology, industrial psychology, and experimental psychology. He also helped to lengthen and deepen the courses of study. None of these accomplishments for psychology was achieved easily, as he noted in an autobiographical chapter in 1983.

Fraisse visited colleagues and gave lectures in many countries in Western and Eastern Europe, Africa, Asia, and North and South America. He also served on international psychological bodies in many positions including:

- Secretary-General (1952-70) and President of the Association de Psychologie Scientifique de Langue Française.
- Representative of the Société Française de Psychologie to the Assembly of the International Union of Psychological Science/Union Internationale de Psychologie Scientifique (IUPsyS) (1952-60).
- Member of the Executive Committee of IUPsyS (1960-80) and President of IUPsyS (1966-69).

During the XVI International Congress of Psychology at Bonn in 1960, I asked Fraisse when he thought the Congress would again be held in Paris. Rolling his eyes in mock terror, Fraisse replied, "Not during my lifetime, I hope." In 1976, while congratulating him on the success of the XXI Congress held in

CONTINUED ON NEXT PAGE



FROM PREVIOUS PAGE

Paris under his presidency, I asked him whether he remembered his statement of 1960. Fraise could not recall it at all, which was in keeping with his character, because he never shunned efforts that promised to promote psychology, in France and internationally.

He was editor and initiator of a number of volumes, publications, and series, including over 200 articles and the following positions and publications:

- Co-Directeur (1947-64) then Directeur (1965-94) of *l'Année Psychologique*.
- Directeur of two series at the Presses Universitaires de France that covered a wide range of topics: the Psychology Section of the Bibliothèque Scientifique Internationale and the collection "Le Psychologue."
- Fraise and Jean Piaget were co-editors of the nine-volume *Traité de Psychologie Expérimentale* which went through four editions (1963-76), and, with translations into nine languages, spread knowledge of psychology around the world.
- Fraise founded the *International Journal of Psychology/ Journal International de Psychologie* to provide a mouthpiece for IUPsyS and an outlet for psychological research from around the world.

Fraise wanted to see a "complete psychology" with all of its fields and approaches. Beyond that, he recognized that there are other kinds of knowledge, including philosophical and poetic. But his own efforts, he noted, were mainly in and for scientific psychology.

Fraise's main research contributions were in the field of perception and estimation of temporal duration. Continuing from the 1940s through the 1970s, his research spanned the transition from behaviorist psychology, which Fraise stated had difficulty in including time as a variable, to cognitive psychology, which was open to such research. Reviewing his work and that of others, Fraise identified three orders of physical duration, classified according to the phenomena they elicited: (a) less than 100 ms, at which perception is of instantaneity; (b) 100 ms to 5 s, at which there is perception of duration in the perceived present, and (c) above 5 s, at which estimation of duration

involves memory.

Fraise's varied contributions were recognized by a number of awards, including the following: Commandeur de l'Ordre des Palmes Académiques (1969), Chevalier de la Légion d'Honneur, and honorary doctorates from the universities of Rio de Janeiro (1967), Bonn (1968), Lisbon (1985), and Barcelona (1989). France is one of the few developed countries that does not elect psychologists to its Academy of Sciences, but Fraise was recognized by academies of other countries: he received a medal from the Polish Academy of Sciences (1978), and was elected Foreign Associate of the National Academy of Sciences of the United States (1982).

Fraise was also engaged in social life. He was a member of the "personnalisme" movement of the French philosopher Emmanuel Mounier. With some other couples in this group, the Fraisses bought a large estate with several houses in a suburb of Paris where they lived and established a cultural center. Fraise was an active member of the Socialist Party. When I visited Fraise after the student uprising in Berkeley in 1964, he questioned me in detail about it. He later told me that this helped prepare him for the student uprising in Paris in 1968. He supported the students and was one of the few professors to remain in the Sorbonne when the police removed the students by force, but he maintained a critical distance from some of their demands. Thereafter he participated actively in the restructuring of the University of Paris in 1970; the plan incorporated a group of human sciences, including an Institute of Psychology and an independent Department of Psychology.

Paul Fraise is survived by his wife Simone, retired Professor of French Literature at the Université de Paris III, four children, and several grandchildren.

Reference

Fraise, P. (1983). Autobiographie. *Revista de Historia de la Psicologia*, 4:2, 179-188.

[Adapted from an article in the International Platform for Psychologists, *International Journal of Psychology*, 32(2), 1997, pp. 113-115.]

MARK R. ROSENZWEIG  
UNIVERSITY OF CALIFORNIA-BERKELEY

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## BEGLEITER FROM PAGE 15

### Genetic Diseases vs. Genetically Influenced Diseases

"Let me clarify that alcoholism is not a genetic disease.

Huntington's disease is a genetic disease, and so is neurofibromatosis and cystic fibrosis," Begleiter hastens to add. "But alcoholism is a *genetically influenced* disease. In current scientific lingo, it is a complex disorder, one in which there is a gene-environment interaction." Alcoholism is not a monogenic disorder in which only one gene is responsible for turning the disorder "on" or "off." Rather, says Begleiter, multiple genes are involved, perhaps as many as six. "We know that already. The same thing is true for cancer, diabetes, hypertension, and other complex disorders. So it is possible for somebody to carry the genes and never manifest the disease, unless the environmental influence comes into play. The influence of environmental and psychological factors is very important," he says. And to further examine this issue in relation to alcoholism, Begleiter presently is organizing a two-day conference titled "Genes and the Environment in Complex Diseases: A Focus on Alcoholism." Funded by the NIAAA, the conference will be held on April 2-3 at the National Institutes of Health outside Washington, DC. (See announcement below.)

There is also an age-at-risk span where alcoholism of the genetically influenced type usually manifests itself, Begleiter pointed out. The span is between the teenage years and 25.

"If you develop alcoholism at age 35, I can assure you it is not a genetically influenced disorder that you are looking at," he said.

### Teasing Out Brain Signals

Counting off the current challenges and goals of his laboratory group, Begleiter speaks first of their efforts to develop techniques for mathematically and statistically decomposing an evoked brain potential signal. He and his colleagues are trying to tease apart the several components of the signal that are produced by a variety of generators in the brain, overlapping in time. The purpose is to better understand the brain sources of the potentials.

"That's something I've been working at for years—not very successfully, I might add," he said. "In fact, it's the only thing I've done that could be considered a series of dismal failures, except for some recent findings that we are now ready to publish and that are extremely encouraging and finally show some success."

The second issue currently facing Begleiter is how to compare ERP topographical maps of two or more people. "It's obviously not sufficient to tell the scientific world that it seems to me that this map is different from that one," Begleiter says. "So we want to analyze these data statistically and mathematically."

Third, "we are trying to understand from the EEG scalp recordings *where* the

ERPs are coming from in the brain. So there's a lot of mathematical modeling that goes into this, and there's lots of speculative work to do."

### Vive le Vin

Begleiter came to the United States in 1958 but never lost touch with France. He and his classmates at the University of Paris, where he did his undergraduate work, still get together for good times when he is over there. He has been invited to speak before France's National Academy of Medicine. And he has seen no reason to deviate from the French rule of having a glass or two of wine with meals.

As to French drinking habits, Begleiter says, "They drink a great deal more than we do—mostly wine, while we in America are more committed to hard liquor. The only problem that really manifests itself in France is cirrhosis of the liver; that's probably more of a problem there than it is here."

"But you know there is something called the 'French paradox': Physicians in France encounter very few cardiovascular cases, even though the French intake of fat is really quite high," he said. "My physician friends in France are absolutely convinced that alcohol has protective, salutary effects. Of course I love to hear that, and I hope it's true. In fact, NIAAA has made several grants of late for research looking at the protective effects of alcohol." **D.K.**

- Two volumes have been published: *The Genetics of Alcoholism*, 1995, and *The Pharmacology of Alcohol and Alcohol Dependence*, 1996, by Oxford University Press, New York. The next two volumes will also deal with basic theoretical and experimental issues, and the last five will be more clinical in orientation, though no less scientific, Begleiter and Kissin have stated. Their previous series, *The Biology of Alcoholism*, was published from 1971 to 1983.

## NIAAA Sponsors Symposium on ...

# Genes and the Environment

The National Institute on Alcohol Abuse and Alcoholism (NIAAA) is sponsoring a symposium, "Genes and the Environment in Complex Diseases: A Focus on Alcoholism," on April 2-3, 1997. The symposium will be held at the Natcher Conference Center, on the campus of the National Institutes of Health (NIH) just outside Washington, DC, in Bethesda, Maryland. The conference will present the latest findings and the state-of-the-art knowledge and will allow discussion of issues related to the interaction between genes and the environment in determining the outcome in complex diseases, especially alcoholism. The symposium is divided into four sessions:

- Animal Model Contributions in the Study of Responses to Alcohol,
- Genetic Mechanisms in the Development of Alcoholism,
- Research Findings From the Collaborative Study on the Genetics of Alcoholism
- Gene-Environmental Interactions.

Leading experts within and outside the alcohol abuse field will present including Harold Varmus, NIH Director; Francis Collins, NHGRI Director; Enoch Gordis, NIAAA Director.

Full text of the program is available on NIAAA's world-wide web site: <http://www.niaaa.nih.gov>. For further information, contact B. L. Seamon & Associates, Inc., at tel. 301-577-0244 or fax 301/577-5261.

# The Student Notebook

Rodolfo Mendoza-Denton - Editor

## Teaching Your First Course In Graduate School

William L. Kelemen  
Baylor University

Teaching a psychology course has become a common experience for graduate students across the country. A nearly 10-year old survey found that 75 percent of universities used psychology doctoral students to teach at least one course (Lumsden et al., 1988). But the trend shows no signs of abating and has attracted national attention including a May 1995 report on CBS's *60 Minutes* program (see the July/Aug. 1995 *Observer*).

While some evidence suggests that supervised teaching experience can be a beneficial component of doctoral training (Prentice-Dunn & Pickard, 1994), graduate students often receive little formal preparation. What should you know as you prepare to teach that first lecture course during graduate school? Below are some tips to help sort things out. Though, by no means is this an exhaustive attempt to prepare you for teaching.

A number of texts on college teaching are currently available to the novice instructor. A particularly useful source is McKeachie's (1994) classic, *Teaching Tips*, now in its ninth edition. McKeachie addresses every phase of the teaching experience, ranging from the preparation of course objectives to assigning final grades. Although a number of excellent teaching

references are available (e.g., Davis, 1993), *Teaching Tips* is exhaustive as well as concise. Useful information also is found in the *Observer's* own "Teaching Tips" section as well as in the quarterly journal *Teaching of Psychology*. Graduate student instructors, however, face a unique set of challenges that are rarely discussed.

### Titles and Behavior

One simple concern, for example, is how should undergraduate students address the graduate student teacher? While most TAs (teaching assistants) and lab instructors are on a first-name basis with their students, this may not be appropriate for an introductory lecture course. The title of "Professor" is technically inaccurate (although many undergraduates will use it, and it *does* sound nice from the TA's perspective!). The easiest solution is to use the title of Mr. or Ms., which is accurate and also helps foster a spirit of professionalism in the classroom. The latter is especially important for graduate student teachers, given the often small age differences between students and instructor. This reduced age difference, in combination with an unequal power distribution, can lead to real or perceived

improprieties in activities with students outside the classroom (for a more detailed discussion see Blevins-Knabe, 1992, and Keith-Spiegel, 1994). Finally, proper attire (i.e., no flannel) is also helpful in establishing one's image as a legitimate authority figure.

### Detail Level and Course Preparation

Obviously, course material and presentation are far more important than titles or attire. In particular, graduate students seem especially vulnerable to two pitfalls. First, the temptation to deluge students with excess outside information is often difficult to resist. While it is helpful to consult a number of different sources when preparing lectures (e.g., to devise multiple examples of concepts), it is very easy to include too many details. Graduate study requires compulsive thoroughness; effective lecturing does not. A doctoral defense may require brilliant articulation of design issues and flaws in dozens of obscure studies, but Introductory Psychology students often are not yet prepared to appreciate these kinds of issues. An

NOTEBOOK CONTINUED ON PAGE 42

### Attention Student Affiliates

Keep an eye out in future *Observers* for a great offer from Cedrus Corporation, which will make SuperLab, its experiment generator, available to APS Student Affiliates for only \$85 (plus shipping and handling). This is an 82 percent discount over the already discounted educational price of this powerful and expandable experimental laboratory tool. Stay tuned . . .

### Reminder: Travel Assistance to the APS Convention

The APS Annual Convention offers students a chance to present research and interact with colleagues while becoming familiar with current research in the field. The APS Student Travel Award provides limited assistance to students who wish to attend this educational and professional event.

Travel funds are available to both graduate and undergraduate students who will be presenting research at the conference and who demonstrate financial need. Those chosen to receive travel assistance are asked to volunteer some of their time to help with registration, the job bank, or the combined book exhibit at the convention. Awards consist of \$125 cash to help defray the cost of travel to the convention. To request an application please write to:

Deana Julka ♦ Dept. of Psychology  
Univ. of Notre Dame ♦ Notre Dame, IN 46556 ♦ deana.julka.2@nd.edu

Completed applications must be received by March 19, 1996.  
You must be an APS student affiliate to apply.

# APSSC Chapter of the Year Competition

Each year, the Executive Council of the APS Student Caucus holds the Chapter of the Year Award Competition. In an attempt to recognize the efforts of exceptional chapters and encourage growth of local chapters, the APSSC presents an award to the local chapter that has demonstrated the highest achievement and student participation over the past year. The local chapter selected as the Chapter of the Year will receive a \$200 cash award, as well as recognition in the *Observer* and the APSSC Chapter web page. The Chapter of the Year award will be formally presented to a representative of the winning chapter at the 1997 Annual Convention in Washington, DC.

To qualify for the Chapter of the Year Award, we ask that each chapter, through its faculty advisor and chapter officers, submit a report summarizing the chapter's activities over the past year (spring, summer, and fall of 1996 as well as the early part of this semester). The Executive Council will use the information provided in each report to select one outstanding chapter for the year. This information will also allow us to gain a better understanding of what local chapters have been doing, update our current records for each chapter, and encourage the growth and development of other local chapters.

This report is mandatory for all APSSC chapters. By submitting this report, you are not only helping the APSSC keep updated records on your chapter and its activities, but you are also helping your chapter get some well-deserved national recognition. Basic information from these reports will also be used to update the web page of local chapters. The APSSC web pages have been receiving a great deal of exposure and this is a good opportunity for your chapter to shine.

You can submit your chapter report by mailing (email or postal) your typed report to:

John G. Jewell ♦ Communications Director, APSSC ♦ Chapter of the Year Competition  
Department of Psychology ♦ Kent State University ♦ Kent, OH 44242-0001  
Email: [jjewell@kent.edu](mailto:jjewell@kent.edu)

Each report must be received no later than April 22. Any reports received after this date (either by mail or email) will not be eligible for the Chapter of the Year Competition but will be used to help update our files. If you have any questions about the report, contact John Jewell at 330-672-7834 or by email at [jjewell@kent.edu](mailto:jjewell@kent.edu).

## What to include in the Chapter Report

1. The name of your college or university.
2. The physical address of your psychology department.
3. The name of the faculty advisor of your chapter.
4. The email address of your faculty advisor.
5. A list of your chapter officers and their email addresses.
6. A list of your active members.
7. The URL (web address) of your college or university's main web page.
8. The URL of the main web page for your psychology department.
9. The URL of the web pages of your faculty advisor and chapter officers (if available).
10. Your chapter's philosophy/mission statement.
11. The number of meetings that are held each semester.
12. The number of members that generally attend your meetings.
13. A brief description of the topics/issues discussed at your meetings.
14. Fundraising activities (if any).
15. Recruitment and/or promotional activities (if any).
16. A list of other activities sponsored or organized by your chapter and a brief description.
17. Any other information that you think would be helpful/useful (feel free to talk your chapter up).
18. Any supportive materials you have used for advertisement, fundraisers, promotions, etc.

## APSSC Officers ♦ 1996-1997

Each Executive Council member (see below) welcomes students and others to contact them about any concerns relevant to the member's respective office.

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## A LETTER FROM . . . The Student Notebook Editor

The Student Notebook is a section of the APS *Observer* dedicated solely to APS's student affiliates, whose needs and concerns are unique from those of other APS members. As such, these pages are *of* the students, *by* the students, and *for* the students.

### A Notebook of the Students

We want student affiliates to feel like the Notebook is *your* space. The APS Student Council and I hope you feel you can turn to the Notebook for information and interesting, relevant articles. Moreover, we hope the Notebook fosters a feeling that you can confidently rely on the APSSC officers as your representatives within the organization.

### A Notebook by the Students

An emphasis is placed on encouraging student contributions to the Student Notebook. We currently include pieces, written by students or recent PhDs, relating to finding a job in academia, getting through graduate school, and other topics important to PhDs-to-be. This has the added advantage of making the tone and style of the Student Notebook more student-friendly.

### A Notebook for the Students

The goal of the Student Notebook is to provide an effective forum for information on sources for funding, as well as resources and knowledge that will assist the student affiliate in pursuing his or her PhD. Feature articles explaining the nature and availability of various resources demystify these resources and bring them out of obscurity. Additionally, useful phone numbers, web sites, and email addresses are regular fare.

Reminding our readers of our availability, reporting on our duties, and encouraging interaction are all done through the Student Notebook, and we encourage your involvement. Get in touch with us, or catch up with us in May in Washington, DC!

RODOLFO MENDOZA-DENTON  
EDITOR, STUDENT NOTEBOOK

## Notebook FROM PREVIOUS PAGE 40

effective instructor makes difficult but thoughtful decisions concerning what material to present, rather than attempting to qualify each statement or detail every position on a topic.

The second pitfall is not allotting enough time for course preparation. Graduate students are notoriously overworked, and priorities must be established. Make no mistake, teaching any course for the first time is labor intensive. Moreover, a lack of preparation becomes immediately apparent to students (and instructor) very quickly once a lecture begins. Even several pages of carefully crafted lecture notes are of little value unless they are reviewed and revised before delivery. What seems logical, cohesive, and important sitting at a computer the night before class often appears less so when examined the next morning. Effective examples and illustrations characterize a well-prepared presentation. In contrast to excruciating technical details, unusual stories or examples are nearly always well-received by students.

### Ratings

Since graduate student instructors generally join the academic job market soon after teaching their first course, the importance of student reviews is paramount. Fortunately, a number of studies have shown no disadvantage for graduate students compared to full-time faculty in undergraduate ratings. Students tend to view faculty of higher rank as more knowledgeable about the subject matter, but instructors of lower rank are rated as more tolerant and helpful (Schuckman, 1990). Enthusiasm can be a strong advantage for a graduate student teacher, especially given that nearly all class evaluations address this issue in some form. One should also attempt to be accessible. Schedule a variety of times for office hours, and actually be there during those times.

One strategy for increasing student ratings is to encourage interaction. Introductory Psychology classes are especially well-suited for this, and student participation can be achieved in a number of ways. Bernstein (1994) provides an excellent discussion of effective class demonstrations and provides a number of useful references. Student interaction and questions can reduce the amount of information presented in class

periods, but this rarely occurs at the expense of teacher ratings. Graduate students preparing to enter a competitive job market cannot afford even one semester of poor evaluations. Generally, students appreciate a graduate student instructor who (a) is enthusiastic, (b) appears accessible, and (c) encourages questions and interaction.

Teaching any lecture course for the first time poses a unique set of challenges for graduate students. Increasing numbers of doctoral students are learning valuable lessons through this onerous enterprise. The points outlined above represent a first attempt to make some of these issues explicit. But as more graduate students continue to accept teaching responsibilities, perhaps they will share their experiences and insights in a widely read public forum such as the Student Notebook.

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William L. Kelemen is currently a doctoral candidate and Visiting Lecturer at Baylor University. Correspondence concerning this article should be addressed to William L. Kelemen, Department of Psychology and Neuroscience, Box 97334, Baylor University, Waco, TX 76798. E-mail: William\_Kelemen@baylor.edu.

# Organizational Profile

# The PsychoNeuroImmunology Research Society

## Origins and Purpose

The PsychoNeuroImmunology Research Society (PNIRS) was incorporated in April of 1993 to promote the study of interrelationships among behavioral, neural, endocrine and immune processes and to encourage collaborations among immunologists, neuroscientists, clinicians, and behavioral psychologists.

## Membership

PNIRS is an international society with approximately 320 members from a wide range of disciplines including immunology, neuroscience, endocrinology, pharmacology, psychiatry and psychology. Membership is open to students and professionals with an interest in PNI research. Annual dues are \$75 for full membership and \$15 for trainee membership. Application for membership may be obtained by contacting the PNIRS Administration Office (see contact below).

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

## OFFICERS

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## BACKGROUND

There is increasing scientific interest in the multidisciplinary research area frequently identified as psychoneuroimmunology. It is now apparent that behavioral and psychological factors modify the function of the immune system and can influence health. For example, susceptibility to viral infections, activation of latent viruses, relapses and remissions in patients with autoimmune diseases, and the course of disease and susceptibility to secondary infections in HIV-positive individuals have all been shown to be influenced by interactions among behavior, nervous system, endocrine system, and immune system.

Stress and other behavioral and psychological factors may be linked to disease susceptibility and progression through direct CNS-immune system links or through CNS-endocrine-immune system pathways. It is also apparent that this interaction is bi-directional, since cells of the immune system are capable of producing both cytokine and endocrine hormones, which influence the function of the CNS.

Behavioral and psychological factors affecting the susceptibility to infection and the progression of disease, including the susceptibility to HIV infection and the development of AIDS, has become an important concern of investigators within the fields of psychology, neurobiology, and immunology. Understanding how such behavioral and psychological effects are mediated requires integration of a number of scientific fields, including behavior, neurobiology, endocrinology, molecular biology, and immunology, each with its own set of technical approaches, its own model systems, its own language, and its own biases. Successful research requires collaborations between immunologists, neuroscientists, molecular biologists, clinicians, and health psychologists.

The PNIRS annual meeting facilitates such collaborations by addressing scientific problems of mutual interest. Perspectives in Psychoneuroimmunology (PPNI) was established as an annual meeting to provide a forum for interaction among scientists working within the various subspecialties that comprise psychoneuroimmunology. The next meeting, in Boulder, Colorado, June 4-8, 1997, is the seventh of a series of conferences devoted entirely to gaining a better understanding of the mechanisms of communication between the brain and the immune system and their relevance to health. Bringing together the majority of investigators in psychoneuroimmunology research provides for an interchange of new ideas and research strategies and further improvement of the quality of research in psychoneuroimmunology.

The scientific program will feature a guest lecturer, symposia, and poster presentations. Travel awards are given to encourage student participation. Contact the Administration Office via email (PNIRS@medinfo.rochester.edu) or Suzanne Felten tel.: 716-442-2030.

### Contact:

PNIRS  
University of Illinois-Urbana-Champaign  
212 Edward R. Madigan Lab  
1201 W. Gregory  
Urbana, IL 61801  
Tel: 217-244-3156; Fax: 217-244-5617  
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# Announcements

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## OUT OF PRINT PSYCHOLOGY BOOKS:

We have a selected stock of over 20,000 recent, used and rare psychology titles. Our holdings include experimental, clinical, industrial, and historical works with subject specialties such as developmental, social, physiological, psychometric, and epistemological studies. Our current catalog, listing about 600 titles, provides access to hard to find classics in the field. To receive our current catalog send \$1.00 to: The Book Bear, Box 663, Dept.S, West Brookfield, MA 01585.

The full text of the **Progress Report in Alzheimer's Disease, 1996**, is available on the Internet at <http://www.alzheimers.org/adear>. The report highlights studies examining Alzheimer's Disease, funded by the National Institute on Aging and other parts of the National Institutes of Health. Single print copies are available at no charge by calling the Alzheimer's Disease Education and Referral Center at 800-438-4380.

## CALLS FOR PAPERS

*Behavioral Sciences and the Law* will devote a special issue to Families and the Courts. Potential contributions can focus on any relevant topic; however, we especially are interested in manuscripts that address issues relevant to service delivery to children and their families who become involved with the judiciary. Deadline: Sept. 1, 1997. Submissions should follow APA style. Submissions must contain a 150-word abstract. Send three copies (two of which need to be prepared so that they can be "blind-reviewed") to either of the special issue editors: Alan Tomkins, Univ. of Nebraska-Lincoln, Law/Psychology Program, 209 Burnett Hall, Lincoln, NE 68588-0308; tel: 402-472-3743; fax: 402-472-4637; e-mail: atomkins@unlinfo.unl.edu. Or contact Pam Casey, National Center for State Courts, PO Box 8798, 300 Newport Ave., Williamsburg, VA 23187-8798; tel: 757-253-2000; fax: 757-220-0449; e-mail: pcasey@nsc.dni.us.

The *Journal of Group Psychotherapy, Psychodrama & Sociometry* is published in cooperation with the American Society of Group Psychotherapy and Psychodrama. Manuscript submissions that would be appropriate for these specific areas of psychology are welcome. Manuscripts should deal with the application of group psychotherapy, psychodrama, sociometry, role-playing, life-skills training, and other action methods for the fields of psychotherapy, counseling, and education. Preference will be given to articles dealing with experimental research and empirical studies. Contact: Helen Kress, Managing Editor, *Journal of Group Psychotherapy, Psychodrama and Sociometry*, Heldref Publications, 1319 18th St., NW, Washington, DC 20036-1802.

**7th Annual International Conference of The Society for Chaos in Psychology & Life Sciences--July 31- Aug. 3, 1997--Marquette University, Milwaukee, WI.** This conference concerns itself with the application of chaos theory, complex systems theory, fractals, nonlinear dynamics and related principles applied to any of the various psychological subdisciplines, neuro-science, biology, physiology and other areas of medical research, economics, sociology, anthropology, physics, political science, organizations and their management, other business applications, education, art, philosophy, and literature. Papers may be submitted to any of the following sessions: Foundations and Philosophy, Cognition, Perception and Psychophysics, Clinical, Organizations and Economics, Theory and Methodology. Authors should submit a 200 word abstract to the address below by the submission deadline of APRIL 30, 1997. Contact William Sulis, M.D. Ph.D., 255 Townline Rd. E., RR5, Cayuga, Ontario, Canada, N0A 1E0; email: sulisw@mcmaster.cis.mcmaster.ca; fax: 905-521-7948.

**International Society for the Advancement of Respiratory Psychophysiology (ISARP)—Oct. 13-15, 1997—Cape Cod, MA.** The fourth annual meeting of ISARP will be held as a satellite meeting to the 37th annual meeting of the Society for Psychophysiological Research. Programs will include workshops, clinical sessions, and invited addresses as well as symposia, structured panels, and papers communicating original research findings from either basic or clinical investigations relevant to the psychology of breathing and the psychophysiology of respiration. Deadline: June 30, 1997. Contact: Lawrence M. Schleifer, Program Chair, 10838 Antigua Terrace, #103, Rockville, MD 20852; tel.: 202-535-4221, x3038; fax: 202-535-5445.

**The 24th International Congress of Applied Psychology—San Francisco, CA—August 9-14, 1998.** The theme of the Congress is

"The Challenge for Applied Psychology: Bridging the Millennia." The Congress will feature individual and group presentations on: organization psychology; psychological evaluation and assessment; psychology and national development; educational, instructional, and school psychology; clinical and community psychology; applied gerontology; health psychology; economic psychology; psychology and law; political psychology; sport psychology; traffic and transportation psychology; and other areas such as applied social applied developmental, human factors and ergonomics, and social issues. Submissions for presentation at the International Congress are due May 1. Contact the Congress Secretariat, APA Office of International Affairs, 750 First Street, NE, Washington, DC 20002-4242; fax: 202-336-5959; email: icap@apa.org.

**1998 World Congress of Behavioral and Cognitive Therapies—Acapulco, Mexico—July 21-26, 1998.** The theme for the conference is "Cognitive and Behavioral Therapies Response to Global Challenges." Submissions should reflect the critical role of cognitive and behavior therapies in the assessment, treatment, and prevention of a wide variety of world problems. The Scientific Committee is seeking proposals in areas such as behavioral medicine, cognitive psychology, health psychology, applied behavior analysis, etc., from psychology and related professions (psychiatry, nursing, social work, etc.) for symposia, workshops, open papers and poster sessions for inclusion in the Scientific Program. Proposals must be received Oct. 30, 1997. Contact: WCBCT'98 Program Committee, Apartado Postal 22-211, 14091 Tlalpan, Mexico D.F., Mexico City, Mexico; tel.: 525-606-7720 or 525-622-2332; fax: 525-665-5228; email: WCBCT98@posgrado.psicol.unam.mx or lher@servidor.unam.mx. [Http://posgrado.psicol.unam.mx/WCBCT98](http://posgrado.psicol.unam.mx/WCBCT98).

## RESEARCH SUPPORT

The **National Institute of Mental Health Office on AIDS (NIMH OA)** supports research on the development of effective HIV prevention and risk reduction interventions and on the effects of HIV-1 on the central nervous system. In addition to traditional research support mechanisms, the NIMH OA sponsors two AIDS research programs designed for the R&D funding needs of small businesses: Small Business Innovation Research (SBIR) Program and Small Business Technology Transfer (STTR) Program. Through these programs, NIMH OA seeks to foster development of innovative technologies, methodologies, products, or services that have commercial potential in four general areas: (1) Behavior Change and Prevention Strategies to Reduce HIV Transmission; (2) HIV-1 Infection and the Central Nervous System; (3) Neurobehavioral and Psychosocial Issues in HIV; and (4) Delivery of AIDS Mental Health Services. The FY97 budget for these programs is approximately \$2 million.



For more information, contact Walter Goldschmidts, Office on AIDS, National Institute of Mental Health, 5600 Fishers Lane, Room 10-75, Rockville, MD 20857; tel.: 301-443-7281; fax: 301-443-9719; e-mail wgoldsch@nih.gov.

The **Henry A. Murray Research Center** at Radcliffe College is accepting applications for two research programs. **Human Development and Gender Issues:** Applications for dissertation awards for research in human development and gender differences, which draws on center data. Deadline: April 1. **Human Development and Social Change:** Radcliffe Research Supports Program applications for postdoctoral research drawing on the center's data resources. Deadline: April 15. For both programs, contact: The Henry A. Murray Research Center, Radcliffe College, 10 Garden St., Cambridge, MA 02138; 617-495-8140; e-mail: mrc@radcliffe.edu; web page: <http://www.radcliffe.edu/murray>.

**1998-99 Fulbright Awards for Faculty and Professionals.** Opportunities for lecturing or advanced research in over 135 countries are available to college and university faculty and professionals outside academe. US citizenship and the PhD or comparable professional qualifications required. For lecturing awards, university or college teaching experience is expected. Foreign language skills are needed for some countries, but most lecturing assignments are in English. Deadline: August 1, 1997. Other deadlines are in place for special programs: distinguished Fulbright chairs in Western Europe and Canada (May 1)

and Fulbright seminars for international education and academic administrators (Nov. 1). Contact: USIA Fulbright Senior Scholar Program, Council for International Exchange

of Scholars, 3007 Tilden St., NW, Ste. 5M, Box GNEWS, Washington, DC 20008-3009. Tel.: 202-686-7877; e-mail: cies1@ciesnet.cies.org; web page: <http://www.cies.org>.



## Society for the Quantitative Analyses of Behavior

**SQAB** holds its annual meeting in conjunction with ABA, this year at the Sheraton Chicago Hotel on Thursday and Friday, May 22-23, 1997. Talks focus on the development and use of mathematical formulations to characterize behavior.

This year presentations will be given by Rachlin, Hursh & Winger, Belke, Stojanov, Kubota, Collier, Shimp, Fremouw & Herbranson, Bitterman & Couvillon, Myerson & Green, Case, Jones & Davison, Luce, Lau & Falk, Newland & Reile. **SQAB** is also sponsoring Preeminent Tutorials by Hineline, Townsend, Fantino, and Heyman.

Registration fees will be waived for students presenting quantitative papers or posters at ABA or **SQAB**. Visit our web page for abstracts and additional information. For poster submissions, contact:

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palya@sebac.jsu.edu 205-782-5641 (voice) 205-782-5680 (fax)

## Call for Papers THE KENNETH E. CLARK RESEARCH AWARD

The Center for Creative Leadership is sponsoring the Kenneth E. Clark Research Award — one for best undergraduate paper, and one for best graduate paper. This is part of our annual competition to recognize outstanding unpublished papers by undergraduate and graduate students. The award is named in honor of the distinguished scholar and former Chief Executive Officer of the Center.

The winners of these awards will receive a prize of \$1,500 and a trip to the Center to present the papers in a colloquium. The Center also will assist the authors in publishing their work in the Leadership Quarterly journal. Submissions may be either empirically or conceptually based. Non-traditional and multi-disciplinary approaches to leadership research are welcomed. The theme for the 1997 award is "The Dynamics and Contexts of Leadership," which includes issues such as: (a) leadership during times of rapid change, (b) cross cultural issues in leadership, (c) leadership in team settings, (d) leadership for quality organizations, (e) meta-studies or comparative studies of leadership models, (f) other innovative or unexplored perspectives of leadership.

Submissions will be judged by the following criteria: (1) The degree to which the paper addresses issues and trends that are significant to the study of leadership; (2) The extent to which the paper shows consideration of the relevant theoretical and empirical literature; (3) The degree to which the paper develops implications for research into the dynamics and contexts of leadership; (4) The extent to which the paper makes a conceptual or empirical contribution; (5) The implications of the research for application to leadership identification and development. Papers will be reviewed anonymously by a panel of researchers associated with the Center.

Papers must be authored and submitted only by graduate or undergraduate students. Center staff and submissions to other Center awards are ineligible. Entrants must provide a letter from a faculty member certifying that the paper was written by a student, and stating the nature of the student's status (i.e., undergraduate or graduate). Entrants should submit four copies of an article-length paper. Electronic submissions will not be accepted. The name of the author(s) should appear only on the title page of the paper. The title page should also show the authors' affiliations, mailing addresses and telephone numbers, and also indicate whether it is for graduate or undergraduate award category.

Papers are limited to 20 double-spaced pages, including title page, abstract, tables, figures, notes, and references. Papers should be prepared according to the current edition of the *Publication Manual of the American Psychological Association*.

In the absence of papers deemed deserving of the awards, the awards may be withheld. Entries (accompanied by faculty letters) must be received by August 29, 1997. Winning papers will be announced by October 31, 1997. Entries should be submitted to:

Walter Tornow ♦ Vice President, Research and Publication  
Center for Creative Leadership ♦ One Leadership Place ♦ PO Box 26300 ♦ Greensboro, NC 27438-6300

# ❖ Meeting Calendar ❖

## March

### Conference on Undergraduate Teaching of Psychology

Ellenville, New York  
March 19-21, 1997  
Contact: Gene Indenbaum, Dept. of Psychology, SUNY Farmingdale, Farmingdale, NY 11735; tel.: 516-420-2725; fax: 516-420-2452; email: indenbea@synfarva.cc.farmingdale.edu

### American Psychosomatic Society

Santa Fe, New Mexico  
March 19-22, 1997  
Contact: tel.: 703-556-9222; fax: 703-556-8729; email: ampsychsoc@aol.com

### Memory Disorders: Advances in Science and Clinical Practice

Toronto, Ontario  
March 20-21, 1997  
Contact: Rotman Research Institute, Baycrest Centre for Geriatric Care, 3560 Bathurst St., Toronto, Ontario, Canada M6A 2E1; tel.: 416-785-2500, ext. 3550; fax: 416-785-2862; email: rotman@psych.utoronto.ca

### Anxiety Disorders: Human Cost—Meeting the Challenge

New Orleans, Louisiana  
March 20-23, 1997  
Contact: Monica Malouf at Anxiety Disorders of America; tel.: 301-229-1037

### 9th International Objective Measurement Workshop

Chicago, Illinois  
March 21-23, 1997  
Contact: Ben Wright, MESA Psychometric Lab, Univ. of Chicago, 5835 South Kimbark Ave., Chicago, IL 60637; tel.: 773-702-1596; fax: 773-834-0236; email: bdw@spc.uchicago.edu; <http://mesa.spc.uchicago.edu>

## April

### The Association for the Study of Play

Washington, DC  
April 2-3, 1997  
Contact: Alice M. Meckley, Early Childhood Education, Millersville Univ., Millersville, PA 17551; tel.: 717-872-3390; email: ameckley@mu3.millersv.edu

### Illinois Dept. of Alcoholism and Substance Abuse Prevention Conference

Chicago, Illinois  
April 2-3, 1997  
Contact: Robert W. Hotes, Prevention First Inc., 2800 Montvale Dr., Springfield, IL 62704; tel.: 217-793-7353, ext. 123; email: learn1@prevention.org

### Southeastern Psychological Association

Atlanta, Georgia  
April 4-6, 1997  
Contact: Frances Dunham, SEPA, Dept. of Psychology, Univ. of West Florida, 7000 University Pkwy., Pensacola, FL 32514-5715; tel.: 904-474-2070

### Eastern Psychological Association

Washington, DC  
April 10-13, 1997  
Contact: Gary M. Brosvic, EPA Executive Officer, Dept. of Psychology, Rider Univ., Lawrenceville, NJ 08648; tel.: 609-895-5437; fax: 609-895-5782; email: epaxo@aol.com

### Southwestern Psychological Association

Fort Worth, Texas  
April 17-19, 1997  
Contact: Randall Wight, wight@alpha.obu.edu

### Exploring the Role of Social and Behavioral Science Careers in the 21st Century

April 18-20, 1997  
Contact: Emmanuel Osagie, Southern Univ., PO Box 12666, Baton Rouge, LA 70813; 504-771-2809; Osagie@concentric.net

### Rocky Mountain Psychological Association

Reno, Nevada  
April 18-20, 1997  
Contact: Ken Nikels, Univ. of Nebraska, Kearney, NE 68849; email: nikels@platte.unk.edu

### Western Psychological Association

Seattle, Washington  
April 24-27, 1997  
Contact: WPA, Dept. of Psychology, San Jose State Univ., San Jose, CA 95192-0189; tel.: 408-924-7233.

### Rutgers Symposium on Self and Social Identity

New Brunswick, New Jersey  
April 25-26, 1997  
Contact: Richard Ashmore, tel.: 908-445-2635; email: Ashmore@RCI.Rutgers.Edu

## May

### Midwestern Psychological Association

Chicago, Illinois  
May 8-10, 1997  
Contact: Norbert Kerr, Dept. of Psychology, Michigan State Univ., East Lansing, MI 48824; email: kerr@pilot.msu.edu

### Advanced Concepts Conference on Work Teams

Dallas, Texas  
May 14-16, 1997  
Contact: Melanie Bullock, Center for the Study of Work Teams, Univ. of North Texas, PO Box 13587, Denton, TX 76203; fax: 817-565-4806; email: melanieb@terrell.unt.edu; <http://www.workteams.unt.edu>

### American Psychological Society

Washington, DC  
May 23-26, 1997  
Contact: Tel.: 202-783-2077; email: wryan@capcon.net

### Workplace Socialization: Perspectives on Organizational Entry, Training, and Exit

Omaha, Nebraska  
May 28-June 1, 1997  
Contact: John Hollowitz, A.F. Jackson Professor of Communications, Creighton Univ., Omaha, NE 68178; tel.: 402-280-2532

### European Congress of Psychophysiology

Kinshanz, Germany  
May 29-31, 1997  
Contact: Gisela Richter, Fachgruppe Psychologie, Postfach 5560-D23, D 78434 Konstanz, Germany; tel.: 49 7531 882375; fax: 49 7531 882891; email: Gisela.Richter@uni-konstanz.de.

### Vision, Recognition, Action: Neural Models of Mind and Machine

Boston, Massachusetts  
May 29-31, 1997  
Contact: Stephen Grossberg, CNS Dept., Boston Univ., 677 Beacon St., Boston, MA 02215; fax: 617-353-7755; email: steve@cns.bu.edu; <http://cns-web.bu.edu/cns-meeting/>

### Data Analyses with a Developmental Focus

Claremont, California  
May 31, 1997  
Contact: Claire Kopp, The Claremont Graduate School, Center for Organizational and Behavioral Sciences, Claremont, CA 91711-3955; koppc@cgs.edu; tel.: 909-621-8084

## June

**The National Institute of Education  
International Conference on Thinking**

Singapore

June 1-6, 1997

Contact: <http://www.nie.ac.sg.8000/~wwwnie/think/>; email: think@nievax.nie.ac.sg**Cognitive Science of Music**

Uppsala, Sweden

June 7-12, 1997

Contact: Third ESCOM, Dept. of Psychology, Uppsala Univ., Box 1225, S-751 42 Uppsala, Sweden; email: ESCOM@psyk.uu.se; fax: +46 18 18 22 02; <http://www2.uu.se/insts/psyk/escs.html>**Classification Society of North America**

Washington, DC

June 12-14, 1997

Contact: <http://info.pitt.edu/~csna/csna.html>**Society for Research on Nicotine and Tobacco  
Third Annual Scientific Conference**

Nashville, Tennessee

June 13-14, 1997

Contact: Society for Research on Nicotine and Tobacco, 401 East Jefferson St., Ste 205, Rockville, MD 20850; tel.: 301-251-9133; fax: 301-279-6749; email: geninfo@srnt.org

**Association for the Scientific Study of  
Consciousness**

Claremont, California

June 13-15, 1997

Contact: William Banks, Dept. of Psychology, Pomona College, Claremont, CA 91711; tel.: 909-627-2443; email: wbanks@pomona.edu; <http://www.phil.vt.edu/assc>**International Association for Conflict  
Management**

Bonn, Germany

June 15-19, 1997

Contact: Donald E. Conlon, Dept of Business Administration, Univ. of Delaware, Newark, DE 19716; tel.: 302-831-2081; fax: 302-831-4196; email: conlond@college.be.udel.edu

**CHEIRON: The International Society for  
the History of Behavior and Social Sciences**

Richmond, Virginia

June 19-22, 1997

Contact: John Carson, Cheiron Program Chair, Dept. of Science &amp; Technology Studies, 632 Clark Hall, Cornell Univ., Ithaca, NY 14853-2501; tel.: 607-255-6048; fax: 607-255-6044.

**1997 Summer Institute Family  
Research Consortium "Diversity & Family  
Research Consortium"**

San Antonio, Texas

June 19-22, 1997

Contact: Kathy Meese, Frank Porter Graham Child Development Center, Univ. of North Carolina-Chapel Hill, CB# 8180, 105 Smith Level Rd., Chapel Hill, NC 27599-8180; tel.: 919-966-3318; fax: 919-966-7532; email: meese.fpg@mhs.unc.edu

**18th Cape Cod Institute**

Cape Cod, Massachusetts

June 23-August 29, 1997

Contact: Gilbert Levin, Albert Einstein College of Medicine, 1308 Belfer Building, Bronx, NY 10461; tel.: 718-430-2307; fax: 718-430-8782; email: glevin@aecom.yu.edu; <http://www.cape.org>**Summer Institute in Political Psychology**

Columbus, Ohio

June 23-July 18, 1997

Contact: Margaret Hermann, Mershon Center, Ohio State Univ., 1501 Neil Ave., Columbus, OH 43201; wituski.1@osu.edu

## July

**XXVII Interamerican Congress of  
Psychology**

Sao Paulo, Brazil

July 6-11, 1997

Contact: sipcon97@org.usp.br

**Advances in Management**

Toronto, Canada

July 9-12, 1997

Contact: Afzal Rahim, Center for Advanced Studies in Management, 1574 Mallory Ct., Bowling Green, KY 42103; tel. &amp; fax: 502-782-2601; email: casm@gmn.com

**Cognitive Linguistics Conference**

Amsterdam, The Netherlands

July 14-19, 1997

Contact: ICLC '97, Faculteit der Letteren, Vrije Universiteit, De Boelelaan 1105, NL-1081 HV Amsterdam, The Netherlands; fax: +31 20 4446500; email: iclc97@let.vu.nl; <http://www.vu.nl/ICLC97/index.htm>**Joint Meeting of the International Society  
for Neurochemistry & the American  
Society for Neurochemistry**

Boston, Massachusetts

July 20-26, 1997

Contact: '97 Secretariat c/o Inn Scope Communications, 1531 Pontius Ave., Ste. 200, Los Angeles, CA 90025; tel.: 310-914-1866; fax: 310-914-1868; email: isnasn97@aol.com

## August

**Cognitive Science Society**

Stanford, California

August 7-10, 1997

Contact: <http://www.ccp.uchicago.edu/cpl>**Sociologists Against Sexual Harassment**

Toronto, Canada

August 10, 1997

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

## October

**International Society for the Advancement  
of Respiratory Psychophysiology**

Cape Cod, Massachusetts

October 13-15, 1997

Contact: Lawrence M. Schleifer, Program Chair, 10838 Antigua Terrace, #103, Rockville, MD 20852; tel.: 202-535-4221, x3038; fax: 202-535-5445

**New England Psychological Association**

North Easton, Massachusetts

October 24-25, 1997

Contact: Estelle R. Friedman, NEPA Secretary, 419 Norton Pkwy., New Haven, CT 06511-2828; 203-776-8324

## 1998

## August

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

Stockholm, Sweden

August 2-6, 1998

Contact: <http://www.stocon.se/iacapap/index.html>**24th International Congress of Applied  
Psychology**

San Francisco, California

August 9-14, 1998

Contact: Congress Secretariat, APA Office of International Affairs, 750 First St., NE, Washington, DC 20002-4242; fax: 202-336-5956

Send announcements to:

**APS Observer****Meeting Calendar****1010 Vermont Avenue, NW****Suite 1100****Washington, DC 20005-4097****EWR@capcon.net**

# American Psychological Society 1997 Member Application

*(The membership dues below are valid until 6/30/97)*

Check one:

- This is my first membership application to APS. (Send application to: APS, PO Box 90457, Washington, DC 20090-0457)
- This is to change my membership record. (Return to: APS, 1010 Vermont Ave, NW, Ste 1100, Washington, DC 20005-4907)



**AMERICAN  
PSYCHOLOGICAL  
SOCIETY**

Name \_\_\_\_\_  
*Last First MI*

Mailing Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ Country \_\_\_\_\_

Telephone \_\_\_\_\_  
*Office (include extension) Home Fax*

Institutional Affiliation \_\_\_\_\_  
*(spell out)*

Education \_\_\_\_\_  
*Highest Degree Year of Degree Institution (spell out)*

Major Field (circle one): Biological/Physiological ♦ Cognitive ♦ Clinical/Counseling/School ♦ Developmental ♦ Educational  
Experimental ♦ General ♦ I/O ♦ Personality/Social ♦ Quantitative

Specialty Area \_\_\_\_\_

Email Address \_\_\_\_\_

## ANNUAL DUES

**TO JOIN, SIMPLY COMPLETE THIS FORM AND RETURN IT TO APS WITH YOUR DUES PAYMENT OR VISA OR MASTERCARD AUTHORIZATION. THANK YOU!**

PLEASE CHECK APPROPRIATE **MEMBERSHIP DUES** CATEGORY BELOW.  
ALL MEMBERSHIP CATEGORIES, EXCEPT THOSE NOTED, INCLUDE A SUBSCRIPTION TO THE **APS OBSERVER NEWSLETTER, PSYCHOLOGICAL SCIENCE, AND CURRENT DIRECTIONS IN PSYCHOLOGICAL SCIENCE.**

- Member U.S. \$120
- Member outside U.S. \$130  
*(Journals via surface mail, Newsletter via air mail)*
- Retired (Over 65) \$70
- Retired (No journals) \$30
- Spouse (No journals) \$55  
Spouse name \_\_\_\_\_
- Student \$45
- Student \$55  
*(Residing outside U.S. with air delivery of newsletter)*
- Postdoc or First-year PhD \$70
- Lifetime Member \$2500

TOTAL DUES	\$ _____	<i>ICC300</i>
Contribution (tax deductible)	\$ _____	
TOTAL PAYMENT	\$ _____	
	<i>(U.S. Currency)</i>	
Please check method of payment:		
<input type="checkbox"/> My check is enclosed (payable to APS)		
<input type="checkbox"/> Please charge my <input type="checkbox"/> Visa <input type="checkbox"/> MasterCard		
Account # _____		
Expiration Date _____ Interbank # (MC Only) _____		
Signature _____		
If you elect <b>not</b> to receive <i>Current Directions</i> , deduct \$6 from Total Dues Payment. This deduction is <b>NOT APPLICABLE</b> to <i>Retired (No journals)</i> or <i>Spouse (No journals)</i> membership categories.		



# OBSERVER

Published by the American Psychological Society

## Employment Bulletin ♦ March 1997

### ALABAMA

The **UNIVERSITY OF SOUTH ALABAMA** Department of Psychology invites applications for a position in clinical psychology with special skills in measurement and multivariate techniques. This is a one academic year position at the Assistant Professor level beginning September 1997. Applicants must possess a PhD in clinical psychology and be eligible for licensure. Primary responsibilities will include teaching masters level and undergraduate courses. The successful candidate will be expected to be able to teach clinical courses as well as courses in measurement and multivariate techniques and to serve as a consultant to faculty and students in these areas. Applications should include an academic vita, statement of teaching and research interests, undergraduate and graduate transcripts, and three letters of reference to be sent to Dr. Jerrold Downey, Department of Psychology, University of South Alabama, Mobile, AL 36688. Applications must be postmarked no later than April 30, 1997. AA/EEO/M/F/D. AL1

### ARKANSAS

**POSTDOCTORAL POSITION** \$36,000/year; Behavioral Toxicology/Pharmacology—Developmental Biology/Psychology: Pending receipt of financial support, it is anticipated that a position will be available in the **Behavioral Toxicology Laboratory of the Division of Neurotoxicology at the FDA's National Center for Toxicological Research**. A primary focus of the work will involve detailed analyses of complex behaviors in infant/juvenile rhesus monkeys using operant techniques. Studies will focus on those designed to monitor the chronic effects of psychoactive compounds of interest to the FDA in developing animals. Additionally, the development and testing of new methods for complex behavioral analyses and the study of factors that influence the effects of compounds on behavior also have high priority. Candidates must have a Ph.D. with a background and demonstrated interest in the application of operant behavioral techniques towards addressing issues concerning complex brain functions, particularly learning, memory, and other higher order operations. A background in pharmacology or toxicol-

ogy is also highly desirable. Anticipated salary will be approximately \$36,000/year. Applications (CV, statement of research interests and the names and contact information for 3 references) should be submitted as soon as possible; start date estimated for Spring/Summer 1997. For more information contact: Merle G. Paule, Ph.D., Head, Behavioral Toxicology Laboratory, Division of Neurotoxicology, HFT-132, National Center for Toxicological Research, 3900 NCTR Road, Jefferson, Arkansas 72079-9502. Phone: (501) 543-7147/7203; Fax: (501) 543-7720; E-mail: mpaule@nctr.fda.gov. **ARI**

### CALIFORNIA

**TWO POSTDOCTORAL POSITIONS AT UCLA** in a multidisciplinary team, assist w/ design, data anal., publ. of grant-related research, & supervise of grad/staff researchers. Prefer candidates w/ 2 yrs strong stat training, computer prog. skills, and EEG bkgd. 1: Cognitive aging/electrophysiology—supervise/conduct NIH-spons. research on aging, cognition of EEG & brain structure. 2: Electrophysiology of substance abuse—supervise/conduct NIDA-spons. research on EEG correlates of drug abuse, withdrawal & treatment efficacy. Fully funded salary for 2 yrs. CV, relevant articles & 2 letter of rec. to: Andrew Leuchter, MD, UCLA Neuropsychiatric Institute, 760 Westwood Plz, Los Angeles, CA 90024. Deadline: 4/1/97. Questions: Postdoc@QEEG.NPI.UCLA.EDU. **CA2**

**POSTDOCTORAL FELLOW—University of California, San Diego**, Department of Ophthalmology. Applications are invited for an appointment as Post Doctoral Fellow. The successful applicant will work with a multidisciplinary team of psychologists, public health specialists, ophthalmologists and psychiatrists to conduct assessments and short term group treatment and carry out research in psychosocial aspects of

prevention of an adjustment to vision loss. Position requires Doctorate degree in psychology or related field with a background in health psychology, behavioral medicine, community psychology, biostatistics, research design, implementation, database construction, administration and understanding of health psychology assessments and interventions. An interest in applications to the prevention of and adaptation to vision loss is essential. Salary will be based on the established pay schedules of the University of California. Immigration status of non-citizens should be stated in letter of interest. Send CV and names of references by April 15, 1997 to BL Brody, MPH, Department of Ophthalmology 0946, UCSD Shiley Eye Center, 9500 Gilman Drive, La Jolla, CA 92093-0946. *UCSD is an Equal Opportunity/Affirmative Action employer.* **CA3**

### CONNECTICUT

The **CONNECTICUT COLLEGE** Department of Psychology seeks two (2) Visiting Assistant Professors for the 1997-98 academic year: 1) behavioral neuroscience/physiological psychology—Courses to be taught are: Research Methods in Psychology, Drugs and Behavior, Behavioral Neuroscience (with lab), and Psychopharmacology (with lab) or a course in the faculty member's area of expertise. PhD and teaching and research experience are required. 2) clinical psychology—Cognitive-behavioral orientation preferred. One course will be in the faculty member's area of expertise. Other courses to be taught are undergraduate level abnormal, personality, behavioral therapy, and graduate level abnormal and systems of psychotherapy. PhD and teaching and research experience are required. Connecticut College is a private.

## Search *Observer* Job ads On the Internet!

*Employment Bulletin* ads (text ads only) are now searchable on APS's gopher server. (See July/August 1994, *Observer*.) Find the ads in one of three ways:

- ◆ Search via veronica or jughead for "American Psychological Society" or
- ◆ Go through the "other gopher and information servers" to find the Indiana gopher server: Hanover College Gopher. The path from there is: /Hanover\_College\_Information/Public/American Psychological Society Gopher Directory.
- ◆ For WWW access use the following URL: <http://www.hanover.edu/psych/APS/aps.html>, or URL: <http://psych.hanover.edu/aps/>

**See Subject Index and the index instructions on pages 56.**

highly selective college with a strong commitment to the liberal arts tradition and an emphasis on broad interdisciplinary teaching and research. The Department maintains a small MA program in general psychology. *Connecticut College is actively seeking to diversify its faculty; it is an Affirmative Action/Equal Opportunity Employer.* Send letter of application, curriculum vitae, recent publications and three (3) letters of reference to: Joan C. Chrisler—Chair, Department of Psychology, Connecticut College, Box 5578, 270 Mohegan Ave, New London, CT 06320, as soon as possible. **CT1**

#### DISTRICT OF COLUMBIA

**COGNITIVE NEUROPSYCHOLOGY:** The Department of Psychology at the **George Washington University** invites applications for the Thelma Hunt endowed Professorship in Cognitive Neuropsychology. The successful candidate will have a strong and active research program, as evidenced by scholarly production and the ability to sustain extramurally-funded research projects. The achievements of this individual should be appropriate for appointment as a Full or advanced Associate Professor. Preference will be given to those specializing in human memory and/or cognition with an experience in graduate and undergraduate instruction. Review of applications will begin April 1, 1997, and will continue until the position is filled. Candidates should send a curriculum vitae, a statement of career interests, representative reprints, and the names and addresses of three references to: Chair, Thelma Hunt Search Committee, Department of Psychology, 2125 G Street, The George Washington University, Washington, DC 20052. *The George Washington University is an equal opportunity, affirmative action employer. Members of minority groups and women are encouraged to apply.* **DC1**

**SENIOR SCIENTIST, APA:** The Science Directorate is seeking a Council of Graduate Departments of Psychology (COGDOP) Fellow/Visiting Senior Scientist to develop and implement science policy initiatives responsive to current opportunities and needs in psychological science. The Fellowship is open to all individuals who hold tenured appointments in departments of psy-

chology or closely related behavioral science disciplines. Qualifications include 7 or more years of post-doctoral experience with specialized training in biopsychology, cognitive, comparative/physiological, developmental, experimental, neuropsychology, perception, social, or other basic science areas in psychology. Individual must be highly organized and be able to work independently in identifying initiatives and completing projects. Demonstrated analytic skills; proven interpersonal, written, and verbal communication skills. Previous experience with federal funding agencies highly desirable. Individual will conduct policy analyses, write position papers or comments on critical issues, and otherwise help to inform agencies and policy makers on the relevance of psychological science. The individual will work closely with a specific agency to identify opportunities for psychological research and expertise in current and future research programs. This position is a two year assignment available June 1, 1997. The COGDOP Fellow/Visiting Senior Scientist will be required to reside in the metropolitan Washington, DC area. This is a full-time appointment and APA will work cooperatively with the fellow's home institution to provide full salary and benefits. Closing date for applications is March 31. Please send letter of application (3 pages maximum), 3 letters of recommendation, and complete curriculum vitae to: American Psychological Association, Attention: Human Resources/03001, 750 First Street, NE, Washington, DC 20002-4242. **EOE. DC2**

#### ILLINOIS

**Assistant Professor, Cognitive Psychology.** The Department of Psychology at **Southern Illinois University at Edwardsville** is seeking a candidate for a tenure-track position at the Assistant Professor level beginning August 16, 1997. Applicants should have a PhD in psychology, a strong commitment to undergraduate education, expertise in cognitive psychology/perception, the ability to carry out a dynamic research program and supervise undergraduate and graduate (i.e., masters) student research. Applicants should also be qualified to teach undergraduate and graduate statistics, research design and general experimental psychology. The University currently has over 11,000

students and is situated on a park-like campus only 20 minutes from downtown St. Louis, Missouri. Salary is commensurate with qualifications and experience. Applications received by March 15, 1997 will receive priority consideration; however, applications will be accepted until the position is filled. Application should include a vita, statement of teaching and research interests, three letters of recommendation and reprints/preprints. Materials should be sent to Dr. Susan Thomas, Chair, Search Committee, Department of Psychology, Southern Illinois University at Edwardsville, Edwardsville, Illinois 62026-1121. *Southern Illinois University at Edwardsville is an Equal Opportunity/Affirmative Action Employer. Minorities and women are encouraged to apply.* **IL1**

**UNIVERSITY OF ILLINOIS AT CHICAGO (UIC)—POSTDOCTORAL FELLOWSHIPS — PREVENTION RESEARCH IN URBAN CHILDREN'S MENTAL HEALTH:** We will have three Postdoctoral Fellowship openings (lasting up to 3 years) evaluating school and community based programs to prevent mental health problems and AIDS in urban children and families. Interdisciplinary faculty—primarily from psychology, public health, education, psychiatry, and nursing—train PhDs, Mds, and DrPHs seeking academic/research careers. Trainees receive yearly stipends ranging from \$20,292 to \$43,300, and may begin between **now** and **October 1997**. Applications received before April 1, 1997 will receive fullest consideration. Send statement of professional objectives/interests, curriculum vitae, and three letter of reference to: Roger Weissberg, PhD, Program Director, c/o May Stern, Department of Psychology (M/C 285), University of Illinois at Chicago, 1007 W. Harrison Street, Chicago, IL 60607-7137. *UIC is an affirmative action/equal opportunity employer.* **IL2**

The Psychology Department at **MONMOUTH COLLEGE** invites applications for a one-year sabbatical replacement beginning in August 1997. Duties include teaching Introductory Psychology (with laboratory), Research Methods (with laboratory), Abnormal Psychology, and a course in area of expertise. Successful candidates must have a Master's degree in Psychology (PhD

with teaching experience preferred). Send letter of application, resume, and three letters of recommendation to Michael McNall, Director of Personnel, Monmouth College, Monmouth, IL 61462. Review of applications will begin immediately and continue until position is filled. *Monmouth College is an EO employer and strongly encourages applications from women and minorities. All qualified candidates are encouraged to apply.* **IL3**

#### INDIANA

**Psychology—THE UNIVERSITY OF SOUTHERN INDIANA** invites applications for a temporary one year appointment as Instructor of Psychology beginning August 1997. Teaching responsibilities include Industrial, Social, Statistics, and Introductory Psychology. Must demonstrate strong commitment to undergraduate teaching. Position requires PhD or ABD, expertise in I/O Psychology, and teaching experience. The University is committed to excellence in teaching, scholarship and professional activity, and service to the University and the community. Application deadline is April 4, 1997, but applications will be accepted until the position is filled. Submit letter of application, curriculum vitae, and names and addresses of three professional references to: Dr. Charles J. Meliska, Psychology Department Chair, University of Southern Indiana, 8600 University Blvd., Evansville, IN 47712. *AA/EOE. IN1*

#### IOWA

**UNIVERSITY OF NORTHERN IOWA, DEPARTMENT OF PSYCHOLOGY:** Invites applications for a **TENURE TRACK POSITION** in **SOCIAL** or **DEVELOPMENTAL PSYCHOLOGY** at the Assistant Professor level, beginning Fall, 1997. Qualifications include: an earned PhD in social OR developmental psychology (advanced ABDs will be considered). Responsibilities will primarily include teaching undergraduate courses in research methods and/or statistics, as well as in areas of research interest. There will also be opportunities for teaching graduate courses and thesis supervision in a rigorous MA program in psychology. The University of Northern Iowa is a state-supported university with an enrollment of approximately 13,000 students and 700 faculty, and an emphasis on

quality undergraduate teaching. The Department of Psychology consists of 14 PhD level faculty members representing all major areas of psychology; there are approximately 400 undergraduate psychology majors and 20-25 full-time graduate students. Applicants should send a letter of interest, curriculum vitae, three letters of reference, and reprints/preprints to: Frank Barrios, PhD, Chair, Search Committee, Department of Psychology, University of Northern Iowa, Cedar Falls, IA 50614-0505 (email: frank.barrios@uni.edu). Review of credentials will begin immediately; all applications received by APRIL 11, 1997 will be given full consideration. The University of Northern Iowa is an inclusive academic community, hospitable to all. *The University is an Equal Opportunity Employer with a comprehensive plan for affirmative action.* IA1

#### LOUISIANA

**LOYOLA UNIVERSITY Department of Psychology:** Invites applications for a tenure track Assistant Professor to begin August 1997. Candidates should possess the PhD in Psychology with teaching and research experience in Social or Developmental Psychology preferred. The appointee will be required to teach undergraduate courses in Research Methods, Introduction to Psychology, and some combination of Social Psychology, developmental psychology, or Abnormal Psychology. The appointee will be expected to supervise undergraduate research in social or developmental psychology and related areas as well as develop an active research program. Loyola University is an urban, Jesuit university awarding the BA in Psychology. Teaching is a high priority with research, service, and advising also expected. Minorities, women, and physically challenged persons are encouraged to apply. Applicants should send a letter of application, vitae, official transcripts, teaching evaluations (if available), and three letters of reference by March 26, 1997 to Dr. Mary M. Brazier, Chair, Department of Psychology, Loyola University, Box 194, 6363 St. Charles Ave., New Orleans, LA 70118. *AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.* LA1

#### Position Announcement

### U.S. Navy Aerospace Experimental Psychologist

- Uniformed positions available in 1996 which span all phases of aviation systems development and acquisition processes, i.e., R&D, test, and evaluation.
- Candidates must have a doctorate in psychology with emphasis in experimental, engineering personnel, training, cognition, or physiological psychology, and have strong background in research methodology. Must meet physical standards and be less than 35 years old.
- Candidate will be commissioned a Lieutenant with initial obligation of 3 years. Approximate starting salary is \$34,000. Additional benefits include 30 days leave per year, no-cost retirement plan, free medical & dental care, and exchange & commissary privileges.

For further information contact:



Commander Michael Lilienthal  
Naval Medical R & D Command  
Code 413  
Bethesda, MD 20889-5044  
(301) 295-1423/1468

MD1

#### MARYLAND

#### POSTDOCTORAL FELLOWSHIP IN COGNITIVE AND PERCEPTUAL NEUROSCIENCE—

The Johns Hopkins University Departments of psychology, Cognitive Science, and Neuroscience invite applications for a two year postdoctoral fellowship, which is part of an NIMH-sponsored interdisciplinary training program in cognitive and perceptual neuroscience (pending final approval of funding). The research areas emphasized in the training program include visual and tactile psychophysics, attention, perceptual development, primate neurophysiology, functional neuroimaging, cognitive neuropsychology and neurology, and computational and neural network modeling of perception, memory, and cognition. Postdoctoral fellows will be expected to carry out research in laboratories affiliated with all three of the participating departments, thereby gaining experience in several approaches to perceptual and cognitive neuroscience. The program also provides the opportunity for course work in cognitive psychology, cognitive neuroscience, systems neuroscience, and computational neuroscience. Individuals with a PhD (earned or expected by 7/1/97) in cognitive psychology, cognitive science, neuroscience, or a related discipline are encouraged to apply. Send vita, three letters of recommendation, a statement of re-

search interests, and recent publications to Cognitive Neuroscience Program, Department of Psychology, The Johns Hopkins University, Baltimore, MD 21218. Review of applications will begin February 15, 1997, and continue until the position is filled. For further information about the program faculty and facilities, see <http://www.psy.jhu.edu/cogneuro.html>. *Members of underrepresented groups are especially encouraged to apply. An Equal Opportunity/Affirmative Action Employer.* MD3

**POSTDOCTORAL FELLOWSHIP:** Sociologist, or psychologist interested in aging research, or social psychologist for Post-Doctoral Research position in NIMH Laboratory of Socio-environmental Studies to participate in research on how psychological functioning is affected throughout the life-span by social-structurally and culturally determined environmental conditions. Position involves a very heavy emphasis on data analysis. A central duty will be collaborating on the analysis of data from the third wave of a thirty year longitudinal survey study originally designed to examine the psychological effects of occupational conditions, but now expanded to examine the effects of other socio-environmental factors. Duties may also involve analyses of data from a study on the effects of occupational conditions and migration on psychological functioning

and health in Mali, West Africa. A strong knowledge of both structural equation modeling and data handling techniques is required. The unit also experimentally investigates basic cognitive processes and environmental and neurobiological determinants of the psychological functioning of both schizophrenics and the elderly. Should be open to research involving other behavioral sciences and at ease with the possibility of applying structural equation modeling to a wide range of phenomena. Term 2 to 5 years, starting in September 1997. Salary commensurate with education and experience. Full Federal benefits. Contact Carmi Schooler, Laboratory of Socio-environmental Studies, NIMH, NIH, Rm B1-A14 Federal Building, 7550 Wisconsin Ave., Bethesda, MD 20892; 301-496-5781. *The NIMH is an Equal Opportunity Employer.* MD4

The UNIVERSITY OF MARYLAND at College Park announces a new position in Psychology/Neuropsychology of Language. The Position is tenure track at the Assistant Professor level, to begin in the Fall semester of 1997. The appointment bridges three programs at UMCP; the Department of Linguistics, the Department of Psychology and the Program in Neuroscience and Cognitive Science. We seek candidates with established records of research excellence who are interested in working on topics in

neurolinguistics and/or psycholinguistics and who can teach courses in linguistics and psychology, as well as interdisciplinary courses. PhD is required by August 1997. For best consideration, applications should arrive by March 15, 1997. Applicants should send a complete dossier (letter of application, CV, samples of published work) and arrange to have three letters of recommendation sent to: Professor Stephen Crain, Chair, Search Committee, University of Maryland at College Park, 1401 Marie Mount Hall, College park, MD 20742. *The University of Maryland is an AA/E O Title IX employer. Women and minority candidates are especially encouraged to apply.* MD5

**INTRAMURAL RESEARCH PROGRAM--NATIONAL INSTITUTE OF MENTAL HEALTH--NATIONAL INSTITUTES OF HEALTH. SEYMOUR S. KETY RESEARCH FELLOWSHIPS.** The National Institute of Mental Health Intramural Training Program is pleased to announce the establishment of Intramural Research Training Awards in honor of Seymour S. Kety, MD, the first Scientific Director of the NIMH Division of Intramural Research (1951-1956). Applications are invited from US citizens or permanent residents with a MD and/or PhD degree with less than five years of postdoctoral experience. Awards will be made for up to three years and will provide the opportunity to work in any of the Intramural Research Program's 22 Clinical Branches and Basic Research Laboratories located on the 306-acre NIH Campus in Bethesda, MD, the St. Elizabeth's Hospital in Washington, DC, or the NIH Animal Facility in Poolesville, MD. The Program conducts a broad array of research activities that range from clinical investigation into the diagnosis, treatment and prevention of mental illness to basic neuroscience investigation at the systems, cellular, and molecular levels. Stipends are highly competitive. Deadline for applications is April 15th. To apply submit a cover letter expressing research interests, a curriculum vitae, and two letters of recommendation to: Barry B. Kaplan, PhD, Director of Fellowship Training, National Institute of Mental Health, NIH Clinical Center, Room 4N-22, 10 Center Drive, Bethesda, MD 20892-1381. Phone: 301-496-4183; email: kaplanb@irp.nimh.nih.gov. *The NIH is an Equal Opportunity/Affirmative Action Employer.* MD6

## MASSACHUSETTS

**POST-DOCTORAL FELLOWSHIPS in Evaluating Programs for Children, HARVARD UNIVERSITY.** Fellowships designed to increase skills of young scholars in theory and practice of program evaluation. Qualifications: PhD or equivalent in past 5 years; strong interest in and/or experience with programs for children. 2 year appointment. Application deadline March 30, 1997. For application contact: Jo Birchmayer, Harvard Project on Schooling and Children, 14 Story Street, 2nd Floor, Cambridge, MA 02138; email: birchmay@fas.harvard.edu. MA1

**MOUNT HOLYOKE COLLEGE DEPARTMENT OF PSYCHOLOGY AND EDUCATION.** Announcement of one-year position. The Department of Psychology and Education at Mount Holyoke College is seeking candidates for a one-year visiting at the rank of Assistant Professor. The successful candidate will be expected to participate in the co-taught introductory course each semester and teach two other courses in one or more of the following areas: animal learning and cognition, comparative psychology, and developmental psychobiology. The teaching load is four courses per year. Supervision of student independent research projects in the faculty member's research area is expected. *Mount Holyoke College is firmly committed to fostering multicultural diversity awareness in its student body, faculty and staff and is an Affirmative Action, Equal Opportunity Employer. Women and minorities are encouraged to apply.* Mount Holyoke, the oldest, continuing institution of higher education for women in the US is a member of the five college consortium which also includes Amherst, Hampshire, and Smith Colleges, and the University of Massachusetts. Teaching experience is expected; a completed doctorate is preferred. Applications will be considered as soon as they are received until the position is filled. Please send curriculum vitae, a statement of teaching and research interests, and three letters of reference to: Search Committee, Department of Psychology and Education, Mount Holyoke College, South Hadley, MA 01075. MA2

## MISSISSIPPI

**Visiting Assistant Professor(s).** The Department of Psychology at MISSISSIPPI STATE UNIVERSITY anticipates filling one, or possibly two positions at the visiting assistant professor level for the 1997-98 academic year. Outstanding applicants in all areas will be considered, although we are especially interested in biological or clinical psychology. The successful applicant will be expected to teach general psychology and courses in area of specialization. Women and minority applicants are encouraged to apply. Applicants must have a PhD degree in psychology by August 1997. Send vita, statement of teaching and research interests, and names and addresses of three references to: Dr. B. Michael Thorne, Chair, Search Committee, Department of Psychology, Drawer 6161, Mississippi State, MS 39762. Review of applications will begin on March 30, 1997, and will continue until all positions are filled. *Mississippi State University is an Affirmative Action/Equal Employment Opportunity employer.* MS1

## NEW YORK

**PROJECT DIRECTOR, Syracuse University:** Innovative Therapy Development project seeks energetic Scientist-Practitioner to help develop and evaluate a brief intervention to enhance readiness-to-change substance use in psychiatric outpatients. Duties include facilitating focus groups, developing therapy manual, supervising research staff, and overseeing data management and analyses. The ideal candidate is a PhD Clinical Psychologist with interest and experience in clinical research, motivational interventions, therapy development, schizophrenia, and/or dual diagnosis populations. Opportunities to collaborate on publications and presentations. Faculty appointment possible for qualified applicants. To apply, send CV, statement of interest, and 3 letters of recommendation ASAP to: Kate B. Carey, Department of Psychology, 430 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340. Applications will be reviewed starting April 10, 1997. *EOE.* NY1

**EXPERIMENTAL PSYCHOLOGY:** Anticipated tenure track position in **sensation and perception and/or cognition**, starting August 1997. Superior teaching skills and

ability to involve undergraduates in research required. Teaching responsibilities will include courses in cognition, sensation and perception, statistics, research design, and general psychology. PhD preferred; ABD considered. SUNY Geneseo is a highly selective public liberal arts college with an enrollment of 5000 students; the psychology department has 17 faculty members and 450 majors. The college has been recognized by US News & World Report, the Fiske Guide, and Money Magazine for its superior undergraduate programs. Women and minorities are strongly encouraged to apply. Send vita, transcripts, and three letters of recommendation to Dr. Karen Duffy, Chair, Department of Psychology, SUNY Geneseo, 1 College Circle, Geneseo, NY 14454. Closing date is April 15, 1997. *SUNY Geneseo is an Affirmative Action/Equal Opportunity Employer.* NY2

**DEVELOPMENTAL PSYCHOLOGY:** Anticipated tenure track position in child or adolescent development, starting August 1997. Superior teaching skills and ability to involve undergraduates in research required. Teaching responsibilities will include courses in child development, adolescent development, a specialized upper-division developmental course, and general psychology. PhD preferred; ABD considered. SUNY Geneseo is a highly selective public liberal arts college with an enrollment of 5000 students; the psychology department has 17 faculty members and 450 majors. The college has been recognized by US News & World Report, the Fiske Guide, and Money Magazine for its superior undergraduate programs. Women and minorities are strongly encouraged to apply. Send vita, transcripts, and three letters of recommendation to Dr. Susan Shonk, Assistant Professor, Department of Psychology, SUNY Geneseo, 1 College Circle, Geneseo, NY 14454. Closing date is April 15, 1997. *SUNY Geneseo is an Affirmative Action/Equal Opportunity Employer.* NY3

**The Postdoctoral Respecialization Program** of the Clinical Psychology Department, Teachers College, Columbia University, is accepting applications for September 1997. The Program consists of 2 full-time years of classroom and practicum training and a 1 year internship. Address inquiries and requests for information to: Office of Admission, Box 302, Teachers College,



Columbia University, New York, NY 10027. Deadline for completed application materials is April 1, 1997. **NY4**

**CORNELL UNIVERSITY**, Child Development Senior Extension Associate. The Department of Human Development and Family Studies seeks a person knowledgeable about child development, with particular reference to issues of child care and related support for families. The person in this position will plan, implement, and evaluate educational programs for families, and staff development opportunities for agencies concerned with children and families. Programs areas include child care, successful development in early and middle childhood, parent education, and/or family resource programming. Qualifications include PhD or Masters and significant experience, strong background in child development and child care issues, and successful experience in program and staff development, training and technical assistance. Contact: Ms. Juleene Connor, Department of Human Development and Family Studies, NG14 MVR Hall, Cornell University, Ithaca, NY 14853; phone: 607-255-0849; email address: jac6@cornell.edu. Deadline is April 18, 1997. **NY5**

## OHIO

**WITTENBERG UNIVERSITY Psychology Department** is seeking an Assistant Professor for a one-year appointment effective August 1997, with a possibility of a tenure track position pending funding. We are particularly interested in applicants with expertise in clinical or counseling psychology. The position involves teaching an introductory course, an advanced research seminar in the candidate's area of expertise, and topics courses in abnormal psychology and counseling. Candidates are expected to have a firm commitment to excellence in teaching and scholarly activity in the context of a strong undergraduate liberal arts institution. A PhD is required. Send letter of interest, current vita, and three letters of recommendation to Dr. Jeffrey Brookings, Chair, Department of Psychology, PO Box 720, Springfield, OH 45501. Review of applications will begin March 15, 1997, and will continue until the position is filled. *Wittenberg University is an Affirmative Action/Equal Opportunity Employer.* **OH1**

**CHILD CLINICAL PSYCHOLOGIST:** The Department of Psychology at Cleveland State University has an opening for a tenure track position at the Assistant Professor level, contingent upon funding. A PhD is required by the beginning of Fall term (September 1997). Subspecialty area is open, but the Department has a preference for multicultural, family systems, neuropsychological assessment, or pediatric behavioral medicine expertise. Responsibilities include undergraduate teaching (e.g., abnormal, psychological tests, child development), graduate teaching in the MA Clinical/Counseling Program, thesis supervision, and student advisement. Scholarly productivity is expected. Psychology license-eligibility in Ohio is necessary. Applicants should forward a letter of interest, curriculum vitae and three letters of reference to: **Richard F. Rakos, PhD, Chairperson, Department of Psychology, Cleveland State University, E. 24th & Euclid Ave., Cleveland, OH 44115. E-mail: R.rakos@csuohio.edu. Phone: (216) 687-2547.** Position is open until filled; review of applications will begin March 15, 1997. Salary is competitive. *Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged.* **OH2**

**Human Factors. UNIVERSITY OF CINCINNATI.** The Department of Psychology at the University of Cincinnati is enhancing its established research and training program in Human factors. We plan to hire, subject to final administrative approval, at either the advanced assistant professor (tenure track) or the Associate level, depending upon the qualifications of the applicants. At the Associate Professor level, tenure upon hiring may be negotiable. Applicants should have demonstrated ability to secure external funding for a strong, sustained program of empirical research. Our intention is to complement our existing programmatic strengths in visual and auditory perception, vigilance, visual display design, and perception and control of bodily and vehicular orientation. We are willing to consider applicants with any research specialization within human factors (broadly defined), including but not limited to cognitive, perceptual, or motor, ecological or information-processing, applied or basic. Having a research program that can help develop links to our

other departmental specialties (in Health Psychology and/or Neuropsychology-Cognitive Neuroscience) would be a strong plus. In our commitment to the Human Factors area, we have recently established a training and research consortium with other universities in southwestern Ohio, and have established strong links to the Armstrong Laboratory at Wright-Patterson Air Force Base. Together, we plan to make this region one of the top human factors centers in the world. Send letter of interest, vita, reprints, and letters of recommendation or names of referees to: Dr. Joel S. Warm, Chair, Human Factors Search Committee, Department of Psychology, University of Cincinnati, PO Box 210376, Cincinnati, OH 45221-0376. We will review applications until the position is filled. *The University of Cincinnati is an affirmative action/equal opportunity employer. Applications from women and minorities are especially encouraged.* **OH3**

**PROJECT MANAGER/POSTDOCTORAL RESEARCHER IN THE DEPARTMENT OF PSYCHOLOGY AT THE OHIO STATE UNIVERSITY:** Applicant will be joining, in the 2nd year, a 5-year federally funded project examining the role of stress in newly diagnosed women with breast cancer on psychological, behavioral, medical, and immunological/endocrinological outcomes. Subjects in the study are randomized into one of two groups: assessment only or assessment plus intervention. The project manager/post-doctoral researcher's main responsibility is to supervise the work of project employees and coordinate data collection of multidisciplinary team of psychologists, immunologists/endocrinologists, physicians, research assistants, and graduate students. Strong interpersonal and organizational skills required. It is also important the applicant possess clinical experience. PhD in clinical/health psychology preferred although MA level applicants with appropriate background will be considered. Salary will be based on degree and level of experience. Benefits package included. Position start date is 9/1/97 or sooner. Applications will be accepted until position is filled. *The Ohio State University is an equal opportunity/Affirmative Action Employer. Qualified women, minorities, Vietnam-era Veterans, disabled veterans and individuals with disabilities are en-*

*couraged to apply.* Information requests can be made to Deanna M. Golden Kreutz, PhD, Phone (614) 292-6874; email: goldenkreutz.1@postbox.acs.ohio-state.edu. Submit letter of interest, vita, and list of 3 references to Barbara L. Andersen, PhD, Dept. of Psychology, 169 Townshend Hall, 1885 Neil Avenue, The Ohio State University, Columbus, Ohio 43210-1222. **OH4**

## OREGON

**POSTDOCTORAL FELLOW, EMOTION RESEARCH TRAINING:** Applications are now being accepted for a postdoctoral fellow in the University of Oregon Psychology Department Emotion Research Training Program. The NIMH funded ERT program brings together faculty from different areas in psychology to train investigators to do research in human emotion. Applicants should have a degree in psychology (any area) or a related discipline and an interest in pursuing research in emotion. The term of the fellowship is July 1, 1997-June 30, 1998. Submit a curriculum vitae, statement of interests, and three letters of recommendation by April 11, 1997 to: Dr. Robert Mauro, Emotion Research Training Program, Dept. of Psychology, 1227 University of Oregon, Eugene, OR 97403-1227. **ORI**

The **UNIVERSITY OF OREGON** Psychology Department invites applications for an expected position in the field of social and personality development. The position is for a two year appointment with possible renewal for up to five years. Level of appointment is open, but experience in research and teaching is preferred. The candidate would be expected to participate in cooperative work in the area of development and psychopathology. We are seeking candidates with an active research program and a commitment to excellence in teaching. Applicants should send a vita, a 2-3 page statement on research and teaching interests, selected manuscripts, and have at least three letters of recommendation sent to: Social and Personality Development Search Committee, Department of Psychology, 1227 University of Oregon, Eugene, OR 97403-1227. All candidates for our current tenure track searches in clinical and personality will automatically be considered in this search and need not reapply. New materi-

als submitted prior to April 15, 1997, will be given full consideration. *The University of Oregon is an Equal Opportunity, Affirmative Action institution committed to cultural diversity and compliance with the Americans with Disabilities Act.* OR2

## PENNSYLVANIA

**Allegheny University of Health Sciences—Institute for Addictive Disorders**—*Jerome J. Platt, Ph.D., Director*—The newly organized Institute for Addictive Disorders (IAD) of the Allegheny University for the Health Sciences (formerly the Medical College of Pennsylvania and Hahnemann University) invites applications from highly qualified individuals for post-doctoral or junior faculty positions (both clinical and non-clinical). These positions offer opportunities for academic career advancement, including research and tenure track academic appointments for productive individuals. Allegheny University of the Health Sciences is a member of the Allegheny Health, Education and Research Foundation, the Largest academic health system in Pennsylvania. **Responsibilities:** To participate in the design, conduct, and implementation of clinical research projects in the addictions being conducted by the Institute Director and other faculty members of a highly active research group. Individuals selected for these positions will be involved in clinical and educational activities of the Institute as appropriate, as well as participating in the writing of proposals and research reports. The opportunity will also exist for individuals to develop their own research interests in the addictions. **Education:** Individuals selected for these positions will possess a doctorate in psychology or social/behavioral science. Interest in the addictions is a must. Experience with addicted populations a plus. **Salary:** Competitive and commensurate with applicant's qualifications and experience. Send curriculum vitae and three letters of recommendation to Jerome J. Platt, Ph.D., Professor and Director, Institute of Addictive Disorders, Allegheny University of the Health Sciences, MCP Hahnemann School of Medicine, Broad and Vine Streets, MS 984, Philadelphia, PA 19102. PA1

**CARNEGIE MELLON UNIVERSITY** Department of Psychology. Postdoctoral Fellowship (renewable, up to 4 years) with research and development project focusing on the creation of cognitively based instructional interventions for elementary school science. Background in Cognitive Development and/or Elementary Science Education is appropriate. Fellows have opportunity to participate in seminars with a range of cognitive and developmental faculty at CMU. Send vita, pubs, and letters of reference to Professor David Klahr, Dept. Of Psychology, Carnegie Mellon University, Pittsburgh, PA 15213. Applications will be considered as soon as they are received. *An Equal Opportunity/Affirmative Action Employer.* PA2

**Personality Psychology Position Announcement.** Faculty position in personality psychology. The Department of Psychology at **FRANKLIN & MARSHALL COLLEGE** announces a three-year position as Visiting Assistant Professor in our research oriented undergraduate department. Teaching load of five course involvements per year including introductory psychology lab, a team taught core course in individual differences and social processes, a lecture course in area of specialty, and an advanced research seminar. The successful candidate will present evidence of excellence in teaching and research, including a PhD with strong interests in initiating and guiding student research. Review of applications will continue until the position is filled. Send letter of application, vita, graduate transcripts, three letters of recommendation, and reprints/preprints to D. Alfred Owens, Chair, Department of Psychology, Franklin & Marshall College, PO Box 3003, Lancaster, PA 17604-3003. *Franklin & Marshall College is an affirmative action, equal employment opportunity employer.* PA3

**Visiting Faculty Position Announcement:** One faculty position in either experimental psychopathology or sensation/perception. The Department of Psychology at **FRANKLIN & MARSHALL COLLEGE** announces a one-year position as Visiting Assistant Professor in our research-oriented undergraduate department. Teaching load of five course involvements per year including introductory psy-

chology with lab, a lecture course in area of specialty and an advanced research seminar. The successful candidate will present evidence of excellence in teaching and research, including a PhD, with strong interest in initiating and guiding student research. Review of applications will continue until the position is filled. Send letter of applications, vita, graduate transcript, three letters of recommendation, and reprints/preprints to D. Alfred Owens, Chair, Department of Psychology, Franklin & Marshall College, PO Box 3003, Lancaster PA 17604-3003. *Franklin & Marshall College is an affirmative action, equal employment opportunity employer.* PA4

## TENNESSEE

**SOCIAL-DEVELOPMENTAL and PERSONALITY—SABBATICAL REPLACEMENTS.** The **University of the South**, commonly known as SEWANEE, invites applications for a sabbatical replacement position in social and developmental psychology for the academic year 1997-98 [Aug. 23-Dec.17 and Jan. 19-May 13] and a sabbatical replacement position in personality for spring semester 1998. Teaching areas can be rearranged for appropriate candidates. Applicants must hold the Master's (PhD preferred) and should be committed both to teaching and research in a four-year liberal arts college setting. Normal teaching load is three units per semester. Virtually all classes have fewer than 30 students, with advanced courses smaller. The Department consists of six FTE faculty. The University is comprised of a highly selective, coeducational, residential college of 1250 undergraduates and a graduate Episcopal seminary. It is located on 10,000 acres on the Cumberland Plateau between Chattanooga and Nashville, Tennessee. Screening of applications will begin March 1, and will continue until the position is filed. Send a letter of application (including an email address, if available), curriculum vitae, and three letters of reference to Dr. Charles Peyser, Chair, Department of Psychology, The University of the South, Sewanee, TN 37383-1000. *The University of the South is a Title IX/Section 504/ADA/EOE.* For more information, write cpeyser@sewanee.edu. TN1

## TEXAS

**ASSISTANT PROFESSOR, PSYCHOLOGY—UNIVERSITY OF HOUSTON-DOWNTOWN** Department of Social Sciences invites applications for a tenure track Assistant Professor position in Psychology beginning Fall of 1997. Applicants must have a doctorate in Psychology, a broad-based knowledge of the discipline and be able to teach statistics and or research methods. Strength in the areas of clinical and physiological psychology are also desirable. Must have established a scholarly research agenda or indicate a strong potential to do so. Applicants should send a letter of application, vita, and three letters of reference to: Dr. Dean A. Minix, Chair, Department of Social Sciences, University of Houston-Downtown, One Main Street, Houston, TX 77002. The search will remain open until the position is filled. *EEO/AA.* TX1

## VERMONT

**MIDDLEBURY COLLEGE:** The Department of psychology invites applications for a one-year term position in Educational Psychology beginning September 1997. Area of research interest is open, but the successful candidate must be able to teach courses in Research Methods in Psychology and Child Development. Appointments will be made at the rank of Assistant Professor (PhD or EdD) or Instructor (ABD). Candidates should provide evidence of commitment to teaching excellence and scholarly potential. Send letter of application with a statement of teaching and research interests, curriculum vitae, one or two samples of scholarly work, graduate transcript, and three current letters of recommendation, at least two of which speak to teaching competence to: Bob Osborne, Chair, Department of Psychology, Middlebury College, Middlebury, VT 05753. Applications will be considered until the position is filled. *Middlebury College is an Equal Opportunity Employer, encouraging applications from women and members of minority groups.* VT1

## VIRGINIA

**CHRISTOPHER NEWPORT UNIVERSITY,** Department of psychology invites applications for a tenure track assistant professor position in Cognitive Development

beginning August 1997. Candidates must have a PhD in Psychology by August 1997. Candidate should be prepared to teach introductory psychology, lifespan development, developmental psychology, research methods, and cognitive/learning. Preference will be given to candidates with teaching experience, who can teach graduate courses, and who have an active research/publication history in child development. A successful candidate will be expected to teach 12-credit hours per semester, although graduate faculty members receive release time for research. Additional duties include student advising and participation in faculty committees. Salary commensurate with experience. The psychology department has 11 full-time faculty members and more than 500 undergraduate majors. **Applications will be accepted until the position is filled; however, the search committee will begin the review process March 31, 1997.** Applications received after March 31, 1997 will be considered only if needed. Applicants should send a letter of application, a detailed curriculum vita, evidence of skill as an instructor, graduate transcripts, copies of publications or preprints, and at least three letters of recommendation mailed to Search Director, Department of Psychology, Christopher Newport University, 50 Shoe Lane, Newport News, VA 23606-2998. *CNU employs only US citizens and aliens authorized to work in the US. Women, minorities and individuals with disabilities are encouraged to apply. EEO/AA EMPLOYER. VAI*

#### WISCONSIN

The Psychology Program of the **UNIVERSITY OF WISCONSIN-SUPERIOR** invites applications for a tenure track position in Clinical Psychology at the rank of Assistant professor to begin Fall, 1997. We are interested in an individual with teaching and research interests in Clinical Psychology with a strong commitment to undergraduate education and the ability to contribute to our graduate program in School Psychology. Primary duties include teaching courses in Clinical Psychology, Introductory Psychology, and other courses consistent with the candidate's expertise and departmental needs. Responsibilities also include field supervision, academic advisement, and departmental and University committee work.

PhD from APA accredited program in Clinical Psychology is required. Potential for becoming a Licensed Psychologist in Wisconsin is desirable. The Psychology Program is part of the Department of Human Behavior and Diversity, which consists of 12 faculty members in Psychology, Social Work, and Indian Studies. Applications must be received by April 1, 1997, to insure consideration. Send vita, three letters of recommendation, reprints or preprints, graduate transcripts, and a statement of teaching and research interests to Dr. David W. Carroll, Interim Chair, Department of Human Behavior and Diversity, University of Wisconsin-Superior, 1800 Grand Avenue, Superior, WI 54880. Fax: (715) 394-8107. We are required to provide a list of nominees and applications if requested. A written request can exclude one from this list. Names of all finalists must be disclosed if requested. Women and minorities are especially encouraged to apply. *The University of Wisconsin-Superior is an Equal Opportunity/Affirmative Action Employer. WI1*

#### GERMANY

**Postdoctoral Fellowships in Developmental Psychology—Max Planck Institute for Human Development and Education, Berlin, Germany.** At the Institute's Center for Psychology and Human Development (Director: Paul B. Baltes) two to three 2-year postdoctoral positions will be available in the following areas, beginning anytime in 1997: (1) Life-span developmental psychology; (2) Motivational and personality development in adulthood; (3) Cognitive aging. The tax-free stipends range from DM 35-43,000 (approx \$20-27,000) per year plus travel support. Knowledge of German is desirable but not required. Send a letter outlining research interests and possible match with the objectives of the project, curriculum vita, two recommendation letters, and relevant preprints to: Dr. Paul B. Baltes, Max Planck Institute

for Human Development and Education, Lentzeallee 94, 14195 Berlin, Germany. Information about the Institute is available upon request (FAX: 011-49-30-824-9939). **GRI**

**UNIVERSITY OF KONSTANZ/GERMANY**—Department of Psychology (ref.No. 97/005) invites applications for a position in **Cognitive/Experimental Psychology at the Associate Professor level.** Candidates should be interested in energetic program of teaching, research and publication. Salary, benefits and facilities are highly competitive. Application letters and curriculum vitae should be sent to Dr. Peter M. Gollwitzer, Dean of the Faculty of Social Sciences, University of Konstanz, PO Box 55 60, D-78434 Konstanz, Germany. Review of applications will begin on April 1st, 1997. *The University of Konstanz is an equal opportunity employer. GR2*

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## How to Use the Job Subject Index

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

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

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

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

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