



OBSERVER

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Accreditation Summiteers In Agreement on Change

CHICAGO—Participants in the Summit on Accreditation came here from psychology departments nationwide and from diverse areas within psychology and related disciplines. But from the start of the three-day meeting they appeared united on at least one point: the critical need for urgent reform of the accreditation system in psychology.

The mid-April summit, convened by APS in conjunction with the Council of Graduate Departments of Psychology (COGDOP), drew 140 invited delegates from

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The 140 participants (go ahead, try and count them) in the April 10-12, 1992, summit meeting on educational accreditation in psychology agreed that change in the current system was needed.

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Are NIMH Young Investigators Disappearing?

Inquiring Minds Want to Know

A joint APS/National Institute of Mental Health (NIMH) effort is now underway to investigate the facts behind an apparent loss of young NIMH-supported investigators, particularly in psychology. If the facts stand up, NIMH says it stands ready to address the problem with policy changes.

"NIMH is worried not only about the question of whether there are enough young investigators for *now* but is concerned also about whether there is a seed-corn problem for the future. In other words, are we failing to pay enough attention to both recruitment and retention of young investigators to assure that we will have an appropriate pool of researchers into the twenty-first century?" asks NIMH Deputy Director Alan Leshner.

The problem has been puzzling the mental health research community since a 1988 report from NIMH's parent agency, the Alcohol, Drug Abuse, and Mental Health Administration (ADAMHA), found that the proportion of ADAMHA-supported investigators under age 35 dropped from 26

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Minority Youth Research

Wendy Baldwin

Deputy Director

National Institute of Child Health and Human Development

It is very exciting to be involved with the National Institute of Child Health and Human Development (NICHD) and the National Institutes of Health (NIH) at a time when we are launching a major behavioral research initiative. In the summer of 1991, the NIH proposed a minority health behavior initiative which was then announced by Secretary Sullivan as part of the NIH Office of Minority Program health initiative.



This initiative (RFA-OD-92-01) represents an opportunity to bring together health behavior interests across the NIH. The initiative calls for research in the context of interventions and evaluations. We hope it will encourage innovative alliances between researchers and health providers.

While the initiative requires applicants to address certain identified health issues, the expectation is that researchers will put together a broad health behavior initiative appropriate for their community. We hear the complaint that intervention or research programs are too categorical and do not address the broad interconnections of different behaviors. We hope the scientific community will find this integrative opportunity as appealing as we do.

The Minority Youth Health Behavior initiative is only one of those the Institute is involved in that would provide an opportunity for APS members. Upcoming initiatives will address the need for normative behavior studies among minority populations. In addition, we anticipate calls for research on topics related to the family, child well-being, and child self-care. These research areas are an extension of our ongoing interest in minority health and development, along with our focus on child outcomes.

As a social demographer, I find the breadth of the Institute especially appealing. We are the only Institute with a specific focus on healthy development. The need for behavioral research can be found in many of the extramural programs of the Institute—the Human Learning and Behavior branch, the Demographic and Behavioral Sciences branch, the Mental Retardation and Developmental Disabilities branch, and the new National Center for Medical Rehabilitation Research. The APS reaches many scientists who address issues of interest to the Institute.

I hope this column will serve as the beginning of a dialogue about the behavioral research program at NICHD.

It's BAAAACK! On-Again, Off-Again Transfer of NIMH Is *On* Again

WASHINGTON—Like the mythical phoenix rising from its own ashes, the proposal to transfer the National Institute of Mental Health (NIMH) to the National Institutes of Health (NIH) has gained new life.

The proposed transfer, supported by the APS, is part of a Senate legislative proposal to reorganize the Alcohol, Drug Abuse and Mental Health Administration (ADAMHA), the current home of NIMH. The transfer is strongly supported by the Bush Administration and the Senate, but was not included in the House version of the ADAMHA legislation. Other significant differences exist between the House and Senate ADAMHA bills, which are being reconciled in congressional conference committee as this is written.

Surprising Twists

The revival of the NIMH transfer idea is the latest in a number of surprising twists affecting NIMH recently. As we have reported, the transfer moved with astonishing speed through the Senate late last summer (see the July and September 1991 issues of the *Observer*), only to stop dead in its tracks when it reached the House of Representatives.

When the transfer was originally proposed and appeared to be a done deal, then-ADAMHA Administrator Frederick Goodwin was named as the new director of NIMH. Because this nomination was contingent on the transfer, it too went by the wayside when the House did not jump on the transfer bandwagon.

Go Figure

In March 1992, when the transfer was still a dead issue, Goodwin was able to take refuge in the NIMH directorship in the wake of a controversy over some

remarks he made comparing the conduct of inner-city males to jungle primates. It was an awkward move but allowed Goodwin to resign gracefully as head of ADAMHA, and may in fact have contributed in some way to the new momentum behind the transfer proposal.

Soon thereafter, just when everyone had given up hope, as the House and Senate began to move ahead on the ADAMHA legislation, word has it that the transfer will happen.

Just like that.

Theories abound as to the reason for this turnaround on the transfer, mostly in the form of rumors of high-level political tradeoffs. But it is important to keep some perspective: the transfer is extremely important to APS and other disciplines who are the constituent groups of the agency. In the larger reality, the transfer is only a very small issue within the ADAMHA legislation. Its importance as a bargaining chip between the House and Senate may not be as significant as we would like to believe.

Watch This Space

Details are not yet available, since the compromise package is not likely to be final until late May or June. In the meantime, APS is working with both the House and Senate to ensure that the transfer of NIMH to NIH does not diminish NIMH's behavioral science mission. According to Executive Director Alan Kraut, "the transfer of NIMH will instill psychological and behavioral science approaches more broadly throughout NIH," and should result in even stronger federal support for research in the understanding of mental health as well as issues around health and behavior.

All we can say at this point is, watch this space . . .

IF YOU WANT SOMETHING FROM PEOPLE, YOU HAVE TO ASK!

So we're asking you to become part of APS's vital network of **Liaison Contacts**. LC's are members well informed about APS and able to acquaint scientifically oriented colleagues housed in university departments about the Society.

APS Membership staff are currently developing materials for distribution this Fall. Effective new materials will make your participation in the education process simple.

We need your help to develop APS membership to its full potential. For information on how to participate in this critical APS program, please contact Sharon Hantman, APS Director of Membership by phone 202-783-2077; by fax 202-783-2083.

EMAIL ADDRESSES for APS STAFF ARE CHANGING

Effective May 18, 1992, APS staff will no longer be accessible via BITNET/INTERNET email at the UMUC node.

APS is currently negotiating access to these networks through the BITNIC node at the BITNET NETWORK INFORMATION CENTER in Washington, DC, the national headquarters of BITNET. Plans include having new addresses in place before the UMUC node terminates service to its outside guest accounts.

Watch for the new addresses in the July issue of the **OBSERVER**.

The Complexity Of Ethnic Identity

What happens when a person holds two different cultural identities, for example, one Latino, the other American? Conventional psychological theory predicts disaster. But new research by a California psychologist predicts mild discomfort followed by a healthy identity blending.

The question has taken on new urgency among behavioral and social scientists seeking to unravel the implications of the growing mosaic of ethnic and cultural identities in America and, indeed in many other nations.

Shifting Lands

By one recent estimate, 8 to 10% of the world's population will have changed its nation of residence in the last third of this century. The populations of many American cities—Los Angeles, San Antonio—are on the brink of becoming, if not already, "majorities of minorities."

Demographers and other social scientists are finding it increasingly difficult to measure or make sense of ethnic and racial identities. For example, in 1980, 350,000 "new" American Indians appeared in the U.S. Census. This was 34% more than demographers expected from their projections following the 1960 Census. The explanation? In the interim, researchers say, claiming an American-Indian identity became more acceptable.

Also in 1980, 38% fewer Brazilians than expected listed themselves as black in that country's census, which asks people to select from the categories black, mulatto, yellow, and white. The explanation, says Peggy A. Lovell, a University of Pittsburgh sociologist, is that as Brazilians improve their socioeconomic standing, they "migrate" into the mulatto category.

Shifting Terms

Researchers at both the U.S. and Canadian Census agencies are grappling

with the problem of disentangling their citizens' changing self-identification as a member of a particular ethnic or racial group. The ambiguous definition of race has prompted at least one psychologist, Albert Yee of Marist College, to call on his colleagues to either develop a clear definition of race or abandon the term entirely in favor of ethnicity.

Cultural identity, which can encompass race and ethnicity, has long been a topic of research both for psychologists and sociologists. Indeed, according to Joe L. Martinez, a professor of psychology at the University of California-Berkeley, much of the classical psychological literature on cultural identity has its roots in the work of the urban sociologist, Robert E. Park, who predicted that

immigrants from other cultures would suffer a dysfunctional psychological state called "marginality." It is characterized as a divided sense of consciousness marked by feelings of inferiority, withdrawal, irrationality, and in extreme cases, suicidal thoughts.

Changing Times

In this view, the only route to psychological adjustment is to shed one's original cultural identity and assimilate to the host culture; biculturalism was not viewed as a viable option.

Martinez begs to differ. Recently, he and Francisca Azocar, began to rethink marginality theory. Talking to Latino immigrants about the specific settings in which they felt a sense of cultural conflict, they developed a new scale, the Dual Cultural Identity Questionnaire (DCIQ). The DCIQ measures several separate domains of the self-concept, including cultural ("I consider myself only Mexican"), personality ("I am too self-conscious"), and values ("I think only men should work"). It includes questions about behaviors that reflect different choices

based on cultural identity (e.g., the choice of friends, mates, residence, and language used with one's children).

For comparison, the researchers included the standard test of marginality, the M-Scale, which measures the presence of negative emotions. In their initial study of Latino immigrants, Martinez and Azocar found that while immigrants do report feeling less comfortable with newly added elements of their identity, as time passes, they become increasingly comfortable with a dual identity. And the researchers found no evidence that maintaining a dual cultural identity leads to psychopathology.

Performance at the Margin

Martinez and Azocar are not alone in raising questions about the traditional view that an immigrant's "success" is equated with assimilating to an American identity.

Marta Bernal, a psychologist at Arizona State University, for example, has been studying the relationship between social-identity formation and school achievement among Mexican-American high-school and junior high-school students in

Arizona. She and co-researcher George Knight, have found that language skills being equal, immigrant students outperform native

students, apparently because the former group maintains a strong sense of an ethnic identity that values education.

Ruben Rumbaut, a professor of sociology at San Diego State University, has found a similar pattern among the children of Southeast Asian immigrants in Southern California. And Mary C. Waters, a professor of sociology at Harvard University, has found that among the children of Jamaican immigrants in New York City, those who do the poorest in school are those who discard their ethnic identity as Jamaicans and take on the identity of black Americans. The latter identity, forged in the crucible of inner-city schools, often denigrates



Bernal



Martinez

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ROUNDING OUT THE 1992 CONVENTION . . .

By Tom Nelson

Convention Program Chair

The difficult job of choosing from the 618 proposals submitted by APS members and student affiliates is completed. Altogether, 451 proposals for posters, talks, and symposia were accepted. We have also finished invitations to ensure outstanding speakers from all areas of scientific psychology.

Speaker sessions will begin at 2PM on June 20, and end at 4PM on June 22, followed by the APS Business Meeting (4-5PM) and an evening performance by Jim McGaugh's *The Synaptic Plasticity Band* at the Monday night reception. This group is comprised of four prominent APS members—Aryeh Routtenberg (alto sax), Michael Gabriel (trombone), Len Jarrard (trumpet), and Jim McGaugh (clarinet and alto sax)—and talented local musicians.

Every hour of the speaker sessions will have at least one invited address or invited symposium (see box), and what a line-up of the best of psychological science! In addition to Estes' Keynote Address, Dunn's Bring-the-Family Address, and Bower's interdisciplinary Presidential Symposium on post-traumatic stress disorder, there will be 60 speaker sessions (37 submitted by the APS membership and 23 by the Program Committee). There will also be a half-dozen poster sessions (more than 400) and three film sessions. San Diego is the place to be from June 20-22. See you there!

INVITED PRESENTATIONS

Keynote Address

William K. Estes

Bring-the-Family Address

Judith F. Dunn

Invited Addresses

Linda Bartoshuk

John Darley

Wayne J. Camara

J. Richard Hackman

Paul Meehl

Walter Mischel

Elissa L. Newport

Gerald Patterson

Robert Plomin

Robert A. Rescorla

Robert J. Sternberg

Shelley Taylor

Thomas S. Wallsten

FOURTH ANNUAL CONVENTION

JUNE 20 - 22
1992
SAN DIEGO

APS

CATCH THE
SCIENTIFIC
WAVE!

AMERICAN PSYCHOLOGICAL SOCIETY

SPECIAL ANNOUNCEMENT

BREAKFAST WORKSHOP: NIMH Grant Support for Young Investigators

Sunday, June 21 ♦ 7-8:45AM
Sauvignon/Rosé Room

The National Institute of Mental Health maintains active programs of support for basic and applied research in psychology. Support is available in the form of grants for research, training, and career development, and several types of grants are specifically directed toward junior investigators. This workshop is a chance to learn about these opportunities and to obtain practical information that will maximize your chances of funding:

- ◆ How to obtain presubmission consultation from NIMH staff
- ◆ How to direct your proposal to the most appropriate NIMH funding component
- ◆ The types of grants that are available
- ◆ Steps in the application process
- ◆ Criteria used in scientific review
- ◆ Funding considerations and priorities

Presenters:

Stephen H. Koslow, PhD, Director, Division of Basic Brain and Behavioral Sciences, NIMH

Hilleary D. Everist, PhD, Deputy Director, Division of Basic Brain and Behavioral Sciences, NIMH

Rodney Cocking, PhD, Chief, Cognition, Learning and Memory Program, Basic Behavioral and Cognition Sciences Research Branch, Division of Basic Brain and Behavioral Sciences, NIMH

Mary Ellen Oliveri, PhD, Chief, Personality and Social Processes Research Branch, Division of Basic Brain and Behavioral Sciences, NIMH

This workshop is intended for investigators and students who have not had previous NIMH grant support. **Advance reservations are requested since space is limited.** Please call Lauren Butler at APS (202-783-2077) to reserve your place at this important function.

Invited Addresses with Commentary

Ulric Neisser with James J. Jenkins
David E. Rumelhart with Richard Shiffrin
Michael I. Posner with George R. Mangun

Double Invited Addresses

Mortimer Mishkin and Larry R. Squire
Allan Collins and Robert Siegler

Invited Symposium

Rapid Associative Learning: Recent Insights into Neural Substrates of Information Processing

Invited Multispecialty Symposia

Reading
Metacognition

Presidential Symposium

Post-traumatic Stress Disorder: Its Symptoms and Treatments

J. Richard Hackman

Harvard University

Where the Variance Lives: Continuity and Change in Social Behavior



It is often claimed that problem-focussed research generates more interesting and useful knowledge than does paradigm-driven research. For studies of groups

and organizations, however, merely focussing on real problems is insufficient. Recent findings about two very different kinds of groups, cockpit crews and symphony orchestras, suggest that the forces that most powerfully shape and constrain social behavior are located in places far from where social and organizational psychologists usually look. Implications of these findings for scholarly work that appropriately accounts for the realities of human behavior in social systems are suggested and illustrated.

Paul Meehl

University of Minnesota

Philosophy of Science: Help or Hindrance?

Philosophy of science is the empirical theory of scientific theorizing. Broad principles (not strict rules) are strategic prescriptions for achieving epistemic goals, derived from episodes in the history of science. Because the relation between principles and success is stochastic, metatheoretical research should implement the case study method by formal actuarial methods.



Walter Mischel

Columbia University

Demystifying Willpower: Self-Control in Children

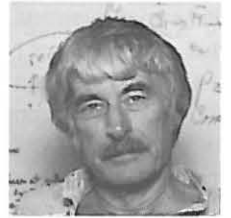
Earlier experiments analyzed the strategies that enable young children to voluntarily postpone immediate gratification and persist in goal-directed behavior for the sake of later outcomes. The findings allowed identification of the particular types of preschool delay situations diagnostic for predicting aspects of cognitive and social competencies, including academic performance later in life.



Gerald Patterson

Oregon Social Learning Center

Developmental Models of Juvenile Delinquency



Models are presented that demonstrate both different determinants and different outcomes for those who began their delinquency careers as compared to those who began their careers later on. The timing of the first arrest is predicted by measures of disrupted parenting practices and childhood measures of the antisocial trait. Early onset correlates strongly with chronic offending. The model for late starters is based on involvement with deviant peers.

Robert Plomin

Pennsylvania State University

Genetics and Experience

Research reported during the past decade shows that genetic factors contribute to widely used measures of the environment. The major implication of this research is that the ways in which we interact with our environments—our experiences—are influenced by genetic factors. Two new directions for research in “environmental genetics” will be described: the antecedents and the consequences of genetic involvement in measures of the environment.



Thomas S. Wallsten

University of North Carolina-Chapel Hill

A Perspective on Judgment Research

Research on subjective probability judgment has been driven primarily by a focus on accuracy. I distinguish basic from applied questions about judgment, suggest how each should affect the other, and provide a perspective for investigating the cognitive processes of judgment under uncertainty. This perspective is illustrated by a few models.



NEW INVITED SPEAKERS

Wayne Camara

American Psychological Association
Correlates Between Educational and Personal Assessment in National Policy



The debate on a national assessment in education may well expand and irrevocably alter the way we envision and practice employment testing. The implications of national policy discussions, on testing, appear more similar than different in these contexts. Traditional technical issues in employment testing may be increasingly weighted against the consequences of assessment, more often considered in education.

GREYING FROM PAGE 1

percent to 13 percent since 1980. And, at NIMH, about 95 percent of this loss was due to fewer grants to young psychologists and social scientists. Add to this the fact that the number of NIMH-supported graduate students in psychology and the social sciences dropped from 1,232 in 1975 to 264 in 1988, and you have the makings of a problem that can affect the field for many years to come.

Congressional Interest

Even Congress took note of the issue. The Senate Appropriations Committee that funds NIMH called the decline in young NIMH investigators in the behavioral sciences "disturbing" and directed NIMH "to set aside sufficient funds in 1991 to significantly reverse this trend in the behavioral sciences."

APS Request

Still, not much happened to clear up the problem. In October of 1991, APS Executive Director Alan Kraut wrote to NIMH Acting Director Alan Leshner asking that NIMH and APS form a workgroup to take a closer look at the problem and see what can be done. NIMH offered to fund a workgroup comprised of psychologists who have had: experience with NIMH (for example, as grantees or advisors), an expertise in large-scale data analyses (so they could advise on how to better analyze the NIMH database), and experience in educational areas such as research training and mentoring. The purpose in calling the workgroup together is to begin to develop and offer solutions to the problem once it was properly analyzed.

Meeting in March at NIMH, the workgroup included Chuck Kiesler and Georgine Pion of Vanderbilt University, Toni Antonucci of the University of Michigan's Institute for Social Research, James Jones of the University of Delaware, Rachel Clifton of the University of Massachusetts, and Dick Bootzin of the University of Arizona. Alan Kraut represented APS. Representing NIMH were Steve Koslow and Hilleary Everist, Director and Deputy Director of NIMH's Division of Basic Brain and Behavioral

Research, and Molly Oliveri, Chief of NIMH's Personality and Social Processes Branch.

Thirty Something

Concluding after two days of discussion that there is no question that a problem exists, the workgroup offered new strategies for looking at where the problem lies. It was agreed, for example, that NIMH should return to the data and look at it in new ways, said Rachel Clifton. One problem is with the definition of a young investigator as someone who is 35 years old or younger. The fact is, says Clifton, "this may not be an appropriate way to look at it, because these days students are taking longer to get their degrees and then are assuming postdocs . . . pushing them into their 30s by the time they begin applying for NIMH grants." Consequently, the workgroup advised NIMH, according to Clifton, to look at the data from the standpoint of years since the PhD was awarded. NIMH has that data and will do so.

Leaky Source

Referring to demographic trends of the past decade, Pion indicated that "the greatest boom has been in the number of clinical psychologists in solo or group practice, climbing from 13,000 or 14,000 in 1981 to *three times that number now*. Educational debt tends to drive PhDs toward practice rather than teaching and research, Pion suggested. Forty percent of new PhDs have debts above \$20,000, while typical earnings are about \$30,000 for an assistant professor and \$50,000 for a practicing clinician. The gap may impinge heavily on career choices between the clinical and academic sides," she said.

Data suggest that as psychology has aged, the supply of new investigators has suffered from "hardening of the arteries," Pion said. "The question now is what is the most effective strategy for increasing the flow—should we strengthen the undergraduate curriculum to increase the number of students with strong research interests; should we take the lead in creating "new capillaries" of interdisciplinary programs that can attract the best and the brightest? But, clearly the faucet of

federal research training support must be turned on. When the number of predoctoral trainees in behavioral science who were supported by ADAMHA has decreased from a stream about 1,200 in 1975 to a mere dribble of 250 or so in 1987, why should a decline in young investigators be surprising?" asked Pion.

Research Vacuums And Mental Hygiene

"That NIMH recognizes the importance of this emerging problem of fewer young investigators being supported, is very gratifying," said Antonucci. "Even more significant is NIMH's receptivity to ideas for addressing the problem once it is better understood, because if it continues unabated, the number of senior investigators involved with research will become increasingly smaller. And that could create a vacuum in the cutting-edge research being conducted in mental health," she explained.

Outcomes

One immediate result of NIMH's recognition of the young investigator decline is the sponsorship of a special workshop to be held at the 1992 APS convention in San Diego, California (see announcement in the convention update article in this issue). The breakfast workshop will provide students and potential young investigators with an opportunity to learn about the active NIMH programs supporting basic and applied psychological research, including grants specifically directed to junior investigators. Attendees at the June 21 workshop will also receive practical advice and information on applying for such research funding. ♦

SUMMIT FROM PAGE 1

departments offering PhD programs that are accredited by the current American Psychological Association (APA) system.

The highly-animated but totally amicable meeting came to a close an hour ahead of schedule; there just wasn't anything more to debate. From the start there was agreement that the current accreditation system in psychology needs to be changed in order to benefit both the science and the practice of psychology.

Coin of the Realm

In the January 1992 *Observer*, Marilyn Brewer, who serves as chair of the APS Graduate Education Committee that organized the summit, described APS's interest in and concern with accreditation issues.

Among other things, according to Brewer, accreditation "has become the 'coin of the realm' for careers in clinical research, affecting access to internships, license to practice, and even many academic jobs. In that context, control of the accreditation system affords control of graduate education in the discipline." Besides control of resources in academic departments, there is growing concern about the impact of accreditation on the scientific basis of psychology, she said.

COGDOP has agreed to continue with APA's accreditation system on an interim basis, while exploring alternative governance strategies for accreditation that would provide a more balanced representation of diverse specialties, programs, and cultures.

Raucous Caucuses

The first two days of the meeting featured break-out sessions of small discussion groups and caucus meetings that grouped people with like concerns, along with briefings by experts on accrediting and certification issues.



Elizabeth Altmaier is Chair of the APA Committee on Accreditation.

Discussion during the meeting focused on some fundamental questions: Is some form of accreditation necessary for doctoral programs that intend to train students for the practice of psychology as well as research? Is the current process of accreditation, in particular, compatible with the goals of the PhD as a research degree? Is it compatible with the goals of the science-practitioner model of training? And finally,

are alternative accreditation systems possible?

The 140 psychology department chairs, clinical, counseling, and school program directors, and other representatives in attendance heard from specialists in questions of internship and certification, a physician who heads America's medical school accreditation system, an authority on computer training accreditation, an attorney familiar with legal issues of accreditation, an expert in tracing the demography of careers in psychology, a psychologist directing the National Register of Health Service Providers in Psychology, and a psychologist specialized in what might be called quality control in preparation of clinicians.

Unanimity Prevails

Ultimately, members of the three-day summit unanimously voted to:

- Create a steering committee that will monitor the policies and procedures of the APA Committee on Accreditation as they evolve;
- Charge the steering committee to propose criteria, procedures and scope for evaluating practitioners;
- Charge the steering committee to propose alternate structures for implementation of accreditation and its relationship to parent or sponsoring organizations, and for composition of the accrediting body and its fiscal operations.

It was agreed that the new steering committee should be composed of some or all members of the current steering committee plus others to be appointed from nominations by summit participants and by representatives of relevant training councils. Along the way, the participants agreed by acclamation that APS should sponsor another summit on accreditation in about a year.

Fields of Plenary

More than five hours of plenary sessions and many hours more of small group sessions were marked by persuasive appeals that Milt Hakel, moderator of the plenary sessions, sorted into three main themes:

"A large number of comments concerned monitoring, measuring, or influencing the two-year try-out of the reconstructed APA Committee on Accreditation," Hakel said, "and what, if anything, we should do to make sure something happens at the end of two years."

"The second theme," Hakel said, "was creating an accreditation system, either as a standby or as a lifeboat in case things in APA run amok—so there would be something ready and waiting in the wings. Some people were interested in a frankly competing system that would simply grow outside of the current structure ... of accreditation," he said.

"The third theme was outcome-oriented evaluation—making sure that we know what happened and what the [student] products of the programs are as they graduate and then go for licensing and practice or science and practice."

Agree to Disagree

At the opening session, Brewer urged participants to feel free to disagree, though psychologists hardly need to be invited to do

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what comes so naturally, she said.

"It is not necessarily our goal to reach ... consensus," Brewer said, "to take some single position or vote on a single policy at the end of this meeting. We hope that by Sunday morning we will have reached some idea of future directions, of something to do from this point on, of actions and further activities that may be undertaken. But agreement is not a sine qua non of this meeting. It is important for everybody to feel free to disagree," in the summitters' search to find common ground in the context of "dissatisfaction with the accreditation process," Brewer emphasized.

Reinvent Psychology, Encourage Innovation

Calling for the "reinvention of psychology," plenary speaker Stanley Schneider, associate director of training for the National Institute of Mental Health, complained about the devastation wrought by the "corrosive effects of specialization in psychology." He said that "accreditation, which has been such a barrier to innovation in psychology, is a good place to start." (See related story.)

What are some of the demographic trends relevant to the accreditation issue?

Modest gains in numbers on the academic/research side contrast with dramatic increases in numbers of clinicians, the statistics show. And free-standing schools are providing the greatest increases in practitioners, according to plenary speaker Georgine Pion, research associate professor at the Institute for Public Policy Studies at Vanderbilt University.

The greatest boom has been in the number of clinical psychologists in solo or group practice, Pion said, climbing from 13,000 or 14,000 in 1981 to three times that number now. Educational debt tends to drive PhDs toward practice rather than teaching and research, Pion suggested. Forty percent of new PhDs have debts above \$20,000,

while typical earnings are about \$30,000 for an assistant professor and \$50,000 for a practicing clinician. The gap may impinge heavily on career choices between the clinical and academic sides, she said.

Other Systems

And, what of current systems for academic accreditation? Expertise in accreditation systems was provided by speaker Paul Nelson of the APA Office of Accreditation.

Nelson noted many past efforts to change accreditation in a range of other disciplines. And, he envisioned a future in which psychology's accrediting body "may have the opportunity to be the synthesizing forum of a host of national forums such as this [summit] to bring together ideas, self-criticism of our operation, goals to be achieved, and to return the ultimate control of accreditation ... to the academy, and hold the academy accountable...."

Medical school accreditation was outlined by Harry Jonas of the American Medical Association, who is AMA secretary to the accrediting body and a former dean of the University of Missouri Medical School.

The Flexner Report of 1910 was a milestone in medical education which enunciated the following principles, Jonas said: Medical education should take place in a university environment, not in a store front, but where there is a spirit of quality

scientific inquiry and research, and it should have a full-time faculty, not a faculty of physicians who are busy treating patients. Within five years of its publication, the number of medical schools dropped from 166 to 81.

AMA and the organization that represents the academic community each

nominate six members to the Liaison Committee on Medical Education, the accrediting body. It also has two public members, a Canadian member and two non-voting student members.

Accreditation in computer science education was then reviewed by Michael Faiman, director of Graduate Programs in Computer Science at the University of Illinois-Urbana-Champaign. The Computing Sciences Accreditation Board has just completed six years of accreditation activity, and 107 programs now are accredited. The schools themselves were

instrumental in setting up the accrediting system, Faiman said.

Federal Recognition

Steven Engelberg, legal counsel for APS, described a "blockbuster" bill—likely to become law soon—that will require greater independence of accrediting agencies from their parent bodies. It is the Higher Education Reauthorization Bill. It

would require any federally recognized accrediting organization to be separate and independent administratively and financially from any affiliated or associated trade or membership organization. Engelberg expects this proposal will be passed and that it would take two years from the time of its passage to take effect, he estimated.

APA's accreditation activities are governed by the non-federal Committee

CONTINUED ON NEXT PAGE



Georgine Pion of Vanderbilt University discussed demographic implications for accreditation.



Steven Engelberg of Keck, Mahin & Cate law firm discussed new legislative developments that may affect accreditation.

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FROM PREVIOUS PAGE

on Professional Accreditation (COPA). However, APA also is federally recognized for the purpose of accreditation. It is not clear whether the Higher Education bill would jeopardize such recognition, nor is it clear that APA really needs federal recognition to continue its accreditation system.

Future Issues, According to APA

In another panel, Betsy Altmaier, chair of the APA Committee on Accreditation and associate dean of the School of Education of the University of Iowa, discussed current operations and future plans of the committee which currently deals with 690 programs. She staked out four areas of future issues: procedural changes, policy, education and evaluation.

"Even with 21 people [on the new APA committee, as compared to 16 in the past], the committee simply cannot handle all of the responsibilities that appropriately belong to it," she said. "So the committee would like to see some differentiation of function. The committee sees that as an appropriate way to involve a variety of people who have particular talents in those areas. So in policy, the committee feels strongly it would be helpful to have an ad hoc group [to] advise the committee on policy. And that group might be constituted in particular ways so that different constituencies could have their voices heard."

"The committee feels there also needs to be a better evaluation. For example, [we] need standardized evaluation of site visitors, and that's a problem that needs correction. We feel the whole committee on accreditation process, the accreditation criteria, need some improvement, and [we] need an ongoing evaluation of function. So the committee saw some small group on the side there."

The committee also hopes that "a good chunk of the review process could be done by a group other than the main

committee," Altmaier said, "by sub-panels, maybe, developed around particular kinds of programs—whether clinical, scientist-practitioner, internship, or hospital settings—for preliminary review, and then the committee would serve as a final decision-making unit."

Avoid Bifurcation

Altmaier cautioned that "the scope of accreditation is very large. My personal feeling, and this is not necessarily the committee's feeling," she said, "is that psychology is best served by a single group doing accreditation. I personally do not feel there should be a bifurcation between bodies, one of which accredits PhD programs, another PsyD programs or whatever. The interplay between the different kinds of people is helpful, it's educational, and it advances the profession's view of itself and its development."

If an alternative system for accreditation is to be developed, she concluded, it needs to think very seriously about the large scope of accreditation. "The committee itself is interested in seeing the full scope ... expanded, and, in fact, the Committee has developed a position paper that I hope will be circulated shortly. It looks at expansion of scope both pre-doctoral, (i.e., to other specialties within psychology), to the post-doctoral level, and even asks people to think about accrediting masters level programs," she said.

Hang Tough

It should be noted that many participants, recounting a history of trying to work within APA regarding its accreditation policies, were skeptical that APA would lessen its resistance to the changes being proposed. Department representatives and others were therefore urged by Joseph Sgro, the Virginia Polytechnic and State University representative and COGDOP Chair, to "hang tough, hang together," and to maintain a united front in seeking a new accreditation system. **D.K.**



Beth Meyerowitz represented the University of Southern California at the accreditation summit meeting.

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Call for Ideas and Author Suggestions...

The Editor is soliciting ideas and author suggestions for articles to publish in the popular *HOW TO* series in the *OBSERVER*. Examples of these practical advice articles in past issues include the following that have been available from APS as reprints:

Writing Successful Grant Applications (November 1991)
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Send your suggestions to:

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Schneider Recommends Reinventing Psychology At Summit Meeting

CHICAGO—Speaking before the APS Summit on Accreditation, Stanley Schneider, Associate Director of Training at the National Institute of Mental Health, called for “reinvention of psychology” which has been devastated by “corrosive effects of specialization.” He said that “accreditation, which has been such a barrier to innovation in psychology, is a good place to start.”

Schneider surveyed a half century of



Stan Schneider of NIMH explains why the 1949 Boulder model of training in psychology failed.

deteriorating ties and isolation between research and practice sides of education in psychology.

“It is precisely because I think that accreditation has become a barrier to necessary educational innovation that I think the entire process now needs careful reexamination,” he said. “The effects, as we have heard, are disastrous for research and for related reasons have turned out to be damaging for practice as well.”

The historic cleavage in the discipline is particularly lamentable, Schneider said, because “the *intradisciplinary* breadth of psychology should be the source of its greatest strength.” He said the various areas of psychology “should enrich one

another but historic, organizational, and educational barriers often prevent this.” To help overcome this deficit, Schneider suggested there be a determined effort on the part of psychologists to: “do science somewhat differently; de-emphasize individualism and think collaboratively, across the disciplines in psychology and the disciplines outside it; ask ourselves repeatedly about the significance of our work . . . how it relates to the understanding of important problems and possibly to their amelioration; think about application and policy implications even if we are engaged in the most basic research; allow ourselves some degree of boldness and risk taking; and behave in these ways even on peer review committees and eschew the ritual feeding frenzy that behavioral scientists seem to feel is an obligation.”

Further, Schneider suggested a far-reaching effort be initiated to anchor all of psychology’s subdisciplines to a common framework that would help make it feasible for them to more effectively contribute to the solutions of real-world problems like those proposed in the Human Capital Initiative (see February 1992 *Observer*). Schneider elaborated on the benefits of adopting a life-span developmental perspective as just such an overarching metatheoretical framework for all of psychology including biopsychology.

Schneider also reviewed the many impediments to significant change in graduate psychology education: natural inertia of faculty, a conservative academic reward system, individualistic pursuits in research, and of course, accreditation, which is driven by clinical psychology. Beyond these impediments is the fundamental barrier between clinical psychology and the rest of psychology in higher education settings.

Both academics and clinicians are to blame for the “sequestration of clinical

psychology from the rest of psychology,” which he termed “a special and troubling case.”

Schneider said that “[c]linical psychology is increasingly one that is insular and narrowly practice-oriented, with the free-standing schools of psychology as the contemporary spearhead of expansion.”

The blueprint for modern clinical psychology is the 1949 Boulder Conference and “every development since then has been an affirmation or a rejection of the principles enunciated in Boulder,” Schneider said. Yet the Boulder was “stillborn,” in his opinion, and it became “a myth rather than a model” as implementation was “scuttled.”

“The power of the medical model” issuing from the Boulder conference emphasized internship as a major feature of clinical psychology training, and this was to become the point of “great structural fragmentation,” Schneider said. The constituting elements of psychology (i.e., research and practice) “should never be presented separately from one another, and the transactional relationship between them—each continually informing each other—should have been paramount,” Schneider said. **D.K.**

ETHNICITY FROM PAGE 4

scholastic achievement, says Waters.

Martinez argues that marginality is best defined as “a process of acquiring identity aspects from the new culture and adding them to the pre-immigration identity.”

He says that psychologists studying immigrant groups should realize that there is wide variation in how an individual will navigate that process. Martinez also states that psychologists should undertake more research to understand the specific factors that determine whether the identity acquisition process will result in mental-health problems.

As the population of immigrants increases, psychologists can help immigrants adjust by alerting them to the discomfort that may arise from developing a dual identity and by reassuring them that discomfort is likely to abate, concludes Martinez.

Chris Raymond

Comments Invited for Psychological Well-being of Nonhuman Primates

The National Institutes of Health (NIH) and the U.S. Department of Agriculture (USDA) have requested that the Institute of Laboratory Animal Resources (ILAR) prepare a report on the psychological well-being of nonhuman primates. ILAR is a part of the National Research Council, the research arm of the National Academy of Sciences (NAS). As a research scientist or academic concerned about this issue, your comments are invited pursuant to the development of this report.

The report will contain recommendations for institutions required to "develop, document, and follow an appropriate plan for environment enhancement adequate to promote the psychological well-being of nonhuman primates," according to the NIH/USDA request. The report request derives from federal legislation (P.L. 99-198, the Food Security Act of 1985) that requires institutions to "provide a physical environment suitable to ensure the psychological well-being of nonhuman primates."

To be written by a committee appointed by the NAS, the report will be published by the National Academy Press. The charge to the committee will be to review the current knowledge base of the cognitive abilities of nonhuman primates; to identify and evaluate the environmental variables believed to be most influential in affecting well-being, and the behavioral and physiological measures considered to be objective indices of well-being; to develop recommendations and procedures for individualizing institutional plans consistent with federal law; to suggest

priorities for future research; and to develop a pertinent bibliography on psychological well-being.

Written comments of a specific or general nature are invited. They might address, for example, practices believed to be either effective or ineffective in promoting the well-being of nonhuman primates, institutional programs that implement these practices, or the process by which the programs and the animals' well-being are evaluated. Copies of specific institutional plans are invited.

Address your comments/correspondence to:

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Member Profile

Paul Baltes Seeks the Origin of Wisdom



Paul Baltes

BERLIN, GERMANY—"With age, some things get better and some things get worse." When Paul Baltes says this, it's no idle cliché. He knows which kinds of things might get better and which are almost bound to get worse. He heads one of the world's most comprehensive and best-funded research efforts in life-span and aging. Now the studies conducted by Baltes and his colleagues are beginning to suggest new ways of optimizing opportunities for successful aging.

An APS Fellow, Baltes is Co-Director of the Berlin Max Planck Institute for Human Development and Education. At age 52, he has spent almost half of his career in American universities—University of Nebraska, West Virginia University, Pennsylvania State University, and most recently he spent two years at Stanford University's Center for Advanced Study in the Behavioral Sciences. He feels at home in both worlds and likes to serve as a bridge for psychology between both. As a scholar, he is best known for his pioneering contributions to life-span developmental psychology and his interest in interdisciplinary study of the life course and aging.

Across the Ages and Lands

Cross-cultural research dimensions of Baltes and his colleagues sweep not only westward to America but also to the East, through what was East Germany, to Poland, and Russia. On his team of 14 PhD researchers are three Americans (Laura Hess, Todd Little and Anna Maciel), an Australian, an Austrian and a Russian. The team's research agenda covers not just aging but many other stages of life-span development. For example, in one project they are following adolescents—in transition from childhood—and their families. In another they are looking at how fantasy affects developmental change. Another project compares self concepts of schoolchildren in East and West Berlin.

In his role as Center Co-Director, Baltes coordinates the various projects and, as a whole, the projects are oriented toward study of life-span processes. At the present time, however, Baltes is most deeply involved in the Center's extensive aging research projects. In his work on successful aging, he collaborates closely with Margret Baltes, a psychology professor at Berlin's Free University.

Negative dynamics of aging hardly need any further proof, but Baltes and his group have set out to see whether with aging things may get better in some categories of

cognition or at least not get worse.

What clearly gets worse with aging are the mechanics of the mind, Baltes points out. He sometimes calls them the cognitive hardware of the mind.

"Beyond any reasonable doubt there is a loss of memory with aging, there's a loss in the speed of information processing and the accuracy," he said. "This is true even though remarkable gains can be obtained through training. Despite this 'plasticity,' however, there are limits to what older people can do using their cognitive hardware.

"But then there is the second category of the mind. We call it the pragmatics of the mind, the cognitive 'software.' Knowledge is involved—how much you know, how you apply your knowledge. We don't expect decline with age in this category of knowledge because speed of information processing is not critical and the amount of knowledge you have about life is so central," he said.

The "software" category includes, on the one hand, the general bodies of knowledge offered by society as facts and procedures about the world and human affairs. Reading and writing skills, language comprehension, professional skills, are included, but it also includes knowledge about one's self and about life and the human condition in general as well as about strategies to manage the ups and downs of life.

Baltes does not maintain that all older people do or can excel in this type of knowledge, or that they cannot compensate to some extent for losses in the "hardware" category of memory and information processing. But what he and co-researchers Jacqui Smith, Reinhold Kliegl, Ulman Lindenberger and Ursula Staudinger do say is that even very old people have good chances of performing just about as well others in this area of knowledge.

The researcher's search for what they would eventually call wisdom or *Weisheit* started almost a decade ago, and it has benefitted from continuing strong support from the German federal and state governments that fund the Max Planck Institutes.

Common Conception

To help define wisdom in terms susceptible to investigation by cognitive science methods, Baltes' team surveyed Berliners in many walks of life on what they conceive of as wisdom. The results indicate that people believe wisdom to be expert knowl-

edge about the pragmatics of life, about important and uncertain matters of life and life's meaning and conduct. It involves knowledge about the course and steps of life and the fundamental pragmatics of life. By "fundamental" Baltes means the important matters of life, existential problems that, while on a continuum, are often related to issues such as career management, family intimacy, connectedness, and handling of life crises.

After much theoretical and exploratory work the researchers developed a test to capture wisdom-related knowledge and they have assessed people of various ages and professional backgrounds. Based on test results, the researchers concluded that it is possible to locate peoples' responses on a "wisdom scale." The tests present subjects with difficult life dilemmas to see what kind of knowledge the respondents would bring to the task. Another test scenario might include a life review situation. For example, two 60-year-old women who knew each other in high school get together for the first time in more than 40 years. One had a career but no family and the other had a family but no career. The question is what might go on at their meeting?

Seeking Knowledge, Finding Wisdom

Transcripts of the thinking-aloud responses are graded on a range of "wisdom criteria" developed by the Berlin group. Baltes summarized the procedure as follows: "First, how much factual knowledge is in the answer? Do the respondents generate other scenarios of what this crisis might mean? What did they say immediately to the person? What procedural knowledge is demonstrated—is there evidence of how to act, how to communicate, of the heuristics of how to deal with the crisis? Third, is there evidence that the respondents understand the many contexts of life and how they interrelate? Fourth, do they have a sense of the relativism of values and priorities, and that though there is a set of universal values, within those values there are variations, and depending on the context different answers can mean different things? Fifth, the answers are scored for a dimension that is called the recognition and management of uncertainties in life? Do they realize that not everything is known about the past and that you cannot fully predict everything but that doesn't mean you give up—you learn to deal with uncertainty in a constructive way."

The research to date indicates that older people can be among the top performers. In other tests on the mechanics of the mind there are no older people among the top performers. "But when it comes to wisdom tasks we find a significant number of older people in the top range," said Baltes.

A discovery that surprised Baltes in the course of the research is that there is a high degree of popular consensus about what constitutes wisdom. Whatever the research project defines as wisdom has to square with the assumption that wisdom can be recognized by everybody even if it cannot be reproduced by everybody, he said.

How does wisdom come about? Baltes offers no pat answers but some clues. The wise person needs a mind that functions well, reasonable mental health, cultural sensitivity, and certain

Psychological Research in Germany

This APS Member Profile and the three following stories about psychological research in contemporary Germany to give readers an overview of psychological research in the reunited Germany.

The Max Planck Institutes and other centers of psychological research in Germany house several APS members and are home to some rather bold research initiatives. The unique funding support climate for researchers in Germany should interest readers too. Stories were contributed by staff writer Don Kent.

expertise factors that have to do with experience of life and an interest in the welfare of others.

"For wisdom to be wise it has to be used for a good goal—your own development or the welfare of others," Baltes said. "It seems that age (if it is combined with rich and well-mentored experiences about the human condition) is one of the factors that make it more likely that wisdom will come about," Baltes says.

As to where true wisdom can be found, Baltes confides some thoughts he elaborates in a book he will soon publish on the cultural history of wisdom: "In the final analysis wisdom is an ideal, a utopia of the mind that will never be reached but continues to make us drive in that direction. Whenever you strive to be analytic about it in any human being, you will never declare any individual to be wise. It's really a dream."

The Center for Psychology and Human Development described in this article is one of the four centers that make up the Max Planck Institute for Human Development and Education in Berlin. The other units are the Center for Sociology, the Center for Development and Socialization, and the Center for School Systems and Instruction. All of the centers conduct research on life-span and other developmental issues. The other three research directors are Karl Ulrich Mayer, a sociologist, Peter Roeder, an educational scientist, and Wolfgang Edenstein, a psychosociologist.

The Max Planck Institute for Human Development and Education is at Lentzealle 94, D-1000 Berlin 33.

Psychology at the Max Planck Institutes

Center for Psychology and Human Development

It has been said that all German scientists hope to go to Max Planck Institutes, if only when they die. American psychologists might want to do so, too, if only they knew.

"This is the top echelon of research activities in Germany," says APS member Todd Little, who left the University of California-Riverside last summer to join the staff of the Psychology Center at the Max Planck Institute for Human Development and Education in Berlin.

Research Latitude

"We have the latitude and responsibility to ask bolder questions than are being asked under the usual conditions of research funding. We are approaching high-risk research areas and trying to explore them in a very sophisticated scientific manner: What is wisdom? Who are wise people? How do we quantify it? What does it mean to be successfully aging? All of it is from the broadest perspective we can imagine."

"And the same is true with cross-cultural research on control beliefs. We've got samples from East and West Berlin, Moscow, and Warsaw. From this vantage point we can reach out and conduct cross-cultural research with a scope difficult to achieve in the United States," explained Little.

As to funding, Little added, "Here at the Institute we have to worry less about getting our next grant proposal up and going. Some people I know in the States who are well funded spend half their time attempting to obtain the funding. As a consequence, what could be gained begins to get lost. The Max Planck policy, however, calls for a long-range commitment, once a director is selected, to support that person's research program. It would be difficult to get federally funded in the States for this kind of research because it doesn't fit into the time-span of the American funding cycle."

Todd Little and 12 other psychologists of the Max Planck Center for Psychology and Human Development gathered for a brown bag lunch and briefing for the *APS Observer* in January. The following research summaries were adapted from that meeting and follow-up conversations.

Self-efficacy

Gabriele Oettingen is conducting a line of research on the impact of fantasy images as common as "finding a great job after graduation." Exploring how people deal with the discrepancies or gaps between fantasy and reality images, she is also relating it to developmental change. After the 1989 Berlin Wall collapse, she and her colleagues used this research in a series of studies comparing control beliefs and agency beliefs (i.e., self-efficacy) among school children in East and West Berlin, and then extended them to schools in Russia and Poland. Behavioral signs of depression are one of Oettingen's leading interests (she worked with Martin Seligman in her post-doctoral years) and one of her East-West projects is a study of signs of depression among East Germans in working-class bars in 1984 and then after the fall of the Berlin Wall.

"Visiting some of the same bars in 1990 and 1991, we found significantly more positive behavioral signs, less signs of depression, than before the Wall collapsed. The news media suggested the

East Germans were more troubled *after* the Wall came down, because of job problems and the loss of security. But our data show, at least in the working-class people in the bars, there were less behavioral signs of depression. We will attempt to replicate the research this fall. We want to look at other social groups like the East German intelligentsia or those who worked for the government, for instance."

Oettingen and her colleagues measured agency beliefs in East and West Berlin school children in 1990 after the fall of the Wall and again in 1991 after reunification and found that they were higher in West Berlin children. "West Berlin children think they have more access to means which lead to good school performance—they think they have more access to 'powerful others,' they think



Staff at the Center for Psychology and Human Development: (from top of stairs) Anna Maciel, Reinhold Kliegl, Andreas Maercker, Todd Little, Kurt Kreppner, Jutta Heckhausen, Frieder Lang, Ulrich Mayr, Jacqui Smith, Anna Stetsenko, Paul Baltes, Alexandra Freund, Ulman Lindenberger, Ursula Staudinger

they are luckier, that they have more chance for giftedness, for school success. This is important because there is a wide range of research in the United States showing that higher self-efficacy beliefs lead to better performance, reduced anxiety, and even better analytic thinking and problem solving. Good self-efficacy is a kind of protective factor for later

A Sampling of German Psychological Research

FRANKFURT AM MAIN—Most of the 30 APS members living in Germany teach in universities. Friedrich Wilkening at the University of Frankfurt and Andreas Knapp at the Johannes Gutenberg University in Mainz talked with the *Observer* about their teaching and research.

Even with some of the best science teaching in the world, German physics professors have “amazing misconceptions about physical phenomena,” according to Wilkening who researches the thinking of experts.

“The experts in physics seem to have two kinds of knowledge about physical phenomena—formal and intuitive,” Wilkening said. In simple real-life situations, they tend first to use their intuitive notions, which are off the mark, Wilkening notes. For example, they expect a small ball whirling through a spiral tube to continue spiraling when it shoots out of the tube. But a split second later they catch themselves and flip to the more accurate concepts of physical science and realize the ball will shoot out in a more or less straight trajectory after it leaves the spiral tube.

Physics for Living

Wilkening’s research reveals that most people have “two distinct types of physical knowledge” and that “the instruction children get today doesn’t help very much in everyday life.”

He adds, “We cannot understand why teachers don’t take account of the pre-knowledge that children already have when they come to school and try to bring these two kinds of knowledge closer together, since they are so prevalent but don’t seem to interconnect.”

The potential benefit from bringing the two types of physical reasoning together would not be solely on children, Wilkening says. “Children at age five or so already have very well-developed time concepts, quantitative concepts and speed concepts—we used quite sophisticated experimental methods borrowed from

cognitive psychology and ... and found that children have almost the same kind of thinking about time, space speed, and almost everything else as adults have.”

Improving the Teaching of Physics

The main point of the research Wilkening is conducting with his colleagues is to help teachers recognize that the two paths of reasoning exist side by side, and to help teachers do a better job of connecting intuitive and formal knowledge about movement, speed, time, and spatial concepts.

“It’s amazing what young children know before they enter science classes, but of course they cannot formalize it,” Wilkening said. It may seem an inferential leap to compare the interesting similarities between children’s intuitive science knowledge and the progression of the history of science itself, but some of the misconceptions that children have are strikingly like the mistakes made by scholars in the Middle Ages. As Michael McCloskey at Johns Hopkins University has pointed out, for example, the impetus theory of movement that children seem to hold parallels that of physics teachers in the Middle Ages. Children’s conceptions also are not unscientific in the sense of being completely wrong—they are ways of testing hypotheses. Their conceptions may be almost correct, and it may take only a little effort to transform them to be correct.

“Unfortunately, many teachers seem to think schoolchildren are blank slates. Instead teachers should realize what an amazing knowledge children have. That’s our main point. So we go to meetings of physics teachers. They seem very interested.”

Wilkening has worked closely with Norman H. Anderson at the University of California-San Diego and Thomas



Friedrich Wilkening

Trabasso at the University of Chicago. He cites similar research being done by Robert Siegler of Carnegie Mellon and Rochel Gelman of UCLA. Wilkening’s research colleague in Frankfurt is APS member Michael Waldmann. Andreas Knapp, who is professor of psychology at the Gutenberg University at Mainz and who co-edits the *German Journal of Educational Psychology*, is focusing some of his current research on how individuals’ moods of happiness, sadness, and anger affect group decision making. He has published four books and many papers, sometimes with psychologists of Carnegie Mellon University where he spent a sabbatical in 1985, most recently with Margaret S. Clark of Carnegie Mellon.

Mood and Delay of Gratification

Knapp and Clark examined the influence of a person’s mood state on his or her ability to withdraw resources from a limited pool with a limited repropagation rate, after finding that previous research in this area neglected looking at individual-level variables in joint resource dilemmas.

They suspected that moods would influence behavior in situations where individuals often may have to restrain themselves from taking too much from the pool early on in order to maximize resources and earnings over the long run. People who are feeling bad may be less able than others to do this because they have a special desire to alleviate their negative mood state, Knapp hypothesized. On this basis, they predicted that the subjects in a negative mood state would be more prone than those in neutral or positive mood states to increase early profits and therefore perform more poorly on the task. In short, they were less likely to be able to delay gratification.

The immediate effects of negative mood actually were quite small in the first trials, Knapp notes. In later trials the higher profit taking of the negative mood subjects did produce considerable drops in the size of the joint pool, however. Even though the negative mood subjects could have reversed the process by taking smaller profits later on, they chose to continue to deplete the pool.

Psychology at Tuebingen

The next move for Friedrich

SEE GERMANY ON PAGE 18

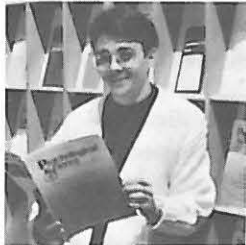
MAX PLANCK FROM PAGE 16

development.”

Meaningfulness

Freya Dittmann-Kohli has the lead role in research on the meaning of life and self-understanding in adulthood. Her research is built on a life-span developmental perspective but also includes concepts from cultural and social psychology, social cognition, personality and cognitive psychology.

“I am interested in the fact that the perceived reality about what in life is



Todd Little

worthwhile and meaningful changes. What people want in life changes thoroughly from young adulthood to late adulthood,” said Dittmann-Kohli.

“I think this has been inadequately appreciated—not really integrated into theoretical understanding of personality or in cognitive psychology.” Working with voluminous data from young and old adults, Dittmann-Kohli concludes there is a great difference in these matters between the young and old, though there are also

some commonalities. “In social relations, older people concentrate very much on altruistic relationships rather than expecting to receive rewards from them—it’s as if they need to give more. Then, while younger people see their future with many expectations and possibilities, older people have expectations of a very different kind, but they think mainly about retaining what they have now. Younger people want to change what they are now, but the elderly concentrate on the present and want to keep it,” she explained.

When East Meets West

Jutta Heckhausen is primarily responsible for research on normative conceptions about life-span development. The project assumes that individuals use normative conceptions to evaluate their own or others’ lives both retrospectively and prospectively, influencing life expectations and goals and individual notions about controllability of change. It also assumes that deviations from normative conceptions, ascribed to the individual, can be undesirable and give rise to development-related action.

Using a real-world contemporary German example, Heckhausen expressed concern that East Germans who had grown accustomed to placing blame for their job problems and other contingencies

on the former political system might now overshoot in switching to an irrational belief in the self-made man who is totally responsible for his own destiny. We want to research the frustration of East Germans who might be directing external blame away from the old political system to foreigners and guest workers who they believe are taking away jobs and housing. In some cases the blame seems to be going inward to the self, and East Germany is currently witnessing a steep rise in depression and suicide rates, Heckhausen said.

Adolescents and Family Development

Kurt Kreppner is conducting a project on transition from childhood to adolescence in the family as part of a longitudinal program focusing on family development from a life-span perspective. He has collected three years of data from videotapes, interviews, and questionnaires. One of the many focuses is how the early adolescent acts as a catalyst for transformations in the family’s modes of interaction and its network of relationships.

Kreppner noted the constant changes and wide range of differences in family interactions. Sometimes parents act with their adolescent as if they were relating to a peer, and in other cases they are only teaching, praising and criticizing. He

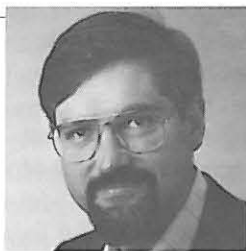
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GERMANY FROM PAGE 17

Wilkening will be to Tuebingen University where he will chair the general psychology institute which includes developmental, experimental, and cognitive psychology. Such doctorate-granting “full-scale” departments of psychology generally house several distinct institutes. For example, at Frankfurt there are the following: general psychology, educational psychology, and psychoanalysis institutes. Each has a faculty of about 15 to 20 and a student body of 500 to 600.

Along with Mainz and Frankfurt, Tuebingen is one of the 40 such universities granting graduate degrees in psychology. “Minors” in psychology are offered in about 20 additional German institutions.

Secondary school graduates who have passed their Abitur (or “certificate of



Andreas Knapp

maturity”) with grades in the upper 33% can be admitted to German graduate programs. The “Psychology Diploma” degree

takes at least five years and is roughly comparable to an American masters degree in psychology. Less than 10% of those who get it then obtain the doctorate.

Scientist-Practitioners

Students who choose clinical psychology with a view to becoming psychotherapists get a strong scientific background in the first four years of this curriculum before specializing in clinical practice.

German universities are just beginning to introduce specialized PhD pro-

grams—there have been no special PhD courses until quite recently. Even now the student desiring to study for the PhD essentially looks for an adviser and becomes the adviser’s assistant under a five-year contract that involves large amounts of work for him or her. Most candidates take five or six years for the doctorate and thesis, and then they tackle their post-doctoral thesis, called the Habilitation. That may take another five or six years, and it consists mainly of writing 6 to 20 research projects in book form. The post-doctoral thesis, and only it, qualifies you to become a professor, says Wilkening, and perhaps that also helps explain why there are so few psychology professors in Germany. Wilkening says that German psychologists tend to be envious of Americans, viewing their path to professorship as much easier!

FROM PREVIOUS PAGE

finds that fathers have a more harmony-driven approach to family interaction while mothers typically are much more critical.

Personality and Wisdom

APS member Anna Maciel has been exploring possible links between personality and wisdom-related knowledge. She sees the project as “trying to formalize a part of cognitive functioning that wasn’t heretofore defined in a valid way.” Earlier work at Berkeley’s Institute of Personality, Assessment and Research and with Paul Ekman’s laboratory at the University of California-San Francisco launched Maciel into explorations of the interface between personality and cognition, especially in decision making and risk perception as well as emotional modifiers of risk taking.

Adult Cognitive Development

Reinhold Kliegl conducts projects focusing on cognitive and intellectual development during adulthood. “The plasticity of older adults in acquiring logical skills, whether related to memory or to logical thinking” has been a constant source of surprise, he said. “In fact, with four or five sessions of practice and instruction they are able to exhibit a level of performance characteristic of middle-age younger adults. Using the middle-aged untrained adult as a norm of efficiency, we can say that the age-related decline that has been reported everywhere in the literature is reversible at least to some degree.” However, there is also increasing evidence that when older adults are taken to their limits by extensive training, they cannot perform as well as younger adults. Kliegl said his group are working in close collaboration with Warner Schaie and Sherry Willis at Pennsylvania State University, and Timothy Salthouse at Georgia Institute of Technology.

Wisdom

Ursula Staudinger and Jacqui Smith have been the investigators most closely involved in the wisdom research project with Center co-director Paul Baltes (see Member Profile section in this issue). Their work has confirmed that knowledge

about fundamental life pragmatics is a domain where older adults can show performance equal to and in some cases better than younger adults.

Staudinger said, “For the last six years we have developed a theoretical conceptualization of ‘wisdom’ and have empirically researched the conceptualization. We developed criteria and started to think about a model that could explain how knowledge in the wisdom domain develops and how wisdom may come about as the ideal endpoint of that development.” Implicit notions or lay theories of wisdom played a role in the conceptualization, she said.

Smith said they found “less of a moral connotation than one might expect” in implicit notions of wisdom held by subjects they interviewed. Notions of wisdom relate more closely to “the sorts of knowledge you have about life and the way you use it, the way you handle life problems. That confirmed our notion of wisdom as a knowledge system which people could access throughout their lives....”

The Very Old

Smith described their Berlin aging study as an attempt to get the most comprehensive picture possible of the final years of life from age 70 to 105. Two features of the sample are special: the focus is on a truly representative sample from a given population, namely Berlin’s, and the focus on very old age.

This is a multidisciplinary project

involving psychology, sociology, medicine, geriatrics, psychiatry, and economics. The research assesses a wide range of domains (e.g., cognitive performance, social relationships, personality, emotions, and the help they receive and give to other people) and “attempts to link them to know what happens in other domains when a very old person remains cognitively fit,” explained Smith.



Gabriele Oettingen

“There are some surprising outcomes. If you look at all the 70 to 100-year olds we have measured so far, the best performer is a 87 year-old, and we may be able to link that to a whole life history,” Smith said.

Baltes noted a very low correlation between cognition and the self. “You can have someone who functions very well cognitively but who is very unhappy, or someone who functions badly and is very happy. That is a major finding from our first analysis.”

As to the 87 year-old top performer, Baltes said “I would take this as very good news for future cultural change. Historically, it has always been the exceptional cases that have been guideposts for future change. Whenever you can demonstrate an exception case you bring more people in that direction. The exceptional person shows what is possible in principle.”

The Center for Psychology and Human Development whose work is described in this article is one of four centers that make up Berlin’s Max Planck Institute for Human Development and Education. The Institute as a whole is devoted to the topic of human development from a life-span perspective. Its interdisciplinary staff has a primary focus on psychology, sociology, and educational sciences.

Three Max Planck Institutes are devoted entirely to behavioral science research. They are in Berlin, Munich, and Nijmegen, Netherlands. The 60 Max Planck Institutes and allied research centers and clinics in 22 German cities are funded by the German federal government and the Laender or State governments in almost equal parts. Each institute is specialized in one domain of research very much defined by the institutes’ research directors. The institutes were created from 1948 onwards, growing out of a research network founded in 1911 as the Kaiser-Wilhelm Gesellschaft.

Max Planck Institute for Psychological Research

MUNICH, GERMANY—Goal-setting and goal-striving are one of the major focuses of basic research at the Max Planck Institute for Psychological Research of Munich. With about 30 psychologists on its staff, half of them senior researchers, the Munich center is the only Max Planck Institute devoted solely to psychological research. At the Berlin Max Planck Institute (see related story in this issue), on the other hand, there is a wide range of behavioral scientists, as well as psychologists, on its staff.

Here in Munich, Max Planck researchers are finding that goal-setting and goal-striving are two different phenomena along the goal-seeking path, and that each one requires a different type of cognitive orientation by the individual seeking to achieve goals successfully.

One Step at a Time

In fact, APS member Peter Gollwitzer and his colleagues in the Intention and Action Research Unit of the Institute identify four key phases in goal-oriented behavior. Their research suggests that each phase requires a different cognitive tuning to optimize chances for successful outcomes. The four phases delineated by Gollwitzer and his colleagues are as follows. First is the wishing phase when potential goals are considered. Then comes the phase of planning for implementation of chosen goals. Third is the phase for acting on the goals. And finally is the evaluation of the outcome and consequences.

"In the first phase, the pre-decisional phase, you still entertain lots of different wishes but you have not yet committed yourself," Gollwitzer said. "By committing yourself to one of the wishes you turn the wish into a binding goal and you move to the second phase where you plan to get started. Once started, you have entered

the action phase, and finally, when the desired outcome is achieved, you move to the evaluation phase."

Heavy Mind Set, Wishful Thinking

"Within each of these phases you have to solve a different type of task," Gollwitzer pointed out. "For instance, in the pre-decisional phase the task is to pick the most attractive wish but one that is still feasible. What kind of cognitive orientation helps you with the task of weighing your wishes—how do you find the proper wishes?" Gollwitzer asks.

He notes that optimism is out of place in this initial "wishing" phase. "You have to be unbiased, you have to see the positives and negatives, you have to be impartial and objective with respect to feasibility. Accordingly, you should be open to all kinds of information, particularly to information regarding expectations, because you have to make realistic judgments in terms of how likely you are to achieve desired outcomes."

Eschewing Distraction

But almost the reverse of the phase-one cognitive tuning seems to best serve the goal seeker in phase two.

"The next phase, the post-decisional planning phase, is one of committing yourself to certain points in time where you will get started. It helps to be optimistic at this point because you want to stay in the field and thus increase your chances to get started. So you should be

partial to your choice of goals, because you don't want to give up and choose over again. Accordingly, you should no longer be too open to incoming information—you don't want to be distracted, you want to focus on getting started."

Down to Business

"Finally, in the actional phase the task is to efficiently implement the goal, whereas in the subsequent evaluation phase the task is to find out whether one achieved what was intended, and also to explore whether the achieved outcomes serve one's ultimate purposes. You might also think about whether to terminate goal striving now or to continue."

In various experiments, Gollwitzer demonstrated the postulated cognitive orientation of the different phases. In these studies subjects are first asked to either deliberate personal wishes or to plan the implementation of their planned projects. Subsequently, they are asked to work on various cognitive tasks.

"Deliberating and planning activate different types of cognitive procedures. And when subjects move on to the subsequent cognitive tasks, these procedures are still active.

They enter into subjects' attempts to solve these tasks. This way one can easily demonstrate the unique qualities of a deliberative vs. an implemental mind-set," explained Gollwitzer.

Within each of these phases you have to solve a different type of task.

PETER GOLLWITZER

Some of Gollwitzer's research aims at developing mental models that people can use to switch mental tuning from a deliberative or "weighing" state of mind that works best for goal-setting to the implemental "willing" mind-set that is best suited for goal implementation. In experiments with students at Munich he has found that forming what he calls "implemental intents" (i.e., committing oneself to where, when, and how to act to reach the desired goal) is particularly effective. In developing new theories on the implementation of goals, Gollwitzer

CONTINUED ON NEXT PAGE

says, "If it is true that at different stages of goal-striving, people face qualitatively different tasks, this implies that it's unwise to attempt to explain the implementation of goals by expectancy-value type models. The expectancy-value models are only important when it comes to deliberations in *choosing* goals. But when it comes to *implementing* goals, other types of theories have to be developed."

Gollwitzer explains: "At the turn of the century, German psychologists were interested in how people implement their chosen goals (i.e., how they achieve these goals). But that question has since been reduced to the motivational question of which type of goals are attractive for people, what type of goals do they select? Researchers interested in people's strivings apparently thought they didn't need a psychology of implementation because as soon as one knows which goals people select, one also feels in a good position to predict reliably which goals would be achieved. Actually, there was no psychology of willful implementation of goals from the 1930s up to now. What we are trying to do, therefore, is bring this interest in the implementation of goals back to the psychology of motivation and to explore the functioning of implemental intents and other willful strategies that help the implementation of goals."

Applied Implications

He says the research has important implications for health psychologists, career counselors, and other psychologists working on decision making and goal striving.

Besides Gollwitzer's research unit, Munich's Max Planck Institute has two others: a Cognition Unit working primarily on cognitive aspects of motor control and an Education and Human Development Unit that explores the development of cognitive skills via extensive longitudinal studies. ♦

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Elaborators: Nelson Butters and Lorette Kroin

Presidential Symposium: "Dissemination of scientific information," **George Albee**, Chair

Summit Session I: "Certification of Procedures, etc."

Keynote Address - **Martin Seligman**: "Accreditation"
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The Student Notebook

by Michael Patterson

Interview with Bonnie Eberhardt, APSSC Graduate Advocate

Bonnie Eberhardt is the current APS Student Caucus graduate advocate. The following is a brief interview with her.

Q: As graduate advocate what is your role?



Eberhardt

A: One of my primary roles is to function as an advocate for graduate students.

As graduate advocate, I want to answer questions students might have, and to assist them in solving problems. In the past I have talked to several students who needed advice concerning special difficulties they were having with their programs, departments, or general policy issues. To better assist students, I will begin answering questions in a column called Ask the Advocate. Depending on the response, this column will be published in subsequent issues of the *APS Observer*. I want to encourage people to send their questions and comments to me. My address is: **PO Box 10819, Calder Square, State College, PA 16805.**

I realize that there may be sensitive issues that students feel uneasy about discussing. I want to assure you that all correspondence will be anonymous. Questions that affect a large number of students will be published along with my responses.

Q: What are some of your goals as graduate advocate?

A: These are some of the goals that I would like to accomplish as graduate advocate:

- Increase graduate student participation at the chapter level;
- Develop lines of communication between graduate students for research (e.g., subject pools) and for conferences;
- Have faculty research grants written to include more graduate assistantships with higher stipends equivalent to engineering and natural sciences;
- Communicate to the graduate students and others, the complexities involved in the accreditation issues before COGDOP and Graduate Education Task Force;
- Poll graduate students on what they want

from APS and the Student Caucus in terms of support and special programs; and

- Work closely with the undergraduate advocate to increase student appreciation of graduate study.

Q: Is there anything else you would like to add?

A: Yes, I am pleased to report that there is now some limited funding available in the form of matching grants to student chapters holding regional conferences. I have developed a brochure that outlines step-by-step how to plan a conference, and I am working on a list of speakers who are willing to waive honorarium costs for APS student conferences. Finally, I am willing to answer any questions students might have about organizing a student regional conference.

Ask the Advocate . . .

Q: *I am interested in working with people who have very serious mental illness. The psychology program in my university does not emphasize this special population. Should I consider another school, and if so, do you know of any with this focus?*

A: In October, 1991 I attended a conference, "New Directions in the Psychological Treatment of Serious Mental Illness" sponsored by The Alliance for the Mentally Ill of Pennsylvania and the Pennsylvania Psychological Association. One speaker, Dr. Dale L. Johnson (University of Houston), discussed a formal survey he had conducted. Like you, he was concerned that psychology programs devote little attention to more serious mental disorders. His survey of 165 clinical psychology programs in the US and Canada found only 10 which taught treatment of severe mental illness.

Here is how I see it. Many people with more serious or chronic mental illness cannot afford private mental health care. They must use public services. Clinical programs at universities are probably oriented toward training for work in the private sector. Thus, more attention is devoted to disorders most often seen in that situation.

Here are a few suggestions. Often programs dealing with serious psychopathology can be found in another department, for instance, Administration of Justice. As many seriously mentally ill are in the criminal justice system, you might consider a dual degree, or a minor in criminal justice. The APS convention has been featuring a special breakfast meeting to discuss mental health services delivery systems research. Often such research involves more seriously ill populations. Dr. Lee Sechrest (University of Arizona) directed the NIMH-sponsored meeting and had a lot of useful information. Also, you will find time well spent by visiting any local Consumer support groups, or family support groups, such as the Alliance for the Mentally Ill. I encourage everyone to do that. It is very helpful to listen to their observations of the mental health system. You are interested in a population very much in need of our attention.

Executive Council Statements

It was announced in a previous Student Notebook (January 1992) that individuals interested in being a candidate for the 1992-93 APSSC Executive Council would be able to submit a brief declaration of candidacy to appear in this issue. Candidates may announce their candidacy up until the offices are voted upon at the APS national conference in San Diego. Any of the Society's student affiliates are welcome to run for the following offices: President, Graduate Advocate, Undergraduate Advocate, Secretary, Treasurer, or Student Notebook Editor. Other positions such as Historian, Mentorship Chair, and Chapter Recruitment Chair will be appointed by the President at the national conference, subject to approval from the Executive Council.

Students who want to be involved in the APSSC are encouraged to attend the conference in San Diego. Even those who cannot make it can contact any APSSC officer to discuss how they might participate. The following is a candidate statement for graduate advocate.

I would like to continue serving you as Graduate Advocate to complete the tasks I have begun. At the winter Executive Council meeting, I proposed a plan, recently adopted, to assist students in financing regional conferences. I am attempting to organize a speakers' bureau to get quality speakers at reduced fees for these events, and I have developed a brochure to help you in organizing a good conference. I will continue to offer assistance to graduate students and have begun a new column to address some commonly held concerns. Student opinions on accreditation and other issues will be sought as I continue to represent you at meetings such as the Summit.

Bonnie Eberhardt
Pennsylvania State University
Candidate for Graduate Advocate

**See the next page
for information on
the new APSSC
Mentorship
Program . . .** 

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

Dianna Newbern
Department of Psychology
Texas Christian University
Fort Worth, TX 76129
Tel.: 817-921-7415

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

APSSC Officers

Executive Council 1991-1992

All the officers welcome students and others who wish to contact them about concerns particular to their own offices. Contact Secretary Paul Reber for general inquiries, regional student conference information, and other requests. Correspondence, inquiries, and submissions to the Student Notebook should be directed to Editor Michael Patterson.

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Travel Awards

Lisa Fournier
University of Illinois

APSSC Mentorship Program

The APS Student Caucus has instituted a program of mentorship that involves two types of individuals: those who provide guidance (mentors) and those who receive guidance (mentees). The three natural constituencies for which mentorship is valuable are undergraduate students, graduate students, and junior faculty/scientists. Each of these groups's needs are different, and consequently, each group can become involved in different ways.

The mentorship program is not intended to interfere with or replace the contacts within an institution. It is designed to supplement internal avenues for advice and support, specifically

with regard to the larger scholarly world outside a particular institution. The Student Caucus hopes that the mentorship program will be a valuable service to the APS in general, and to its membership in particular.

If you are interested in becoming involved in the mentorship program, fill out the following form and send it to:

Lauren Butler
APS
1010 Vermont Ave., NW, Suite 1100
Washington, DC 20005-4907

American Psychological Society Mentorship Program

Are you applying as a _____ mentor or a _____ mentee?

Mentors: Limit (if any) on the number of mentees you would like to accept _____

Name: _____ Sex: _____ Institution: _____

Address: _____ Phone: _____ Email: _____

Address: _____ City: _____ State: _____ Zip: _____ - _____

Position: _____ senior faculty/researcher _____ junior
 faculty/researcher _____ graduate student _____ undergraduate student _____ other

Broad areas of interest:

- | | | |
|--|--|---|
| <input type="checkbox"/> Attention & Performance | <input type="checkbox"/> Exercise & Sport | <input type="checkbox"/> Political |
| <input type="checkbox"/> Behavior analysis | <input type="checkbox"/> Experimental | <input type="checkbox"/> Population |
| <input type="checkbox"/> Behavior genetics | <input type="checkbox"/> Forensic | <input type="checkbox"/> Program Evaluation |
| <input type="checkbox"/> Clinical | <input type="checkbox"/> General | <input type="checkbox"/> Psycholinguistics |
| <input type="checkbox"/> Cognitive | <input type="checkbox"/> Groups | <input type="checkbox"/> Psychology and Law |
| <input type="checkbox"/> Community | <input type="checkbox"/> Health | <input type="checkbox"/> Psychology of Women |
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| <input type="checkbox"/> Consumer | <input type="checkbox"/> Intelligence | <input type="checkbox"/> Psychopharmacology |
| <input type="checkbox"/> Correctional | <input type="checkbox"/> Interpersonal Relationships | <input type="checkbox"/> Psychophysics |
| <input type="checkbox"/> Counseling | <input type="checkbox"/> Learning | <input type="checkbox"/> Psychotherapy |
| <input type="checkbox"/> Cross-cultural | <input type="checkbox"/> Mathematical | <input type="checkbox"/> Public Policy |
| <input type="checkbox"/> Developmental, adolescent | <input type="checkbox"/> Medical | <input type="checkbox"/> Quantitative |
| <input type="checkbox"/> Developmental, adult | <input type="checkbox"/> Memory | <input type="checkbox"/> Rehabilitation |
| <input type="checkbox"/> Developmental, aging | <input type="checkbox"/> Mental Retardation | <input type="checkbox"/> School |
| <input type="checkbox"/> Developmental, child | <input type="checkbox"/> Military | <input type="checkbox"/> Sensation/Perception |
| <input type="checkbox"/> Educational | <input type="checkbox"/> Neuropsychology | <input type="checkbox"/> Social |
| <input type="checkbox"/> Emotion | <input type="checkbox"/> Neuroscience | <input type="checkbox"/> Social Issues |
| <input type="checkbox"/> Engineering | <input type="checkbox"/> Personality | <input type="checkbox"/> Systems & Methods |
| <input type="checkbox"/> Environmental | <input type="checkbox"/> Philosophical | <input type="checkbox"/> Teaching of Psychology |
| <input type="checkbox"/> Ethnic Minority | <input type="checkbox"/> Physiological | |

Specific areas of interest: _____

Ways in which you would like to provide/receive mentorship?

- | | | |
|-------------------------------|-------------------------|-------------------------|
| _____ writing manuscripts | _____ journal editing | _____ research |
| _____ applied psychology | _____ grants | _____ clinical practice |
| _____ manuscript review | _____ ethics and review | _____ teaching |
| _____ academic administration | other (specify) _____ | |



**AMERICAN
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Psychologists Elected to Academy

The 1992 annual National Academy of Science (NAS) elections brought three more renowned research psychologists into the Academy's hallowed halls. All are APS members and include **Abram Amsel**, Ashbel Smith Professor of Psychology, (University of Texas-Austin); **William T. Greenough**, professor and associate director (Beckman Institute, University of Illinois-Urbana); and **Allan R. Wagner**, James R. Angel Professor of Psychology (Yale University). They were among 59 new members and 14 foreign associates elected in April to the NAS. This election brings the total active domestic NAS membership to 1651.

Rodin to Become Provost of Yale

NEW HAVEN—APS Charter Fellow **Judith Rodin** will be the highest-ranking woman in academic leadership in the Ivy League when she assumes her new post as provost of Yale University in July. She has been dean of Yale Graduate School since July 1991 and before that was chair of the psychology department.



Rodin

As provost she will oversee the educational policies of Yale College, the Graduate School, 10 professional schools and various centers for research and scholarship. Her major responsibilities will also

include working with Yale President Benno Schmidt on the operating and capital budgets of the university and on development and long-range planning.

Schmidt said Rodin brings to the role of provost "unusually broad talent and experience. She is a distinguished teacher and scholar, an able and tested administrator, and an academic leader well grounded in the issues shaping higher education."

Although Rodin had to give up undergraduate teaching a year ago when she became graduate dean, she still meets daily with her laboratory research group

and plans "absolutely" to continue doing so.

Much of Rodin's research has centered on eating behaviors, obesity and diabetes, and related changes in metabolism, hormone levels, and stress tolerance. The common thread that runs throughout her research—whether it is research on aging, obesity, AIDS, self-control, or body image—is the interaction of psychological and social variables with physiological health.

She received her PhD from Columbia University in 1970, was a National Science Foundation Postdoctoral Fellow at the University of California-Irvine, and joined the Yale faculty as assistant professor of psychology in 1972.

In 1983 she became chair of the MacArthur Foundation Research Center for Studies of Health and Behavior, a large collaborative multidisciplinary research network that studies how genetic, biological, environmental, and psychosocial factors interact in health-promoting and health-damaging behaviors. The network also studies the progression of illnesses and the recovery process. Investigators from various disciplines throughout the United States and abroad are members of the network. She thinks her experience with this network is what most prepared her for her new job as provost.

Of her new post, Rodin said, "This is an extraordinarily challenging task, but I look forward to the opportunity to support Yale's commitment to excellence." Rodin is chief editor of the journal *Appetite*, and her book *Body Traps* was published by William Morrow in April.

Carnegie Mellon Psychologist Receives Troland Research Award

WASHINGTON, DC—**Martha J. Farah**, Associate Professor of psychology at Carnegie Mellon University, has received the 1992 Troland Research Award from the National Academy of Sciences (NAS). The \$32,000 cash prize is given annually to further empirical research in psychology regarding "the relationships of consciousness and the physical world." Farah was one of 13 individuals recognized by the NAS in Washington, DC, in April for their outstanding contributions to science.

Farah's research focuses on human perception and cognition, including mental imagery, spatial attention and visual object recognition. She is author of *Visual Agnosia: Disorders of Object Recognition and What They Tell Us About Normal Vision*, (MIT Press, 1990).

"The more we understand about perception and cognition, the less clear the line between them seems," Farah maintains. "Research in my lab focuses on a variety of human abilities at the interface between perception and cognition, such as

mental imagery, spatial attention, and visual object recognition. Each of these abilities involves an interaction between representation and processes in the visual system, on the one hand, and higher



Farah

forms of memory and thought, on the other." The questions Farah addresses about these abilities "sit squarely in the realm of cognitive psychology in that they concern the information-processing characteristics of the underlying representation and processes." At the same time, Farah approaches her questions using a "combination of methods from traditional cognitive psychology (the analysis of normal subject's response latencies and accuracies) and neuropsychology." She utilizes event-related brain potentials (ERPs) "to make inferences about the time relations among different cognitive processes and for roughly localizing those processes in the brain." Examination of patterns of dissociation among abilities after brain damage, often allows one to infer the organization of cognitive processes in the normal brain, as well.

Before coming to Carnegie Mellon six years ago, Farah earned her doctoral and master's degrees in psychology from Harvard University. She holds two bachelor's degrees from MIT, one in metallurgy and one in philosophy.

Past recipients of the award include Edward N. Pugh (1984) Keith D. White (1985), Roger Ratcliff (1986), Laurence T. Maloney and Brian A. Wandell (1987), Eric I. Knudsen (1988), John T. Cacioppo (1989), Robert Desimone (1990), Daniel L. Schacter (1991).

Organizational Profile Psychonomic Society

ORIGINS AND PURPOSE

The goal of the Psychonomic Society is to promote the communication of information on scientific research in psychology and allied sciences. Its activities include an annual, November meeting and the publication of six journals. At its 1991 meeting in San Francisco, over 350 papers and over 300 posters were presented by members, associates, foreign visitors, and others. Its publications are: *Animal Learning & Behavior* (Editor: Vincent M. LoLordo, *Dalhousie University*), *Behavior Research Methods, Instruments, & Computers* (Editor: N. John Castellan, Jr, *Indiana University*), *Memory & Cognition* (Editor: Margaret Jean Intons-Peterson, *Indiana University*), *Perception & Psychophysics* (Editor: Charles W. Eriksen, *University of Illinois, Urbana-Champaign*), *Psychobiology* (Editor: Paul E. Gold, *University of Virginia*), and *Bulletin of the Psychonomic Society*.

MEMBERSHIP

The Society currently has 1,902 members, 138 life members, and 419 associates, a significant number of whom live in foreign countries. To be eligible for membership, a person must hold the PhD degree or equivalent, and must have published significant research other than the doctoral dissertation.

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

OFFICERS

Chair of the Governing Board—Edward E. Smith, *University of Michigan* (1992)
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BACKGROUND

The Psychonomic Society was founded in 1959 by a small group of experimental psychologists who felt that there was a need for a relatively small organization that was dedicated to the dissemination of information on scientific research in psychology. The members of the organizational committee and the first governing board were Wilfred (Wolf) J. Brogden, William K. Estes, Frank A. Geldard, Clarence H. Graham, Lloyd G. Humphreys, Clifford T. Morgan, William D. Neff, Kenneth W. Spence, S. S. Stevens, and Benton J. Underwood. The first chairman was C. T. Morgan, and the first secretary-treasurer, William S. Verplanck. The first meeting of the organization was held at the University of Chicago in September 1960. There were 24 sessions, and a total of just under 10 papers read.

The Society's publishing operation dates from 1970, when C. T. Morgan completed the process of donating to the Society the three journals in experimental psychology that he had been publishing privately. These were *Psychonomic Science* (begun in 1964), *Perception & Psychophysics* (begun in 1966), and *Behavior Research Methods & Instrumentation* (begun in 1969). By 1973, the Society was publishing the six journals it has now.

The Psychonomic Society is affiliated with the Federation of Behavioral, Psychological and Cognitive Sciences.

Annual Meeting

The Society's 1992 meeting will be held November 13-15 in St. Louis; its 1993 meeting will be held November 5-7 in Washington, DC.

Contacts:

For information on membership and the annual meetings, contact Secretary-Treasurer Cynthia Null, at PO Box 7104, San Jose, CA 95150-7104; Tel: 415-604-1260. For information about journal subscriptions, contact the Publications Office of the Psychonomic Society, 1710 Fortview Rd., Austin, TX 78704; Tel: 512-462-2442.

Announcements

CONT'D ON NEXT PAGE

AWARD NOMINATIONS

In 1959 the 86th Congress established a **National Medal of Science** to be awarded by the President to individuals "deserving of special recognition by reason of their outstanding contributions to knowledge in the physical, biological, mathematical, or engineering sciences." In 1980 the 96th Congress expanded this recognition to include the social and behavioral sciences. A Committee composed of scientists and engineers assists the President in identifying distinguished candidates for these awards.

The Committee annually solicits nominations from the scientific community. The Committee has established the following guidelines for selection of candidates:

- The total impact of an individual's work on the present state of physical, biological, mathematical, engineering or social and behavioral sciences is to be the principal criterion.
- In addition, achievements of an unusually significant nature will be considered and judged in relation to the potential effects of such achievements on the development of scientific thought.
- Unusually distinguished service in the general advancement of science and engineering, when accompanied by substantial contributions to the content of science at some time, may be recognized.

Since its establishment, the National Medal of Science has been awarded to 304 scientists and engineers. Many of these distinguished Americans have careers spanning four or five decades of research and development. There are now many younger American scientists and engineers who may be reaching a point where their contributions are worthy of recognition. The President has asked the Committee to give increasing attention to these individuals, and also to ensure that the selection process emphasizes the President's commitment to the recognition of outstanding women and minority scientists and engineers.

The nominating information required available by the Committee. Nominations may be updated at any time. You may obtain additional information by contacting the secretariat office at the address below. **Nominations for consideration in 1992 must be received by no later than June 30, 1992**, and supporting letters of reference by no later than July 31, 1992.

MEETINGS

Society for Disability Studies (SDS) - June 17-20, 1992 - Crown Plaza Hotel, Rockville, Maryland (Washington, DC, area). The annual meeting program will focus on a variety of disability-studies topics: policy, law, theory, methods, culture, gender, advocacy/activism, the arts and humanities, among others. Contact: Gary Kiger, Dept. of Sociology, Utah State Univ., Logan, UT 84332-0730, Email: (BITNET) KIGER@USU or (INTERNET) KIGER@CC.USU.EDU

The 15th Annual Scientific Meeting of the International Society of Political Psychology - Grand Hyatt Hotel, San Francisco, California, USA - July 4-8, 1992. For information contact: George Marcus, Dept. of Political Science, Williams College, Williamstown, MA 01267.

The 2nd International Conference on Simulation of Adaptive Behavior (SAB92) - Ilikai Hotel - Honolulu, Hawaii, December 7-11, 1992 - From Animals to Animats. This is the successor to SAB90, held in Paris, Sept., 1990. Its object is to bring together researchers in ethology, psychology, ecology, cybernetics, A/I, robotics, and related fields to further understanding of the behaviors and underlying mechanisms that allow animals and, potentially, robots to adapt and survive in uncertain environments. Conference will focus on simulation models to help characterize and compare various organizational principles or architectures capable of inducing adaptive behavior in real or artificial animals. Contributions treating any of the following from the perspective of adaptive behavior will receive special emphasis: Individual and collective behavior; Autonomous robots; Neural correlates of behavior; Hierarchical and parallel organizations; Perception and motor control; Emergent structures and behaviors; Motivation and emotion; Problem solving and planning; Action selection and behavioral; Goal-directed behavior sequences; Neural networks and classifier systems; Ontogeny, learning and evolution; Characterization of environments; Internal world models; Applied adaptive behavior and cognitive processes. For more information: Conference Chair, Jean-Arcady MEYER, Groupe de Bioinformatique, URA686.Ecole Normale Supérieure, 46 rue d'Ulm, 75230 Paris Cedex 05, France, Email: meyer@wotan.ens.fr or meyer@frulm63.bitnet; Herbert ROITBLAT, Dept. of Psychology, Univ. of Hawaii-Manoa, 2430 Campus Rd., Honolulu, HI 96822, USA, Email:

roitblat@uhunix.bitnet or roitblat@uhunix.uhcc.hawaii.edu; Stewart WILSON, Rowland Inst. for Science, 100 Cambridge Parkway, Cambridge, MA 02142, Email: wilson@smith.rowland.org.

The 23rd Meeting of the European Mathematical Psychology Group - July 14-16, 1992 - Brussels, Belgium - Vrije Universiteit. Recent work in mathematical modeling of psychological phenomena and the analysis of psychological data will be presented. Presentations will include: Perception and/or psychophysics; Measurement and scaling; Psychometrics; Cognition; Problem solving; Artificial intelligence and computer simulation; Learning and memory; Motivational dynamics; Neuropsychological theories; Psycholinguistics; Social psychology; Human factors and human-computer interaction; Analysis of 0/1 data; and Statistical and/or mathematical methods. For further information, contact: Peter Theuns, VUB - MAPO, Pleinlaan 2, 1050 Brussel, Belgium, Tel.: 32 2 641 20 56, Fax: 32 2 641 24 89, Email: ptheuns@BBRBFU60.BITNET or ptheuns@rc1.vub.ac.be; Telex: 61.051 VUBCO-B.

European Society for Philosophy and Psychology - Inaugural Conference - July 17-19, 1992 - Louvain, Belgium. The Society's goal is 'to promote interaction between philosophers and psychologists on issues of common concern.' Invited lecturers include Dan Sperber and Larry Weiskrantz. Symposia include: Intentionality, Reasoning, Connectionist Models, Consciousness, Theory of Mind, and Philosophical Issues from Linguistics. The conference will be held in the Institute of Philosophy, University of Louvain. More information: Daniel Andler, CREA, 1 rue Descartes, 75005 Paris, France, Email: azra@poly.polytechnique.fr; Martin Davies, Philosophy Dept., Birkbeck College, Malet St., London WC1E 7HX, England, Email: ubty003@cu.bbk.ac.uk; Beatrice de Gelder, Psychology Dept., Tilburg Univ., PO Box 90153, 5000 LE Tilburg, Netherlands, Email: beadedgelder@kub.nl; Tony Marcel, MRC Applied Psychology Unit, 15 Chaucer Rd., Cambridge CB2 2EF, England, Email: tonym@mrc-apu.cam.ac.uk.

The 13th International Congress of the Stress and Anxiety Research Society - July 17-19, 1992 - Louvain, Belgium. The Stress and Anxiety Research Society (STAR) is an international association of more than 300 researchers and practitioners, working on stress and anxiety in different settings (e.g., clinical