



# OBSERVER

Published by the American Psychological Society

Vol. 8, No. 3

May/June 1995

◆ **From The Chronicle of Higher Education...**  
An APS-written opinion piece on the Republican Congress .....3

◆ **Research grants attacked by fringe groups...**  
NIMH defends grants before Congress ..... 6

◆ **Sigma Xi selects...**  
APS members as speakers...8

*Neuropsychopharmacologist Floyd E. Bloom became the editor-in-chief of Science magazine on May 1. Bloom has worked closely with many APS members in research. Watch for coverage in the July/Aug. Observer.*



## Donchin to Edit *Current Directions*

*Changes are in store for journal's format, design, readability*

APS William James Fellow Emanuel Donchin has accepted the APS Board of Director's invitation to become editor of *Current Directions in Psychological Science* (CD). The February 1996 CD will be his inaugural issue of the bimonthly publication, as the four-year terms of co-editors Sandra Scarr and Charles Gallistel come to a close in December 1995.



Emanuel Donchin becomes the Editor of *Current Directions in Psychological Science* in 1996.

Donchin's appointment comes as the culmination of a seven-month search by the APS Publications Committee. Members of the Committee and the APS Board lauded Donchin's breadth of experience and his devotion to the discipline of psychology, combined with his enormous energy and enthusiasm.

"Manny alone could have solved the energy crisis," said Publications Board chair Robert Krauss, "but he's also a very focused guy who works toward specific goals. There are a lot of people who have energy, but Manny is unique in the way he harnesses

SEE DONCHIN ON PAGE 4

### INSIDE

APS 1995 Convention	10
Convention	
Registration Forms	insert
High-Level Psychologists	17
APS New Staff	30

### Departments

Presidential Column	2
Member Profile	24
People	27
International Psychology	28
Teaching Tips -	
Academic Advising	32
Members in the News	34
The Student Notebook	40
Obituaries	42
Organizational Profile -	
Teaching Psychology	44
Announcements	45
Employment Bulletin	49

## APS to Launch Teaching Journal

*New quarterly journal on teaching scientific psychology will begin publication in 1997 and be online!*

APS is in the final stages of developing a journal devoted to the teaching of scientific psychology, complete with practical formulas for successful instruction in all educational settings—high school, college, and university, including the postdoctoral level. Partly an electronic journal housed on the Internet, and partly a traditional printed publica-

**Submit your nomination for editor of Teaching Psychological Science.**

**See the Call for Editor on Page 14.**

SEE TEACHING ON PAGE 14

## The American Psychological Society

<i>President</i>	Marilynn B. Brewer
<i>President-Elect</i>	Richard F. Thompson
<i>Past President</i>	Gordon H. Bower
<i>Past President</i>	James L. McGaugh
<i>Past President</i>	Janet T. Spence
<i>Past President</i>	Charles A. Kiesler
<i>Secretary</i>	Robert Plomin
<i>Treasurer</i>	Paul W. Thayer

### Members at Large

Elizabeth Capaldi	Kay Deaux
Lorraine Eyde	J. Bruce Overmier
Sandra Scarr	Richard Weinberg

### Staff

<i>Executive Director</i>	Alan G. Kraut
<i>Bookkeeper/Office Manager</i>	Paul Rigby
<i>Director of Communications</i>	Lee Herring
<i>Director of Government Relations</i>	Susan Persons
<i>Director of Meetings &amp; Member Services</i>	Lauren Butler
<i>Meetings Manager</i>	Anne Kwiatkowski
<i>Database Manager</i>	Patricia Moore
<i>Marketing Manager</i>	Leslye Hally
<i>Membership Manager</i>	Maria Cuzzocrea
<i>Science Policy Staff</i>	Sarah Brookhart

## The APS Observer

<i>Publisher</i>	Alan G. Kraut
<i>Editor</i>	Lee Herring
<i>Staff Writer</i>	Don Kent

The **APS Observer** (ISSN: 1050-4672) is the monthly publication of the American Psychological Society (Federal ID Number: 73-1345573). On alternative months, beginning with February, the **Observer** consists of the **APS Employment Bulletin**. The May and June issues and the July and August issues are combined. Editorial and advertising offices are at APS, 1010 Vermont Ave., NW, Ste. 1100, Washington, DC 20005-4907; Tel: 202-783-2077, Fax: 202-783-2083, Internet: LHerring@APS.Washington.DC.US.

Contents copyright © 1995 by the American Psychological Society. All rights reserved.

All APS members receive the **Observer**. Domestic non-member subscription rates are \$35 (individual), \$50 (institution) and foreign rates are \$50 (individual) and \$65 (institution) per year. Add \$45 to upgrade from surface delivery to airmail for overseas addresses. Send subscription requests to the address above. Third-class postage is paid at Washington, DC. **Postmaster:** Send address changes to American Psychological Society, 1010 Vermont Ave., NW, Ste. 1100, Washington, DC 20005-4907.

**Contributors:** Unsolicited articles, announcements, and letters to the editor should be submitted to the Editor at the address above. Submit copy via mail (include computer diskette, if possible), fax, or email.

The **job classified ad** rate is \$5.50 per line (approx. 34 characters fit on a line; 6-line minimum). **Copy must be received by the 15th of the month preceding the month of publication.** Advertisers are invoiced after publication. An **editorial calendar** and a **display ad rate sheet** are available upon request. Contact:

*APS Observer and Employment Bulletin*  
1010 Vermont Ave., NW, Suite 1100  
Washington, DC 20005-4907  
Attn: Advertising Manager  
Tel: 202-783-2077, Fax: 202-783-2083

# Two Years In Retrospect

Marilynn B. Brewer  
*Ohio State University*



Fortunately, APS has not reached the point where running for president of the Society is a highly politicized process with electioneering, grassroots organizations, or inflated campaign promises. (Perhaps this will always be the case.) As a consequence, I have no explicit "Contract with APS" to be held accountable to at the end of my two-year term as President. Nonetheless, it does seem appropriate at this time to take stock of the last two years, to review the activities and accomplishments of APS, and to assess whether the organization has lived up to its promise and potential during this period of stewardship.

Shortly after the 1993 election results were announced, the May issue of the *Observer* carried an interview with me as the newly elected incoming president (it seems like just yesterday). In that interview I suggested two areas in particular where I had hoped the role of APS could be expanded in the years ahead. The first was the teaching of psychology as a scientific discipline, at the graduate, undergraduate, and high school levels. The second was the interface between basic and applied areas of psychology, living up to our motto of "giving psychology away in the public interest." How have we fared in these two arenas in the two years since?

## Teaching Enhanced

I am particularly pleased with the enhanced visibility of APS as an organization dedicated to issues of teaching psychology at all levels of education. The launching of the APS Institute on the Teaching of Psychology at the 1994 convention (and our co-sponsorship of the National Institute on the Teaching of Psychology annual January conference) marks our commitment to providing contact between and among scientists and teachers. This commitment will be expanded further with the development of the next APS journal, *Teaching of Psychological Science* (TPS) [see article on page 1]. TPS will provide a forum for the exchange of information, ideas, and research results among teachers of psychology both in the printed journal and through supplemental features available through the Internet. It is our hope that this new journal will expand and complement the organizational efforts of the Division of Teaching and other associations devoted to promoting the quality of teaching of the science of psychology in higher education.

## Applied Psychology

With respect to the promotion of psychology as an applied science, the Human Capital Initiative represents a magnificent effort to link basic research on psychological processes to issues of public policy. HCI has been successful beyond our original hopes and expectations. The initial document has been cited in budget language of the U.S. Congress, the focus of a meeting among heads of major private research foundations, and embraced by the National Science Foundation in a foundation-wide initiative. The HCI framework has spawned specific initiatives in the areas of productivity and the changing workplace, aging, and psychopathology, and new initiatives are under development in the domains of substance abuse and violence. All of these represent extensive cross-disciplinary efforts to promote basic science that will be relevant to critical national concerns. In the same spirit, APS is currently working with SPSSI on possible arrangements for placing a government relations fellow in the APS Washington office.

SEE BREWER ON PAGE 8

From . . .

# The CHRONICLE

of Higher Education

## Science and the Republican Congress

*Picture this: You look up one day to find that everything has changed. A crowd of unfamiliar faces swarms around you, saying things you hear but don't quite understand. The voices seem vaguely hostile, although occasionally you hear something encouraging. Still, you feel threatened; your instinct is to retreat while you desperately try to figure out who your friends are and, most of all, what the rules are in this strange new place.*

No, this is not a flashback to your first day in junior high. It is the current situation facing research scientists in Washington, where the Republican takeover of Congress has placed everything in science "on the table"—not just the federal programs that support university research, but also fundamental assumptions about the relationship between government and academic science.

How is the scientific community handling these changes? So far, not all that well.

Science has enjoyed considerable largess in the federal budget, even in the tight times of recent years. The casual observer wouldn't necessarily know this, since an obligatory part of every national meeting is to have eminent scientists take turns sounding crisis alarms about a lack of federal support, while scientific coalitions spend hours ineffectively pushing absurd wish lists called "professional judgment budgets" on behalf of federal research agencies in the hope of showing Congress how underfunded those agencies are.

This stuff just won't cut it any more.

This is an era in which politicians are telling agitated money seekers simply to "get over it."

The times demand a new approach by scientists whose research depends on federal support.

### Lessons Learned

Earlier this year, I found myself at an all-day hand-wringing meeting of groups whose members receive the lion's share of the annual budget of the National Institutes of Health. These insider groups had called the emergency session to discuss how the slash-and-burn rhetoric of the new Congress was likely to affect support for NIH. Ironically, these were the *Haves* talking:

microbiologists, cell biologists, molecular biologists (yes, these are all different groups), physiologists, virologists—basically, the gang that has owned NIH from the beginning. As I listened to their "woe is me" discussions, I wanted to say "Welcome to the real world."

I say this as someone who represents behavioral scientists, part of the NIH *Have-Nots*. We already know what it is like to have to fight for less than our rightful share of NIH funds. The difference is, we haven't been fighting against Congress—at least not lately. Both Democrats and Republicans have been supportive (though, frankly, I am not sure about the new Congress, yet). We've been fighting against these same *Haves* and their NIH cronies. Now this gang is being forced to wake up; to organize, some of them for the first time, to fight for what historically they considered their birthright. Bravo, I say. But in organizing, they are making some beginners' mistakes. Maybe this is inevitable as they develop collective political expertise, but maybe not. So let me presume to offer some lessons—many hard-learned—about the importance of taking a candid look within one's discipline or institution, and the importance of gauging and engaging the political processes that determine federal funding for science.

**Do a Political Reality Check.** First and foremost, take stock of your political reality: what you can and cannot do. Upwards of 250,000 scientists work at American universities, and lately I have been hearing plans to use them as 250,000 voters who can exert political pressure. Don't kid yourself. It won't happen; 250,000 scientists do not a grassroots network make. Scientists are big fish in university ponds, but not in Congress, and the personal qualities—such as creativity and independence—that lead to exciting, ground-breaking research are not very compat-

Last fall's changes in Congress subjected most who work in the science advocacy arena to an overnight "culture shock." Captured in this invited opinion piece are some observations about science advocacy, based on APS's history of successful science lobbying.

Adapted from the March 24, 1995, edition of *The Chronicle of Higher Education*, the article was written by APS Executive Director Alan Kraut, with assistance from APS Science Policy staff Sarah Brookhart.

THE EDITOR



## DONCHIN FROM PAGE 1

it for constructive purposes.”

APS President Marilyn Brewer cited “the breadth of his knowledge of psychology as a discipline, honed partly from many years as chair of the large department of psychology at the University of Illinois-Champaign and his very active presence in professional activities—his service in COGDOP (Chairs of Graduate Departments of Psychology), in accreditation, and in many other professional areas.”

APS President-Elect Richard Thompson said, “I can’t think of anyone more appropriate to take the helm of the journal. He’s widely experienced in all areas of psychology [and] *au courant* in techniques and approaches to the study of behavior.”

Donchin is a cognitive psychophysiol-ogist whose research for 30 years has focused on the way the brain implements cognition. He uses computer analysis to study the electrical activity of the brain in relation to associated external and internal events.

### Clearing Things Up With a Cutting Edge

“Sandy and Randy [Scarr and Gallistel] have done a smashing good job establishing and guiding *Current Directions* in its first four years,” Donchin said.

“Now the major purpose of my efforts in the first few issues will be to push a little further to get the writing even more generally accessible than it has been in the first years of the journal.”

“More accessible” are words frequently on Donchin’s tongue, right alongside “cutting-edge research,” when he discusses his plans for *Current Directions*.

“So, for example, if you write an article about memory you shouldn’t assume that everybody knows what the ‘Sternberg paradigm’ is—you’d have to put in a little explanation in writing” to make it more accessible.

He wants the journal to be written “in such a way that no matter which area of psychology is your specialty, you should be able to read and understand fully all of the articles without having to go to a textbook or dictionary.”

*Scientific American* is Donchin’s model for writing “at a level that an intelligent person with a reasonable scientific

background can understand.” Since accepting the editorship of CD, Donchin has made it a point to read the physics and chemistry articles in *Scientific American* to see how specialized areas of science “can be made a lot clearer” to people like himself who have no expertise in those domains.

One step Donchin expects to make to enhance the accessibility of the material to the reader “is to obtain two reviews of each proposed article—one by a person who is an expert in its substance area, and the other from an expert in an area specifically outside that domain,” explains Donchin. Both reviewers will focus on improving the accessibility of the article.

How far should accessibility go? “We’re not trying to create a popular magazine about psychology,” Donchin said. “It’s not a new version of *Psychology Today*.” Adding that *Current Directions* is intended for serious psychological scientists, Donchin emphasized that it also is very useful as a teaching instrument. “I think teaching is an important part of its mission. It’s already being widely used with students at all levels, and I think the writing has to be such that it will be more useful in that capacity.”

Donchin’s editorship will also usher in changes in the journal’s cover, and text typeface. The cover will be “more colorful.” Several cover designs are under consideration currently. We will shift to a serif typeface, since nonserif fonts (like those now used) are not as easy to read, Donchin noted.

### Historical and Personal Roots

Another intended innovation is the occasional inclusion of an article that would help bring the history of psychology back into focus, especially as it relates to a new or current area of research. These articles will focus on a subject that was a major issue for psychology in years past. It would recall why that was an

important issue at the time and what has happened to that issue since. In some cases, the issues or themes might have come back again as major issues under new names or as the same issue seen from a new perspective, he said.

In his first weeks since accepting the editorship, Donchin has been searching for

interesting new and cutting-edge areas of psychology by contacting people working in many different areas of the discipline. Eight or nine interesting articles have been promised already, he said.

Electronic mail gives him instant communication worldwide, whether from Israel, where he is on sabbatical through June, or from his home base

in Champaign, Illinois. He plans a brainstorming session for *Current Directions* article ideas and contributors at the APS annual convention in New York in late June. He also invites potential authors to send him one-page concept letters suggesting articles, as did the current editors.

For the past 14 years, Donchin headed the psychology department at the University of Illinois. The department’s 75 faculty members cover psychology “from the molecular to the macro level—from molecular neuroscience to community psychology,” said Donchin. The responsibility for such a large and comprehensive department “does give you an exposure to a fair coverage of psychology,” he conceded, in response to comments on his breadth of knowledge and experience.

Donchin’s editorial experience includes his associate editorship of *Psychophysiology* and *The EEG Journal* and innumerable reviews for many other journals.

### Common Ground, and Juggling to Keep Things off the Ground

Asked about the journal’s mission and

---

***I think teaching is an important part of [CD's] mission. It's already being widely used with students at all levels, and I think the writing has to be such that it will be more useful in that capacity.***

---

EMANUEL DONCHIN



# Customized Psychology Information via the Internet ...at a Discount!

The American Psychological Society and the Institute for Scientific Information® have teamed up to bring you two revolutionary psychology information services—**Focus On** and **Personal Searcher™**.

## Pre-defined or Customized. You Choose!

**Focus On** is a series of six separate, pre-defined, discipline-specific databases:

- Biological Psychology
- Clinical & Treatment Research
- Cognitive Psychology
- Developmental Psychology
- Industrial & Organizational Psychology
- Social & Personality Psychology

Delivered monthly over the Internet, each provides current bibliographic data and complete author abstracts from the leading international psychology literature relevant to its field.

**Personal Searcher** is a more specialized psychology database...because it's defined by YOU! It tracks down the latest bibliographic data and full-length author abstracts based on the exact specifications YOU supply. So you get truly customized research information, tailored to your needs by a profile YOU help create. Your individualized data is delivered via Internet either daily, weekly, or monthly.

it  
?  
!

### Delivered To Your Desktop

On is delivered monthly over the Personal Searcher, on a daily, or monthly basis. Either way, you'll get current data, at your computer, at your expense. Both cover core psychology literature as well as publications outside the core area that you may not normally consider, providing the necessary cross-discipline knowledge-jumping required for scientific dis-

## ORDER NOW!

**YES!** I want to:

- SUBSCRIBE** Please start my one-year subscription to the database indicated below. I understand that I'll be contacted by an ISI® sales representative to discuss my operating requirements. (Please indicate your preference below.)

- Focus On** (Please write your database choice.)

APS Member Price **\$169\***

Regular Price **\$225\***

- Personal Searcher™** (Includes a 30-day, money-back guarantee.)

APS Member Price **\$221\***

Regular Price **\$295\***

- ASK FOR A FREE TRIAL of Focus On\*\*** I've indicated my database choice below. I understand that I'll be contacted by an ISI sales representative to discuss my operating requirements.

- GET MORE INFORMATION** Please contact me immediately at:

Phone \_\_\_\_\_

Fax \_\_\_\_\_

E-Mail \_\_\_\_\_

I've included my address information on the reverse side of this card.

Signature: \_\_\_\_\_



### At a 25% Discount

As an APS member, you'll receive 25% off your subscription to these already reasonable resources.

Focus On and Personal Searcher. For more information or a free trial, complete and return the coupon below. And see how individualized they really are.

### Providing information:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



F-5160520

E-Mail \_\_\_\_\_

\* APS membership status will be verified.

\*\* Residents of CA, MD, NJ, and PA must add sales tax. In Japan, please contact your subscription agent for pricing. Prices valid through November 1995.

\*\* Trial offer may be void in certain geographic areas and may be withdrawn at any time.



**Institute for Scientific Information®**

3501 Market Street, Philadelphia, PA 19104-3389

Telephone: (215) 386-0100; (800) 336-4474 Fax: (215) 386-2911

S-529-6850



# NIMH Thwarts Attack on Behavioral Grants in U.S. House

*Anti-research fringe groups are largely responsible for attracting attention of congressmen*

WASHINGTON, DC—A swift response by the National Institute of Mental Health (NIMH) appears to have derailed an attack on behavioral research grants that occurred in the U.S. House of Representatives during hearings on the agency's budget. The attack was orchestrated by a coalition of organizations, including the Church of Scientology, that are advocating against government funding of mental health research.

In several cases, the principal investigator (PI) on the grant is a psychologist and APS member. However, many of the PI's are not psychologists and their grants focus on the biological bases of behavior. Almost all of the grants involve research on animals.

In late March, NIMH Acting Director Rex Cowdry was testifying before the House subcommittee that determines the annual appropriations for his institute and the rest of the National Institutes of Health, when he was asked about a list of grants that had been given to the appropriations panel by new panel member Rep. Ernest Jim Istook (R-OK) on behalf of the group of self-proclaimed "watchdogs."

## Bizarre Claims

The list of grants—which called into question their research methodologies, the length of some grants, and the subjects being studied—was accompanied by a press release that containing a number of bizarre statements, such as: "It's time to part the veil of secrecy and esoteric semantics surrounding some of the NIMH grants and let the taxpayers know what kind of wacky, even sinister science-fair experiments they're paying for."

Most of the targeted studies involved research on sexual behavior, and they were summarized in lurid distortions worthy of supermarket tabloid headlines. For example, one study on behavior therapy treatments for sex offenders was described this way: "Known child molesters were allowed to prey on

children without law enforcement officials being notified." NIMH documented the numerous steps that had been taken to ensure the protection of children, as well as the fact that the project had been reviewed and approved by the city chief of police, officials of the justice system and state legislators, and the men being treated in the project.

## Fringe Groups

"It's tempting to want to dismiss the whole incident as something cooked up by fringe groups with a grudge," said Alan Kraut, APS Executive Director, "but the real concern is that a member of the House of Representatives Appropriations Committee is taking these claims seriously."

"NIMH responded exactly as it should have," said Kraut, commending the agency for its strong defense of behavioral research. "By moving quickly and setting the record straight in the House, the Institute turned this potential disaster into an opportunity to highlight the research," he added. Kraut also said that the issue appears to be defused on Capitol Hill, at least for the time being. [See the examples of how NIMH responded, on the opposite page.]

## NIMH's Vigorous Response

The Institute's basic strategy was to provide Congress with detailed descriptions of each of the grants in question, plus some more general background on the value of different kinds of behavioral research. By all accounts, this exercise proved valuable in a number of ways, providing an education not only for members and staff of the House appro-

priations subcommittee, but also for staff within the Institute itself.

"Already, we've seen that our efforts and efforts by several NIMH grantees have been very useful in educating people on Capitol Hill and in the media about the quality of our basic research and its relevance to our scientific mission," said Rex Cowdry, NIMH's acting director.

"The attention directed to certain basic behavioral neuroscience research projects

by the scientologists' ludicrous mischaracterizations of those grants proved to be an unusual opportunity for NIMH," said Cowdry. "Members of the subcommittee asked appropriate, probing questions, and we provided vigorous answers." Cowdry credits

**By moving quickly and setting the record straight in the House, [NIMH] turned this potential disaster into an opportunity to highlight the research.**

ALAN KRAUT  
APS

NIMH staff with mounting "a rapid and effective response to the attack, a task that was not difficult, given the overall quality of the science."

Most of the grants came from NIMH's Behavioral and Integrative Neuroscience Research Branch, whose chief is APS charter member Richard K. Nakamura. Nakamura believes it is important that Congress and the public ask questions about NIMH's grants and that in answering, it is equally important that the essence of the research does not get lost in the translation necessary to convey science to the lay audience.

This was echoed by Ronald Schoenfeld, deputy director of NIMH's science policy office who, along with office director Lana Skirboll, helped develop the documentation that went to

CONTINUED ON NEXT PAGE

## How NIMH Responded . . .

We thought it might be useful for readers to see the distorted language used by the anti-research coalition to describe the targeted grants, and NIMH's "In Fact" responses. Of the 20 grants on the list, several were to APS members. Below are the coalition's verbatim descriptions of two, and NIMH's rejoinders, which in addition to defending the research are also good examples of an agency effectively explaining behavioral science and animal research to the public. NIMH made similar responses for each of the grants on the coalition's list, available from NIMH Office of Science Policy, 301-443-4335.

### Anatomy and Pharmacology of Fear-Potentiated Startle

Investigator: Michael Davis, Yale University School of Medicine

#### The Anti-Research Coalition says...

*A 4-year study in which drugged rats were startled using sound and electric shocks to determine which drugs block the fear mechanism.*

#### NIMH says...

*In Fact: Anxiety and panic disorders are widespread and, in their most severe forms, potentially incapacitating mental disorders. A distinguishing characteristic of these disorders is a person's inability to inhibit fears or anxieties, reflecting a problem in a little-understood "fear extinction" mechanism in the brain. This research project was designed to identify and examine the neural underpinnings of fear and anxiety. Toward this end, Dr. Davis successfully developed an animal model, called "fear-potentiated startle" (FPS). Dr. Davis' research... consistently demonstrate[s] that findings on fear-potentiated startle in rats generalize in almost every detail to fear reactions in humans.*

*In four years, this research has defined the entire FPS circuit in rat brain. Using a sophisticated battery of neuroanatomical, neurophysiological, and neurochemical techniques that could not be used with human subjects, Dr. Davis is able to track neural impulses from the instant a stimulus is received in the brain, through all neural "relay stations," and on to the initiation of a movement in response to the stimulus. The detailed anatomical and functional description of the FPS response in the rat has given scientists a much clearer picture of which parts of the human brain are involved in fear and anxiety, and thus where problems may arise that lead to certain anxiety disorders. With this research, it may be possible to develop new medications for treating these disorders.*

### Learning and Reproductive Behavior

Investigator: Michael Domjan, University of Texas-Austin

#### The Anti-Research Coalition says...

*An 8-year study wherein quail were castrated as part of the research on sexual behavior.*

#### NIMH says...

*In Fact: Animal studies of the basic mechanisms of learning traditionally have focused on clearly "biological" drives such as hunger or fear. Not until recently have researchers extended studies of learning to the more complex domain of sexual behavior, which usually involves the interaction of biological and social factors. While much research has been conducted on reproductive behavior in animals, such work has focused largely on hormonal influences, but has not addressed how these influences interact with learning.*

*In contrast to traditional comparative ... research in these areas, Dr. Domjan's innovative study of learning and reproductive behavior..., conducted in natural ... settings, extends the study of learning through a complex response system of reproductive behavior... Because much is known already about the Japanese quail's brain and hormonal mechanisms for sexual behavior, it is a particularly useful model for examining how nonbiological factors, such as learning, interact with hormonal influences on the animal's sex drive. One element of the research involves ... clarify[ing] how loss of hormones affects sexual behavior.*

*This research shows that sexual behavior is not simply driven by hormones, even in animals. Rather, these birds need to learn many of the appropriate cues to mating. Their learning has been shown to interact with their hormonal levels and to lead to, or suppress, sexual behavior. Now in its eighth year of NIMH support, the project is contributing to an enriched understanding of learning processes common to animals and humans; it also is elucidating how learned cues affect reproductive behaviors. By offering the most detailed analysis to date of the role of learning in sexual behavior, the research, in combination with human clinical studies, may contribute to improvements in behavioral and cognitive therapies for human sexual dysfunctions, including those often seen in mental disorders such as clinical depression and anxiety.*

## FROM PREVIOUS PAGE

Congress. "It can be a difficult task to explain the science to non-scientists," said Schoenfeld. "You don't want to trivialize the science, but you also have to recognize that those outside science might not be impressed with the accomplishments that have been made through this research. Information needs to be conveyed accurately and in a clearly understandable way."

### Internal Benefits

Nakamura also indicated that the process of responding to the questions about grants had some benefits inside NIMH. "It was a chance for people here in the Institute to get a look at this research and ask any questions they might have had as well," he said. "We in the basic science branches were really pleased by the director's support," he added.

Other grants on the list were supported by NIMH's Behavioral, Cognitive and Social Processes Research program which is headed by Mary Ellen Oliveri, who contributed significantly to this latest NIMH effort.

As the *Observer* goes to press, this situation is scheduled to be covered on ABC's *Prime Time Live*. Investigative reporter Sam Donaldson interviewed Cowdry and several of the scientists whose grants were on the hit list, and probably will interview representatives of the Church of Scientology or the other groups belonging to the coalition that is attacking NIMH funding of behavioral research. **S.B.**

## NO TIME FOR RESEARCH ?

Literature Searches  
Document Retrieval  
Research Design  
Data Analysis  
APA Style Editing  
Licensing & Credential Verification  
24 Hour Service

**GILMAN RESEARCH SERVICES**  
"Answers to Your Questions"  
(800) 934-6407



# Sigma Xi Lecture Program Features APS Members

*Distinguished College of National Lecturers series selects Cacioppo and Gallagher for 1996-97 program*

The 95,000-member national scientific and engineering honor society, Sigma Xi, has selected two APS members to join its distinguished body of 35 National Lecturers. An immensely popular program among Sigma Xi's members, the lecture program sponsors lectures for its members at events organized by local chapters or clubs.

Once we learned that it has been four years since a behavioral scientist was included in the 58-year-old program, APS seized the opportunity to suggest some excellent speakers to Sigma Xi's Lecturers



Cacioppo

Committee. Chaired by George Rapp, Jr., of the University of Minnesota Archaeometry Department, the Committee selected two well-known APS members for inclusion in the program's 59th consecutive year: John T. Cacioppo, Ohio State University, and Michela Gallagher, University of North Carolina-Chapel Hill.



Gallagher

The purpose of the Lecturers Program is to have experts "communicate their insights and excitement to a broad range of

**SEE LECTURERS ON PAGE 13**

**BREWER FROM PAGE 2**

## Clinical Science

APS also has given special attention to initiatives that promote clinical science and the scientific base of psychological practice. Our 1992 Summit on Accreditation contributed to the establishment of the Academy of Psychological Clinical Science devoted to preserving and enhancing research-based training in clinical psychology at the doctoral level. And we continue to work with affiliated organizations such as AAAPP and the Division 12 Section on Clinical Science to promote funding for research and training in clinical sciences and to provide forums for information exchange and communication among clinical researchers in diverse settings.

## Organizational Integration

On other fronts, our organizational linkages have been expanded to strengthen ties with allied organizations such as the Council of Graduate Departments of Psychology, the International Union of Psychological Science, and the Coalition for Health Funding. Internally, we have expanded our services to affiliate organizations including arranging for pre-convention conferences in connection with the annual meeting and providing contractual services for the Society for Psychophysiological Research and the Society for Research in Child Development. A unique partnership between APS and the Institute for Scientific Information provides our members with access to bibliographic search services designed to help manage the expanding information base in our discipline.

## Washington Presence

And, most importantly, the Society continues to devote substantial resources to ensuring that psychological science has a strong voice in Washington in matters that directly impact the future of the discipline, efforts capped recently by the long-

awaited appointment of a director to head the newly created Office of Behavioral and Social Science Research at the National Institutes of Health.

Not a bad list for a two-year retrospective. I wish I could take credit for everything that has been achieved or initiated by APS during this term. But I must confess I had more than a little help from friends. As anyone who has participated in APS activities well knows, the human energy that makes it all happen comes from our incredibly dedicated staff in the Washington office and our indefatigable Executive Officer, Alan Kraut. Much credit also goes to the members of our working boards and committees, particularly the officers and members of the Board of Directors, and the members of our Publications, Elections, Fellows, Convention, and Awards committees. APS is still a bureaucratically lean organization, but the efforts of our members who agree to give their time and energy to volunteer service are critical to our survival and growth. There are some 900 APS Liaisons who volunteer their efforts to promoting APS among non-member colleagues! Thanks to all of you who have made these two years a rewarding and exciting experience. ♦

## APS Trivia Quiz

**Why did Marilyn Brewer's presidential term last for two years rather than one?**

**Answer:** In 1994-95 we shifted from a two-year presidential cycle of service to a new three-year cycle. Prior to the bylaws change that brought this about, the President simply served two years as President. From now on, presidents will serve on the APS Board for one year each as President-Elect, President, and then Past-President. The change went into effect during Brewer's presidency, so she is the "last of the two-year presidents." We will have completed the transition to the new three-year cycle of service when Brewer begins her one-year term as Past-President, and President-Elect Richard Thompson assumes his one-year post as President in June 1995. Confused yet?

## BOOKS

## IN MIND

Original in Paperback

**PSYCHOLOGISTS IN WORD AND IMAGE**

Nicholas Wade

These perceptual portraits of more 100 thinkers provide an alternative view of the history of psychology that is both pleasing and puzzling.

A Bradford Book  
256 pp., 104 illus. \$22.50

**COGNITIVE SCIENCE****An Introduction, second edition**

Neil A. Stillings, Steven E. Weisler, Christopher H. Chase,  
Mark H. Feinstein, Jay L. Garfield, and Edwina L. Risland

This is a new edition of what is still the only available comprehensive, lower-level introduction to cognitive science, and now includes chapters on neuroscience and connectionism.

544 pp., 134 illus. \$45.00

**MINDBLINDNESS****An Essay on Autism and Theory of Mind**

Simon Baron-Cohen

"Wow! In this lucid, compelling book Simon Baron-Cohen guides us deep into the realm of the mind. This fascinating book captures the excitement of an emerging field; and advances that field." —Henry M. Wellman, University of Michigan

208 pp., 43 illus. \$22.50 (May)

**DYNAMIC PATTERNS****The Self-Organization of Brain and Behavior**

J. A. Scott Kelso

This book uses the key concept of self-organization in nature and the language of dynamical systems to explain the connections among mental, brain, and behavioral events.

368 pp., 120 illus., 10 color \$49.95 (June)

**MIND AS MOTION****Explorations in the Dynamics of Cognition**

edited by Robert F. Port and Timothy van Gelder

The first comprehensive presentation of the dynamical approach to cognition, this book contains a representative sampling of research on topics such as perception, motor control, speech and language, decision making, and development.

668 pp., 139 illus. \$55.00 (July)

**THE HANDBOOK OF BRAIN THEORY AND NEURAL NETWORKS**

edited by Michael Arbib

"No existing work comes close to covering the same range of topics in such an authoritative way. The editor has gone far beyond the usual collection of articles in providing roadmaps and cross-references for each topic. Judging from the articles that I have read and from the list of authors, the *Handbook* will become an invaluable resource to a wide range of researchers." — Professor Jerry A. Feldman, International Computer Science Institute and University of California at Berkeley

1,150 pp., 1,200 illus. (July)  
\$150.00 through September 30, 1995,  
\$175.00 thereafter

**A DYNAMIC SYSTEMS APPROACH TO THE DEVELOPMENT OF COGNITION AND ACTION**

Esther Thelen and Linda B. Smith

Cognitive Psychology series. A Bradford Book  
368 pp., 114 illus. \$50.00

**THE ENGINE OF REASON, THE SEAT OF THE SOUL****A Philosophical Journey into the Brain**

Paul M. Churchland

"*The Engine of Reason, the Seat of the Soul* is an outstanding philosophical achievement, integrating artificial intelligence, brain neurology, cognitive psychology, ethology, epistemology, scientific method, and even ethics and aesthetics, into an interlocking whole."

— W.V. Quine, Harvard University  
330 pp. 89 illus. \$29.95 (June)

**THE ORGANISM**

Kurt Goldstein

with an introduction by Oliver Sacks

This book, widely considered a modern classic in psychology and biology, offers a broad introduction to the sources and range of application of the holistic, organismic research program that has become a standard part of biological thought.

Distributed for Zone Books  
412 pp. \$26.95 (June)

**AN INTRODUCTION TO NEURAL NETWORKS**

James A. Anderson

*An Introduction to Neural Networks* is the only book that de-emphasizes engineering and focuses instead on essential assumptions, the nature of network computation, neural data representation, and applications to cognition.

A Bradford Book  
672 pp., 367 illus. \$55.00

**WHITE QUEEN PSYCHOLOGY AND OTHER ESSAYS FOR ALICE**

Ruth Garrett Millikan

A Bradford Book  
400 pp. \$17.50 (April)

**WHAT IS COGNITIVE SCIENCE?**

Barbara Von Eckardt

A Bradford Book  
478 pp., 42 illus. \$22.50 (April)

**COGNITIVE MODELS OF SPEECH PROCESSING****Psycholinguistic and Computational Perspectives**

edited by Gerry T. M. Altmann

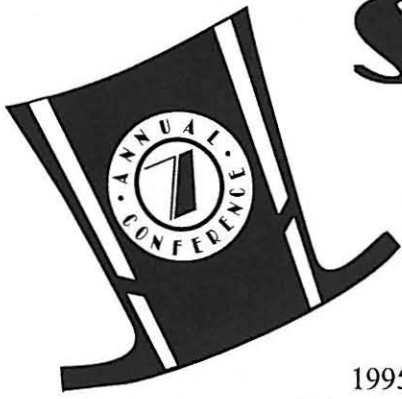
ACL-MIT Press Series in Natural Language Processing. A Bradford Book  
552 pp. \$20.00 (April)

Now in Paperback

**The MIT Press**

55 Hayward Street Cambridge, MA  
02142 • Fitzroy House, 11 Chenies  
Street, London WC1E 7ET, England

To order call toll-free 1-800-356-0343 (US & Canada) or (617) 625-8569. MasterCard & VISA accepted. Prices will be higher outside the U.S. and are subject to change without notice.



# Science Gets Top Billing at 1995 APS Convention

It's almost time for the curtain to rise on the hottest Broadway blockbuster of the 1995 season—the APS 7th Annual Convention. The lights at the Sheraton New York Hotel and Towers are dimming, the orchestra is striking up the overture—can't you just feel the excitement? And the wait will definitely be worth it. This spectacular show features the best performances in the field of psychological science—the brightest stars, the most controversial acts, and hundreds of psychological scientists starring in both select concurrent sessions and more than 900 diverse poster presentations. The listings on the following pages highlight just a small sample of the dedicated and distinguished scientists who have volunteered to share their wisdom with the APS audience. Joining the invited cast members featured in previous issues are those APS members who successfully auditioned for roles. The Program Committee receives many more submissions than can be accommodated within the space and time constraints of the meeting, and only 55% of the nonposter submissions were selected for inclusion in this impressive program.

Appearing on the same playbill will be a matinee performance of the 2nd Annual APS Institute on the Teaching of Psychology on June 29. This day-long program combines substantive talks by leaders in scientific psychology with poster and roundtable presentations that feature innovative teaching strategies and effective classroom tools. Aimed at an audience of teachers at two- and four-year colleges and universities and graduate students, this show is sure to be a sellout. Last year's inaugural Teaching Institute attracted almost 450 participants, so don't wait to buy your "ticket"!

This hit show has a limited run of just four days (June 29-July 2), so be sure to reserve your seat immediately! A convention registration form and a hotel reservation form have been reprinted in this issue for your convenience (see insert). The advance deadline for both registration and hotel rooms is JUNE 10, so send in your reservations now to get the best seats. SEE YOU AT THE SHOW!

CONTINUED ON NEXT PAGE

## *STEPHEN JAY GOULD TO SPEAK AT NEW YORK MEETING*

World-famous Harvard evolutionary biologist Stephen Jay Gould will speak on the "Fallacies of *The Bell Curve*" at 8PM on Saturday, July 1, at the Sheraton New York Hotel and Towers. Gould is the author of several books that bear on psychological issues, including the *Mismeasure of Man*, and has been a leading spokesperson against a simplistic genetic view of intellectual behavior.

Gould is the featured speaker at the American Association of Applied and Preventive Psychology's (AAAPP) meeting, one of several complementary meetings being held in conjunction with the APS 7th Annual Convention. Gould also will receive AAAPP's award for "Contributions to the Support of Applied Scientific Psychology," an award given to persons outside of psychology who nevertheless provide intellectual or other support for a scientific approach to applied psychological issues.

His address will be cosponsored by AAAPP and APS and is open to all conference registrants. (Since, for the first time, no registration fees are being charged to attend the AAAPP meeting, AAAPP is encouraging its members to register for the APS convention). For more information on the AAAPP meeting program, please contact Victoria Follette, Executive Officer, AAAPP, Department of Psychology, University of Nevada, Reno, Nevada 89557-0062.



## Cast of Invited Speakers

- Nancy Cantor**, Princeton Univ.  
**Neil Charness**, Florida State Univ.  
**Fergus I.M. Craik**, Univ. of Toronto  
**Phoebe Ellsworth**, Univ. of Michigan  
**Louise Fitzgerald**, Univ. of Illinois-Champaign  
**Michela Gallagher**, Univ. of North Carolina  
**Stephen Glickman**, Univ. of California-Berkeley (BRING-THE-FAMILY ADDRESS, 6/30, 8PM)  
**Robert Hogan**, Univ. of Tulsa  
**John Kihlstrom**, Yale Univ. (KEYNOTE ADDRESS, 6/29, 5PM)  
**Geoffrey Loftus**, Univ. of Washington  
**David Lubinski**, Iowa State Univ.  
**Walter Mischel**, Columbia Univ.  
**Katherine Nelson**, City Univ. of New York  
**Daniel Schacter**, Harvard Univ.  
**Dale Sengelaub**, Indiana Univ.-Bloomington  
**Barry Stein**, Wake Forest Univ.  
**Carole Wade**, Dominican College of San Rafael

## Roster of Invited Symposia

- Alcohol: The Brain and Behavior**—Ellen D. Witt, National Institute on Alcohol Abuse and Alcoholism, organizer
- Beyond the Bell Curve: Genes, Intelligence, and Achievement in Perspective**—Marilynn B. Brewer, Ohio State Univ., organizer (PRESIDENTIAL SYMPOSIUM, 6/30, 3PM)
- Biological Substrates of Psychopathology**—Academy of Clinical Science
- Concepts of Inhibition Across Psychological Domains**—Morton Ann Gernsbacher, Univ. of Wisconsin-Madison
- Convergences of Social and Organizational Psychology**—J. Richard Hackman, Harvard Univ., organizer
- Developmental Psychopathology**—Academy of Clinical Science
- Everyday Cognition and Aging: Maintaining Driving; Acquisition of Computer Skills**—Denise Park, Univ. of Georgia, organizer
- Marriage and Families**—Academy of Clinical Science
- Mental Construal in Social Judgment**—Norbert Schwarz, Univ. of Michigan-Ann Arbor, organizer
- Realities and Myths of the Repressed Memory Controversy**—Elizabeth Loftus, Univ. of Washington, organizer
- Stories of How We Begin to Remember: Developments in Event Memory and Representation**—Patricia J. Bauer, Univ. of Minnesota, organizer

## Appearing in an Invited Address

**Louise Fitzgerald**  
University of Illinois-Champaign

### *The Antecedents and Consequences of Sexual Harassment in Organizations: An Integrative Process Model*

Researchers have typically studied sexual harassment as an isolated event, disembedded from its organizational context and isolated from other stressors, both traumatic and mundane. The likely influences of individual differences in victim vulnerability and coping response on outcomes have been similarly neglected. This paper describes an integrated model of the antecedents and consequences of sexual harassment in organizations, as well as its implications for organizational policy and social change.



**Geoffrey Loftus**  
University of Washington

### *Significance Testing in the Social Sciences: Curse or Abomination?*

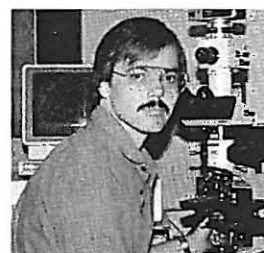
The practice of significance testing is almost universal in social science research. However, this practice is inimical to scientific insight, and has almost certainly impeded both empirical and theoretical progress. In this talk, I will justify these assertions and discuss possible alternatives to significance testing.



**Dale Sengelaub**  
Indiana University-Bloomington

### *Hormonally Mediated Plasticity in an Aging Neuromuscular System*

Using evidence from a simple neuromuscular system in rats, my talk will focus on the influence of hormonal changes on the structure and functioning of steroid-sensitive motoneurons in adult and aged animals. Hormone levels decline normally with advancing age in male rats, resulting in dramatic regressive changes in this neuromuscular system. All of these age-related regressive changes can be reversed or prevented with androgen treatment.



CONTINUED ON NEXT PAGE

**Advance Registration &  
Hotel Reservation  
Deadlines = June 10  
(see Insert for forms)**

FROM PREVIOUS PAGE

## Appearing in an Invited Symposium

### Convergences and Divergences Between Social and Organizational Psychology: A Panel Discussion

**J. Richard Hackman**, organizer  
Harvard University



Before the late 1960s, social and organizational psychology were so intertwined that they could not be distinguished. Then the areas separated. Reconciliation may now be in the offing, as social psychologists attend to the institutional contexts within which social cognition takes place, and organizational psychologists invoke cognitive explanations for group and organizational behavior. Panelists will identify points of convergence and divergence between the two areas today, note opportunities for synergy between them, and identify blind alleys at the areas' intersection that may tempt the unwary. After initial discussion by the panel, audience members' comments will be invited. (Other participants: Teresa Amabile, Harvard Business School; Joel Brockner, Columbia Business School; John Darley, Princeton University; Madeline Heilman, New York University; David C. McClelland, Boston University; and Richard Moreland, University of Pittsburgh)

## Also on the Marquée

(concurrent sessions submitted by APS members)

### Clinical and Lay Perceptions of Claims of Recovered Repressed Memories of Abuse

**Bette L. Bottoms**, University of Illinois-Chicago, chair

### Comorbid Mental Health Problems Among Juvenile Delinquents: Causes and Consequences

**Ralph M. Turner**, Temple University, chair

### Continuity and Discontinuity in Values and Self-Efficacy in Late Adolescence

**Serge Madhere**, Howard University, chair

### Dynamic Social Impact: The Creation of Culture by Communication

**Ladd Wheeler**, University of Rochester, chair

### Emotion Regulation and Health

**James J. Gross**, Stanford University, chair

### Empirical Research on the Death Penalty: The Next Generation

**Edith Greene**, Harvard Law School, chair

### Fragile Self-Regard: Causes and Consequences

**Kathryn C. Oleson**, Ohio State University, chair

### Gender Effects and Schematic Processing Theory: A View Through the Infant's Eyes

**Robert A. Haaf**, University of Toledo, chair

### How Participation in Fiction May Affect Real-World Beliefs

**Timothy C. Brock**, Ohio State University, chair

### Longitudinal Models of Dynamic Processes in Cognition and Personality

**John J. McArdle**, University of Virginia, chair

### Neointerference Theory

**Frank N. Dempster**, University of Nevada-Las Vegas, chair

### Political Psychology: Applying Social Psychological Theory to Political and Policy Concerns

**David A. Houston**, University of Memphis, chair

### Polygraph Testing: Methodological and Theoretical Issues

**Leonard Saxe**, CUNY Graduate School, chair

### A Social-Cognitive Approach to Life-Span Developmental Psychology

**Alexandra M. Freund**, Max Planck Institute for Human Development, chair

### Space Perception and Action: Neural and Perceptual Convergences

**Leonard Matin**, Columbia University, chair

### The Open-Field in Comparative Psychology: Promises and Failures

**Gary Greenberg**, Wichita State University, chair

### Training for What? Soothsayer or Scientist?

**Hollida Wakefield**, Institute for Psychological Therapies, chair

### Unconscious Perception and the Objective Threshold

**Howard Shevrin**, University of Michigan Medical Center, chair

### Universality, Variation and Functions of Emotional Expression

**Dacher Keltner**, University of Wisconsin-Madison, chair



# SPSP to Hold Meeting in Conjunction With APS Convention

The Society for Personality and Social Psychology (SPSP), an organization of approximately 3,500 personality and social psychologists, will hold its fifth annual meeting June 28-29 in New York, immediately preceding the APS convention. The previous conventions have been enormously successful, with high attendance and quality presentations. The 1995 SPSP convention promises to continue in this tradition.

The theme for this year's SPSP convention, chosen by SPSP President John Cacioppo and President-elect Robert Cialdini, will be **"Into the 21st Century: New Directions and Approaches in Personality and Social Psychology."** The convention will begin at 12:00 on Wednesday, June 28th, with an Open Forum with Editors (moderated by John Cacioppo and Robert Cialdini). The panel includes editors from *Personality and Social Psychology Review*, *Basic and Applied Social Psychology*, *Personality and Social Psychology Bulletin*, *Journal of Personality and Social Psychology*, *Journal of Personality*, and *Journal of Experimental Social Psychology*. In the afternoon, from 3:15-5:15PM, a symposium on "Personality and Social Psychological Contributions to Health Psychology," chaired by John Cacioppo, will feature Jamie Pennebaker, Shelley Taylor, Andy Baum, and Howard Leventhal. A reception will follow at 5:30PM.

The program on Thursday, June 29th, includes two symposia. The first session, from 9:30-11:30AM, on "Interactions between Personality and Social Processes" will feature Nancy Cantor, James Dabbs, Oliver John, and Phillip Shaver. In the second session, from 1-3PM, Daphne Bugental, John Darley, Harry Reis, and David Watson will discuss "New Concepts, Paradigms, and Technologies for Investigating Mental, Social, and Personality Processes."

All those attending the APS convention (SPSP members and non-members) are welcome to attend the SPSP convention. No extra registration fee is required. For further information on the convention, contact Paula R. Pietromonaco, Chair of the Convention Committee, SPSP, Department of Psychology, Tobin Hall, University of Massachusetts, Amherst, MA 01002 (e-mail: monaco@psych.umass.edu).



## LECTURERS FROM PAGE 8

scholars and to the community at large," according to Sigma Xi. The program allows chapters and clubs to host visits by outstanding scientists who are at the cutting edge of science. The lecturers are prepared to deliver talks at three different levels: Public (aimed at issues of a general concern to a lay audience); General (intended for a typical Sigma Xi audience of scientists and other scholars from all disciplines); and Specialized (targeted at scientists and students in fields closely related to that of the lecturer).

Some 18 new speakers are selected from among 40 to 60 nominees each year, and they are included for a two-year period on the roster of lecturers. With headquarters located in Research

Triangle Park, North Carolina, Sigma Xi has about 1,580 psychologist members.

Members and nonmembers of Sigma Xi who would like to invite a lecturer to their community should contact Sigma Xi headquarters (toll free at 800-243-6534) for a complete 1996-97 speakers list and for the nearest chapter or club. Invitations are extended directly by the chapter/club to the individual lecturer, and all arrangements for dates, travel, and hospitality are made between the sponsoring Sigma Xi Chapter or club and the invited speaker.

APS is pleased to have participated in strengthening the breadth of the National Lecturers program for this coming year. ♦



## TEACHING FROM PAGE 1

tion, the journal's inaugural issue is planned for 1997.

Tentatively titled *Teaching Psychological Science* (TPS), the quarterly journal is expected to fill a void in academic psychology. And, by virtue of its Internet-based interactive component, the journal will fill needs beyond the scope of a traditional scholarly publication. This will be the third APS journal, joining *Psychological Science* (PS) and *Current Directions in Psychological Science* (CD), both of which contain articles from a wide range of areas. The teaching journal will continue in this same vein by addressing issues of interest across the discipline.

Development of the journal and selection of an editor are being overseen by the APS Publications Committee, chaired by Robert Krauss of Columbia University. Other Committee members include: Mark Appelbaum, Niall Bolger, Gerald Davison, Marcia Johnson, Robert Kraut, and Lynn Nadel.

#### Recognizing the Importance of Teaching

About 95 percent of APS members are involved in the teaching of psychology in some capacity. The new journal is in part an outgrowth of APS's increasing support of activities in this area. These activities include a one-day Institute on the Teaching of Psychology scheduled in conjunction with the APS annual meeting (this year's Institute will be on June 30, 1995, at the New York convention), and co-sponsoring the well-known National Institute on the Teaching of Psychology held annually in January.

Further, given the immense popularity of both of these teaching institutes, and many others across the country, it was apparent that a demand exists for high quality information on teaching the science of psychology. A more ongoing vehicle for sharing information on teaching psychology is a natural outgrowth of these regular, but time-limited, teaching institutes.

Many factors guided the APS Publications Committee toward development of the journal, which the APS Board of Directors approved last year. For example, although many APS members

## Call for Nominations

### EDITOR

## *Teaching Psychological Science*

The Publications Committee of the American Psychological Society (Robert Krauss, Chair, Mark Appelbaum, Niall Bolger, Gerald Davison, Marcia Johnson, Robert Kraut, and Lynn Nadel) invites nominations for a four-year term for a founding Editor of the Society's journal *Teaching Psychological Science*.

As described in the accompanying article, *Teaching Psychological Science* is a timely source of scholarly articles focused on teaching and spanning the entire spectrum of scientific psychology. The audience includes the members of APS engaged in educating tomorrow's scientific psychologists and especially includes teachers of psychology from the high school level through college/university and postdoctoral levels.

Nominees must be members of APS and should be prepared to begin soliciting manuscripts in mid-1996. They should be especially capable in using the Internet. Send a complete curriculum vita and cover letter explaining the nominee's qualifications. Self-nominations are encouraged, as are nomination of members of underrepresented groups in psychology. Nominees are encouraged to submit a statement briefly discussing their ideas on the journal's development.

Nominations should be sent by August 31, 1995, to:

Robert Krauss, Chair  
 APS Publications Committee  
 American Psychological Society  
 1010 Vermont Ave., NW, Suite 1100  
 Washington, DC 20005-4907



spend a significant portion of their time in teaching, the field as a whole has provided relatively little support—teaching institutes notwithstanding—for such activities. APS President Marilyn Brewer said of the new journal, “TPS is an important signal to the academic community that APS is strongly committed to promoting

teaching in psychology and to serving the needs of members whose primary professional identity is teaching.” [See also Brewer's discussion of TPS in the Presidential Column that begins on page 2.]

CONTINUED ON NEXT PAGE

FROM PREVIOUS PAGE

### Changing Attitudes

Historically the higher education community has not valued teaching as much as research and scholarship. This has been especially true for undergraduate teaching. There is evidence that such attitudes are beginning to change, according to the Committee. In the current climate, even the most prestigious research institutions are faced with increased pressures to demonstrate the effectiveness of their instructional programs. As a result, most academic

psychologists increasingly find themselves involved in more formal planning and assessment activities (e.g., goal setting, program evaluation, curriculum planning, etc.), activities that can yield important information about the effectiveness of teaching as well as learning. Such

activities, which are a critical part of making appropriate changes in curricula and course design, also are relatively uncharted territory for the majority of teachers in any discipline, including psychology. TPS will be an important venue for practical information about program assessment and evaluation, particularly since scientific psychologists, with their expertise in the area of learning and cognition, have a leading role to play in the development of assessment and evaluation mechanisms.

In addition, according to Krauss, many psychologists may be well trained in the *science* of psychology, but for the most part, their graduate training has provided little guidance for the task of *teaching*. "Typically their first instructional appointment marks the beginning of their learning how to teach," Krauss said.

"Learning to effectively present complex ideas in comprehensible ways, organize topics coherently, and engage students' natural curiosity has often been a matter of each individual reinventing the

wheel," the Publications Committee said in its proposal for the new journal. Given that scientific psychologists are committed to the creation and transmission of knowledge and that teaching is one of the primary means by which scientific knowledge is transmitted, the journal is a natural for APS's publications portfolio.

### The Universe of Courses

In a limited way, textbook publishers have been the source of teaching-related materials. In addition to the texts themselves, many of the more enterprising publishers have provided an assortment of

useful materials (transparencies, study guides, test questions, demonstrations, tips for teachers, etc.). However, publishers' efforts have focused only on a small number of "core" courses that typically enroll the

largest numbers of students. TPS will address the entire universe of psychological science courses.

APS hopes to offer TPS as a benefit of membership in APS, at least for the first year of the publication, thereby giving teaching "top billing" and formally enhancing the exposure of teaching issues. This should help elevate their status as well as encourage empirical research and promote additional serious discussion.

Both PS and CD are aimed at the specialist and generalist alike, with the goal of educating people about developments outside their domains of expertise. TPS likewise is expected to appeal to a wide audience. Even those who are not teachers may realize they can better understand a topic if they read about how it can be effectively taught to others.

### Forum for Discussing Teaching Issues

It is expected that TPS would be a forum for discussions of matters that extend beyond the individual course in

psychology (e.g., how should a graduate curriculum be structured, what are the goals of the undergraduate major in psychology). As presently envisioned, there will be six kinds of articles:

- (1) **Discussions of issues concerned in a general way with education in psychology.** These include topics such as teacher evaluation, curriculum structure, teaching about culturally or politically sensitive topics such as gender, and ethnicity.
- (2) **Discussions of the teaching of specific contents, approaches or methods.** The courses discussed could be part of the traditional psychological curriculum and the article might describe one or more approaches to teaching that subject matter. But articles describing courses that combine traditional contents in original ways or bring various research approaches to bear on a common topic would be especially encouraged.
- (3) **Research on teaching.** TPS would publish high quality empirical studies on the teaching of psychology and related topics.
- (4) **Reviews of textbooks, videotapes, computer software, specialized apparatus for classroom use, etc.** An important feature will be to inform readers in a timely fashion of what is available for use in teaching. There is a proliferating market that can be applied in teaching. Some of it (e.g., presentation software) was developed for nonacademic applications but is readily adaptable. Other material, developed to meet a local educational need, is not widely distributed.
- (5) **Letters.** This section will be integral to the journal's overall mission.
- (6) **Special Sections.** In addition to these regular sections, TPS will from time to time publish special sections devoted to specific subareas. Examples include "Teaching Undergraduates about the Nervous System," "The Graduate Quantitative Methods Course."

---

***Learning to effectively present complex ideas in comprehensible ways, organize topics coherently, and engage students' natural curiosity has often been a matter of each individual reinventing the wheel.***

---

APS PUBLICATIONS COMMITTEE

---

CONTINUED ON NEXT PAGE

FROM PREVIOUS PAGE

**Internet "Annex"**

An exciting aspect of this new journal is its planned use of the Internet. TPS would offer electronic features to supplement the traditional printed version. Although these services will evolve over time, initially they might consist of the following:

- ◆ **A letters section**, in which readers can post letters and commentary, responding to the articles and refereed material in the journal, and respond to each others' discussion.
- ◆ **A materials section**, in which readers could post sample curricula, syllabi, cases, exercises, reading lists, datasets, and other educational materials.
- ◆ **An advertising section**, in which publishers and other advertisers would post more complete descriptions and samples of their books, tapes, and other courseware than possible in their print advertising. The section would provide a facility for readers to ask questions of the publisher, request desk copies, and place orders.
- ◆ **A real-time communication section**, in which readers could discuss issues associated with teaching. The real-time communication section would include distinct, fixed locations where readers could "meet" to discuss specific topics (e.g., teaching statistics or social psychology). In addition, the real-time communication section may sponsor special events such as real-time discussions with the authors of lead articles that have appeared in the traditional print journal.

Commenting on this electronic "annex" of the journal, Krauss said, "We expect TPS's 'electronic annex' to add enormously to the journal's value and usefulness. So-called 'electronic journals' have,

**NOW AVAILABLE! 20% Discount for APS Members****ANNUAL REVIEW OF PSYCHOLOGY**

Volume 46 • published February 1995

Janet T. Spence *Editor* • John M. Darley, Donald J. Foss *Associate Editors*

APS Member price: \$36.80 USA; \$40.80 other countries (ISBN 0-8243-0246-X)

**CONTENTS**

- Four Tensions Concerning Mathematical Modeling in Psychology: *R.D. Luce*
- Research Assessing Couple and Family Therapy: *J.L. Lebow and A.S. Gurman*
- Language Comprehension: Sentence and Discourse Processing: *P.A. Carpenter, A. Miyake, and M. A. Just*
- Diagnosis and Classification of Psychopathology: Challenges to the Current System and Future Directions: *L.A. Clark, D. Watson, and S. Reynolds*
- Acquiring Intellectual Skills: *J.F. Voss, J. Wiley, and M. Carretero*
- Emotion: Clues From the Brain: *J.E. LeDoux*
- Personality Processes: *W. Revelle*
- Interpersonal Relations: Mixed-Motive Interaction: *S.S. Komorita and C.D. Parks*
- Understanding Human Resource Management in the Context of Organizations and their Environments: *S.E. Jackson and R.S. Schuler*
- Organizational Behavior: *B. Wilpert*
- Teaching in Subject Matter Areas: Science: *J. Sandoval*
- Data Analysis: Continuing Issues in the Everyday Analysis of Psychological Data: *C.M. Judd, G.H. McClelland, and S.E. Culhane*
- Psychological Characteristics of Maltreated Children: Putative Risk Factors and Consequences: *J.F. Knutson*
- Adolescent Development: Pathways and Processes of Risk and Resilience: *B.E. Compas, B.R. Hinden, and C.A. Gelfand*
- What We Can Learn from Invertebrate Learning: *F.B. Krasne and D.L. Glanzman*
- Aging and Speed of Behavior: Possible Consequences for Psychological Functioning: *J.E. Birren and L.M. Fisher*
- Deductive Inference: *R.J. Falmagne and J. Gonsalves*
- Social Structuring of the School: Studying What Is, Illuminating What Could Be: *D.J. MacIver, D.A. Reuman, and S.R. Main*
- Personality Development in Social Context: *W.W. Hartup and C.F.M. van Lieshout*
- Multiple Hypothesis Testing: *J.P. Shaffer*
- Speech Perception: From Signal to Word: *J.L. Miller and P.D. Eimas*
- Genes and Human Behavior: *R.J. Rose*
- Clinical Assessment of Memory Disorders in Amnesia and Dementia: *N. Butters, D.C. Delis, and J.A. Lucas*
- Indexes: *Author Index; Subject Index; Cumulative Indexes of Contributing Authors and Chapter Titles*

◆ **20% discount for American Psychological Society members only.** APS95

Prepayment required on new accounts by check or money order (U.S. dollars, drawn on a US bank), MasterCard, VISA, or American Express. California orders add applicable sales tax. Canadian orders add 7% GST. Postage paid by Annual Reviews (4th class bookrate).

 **I am an APS Member and am entitled to a 20% discount.**

**Send: ANNUAL REVIEW OF PSYCHOLOGY, Volume 46** (published 2/95)  
APS Member price: \$36.80 USA; \$40.80 other countries (retail: \$46/\$51)

Check enclosed or charge my:  MasterCard  VISA  American Express

Acct. # \_\_\_\_\_ Exp. Date \_\_\_/\_\_\_/\_\_\_ Date of Order \_\_\_\_\_

**APS BOOK CLUB**

Send this form or a photocopy to:  
Annual Reviews  
P.O. Box 10139  
Palo Alto, CA  
94303-0139 or Fax:  
1.415.855.9815

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

Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_ Zip \_\_\_\_\_

Phone No. \_\_\_\_\_ Fax \_\_\_\_\_

Seven Annual Reviews series are available through APS Book Club. Contact APS or Annual Reviews for more information.

for the most part, simply substituted the computer monitor for the printed page. The 'annex' is an attempt to exploit the connectivity and interactivity that the electronic medium affords, making it possible for the reader to participate in the ongoing dialog about teaching psychology." As regards the annex's potential for extending the scope of discussions raised

initially in the printed journal, Krauss said that "APS also views this as a laboratory in which to explore the unrealized potential of the new electronic media for scientific communication." ◆



# Top-Level Psychologists Are Key Players In Research Funding Process

*Psychologists in the top ranks of federal research agencies play important role in guiding the field*

*As a psychologist, can you think of anything more exciting than receiving a government research grant?*

*Try imagining the excitement felt by those working inside the grant funding process itself, on the other side of that grant.*

*Can't imagine their excitement, too? Well this article aims to help you see the psychology research world from inside the federal research enterprise. Nine high-ranking federally employed psychologists, who are integral to research psychology funding, give their perspectives in interviews with Observer reporter, Don Kent. All are APS members, most of them part of the federal government's senior executive service (SES) corps. Many head an extramural research branch in the National Institutes of Health (NIH), National Science Foundation (NSF), or Office of Naval Research (ONR), but one manages the grant review process for their agency.*

*Many of these SES psychologists cite unique opportunities to identify important new areas of research and to assure that the best science gets funded. They help define the issues that shape research fields. They enjoy a nearly global view of basic science questions or major societal problems. And, yes, often they can help young researchers get their first grant.*

*While not an exhaustive survey of such highly placed psychologists, the following series of interviews is indicative of the wide range of psychologists in government agencies.*

Two high-level psychologists who are fairly new on the job include Hilleary Everist, at the National Science Foundation (NSF), and Jaylan Turkkan, at the National Institute on Drug Abuse (NIDA).

The NSF has earmarked \$8 million for Human Capital Initiative (HCI) grants this year and Everist has a key role in funding decisions on these grants.



Everist

"The HCI sponsors were looking for a funding agency to take the lead in their initiative, and that's what this agency is doing," Everist said.

"That's the good news. The more mixed news is that we have already received nearly 240 grant applications," totaling nine or 10 times more than the amount actually earmarked for the HCI. "But to have \$8 million for a first-year initiative is doing pretty well," Everist emphasized.

While she's a newcomer to NSF, Everist is not new to research grant administration. In January she became the first permanent deputy director of NSF's Division of Social, Behavioral and Economic Research (SBER) within the two-year-old Social, Behavioral and Economic Sciences Directorate. She moved there from the National Institute of Mental Health (NIMH), where she was deputy director of the Division of Neuroscience and Behavioral Science and special assistant to the director of NIMH.

"This is the most I've been exposed to interdisciplinary work," she said, citing some of the 16 distinct program areas within the division. One of the initiatives, democratization, explores fundamental issues involved in political transformations of countries and their governments. Another initiative focuses on human dimensions of global changes in social

environments and the reciprocal impacts of environmental and societal changes. A third area of interest is searching for new ways of measuring more accurately the social returns to society from investments in science and technology.

## Opening Doors, Research Domains

Everist's division will provide about \$85 million for research funding this year in the behavioral and social sciences, including such areas as political science and economics. About 30 percent of the expected 2,400 or so grant applications will be funded, she said. Before applying, potential applicants should talk to her office about whether their research fits the mission of NSF and SBER. The individual program directors in SBER have major roles in deciding how their program money will be spent, as well as helping researchers with their applications.

One exciting thing about her work at NSF, Everist said, is that "there are new areas emerging and new opportunities opening up where there were none before, as a result of my division's initiatives." Areas of particular interest to NSF now are cognitive science and intelligent systems, including the entire range of human and artificial learning, cognitive process and perception, she said.

## Broadening NIDA's Programs

Jaylan Turkkan's new role at NIDA is to broaden dramatically the perspective of basic behavioral science research. She became chief of behavioral science research in the Division of Basic Research there in November, after 15 years at Johns Hopkins University.

"Operant conditioning areas pretty much constituted 95 percent of our portfolio until now," Turkkan said. "Prevention in the community, education, outreach, needle exchange, how to get drug users to stop taking drugs, treatment settings, yes, that was going on and will

CONTINUED ON NEXT PAGE

## FROM PREVIOUS PAGE

continue, but they are in *other* divisions of NIDA.”

As for basic behavioral research, Turkkan said this research is “not so much specifically on how to get people to stop abusing drugs, but rather, it relates to the underlying behavioral theories and models essential to understanding and answering questions about why people begin to take drugs, what kinds of influences they are susceptible to, and what biological factors interact with behavioral factors in what we know about learning, memory, or information processing.” The emerging answers from this basic research will guide informed prevention and treatment efforts, she says.

“How can we study these public health problems on a basic behavioral science level? There are many ways. But unfortunately the primary areas that were being supported were fairly narrow, deriving mostly from Skinnerian and Pavlovian traditions,” Turkkan said.

“Now, Alan Leshner [NIDA’s Director] has an initiative called “Not just drugs of abuse,” meaning that to study drug abuse you don’t necessarily have to bring in people and give them drugs. It’s very exciting, but it does create difficulties, because other institutes also do that kind of research. So what’s going to determine whether the [grant application] referral officers assign that kind of grant to NIDA? ... And if the wrong people are reviewing it, you’re just dead in the water.” Turkkan says that as with most complex goals, “it requires a whole chain of behavioral steps before you get there.”

She wants to spread the word, however, that her branch is interested in many areas of the behavioral sciences, for example cognitive psychology. Cognitive scientists should be using their sophisticated assessment tools on people who use or have used drugs, she said. They could focus on what kinds of learning are affected—how drug use impacts ability to

remember things already learned and ability to learn new things.

Turkkan also wants to reach out to researchers in ingestive behaviors, to understand more about relations between appetite, craving, and drug abuse. She is also interested in social psychology, particularly peer influences and adolescence as a particularly vulnerable period. Her branch funds about \$15 million in ongoing and new extramural grants annually, a total of about 120 grants.

### Heart, Lung, and Blood Research

Peter Kaufmann heads the behavioral medicine research group at the National Heart, Lung and Blood Institute, which oversees about \$25 million in about 80 new and continuing grants annually. About \$20 million of that is for extramural research support. His institute’s total



Kaufmann

figure of research support in psychology domains comes closer to \$75 million when the public education programs, prevention programs and clinical trials conducted by other areas of the institute are added in.

“My group covers a fairly broad spectrum—everything from basic science to clinical applications,” Kaufmann said. “We have a heavy investment in coronary heart disease mechanisms and cardiovascular reactivity, hypertension, smoking cessation research, social support research, and stress physiology.”

His group also sponsors investigations into relationships between socioeconomic status and heart disease, and in depression as related to heart disease and other possible somatic connections.

The real challenge in his work, he said, is to keep abreast of a vast behavioral literature related to diseases of the heart, lungs, and blood—diseases responsible for more than half of all deaths in America—“so that we can make a persuasive case for research when there is an opportunity.”

Kaufmann said that as an administrator at his level, “you can make a unique contribution by identifying and responding to a request from Congress, for example,

for information about a field that has reached a level that deserves attention because of an imminent scientific payoff. Your action may be instrumental in attracting additional funds for that area, and then you could be involved in developing the actual research—that’s very exciting.”

### Division of Research Grants

Teresa Levitin is a review administrator in NIH’s Division of Research Grants. That’s a role quite different from that of the program officers, such as those described above, and deliberately so.

To assure a fair review for each grant application, the reviewers/evaluators are not the same NIH program staff who help researchers prepare their applications, she pointed out. Her study group manages peer review of proposals in areas of normative infant, child, adolescent, and young adult development. Most applications are for programs of the National Institute of Child Health and Human Development, but some are for programs of NIMH and other institutes.

“I’m on the phone all the time recruiting people” to form peer review committees of 15 to 18 diverse members who examine and evaluate each application, Levitin said. It’s not easy to recruit good peer reviewers.

“It’s not just excellence in one area that makes a good [peer review] study section member,” she said. “People have to be open to other genres of research and critical of their own area in a way that assures an objective review. Sometimes people who are superb scientists are not able to fairly evaluate approaches that differ from their own,” she said.

For a generalist like herself, Levitin said her role offers “fabulous opportunities to keep up to date on the best research not in just one field but in several. My own research, tended toward a narrower and narrower focus,” so she likes the horizon-broadening aspects of the job.

### Human Learning and Behavior

Norman Krasnegor points to significant progress in understanding the social and emotional development of infants and in identifying the underpinnings of learning disabilities that afflict about 20 percent of our children. In doing so, he was reflect-

CONTINUED ON NEXT PAGE

ible with top-down, canned letter or telephone campaigns that in any case do not register much impact in congressional offices.

Your average scientist also is not likely to have a personal relationship with a member of Congress who actually votes on these issues. Where scientists *can* have an impact is in developing an effective Washington office to represent their disciplines and that, over time, can develop relationships with key congressional offices and through which scientific expertise can be filtered to be more meaningful to the smart non-scientists who populate Hill offices.

If you think you already have a Washington office that lobbies for your discipline, think again. Most science organizations in Washington give only a small nod to the politics of federal science. They pin their hopes on vague good will payoffs from "educating" Congress through such occasional "drive-by" activities as 10-minute scripted visits to Hill offices, fact sheets, policy seminars, and similar hands-off approaches.

Only a handful of groups have staff members who regularly engage in face-to-face advocacy with members of Congress and officials of federal agencies. Scientists could increase their political effectiveness substantially if they pressed their Washington representatives to be more aggressive in, for example, proposing legislative language, arranging informal meetings between officials of federal agencies and congressional staff members, and helping to write speeches, letters, even newspaper columns for members of Congress.

**Look to Your Natural Allies.** Scientists need to see university administrators as allies, not enemies, in the contest for federal research funds. Let me make this case using indirect costs—expenses such as utilities, maintenance of library collections, upkeep of computer systems. All of these items are necessary for a university to provide a research-friendly environment even if they are not tied to a specific research project. But many recipients of federal grants, maybe most, don't see indirect costs as legitimate research expenses that universities ought to be able to recover. Grantees see them as money out of their own research pockets or, at least, as money that could support other research. At the extreme, grantees think that they bring in the research funds, including indirect costs, and that university administrators inappropriately use the latter to their own advantage, without a thought of what is best for the researcher.

What you end up with is a political disaster: university types fighting university types. Meanwhile, in the real world, the Contract With America proposes to cut \$1.6 billion out of indirect costs over the next several years. Some researchers may be thinking this is a good thing. Won't they be surprised when Congress has not added the \$1.6 billion to the research budget and that in fact, the cuts in indirect costs mean less money for the entire research enterprise. But by that time, it will be too late to do much of anything about it. Scientists must realize the Congress views universities as a single sector, and that researchers won't gain anything if funds for other university expenses are cut. The larger issue is to see all participants in the federal funding of science—researchers, university administrators, federal program officers—as on the same (friendly) side. But

more about this later.

**Don't Give Politicians an Excuse to Ignore You.** In meetings of scientists, I often hear such politically naive lines as "Science deserves more of a hearing than the tobacco lobby," or, "If you just built one less aircraft carrier..." Such rhetoric is a good way to get yourself ignored on Capitol Hill. Insiders know that NIH doesn't compete with tobacco or defense for appropriations. It competes with the Centers for Disease Control, Head Start, Pell Grants, special education, and job training. Do you really want to make the argument, "If Congress just left one state out of Head Start..."?

Another way to get yourself quickly dismissed from the political debate—and even to make yourself easy prey for budget cutters—is to decry any link between basic research and the nation's domestic agenda. Some science groups don't like the pressure of having to be relevant. I've heard a staff member of one group say: "What if we can't deliver? And society may not like our answers, anyway."

Federal funding for science is inherently political, and political decisions will be made about science priorities whether scientists like it or not. More fundamentally, if we don't have confidence that our science can contribute to the public welfare, how can we justify asking for public funds? Besides, the "Keep Basic Science Basic" pitch is one of those sound bites that don't hold up. Basic science always operates in the context of applications. Theoretical physics wouldn't be where it is today without the Manhattan Project, and it was Sputnik that transformed the National Science Foundation (NSF) into the Mother of All Basic Science Agencies.

**Don't Worry About Not Being Able to Swim.** Sometimes you've got to take risks in politics. There is some discussion among scientists about proposing a check-off on tax returns, so that citizens could designate money to support NIH research, something like the check-off for presidential campaign funds. That may or may not be a good or workable idea, but what seems to be scuttling it at this point is scientists' concern about how it would look if nobody checked the check-off. This reminds me of what Butch Cassidy said to the Sundance Kid at the cliff over the river: "Don't worry about not being able to swim. The fall is going to kill you."

A few years ago, the American Psychological Society pushed legislation to create a separate directorate for behavioral and social science research at the NSF to give those disciplines a place at the table when high-level budget decisions were being made. We saw the directorate as a first step toward remedying decades of chronic underfinancing of these sciences. Many behavioral and social science groups thought we took the wrong approach. "Too risky," they said. "What if it fails?" Ultimately, it was congressional pressure that led NSF to create the directorate. But even if we hadn't won, just having bills to create the separate directorate introduced in the House and Senate raised our science to new levels of visibility, and at least we were doing something to determine our own fate.

CONTINUED ON NEXT PAGE



## FROM PREVIOUS PAGE

**Go for Substance Over Form.** This one sounds easier than it is. Many initiatives to aid science start out with lots of substance but end up with too little to matter. Take the “Decade of the Brain,” which was proclaimed by a congressional resolution and signed into law by President Bush. Many organizations and individuals worked hard to get the resolution passed, mistaking it for a new federal commitment to brain research. Now, halfway through the decade, what have we got?

Well, some neuroscientists have presidential pens, a picture or two for their walls showing them posing with congressional dignitaries, and even some nifty Decade of the Brain stationery. But has NIH received any more money than Congress would have appropriated for brain research anyway? The agency doesn’t think so. What *is* true is that many of its “friends” on Capitol Hill got away with making fine noises in support of science without having to vote for any additional research funds. Symbolism is important, but it can’t be the endpoint.

In contrast, the behavioral sciences have been promoting a national plan for research called “The Human Capital Initiative”(HCI). One difference is that from the beginning the HCI has been financed by federal agencies with the support of the congressional appropriations committees that give the agencies their yearly allotment of money. We don’t have a decade named after us, at least not yet, but this year we do have \$8 million more available—big bucks for behavioral science—from the National Science Foundation for the HCI. And who knows how much that figure may increase over the next few years?

Similar things are happening at the National Institutes of Health: in recognition of the fact that the leading causes of death—heart disease, lung cancer, AIDS, accidents—originate largely in behavior, Congress has established the Office of Behavioral and Social Science Research, which is charged with increasing NIH’s support of behavioral science overall; the National Institute of Mental Health recently created two new behavioral research programs and has just written a national plan for increasing its behavioral science portfolio; and the National Institute on Drug Abuse is expanding its research into the behavioral factors that affect drug abuse and addiction.

**A Tale of Two Congresses.** I’ve been giving this friendly advice because I believe it is important that all scientists hang together, or else there is a real danger we will all hang separately if some of the new forces in Congress prevail. It seems there are at least two Congresses now, at least in terms of appropriations for science agencies: One is the Congress we already know, the people who will maintain their bi-partisan support for NIH. The other Congress is the budget cutters. They’re not much interested in the good NIH does. Or, if they are, their overriding concern is cutting the budget—more specifically, getting other people to tell them where to cut the budget. For science, that should remain the road not taken because of the potential for divisiveness.

I recently testified twice at hearings on the NIH budget in the House of Representatives. The first was in front of the old, solid Congress. Despite the switch in leadership on the appropriations subcommittee that oversees NIH, the feel of the hearing was

much the same as in previous years. Yes, somewhat *pro forma* but with a general atmosphere of understanding and support. This feeling was swept away during my second testimony a few days later, by the sudden appearance of a new committee member who had not been at the hearing that morning, and in fact had not heard most of my statement. He launched into a remarkable monologue, complaining bitterly that everyone was asking for more money and no one was coming forward during these hearings to tell him where to cut the budget.

“We each have our roles,” I tried to explain, but the point was lost. What I meant was: it’s my job to make the case for my discipline, and it’s his job to make decisions about budget cutting. What he meant was: “Give me a list of what’s weak at NIH.” Even if it were within my expertise to make such judgments—and it’s not—the real impact of doing so would be to demonstrate a rift within science that would be used against it as a whole. As tempting as it may be for some in the science elite to offer up to others for cuts, we must resist. A united front is the only way to defend against this kind of tactic. To do so requires that we come full circle and look at some of the obstacles to unity within science. Hence, my final point:

**To Have and Have Not.** (You knew I had to use that sometime.) Now more than ever, we need to recognize that we are all in this together. There always has been a tendency among the NIH *Haves* to see the rest of us as not their kind of people, as outsiders, not real scientists. We funnel our support of federal agencies through initiatives on ethnic minority research, or research on women, or in behavioral science. In doing so, according to the *Haves*, we are not supporting the core of NIH. “Not pure enough,” they say, “not real science,” or “too concerned” with AIDS, schizophrenia, Alzheimer’s, clinical research, you name it. According to the *Haves*, we outsiders—effective though we may be in making the case for our particular research or disorder—are not supporting the essence of NIH, the basic science that needs to go wherever the creative investigator decides to take it. And our champions on Capitol Hill, who see to it that millions more are given to NIH for our particular issues, are seen as gadflies—bouncing from one fad to another.

Nonsense. It’s time for the *Haves* to recognize that this diversity among its supporters is a strength. It’s time the *Haves* acknowledged that our “take” on NIH is not qualitatively different than their take on NIH. Naturally, we all want our particular areas to grow, and that support for what is now the core of NIH is just another take, another special interest. But more than that, they need to acknowledge that, to the extent that any of us is successful, we all win. Good clinical research goes hand-in-hand with good basic research. Research in AIDS depends on research in cellular biology. Knowing more about women’s health makes us more knowledgeable about all health.

In a sense, this is just the new generation telling the old guard, “As strange and scary as the new reality might seem, we are not the enemy.” The real enemies are the public health and social problems facing the nation, and those problems are not going to be solved unless we pool our knowledge and savvy in support of science and all that it can do for the world. ♦

## SES CORPS FROM PAGE 19

know what a mental illness is, that's not true," she said. "We really do know, and we do know because scientists have revealed through research that a mental disorder is both definable and treatable."

The highest research priorities of Steinberg's division have long been related to developing efficacious social, behavioral, and biological treatments for mental disorders and understanding basic processes underlying mental disorders. A newer interest revolves around the very process of doing research with subjects exhibiting mental disorders. Specifically, the matter of obtaining informed consent, from people with mental disorders, to participate in research "is an intriguing area, because here you have people with cognitive process problems, people with difficulty understanding what a research design is or maybe even what placebos are," says Steinberg. "So we'd like to encourage cognitive research on subjects' comprehension of questions asked and information provided in the informed consent process."

### Aging Research

At the National Institute on Aging (NIA), Ronald Abeles heads the behavioral and social science branch, which sponsors about \$60 million in extramural research annually. "Sorting the distribution of this funding by discipline isn't easy ... but roughly a third goes toward psychology research," he said.

Currently, NIA is sponsoring field trials of interventions conducted earlier only in laboratories. For example, it has been funding field trials of methods to raise basic cognitive ability of persons, most of them in their 80s, who have begun to show significant cognitive decline in performing everyday tasks on which independent living may depend (e.g., driving, preparing meals, balancing a checkbook). Abeles said that with relatively little training, most of these



persons were brought back to their functioning levels of many years earlier.

A new research area of interest to NIA is social cognition, looking at

people's social knowledge, the content of their beliefs about how the world operates, and self perceptions that are socially determined, Abeles said.

"We are trying to see what in this broad area would be interesting to aging," Abeles said, but the program is also interested in how data from aged subjects could help social cognition theorists adapt their models (about how people function cognitively) to populations that are more heterogeneous in terms of age.

Satisfaction from the job comes mainly in two ways, Abeles said, "from trying to identify leading areas in the field where the institute can make an impact, and from helping people with their careers."

"You get your kicks vicariously in this job when you help someone get their first grant and then you follow their career and help them for their next grant, and pretty soon, you're writing a letter for their tenure review," he said.

### AIDS Research

Ellen Stover is director of NIMH's Office on AIDS, with a research budget just shy of \$90 million and about 170 grants and five research centers to oversee. Three of the research centers concentrate on primary prevention of AIDS, one is on animal models, and one focuses on neurocognitive changes.

Currently her office is encouraging more research in areas of women, seriously mentally ill, and homeless people with HIV infection. So much research on individuals is already underway that the Office on AIDS is now more interested in research that extends to the couple, family, community, and community leaders who may be able to accelerate changes in behavior, in part by shifting the community's norms, Stover said.

"One of the real dilemmas concerns debate on the need for a biological marker as a measure of behavior change," Stover said. "We know that the degree to which people accept the need for changes in their behavior and actually do change their behavior depends on how convincing we are of its importance. There's plenty of evidence over more than a decade that prevention works. But convincing people of that is a difficult challenge."

Stover said the greatest satisfactions she gets in AIDS research comes from the knowledge that she is marshaling her experience of more than 20 years in managing NIMH programs toward "the fight against a terrible epidemic."

The AIDS program at NIMH ties in with the community planning efforts of the Centers for Disease Control (CDC). Stover has been seeing to it that more psychologists get involved in the planning councils that help decide how CDC dollars are spent on prevention.



Stover

### Complex Decision-Making

In the near future, the Office of Naval Research may be moving back toward somewhat more applied directions like artificially intelligent tutoring systems and training, said Susan Chipman, who manages the cognitive science program there. The program's main preoccupation over the past few years has been hybrid models of complex learning that can generate more foolproof tactical decision-making with tracking systems of the type aboard Aegis cruisers. (Aegis was involved in the accidental shooting down of an Iranian civil airliner in the Persian Gulf during the Iraq-Kuwait crisis.)

"Most decision-making research doesn't fit the Aegis situation," Chipman said. "Most has to do with weighing alternatives, estimating the probability and value of alternatives, without much said about where the alternatives come from, and all this takes a very long time...whereas the time span for decision-making with Aegis would ordinarily be only seconds, 10 to 30 seconds if you are talking about airplanes moving at very high speed."

The research has revealed so far that there is a "first-first stage of classifying things that appear on the radar screen as either needing further attention and analysis or as something that you can ignore, but we didn't realize that before," Chipman said. "So the first classification must be: 'Do I have to attend to this or not?'"

Chipman noted that it was Sandra Marshall, an APS charter member at San Diego State University, who built the new learning model for Aegis, partly a connectionist and partly a symbolic problem solving model, in collaboration with David Smith of the San Diego Naval laboratory. It was an adaptation of a model that Marshall had developed earlier to characterize how people solve mathematics word problems, Chipman said. ♦

## DONCHIN FROM PAGE 4

his own devotion to the tasks of unifying or integrating psychology, Donchin said, "I'm not so sure about unified psychology. The almost guaranteed way to destroy a psychology department is to decide that everybody should have the same set of courses or that we all have to do the same thing. You can't get psychologists to agree on what is the core of psychology. And the core keeps changing all the time.

"What is common to psychology is a set of questions, not a set of answers. Its methodology and approach, including the basic belief that issues of behavior and the mind can be answered by scientific methods, are the common core of psychology.

"Psychologists share the assumption that the questions of psychology can be stated as relationships between measurable entities. What is common to psychologists is the ability to approach the complexity of behavior, and the mind, by way of developing measurements and stating the questions in scientifically tractable ways."

Finally, as to comments on his "enormous energy," Donchin demurs, saying, "I don't think it's energy. Borrowing an analogy from APS member and colleague Stephen Link, Donchin said, "You have to be like a juggler who may have a lot of balls in the air. The secret is never to worry about the balls in the air. You must be ready to do whatever needs to be done when the ball comes down so that you sent it out again."

## Transitions

"CD continues to be in good hands, with Manny at the helm" said APS Executive Director Alan Kraut. "Manny's extensive connections to the discipline are almost unparalleled. APS is fortunate to have both *Psychological Science* [edited by John Kihlstrom] and CD in the hands of editors who each could be considered the 'psychologist's psychologist,'" said Kraut.

As Donchin prepares to phase into the editorship of CD, and the current co-editors complete their last year at the helm, Scarr said, "I think that Manny is one of the few extremely well qualified people who know psychology inside and out and from many different perspectives. So I think he will be a very fine manager

indeed, and I want to help him in any way I can."

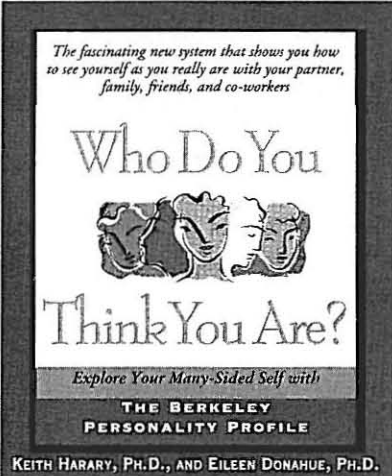
Scarr said of editing CD, "It has been one of the most exciting things I've done, because we were able to shape the journal's character over the first editorial term, think about exciting directions, and encounter interesting material and research we didn't know about before."

Gallistel said, "We wanted to create a journal that the professional in the field could read rapidly—sort of their bi-monthly scan—to see quickly what is happening across the entire field of psychology. It was intended too that laypeople who follow psychology could keep themselves posted on developments in the field," in part because the articles are intentionally kept short. "Professors also could use the topically wide-ranging issues of CD to update courses they were teaching. It's being used in all these ways and ... that's been very gratifying," said Gallistel.

Will the new *Teaching Psychological Science* journal (see this *Observer* issue, page 1) compete for material published in

CD? APS communications director Lee Herring says "No, because while the teaching journal *is* slated to contain some articles with descriptive curriculum content, such material will always be presented in a teaching context and would not read like a CD article on that same topic." If anything, he adds, "the two journals would likely complement each other, perhaps even in a synergistic fashion, because there will be times when the two journals feature the same topic." CD would publish the usual mini-review of the topic along with associated research on that topic, while the teaching journal would describe the topic from a perspective specifically useful in a teaching context, complete with effective teaching strategies, he explained.

Looking to the future of CD, Thompson said he hopes the journal will continue to do what it has been doing, which is to identify new directions in the field and make them intelligible to people who are not expert in those particular areas. "That is the hallmark of the journal," Thompson said. D.K.




"A brilliant exploration of our personality differences."

—John Gray, author of *Men Are from Mars, Women Are from Venus*

"The personality tests are easy to score and the results should contribute to increased self-understanding and better relationships with others."

—Jonathan Cheek, Ph.D., Professor of Psychology, Wellesley College, author of *Conquering Shyness*

ISBN 0-06-250278-6  
Paperback • \$15.00

 HarperSanFrancisco  
A Division of HarperCollins Publishers  
Also available from HarperCollinsCanada Ltd.

To order, please call 1-800-331-3761 and tell the telesales representative your order code is T08411.



# Member Profile

Interview with . . .

Stan Schneider is a leading figure in the training of psychologists. He recently retired after 32 years at the National Institute of Mental Health (NIMH), where he was Associate Director for Research Training and Resource Development in the Division of Neuroscience and Behavioral Science. He is a Charter Fellow of APS.

Schneider spent the first two-thirds of his NIMH career focused on training of psychologists, working particularly to support the entire spectrum of psychological science and to stimulate new areas of psychology such as community, environmental and health psychology. He was instrumental in programs designed to prepare clinical psychologists for work with neglected populations in public settings, and he encouraged the recruitment of women and underrepresented minority populations in all programs.

With the 1985 reorganization of NIMH, Schneider became associate director of the Institute's basic science division. In that capacity, Schneider fostered attention to training programs in emotion and motivation and became an active participant in NIMH's child/adolescent consortium. He continued his earlier efforts to develop minority programs and became immersed in the NIMH's new AIDS program. More recently, he has been active in the revision of NIMH's research career development program; he has given increased attention to support of younger investigators through development of dissertation research grants; and, most recently, he initiated an award program to assist new minority faculty.

Schneider helped guide NIMH's training programs through periods of enormous change in the discipline and in the world at large, and he continues to make both psychology and the world better through his unique brand of gentle but persistent advocacy. Those who work with Stan in any capacity know him as an exceptionally thoughtful, compassionate, articulate individual who inevitably moves the world of ideas forward when he addresses a subject. In the following interview with *Observer* reporter Don Kent, he offers some observations about the agency where he spent his career and about the field more generally.

## Training Advocate, Stan Schneider

**Q: What would you say about the state of the National Institute of Mental Health as you wind up 32 years with the Institute?**

**Schneider:** Like the country and like the National Institutes of Health (NIH) more generally, NIMH is in a period of upheaval and change, with decreasing human and fiscal resources. It's a difficult time for any institute to maintain momentum. But adding to NIMH's troubles is the fact that it has had a long-term leadership vacuum for several years, between having a director [Frederick Goodwin] who could not overcome some controversies that limited his ability to lead the agency, and following his resignation, not having a permanent director for several years.

NIMH is fortunate to have an extraordinarily decent and capable acting director, Rex Cowdry, but I think he would be the first to acknowledge that the necessary degree of authority and flexibility to pursue a vision is not easy to muster in an acting position. An acting director is inherently seen as a caretaker.

**So, this has been a slow period for NIMH?**

Even under these circumstances, it's remarkable that several important and heartening developments are going on there. One shining example that APS members may not be aware of is the progress made by the NIMH Child and Adolescent Disorders Research Consortium, led by Peter Jensen, chief of the branch dealing with child and adolescent disorders. The consortium brings people together from all the extramural divisions of NIMH and includes members of the intramural programs as well. The range of its activities has been impressive. There were retreats—involving more than two dozen editors of journals relevant to children and adolescents—which resulted in modifications to editorial policies, and recognition of the need for more integrative papers, guest editor exchanges, and publication of a casebook on ethics in research [with children] that may influence ethical standards.

The consortium helped set up new links between research and services for children, assisted potential applicants in child-oriented research, and is involved in efforts to improve research training for those working with children. In my entire experience with NIMH I have not seen so many useful processes launched or as much real progress accomplished in the child mental health area.

Other outstanding steps forward in NIMH are the recent report *Basic Behavioral Science Research for Mental Health*, the



Schneider

development and funding of several research centers in the behavioral sciences (an innovation for NIMH) and the initiation of a small grant program (B/START) for pilot and exploratory studies by young behavioral scientists [see January and March 1995 issues of the *Observer*].

The behavioral science report is notable for its life-span development perspectives and for its sophistication in dealing with biobehavioral interactions. I also think its consideration of the interplay between top-down and bottom-up causal explanations of behavior is rather remarkable. In ordinary times, a report like this might garner additional research funds, but these are not ordinary times.

[Schneider also cited achievements and initiatives within his own Division of Neuroscience and Behavioral Science (e.g., initiation of the multi-agency international Human Brain Project designed to manage information overload on brain research, and revision of the report on the neuroscience of mental health). He said he sees extraordinary promise in a new effort to examine and integrate developmental processes across levels of analysis which, linked with the child/adolescent consortium, will increase our understanding of development and plasticity.]

There are also areas in which there is much room for improvement. One of these is the relative inattention to health and behavior, a field in which NIMH should provide the leadership for all of NIH. Another is the paucity of staff in the AIDS program, an area that has fiscal resources to support research and research training but whose human resources are stretched very thin. This is still a problem area that should attract the interest of many more psychologists.

### One of your main areas of interest has been in minority programs. How successful have those programs been?

I think our efforts to increase diversity in graduate training in psychology helped to modify the field and change the composition and sensitivity of its members as well as change the questions asked in research. It has also increased the breadth and scope of professional services.

Psychology was very receptive to these efforts. We almost always felt we were working with the field on common concerns. Continued and sustained attention to minority programs is an urgent necessity. More recently, I worked actively with the staff of NIMH's Office of Special Populations to increase the number of minority researchers in mental health. They are still greatly underrepresented as principal investigators.

### What do you see as continuing problems in psychology?

For one thing, too much of our research tends to be routine and limited in importance. Though elegant in design and method, it tends not to have great significance beyond the statistical kind. It's research that aims at satisfying journal editors, research review committees and promotion committees of departments. That is understandable, given the prevailing reward system. But whether it is sufficient for the long run is another matter.

Also, we psychologists still have trouble convincing

people that the research we do has value for their lives, that it makes a difference. I happen to think that the substance of psychology's work should make a difference, that we have something important to say about major issues affecting people and society. But that's not how we are perceived by the public or by most policy makers.

Part of that dilemma is that we still have problems being perceived as a real science. In the professional area, we don't do too good a job of showing that what we offer is more effective than what others do, others who may charge less. And despite the breadth of our discipline, we are still somewhat parochial. We need to

work more with members of other disciplines.

I would make a special plea for some risk taking in research focusing on the interface of levels of analysis. And we should aim to do much more than simply try to impress our colleagues.

---

***I still have hopes for the establishment of an entity in Washington geared toward the development of policy-oriented research to allow for interaction of behavioral and social scientists with other scientists and informed members of the general community.***

---

STAN SCHNEIDER

---

CONTINUED ON NEXT PAGE

## FROM PREVIOUS PAGE

**You've been a "big picture" person throughout your career. What hasn't happened that you would like to see happen?**

I still have hopes for the establishment of an entity in Washington geared toward the development of policy-oriented research to allow for interaction of behavioral and social scientists with other scientists and informed members of the general community. It should be independent of any existing departments or bureaucracies. There is hardly an enterprise in Washington that could not benefit from the talents of behavioral and social scientists brought together this way. It's obvious that departments like Health and Human Services, and Education, could benefit. Though I believe *every* cabinet department could benefit, with the possible exception of Agriculture. But even there, I'm certain human decision processes play a role and could benefit.

The current Human Capital Initiative, in which APS is a major participant, is a giant step in this direction. But it doesn't exhaust what is possible or what is necessary.

These ideas are not new ones for me. They go back to the mid-1970s when Charles Kiesler, William Bevan, Norman Garnezy, Henry Riecken, and I discussed similar proposals just before the Carter Administration came in.

**And your plans for the immediate future...?**

The most concrete possible "retirement" activity on my horizon is writing a book about psychology and NIMH ... about the contributions psychologists have made, what they did or tried to do, what their wishes and hopes were, and how much those wishes and hopes were fulfilled, and what they see as yet remaining to be done.

I'm also considering some other options—some continuing work with NIMH, devoting some time to APS, APA, and the Federation of Behavioral, Psychological, and Cognitive Sciences where I currently chair the Forum on Research Management. In the Forum we have been having some interesting discussions on policy-relevant science and the need to re-examine government-university relations and reward systems in light of changes in support for research, the discouragement felt by many young investigators, and the increasing public scrutiny of science as an enterprise.

But all of these retirement options have to yield to the more immediate concern of my wife's recent illness and her recovery.

**What new concerns are in that big picture of yours?**

I've been turned on recently by something that has massive implications for psychology and the behavioral sciences—

psychological wellness. An old and admired friend of mine, Emory Cowen, has an article on enhancement of psychological wellness in the *American Journal of Community Psychology* [Vol. 22, No. 2, April 1994] that I would recommend.

Psychological wellness has to be considered in the context of recent advances in the prevention program at NIMH, a worthy effort involving many psychologists. That program is targeted to serious mental illness and it is based on a risk-for-disease model.

As much as I applaud the coming-of-age of prevention at NIMH, I don't think that pathology-driven models *alone* are ultimately going to alleviate the problem. We are looking at a national health system that consumes ever-increasing portions of the national budget, because more and more people are not well. And the system is becoming more cumbersome and ineffective. How do we counteract that? Cowen suggests that most people are excluded from disease prevention models of primary prevention, because such models use *risk* versus *non-risk* antecedents and *health* versus *pathology* outcomes.

So we also may need to turn our attention to proactive health building initiatives that promote wellness in the many.

Cowen always recognizes the complexity, age-relatedness, interdependence and complementarity of the many factors as he identifies five major pathways to wellness: forming wholesome early attachments, acquiring age appropriate competencies, being exposed to settings that favor wellness outcomes, having the empowering sense of being in control of one's fate, and coping effectively with stress. He gives examples of research dealing with each of these pathways which, as we can see, have particular salience for what happens in childhood and adolescence.

The scope of Cowen's thinking transcends the usual concepts of primary prevention, of mental health and of psychology. But we psy-

chologists should be major contributors to programs that can enhance wellness.

As things are now, the health establishment concentrates on curing disease, not on keeping people well. So I doubt that much support for this activity will come from health establishment sources, NIMH included.

The problem is that enhancement of wellness just is not dramatic, nor are its outcomes immediately obvious. But it seems to me inescapable that the economics of health will necessitate more attention to activities of this type and to the research that may inform them.

With my usual optimism, I don't believe there's a total drought out there. We have some responsibility, at the very least, to lead the "policy horses" to water. ♦

---

***As much as I applaud the coming-of-age of prevention at NIMH, I don't think that pathology-driven models alone are ultimately going to alleviate the problem. We are looking at a national health system that consumes ever-increasing portions of the national budget, because more and more people are not well.... So we also may need to turn our attention to proactive health building initiatives that promote wellness in the many.***

STAN SCHNEIDER



# People

## Recent Promotions, Appointments, Awards...

Ohio State University psychology professor and APS member **Barbara L. Andersen** along with APS Charter Fellow **Linda M. Bartoshuk** of Yale University attended a special briefing hosted by the White House this past March. The Women's Leadership Briefing on women in science and technology was attended by 50 women scientists invited from across the country. The meeting, sponsored by the White House Office of Science and Technology Policy, involved discussions of the Clinton administration's new



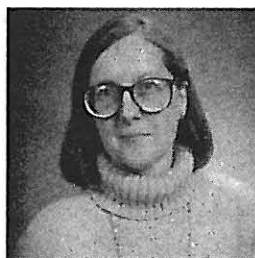
Andersen



Bartoshuk

and continuing initiatives in science and technology and the role of women in those efforts. Speakers included First Lady Hillary Clinton; Neal Lane, director of the National Science Foundation; John Gibbons, assistant to the president for science and technology; France Cordova, NASA chief scientist; and Eileen Collins, astronaut and space shuttle pilot. Andersen's research specialty is the psychological aspects of cancer. She is currently studying the relation between stress and immunity in women with breast cancer. Bartoshuk is world-known for her research on taste perception.

APS Charter Member **Joan C. Chrisher**, associate professor of psychology and associate dean of the faculty at Connecticut College, has been elected president of the New England Psychological Association. She will assume office at the Association's annual meeting at Gordon College in October after completing a three-year term as coordinator of the Association for Women in Psychology.



## People News Welcomed . . .

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

Developmental psychologist and APS Charter Fellow **Lewis P. Lipsitt** will receive in June the Professional Achievement Citation from the University of Chicago. Created in 1967, the award recognizes those alumni whose outstanding achievements in their vocational fields have brought distinction to themselves, credit to the University, and real benefit to their communities.... University President Hugo Sonnenschein will participate in the ceremony, as will members of the Alumni Association Board of Governors. Lipsitt received his PhD in child psychology from the University of Iowa in 1957 and has since been teaching and conducting research at Brown University, where he is Professor of Psychology and Medical Science. He is the founder and former director of Brown's Child Study. Lipsitt was a visiting scientist at the National Institute of Mental Health in the 1980s, studying psychopathological risk-taking. He has authored many articles on infant learning and perception; perinatal risk; crib death; adolescent suicide, and other conditions threatening young people's lives. Lipsitt has been a Guggenheim Fellow, a Fellow of London's Tavistock Institute of Human Relations, and a Fellow at Stanford's Center for Advanced Study in the Behavioral Sciences for which he received a James McKeen Cattell Fellowship Award. With Alvin Poussaint, Lipsitt co-directs the Lee Salk Center of KIDSPACE/Wiley House, Pennsylvania, a national center for young people in crisis.



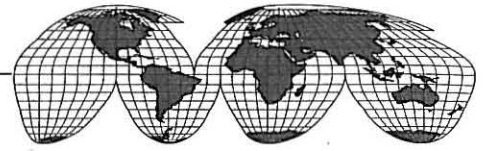
## Calling all . . . aspiring and accomplished cartoonists . . .

*Want to get published in the Observer? Just send in a cartoon you have drawn [and caption, if needed] to the Editor for possible publication in a future issue.*

*Your cartoon may address any area of psychology, or, you may choose to focus your comic talents on this month's Observer Cartoon Challenge: Create a cartoon dealing with the concept of Locus of Control.*

Those nasty, inevitable rules: Cartoon creations must be original; copyright will be retained by APS, and your camera-ready art becomes APS property. Send your camera-ready art of the cartoon to the *APS Observer* Editor at the address in the *Observer* masthead on page 2 (left column).

# International Psychology



This is the second article in a three-part series in which *APS Observer* reporter Don Kent explores Russian psychology. This article features comments from interviews with seven psychologists now in the United States who either emigrated or are here temporarily from Russia and the former Soviet states. We get a glimpse into their lives and learn how they have adjusted to American culture and work in a wide variety of settings.

Part III of this three-part series will appear later in a 1995 issue of the *Observer* and will focus on Russian psychologists in Russia.

## Russian Psychology - II

It's not that *perestroika* has taken hold in America, but some ripples of "Russification" have been reaching American shores in the aftermath of the tidal waves sweeping Soviet and Russian society. Now Russian psychologists are working in American arenas that had never seen a Russian psychologist before. Some of them have offered the *APS Observer* a view into their lives and careers here.

A Russian presence seems strongest in clinical settings in a few major American cities—New York, San Francisco, Chicago—where many Russian-speaking recent immigrants live. Russian speakers comprise more than three-quarters of all out-patients for mental health services at the University of California-San Francisco's Medical Center, formerly the Mount Sinai Hospital, according to Allo Volovich, a staff psychologist there. Her husband, Alexander Zinchenko, also conducts psychotherapy. He works at San Francisco's Richmond Area Multi-Service Health Center that has an equally large Russian-speaking patient load.

### A Range of Situations

On American university campuses, Russian psychologists are teaching and conducting research. Some are here

temporarily on international fellowships, like Olga Bazhenova at the University of Maryland. Others appear to be more settled into American life, like Lev Vekker at George Mason University, Vladimir Trusov at Johnson County Community College in Kansas, and Vladimir Sloutsky at Ohio State University.

Other Russian psychologists, like Chicago resident Vladimir Stolin, play key roles at both ends of joint American business ventures with Russia, Ukraine, Khazakstan, and other former Soviet republics.

### Corporate Psychology And Entrepreneurship

Vladimir Stolin taught psychology at Moscow State University for almost 20 years, but now he practices what he calls corporate psychology for RHR International. It is one of the oldest and largest American firms in that field, employing about 60 psychologists and with offices in Toronto, Brussels, Cologne, London, and Moscow. Stolin heads the Moscow office, which has six other psychologists from former Soviet countries, and also is in charge of RHR's Russian-oriented business in the United States, shuttling between Chicago and Moscow every month or two.

Stolin and his psychologist teams help businesses with personnel assessments, selection decisions, and in-depth psychological assessments of individuals. They work with the business organization as a whole, vetting communications problems, leadership and work delegation problems, issues of corporate culture and company spirit, and a range of other issues that might require some type of intervention. Sometimes his firm is involved in the intervention.

"There's a lot of work like this being done in the United States and all over the world—Russia is no exception any more," Stolin said.



Stolin

Stolin started a small company in Moscow in 1987 to provide training for Russian managers and executives, soon after private enterprise was permitted. It was a sideline to teaching at Moscow State University. Then in 1988 while he was on

CONTINUED ON NEXT PAGE

FROM PREVIOUS PAGE

a four-month international scholar grant to the State University of New York he formed a joint venture with a professor from Pittsburgh. In 1991 that business merged with RHR International.

One of Stolin's Moscow clients wants to double their business this year, and that doesn't seem impossible—it's a security system company, Stolin said. "But it's hard, because those guys came from a completely different environment. They were never educated in business—they're just smart, energetic, entrepreneurial people. That was enough at the start. But as things get bigger and many more people are involved, it's not just family and friends. They may need help, because the roles change." Stolin's career is an exceptional one. But typically he relied minimally on official exchange programs to open doors for his new career in America. Scholarly exchange programs still operate. But Russians, like other visitors and immigrants, more and more are opening their career doors themselves these days. Russians are not exceptions any more.

Research in Development

On the firmer grounds of a university campus, Vladimir Sloutsky was asked how his connection with Ohio State University came about. "I had a strong desire to continue my research and it was clear to me that funding was shrinking in Russia at the time, so I applied to a variety of places, including Ohio State," he explained. He came to the university's College of Education and Center for Cognitive Science three years ago to assume a tenure-track position teaching child development and the development of language and cognition.

In three years his research has flourished in Russia and America alike. His biggest project looks at belief systems of children and adolescents and those of their parents. Six or seven collaborators and research assistants in Russia and several in the United States work with him on his research. He travels to Russia two or three times a year and exchanges data with his collaborators via Internet.

Does he think of himself as a Russian

psychologist or an American psychologist at this point? Sloutsky says, "I'm a Russian psychologist in terms of my attention to extra-individual factors such as culture and society and in terms of my interest in theoretical aspects. However, my concern for testing any and every idea against evidence—even those ideas I have developed and matured myself—makes me a kind of Americanized Russian

scientist."

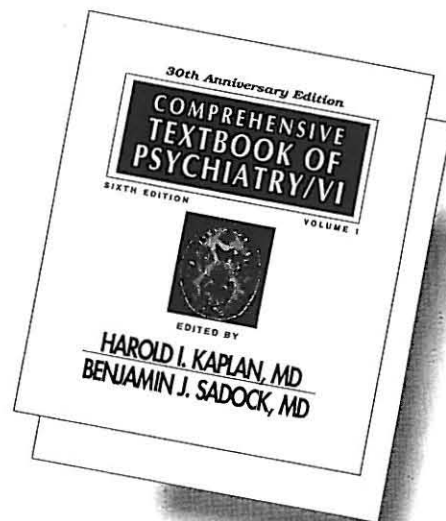
Sloutsky agrees, by and large, with the broad, general notions about differences between Russian and American approaches to psychology that were advanced by American psychologists in the first article of the present *Observer* series.

SEE RUSSIAN ON PAGE 31

# THE WORD.

## The Advantage: DSM-IV Incorporated Throughout.

The new CTP integrates the new nosology into every subject. Plus, you'll find case examples and histories—most from clinical experience—for almost every psychiatric disorder. Thirty case histories from the DSM-IV Casebook, which emphasizes differential diagnosis, are also included.



## The Approach:

Fully 90% of the Entire Content Brand New, Rewritten, or Updated.

You'll find particularly significant expansions of these topics:

- neuropsychiatry, neurosciences, and behavioral neurology
- child psychiatry
- geriatric psychiatry
- biological therapies.

## The Tradition: Your Colleagues Say it Best.

*From reviews of the previous edition...*

"The editors and medical writers for these particular volumes... should be very proud of this major contribution to psychiatry and to our patients." —*Psych Times*

"This text remains the premier textbook of psychiatry." —*Ann Int Med*

May 1995/3304 pages in two volumes/4532-6/\$249.00

To order, call TOLL FREE: 1-800-638-0672

Try CTP/VI for 30 Days—There's No Risk to You.

Preview this title for a full month. If you're not completely satisfied, return it within 30 days with no further obligation. (US only)

Please Refer to # S 5 B 2 4 2 When Ordering.

FAX: 1-800-447-8438

Outside the US, FAX: 410-528-8550 for purchasing information.



Williams & Wilkins  
A WAVERLY COMPANY

428 East Preston Street  
Baltimore, Maryland 21202

KAPAD 95

S 5 B 2 4 2

INTERNET  
E-mail: wwbooks@access.digex.net  
Electronic Newsstand (Mini-Catalog): Gopher nnews.com



## New Staff at APS . . .

### APS Welcomes . . .

## Susan Persons As APS's New Director of Government Relations

APS is pleased to welcome seasoned Washington science advocate Susan Persons, who joined our APS team as Director of Government Relations in April. Susan is an experienced social science lobbyist, having spent two years as Associate Director for Government Affairs at the Washington, DC-based Consortium of Social Science Associations. She replaces APS veteran Sarah Brookhart, who will continue at APS as a part-time Science Policy staff. As an advocate for the behavioral and social sciences, Susan has had extensive contact with members of Congress, and federal research agencies, and she has written and presented testimony before congressional committees, the Institute of Medicine, the National Research Council, and the National Institutes of Health (NIH).



Susan also worked the "Washington beat" through her active participation and leadership in several national coalitions of science associations. These include the Friends of the National Institute of Child Health and Human Development (NICHD), the Mental Health Liaison Group, the Ad Hoc Group for Medical Research Funding, the National Organizations Responding to AIDS, and the National Coalition on Alcohol and Other Drug Issues.

Since August of 1993, she has served as Chair of the Coalition for the Advancement of Health through Behavioral and Social Science Research, focussing on the Office of Behavioral and Social Science Research at NIH. Through her coalition work, Susan became acquainted with APS, and throughout the past year she has worked in cooperation with us on a variety of issues affecting behavioral and social scientists.

Applauding Person's appointment, Felice Levine, charter member of APS and Executive Officer of the American Sociological Association, said, "This is an outstanding choice. Susan Persons is wise on issues of science policy, broad in her understanding of the behavioral and social sciences, and

savvy in her leadership skills and political judgment. I look forward to continuing to work closely with Susan in the years ahead."

Susan developed a thorough understanding of the legislative process as a congressional fellow and legislative assistant in the office of Representative Bill Green (R-NY). She monitored and wrote legislation and testimony, organized hearings, and represented Green in many different forums in Congress, the District, Canada, and Mexico. Her legislative issue areas included science policy, energy and the environment, immigration, military personnel, small business, and agriculture.

Susan began her work in the office of Rep. Green in the fall of 1989 as a Women's Research and Education Institute (WREI) fellow. WREI is an independent, national research and education center whose mission is to inform and help shape public policy debate on issues affecting women and their roles in the family, workplace, and public arena. The WREI fellowship is a national competition awarded on the basis of academic performance, experience with community groups, and interest in the analysis of gender differences as they affect laws and legislating.

Susan earned her master's degree in public policy at the George Washington University, and her bachelor's degree in political science at Mundelein College in Chicago, Illinois. She has two daughters, Elizabeth and Emily.

## . . . And Leslye Hally As APS's First Marketer

Although the APS has seen tremendous growth over the last five years, we don't plan to rest on our laurels! In mid-March we brought Leslye Hally on board as our new marketing manager. Although the bulk of Leslye's work will revolve around membership recruitment, she will also solicit advertisements for APS publications, market exhibit booths, and oversee mailing-list rental.



Leslye comes to APS from Phillips Publishing International, Inc., where she was the marketing manager for three consumer financial publications. Her duties at Phillips involved subscriber retention as well as marketing to new subscribers. Leslye feels that her experience at Phillips prepared her well for her new position at APS. "I'm happy that I'll be able to take advantage of all that I learned (at Phillips) and I look forward to building on

that knowledge. Membership recruitment for a highly successful and influential non-profit organization like APS allows me the opportunity to continue to learn and grow as a marketer." When asked about joining the APS Leslye replied "I am very happy to be with APS. I look forward to working for an organization whose benefits I believe in."

As the daughter of a clinical psychologist, Leslye is no stranger to psychology and its benefits. Further, Leslye graduated with a major in psychology in 1992 from Hamilton College ("B.F. Skinner and I have the same *alma mater!*"). She wrote her undergraduate thesis on the effects of social norms and the foot-in-door technique on compliance behavior. In addition to being psychological theories, these two principles are also marketing techniques.

A native of Athens, Georgia, Leslye made a desperate effort to escape the upstate New York winters, which are part and parcel of Hamilton, by spending "the best year of (her) life" living and studying in Australia during her junior year. "I'll be a tour guide, free of charge, for anyone who will take me back to Australia!" she offers.

Well, as the first-ever marketing manager for the APS, Leslye won't have time for that trip to Australia any time soon! The position of marketing manager was recently created to combine many functions and jobs into one position. Previously, many tasks involved in new-member promotions, list-rental management, and *Observer* advertising sales were scattered among various APS departments. The consolidation of these duties is expected to increase our efficiency and help APS continue to live up to its longstanding "lean and nice" motto.

Although it is Leslye's job to manage all aspects of APS marketing, her main focus will be new member acquisition. To put the marketing efforts in perspective, some 60% of APS's budgeted revenue comes from membership dues, 56% of total revenue comes from renewing members, since the member renewal rate is consistently around 92%. With the goal of increasing new-member revenue, while maintaining the existing renewal rate, Leslye is hoping to increase new full and student membership by at least 15% for 1995.

"Recruiting some 2,000 new members is a huge challenge," Leslye said. "Luckily," she added, "the benefits of APS membership speak for themselves. All I need to do is find potential members and then let the benefits do the talking!" ♦

"Though there is much variation among Russian psychologists, many of them tend to test ideas against other ideas," Sloutsky said, and "tend to use data only as examples. For instance, looking at Lev Vigotsky's theories of how social and cultural factors affect individual development, Americans usually would want to examine those ideas against empirical evidence. But Russian psychologists might prefer to test Vigotsky's ideas against B. F. Skinner's views. And they might conclude that Vigotsky's ideas describe human behavior and activity better and are more consonant with their Russian epistemological values and beliefs. However, the best Russian psychologists have always tried to do it both ways," Sloutsky says.

### Physiology of Emotion in Infants

With a National Institutes of Health International Fogarty fellowship (see accompanying sidebar), Olga Bazhenova conducts research on physiological clues to the emotional states of infants. She works in the lab of APS fellow Stephen Porges at the Child Development Institute of the University of Maryland. She also teaches a course in physiological processes for graduate students. Bazhenova is, in fact, the only Russian psychologist currently enjoying a Fogarty fellowship. More psychologists should apply, NIH program officers urge.

A significant breakthrough issuing from Bazhenova's work at Maryland now enables scientists to detect physiologically, through electrodes, the positive and negative emotional shifts of infants. The research involved 40 infants aged four-and-a-half months.

"Researchers have been looking for a physiological portrait of negative and positive emotion in infants for some time. Now we know that the dynamics of affective states have different physiological patterns and that the shifts can be detected via heart rate monitoring. We can't yet measure them quantitatively, but we know how to identify directional shifts in emotional state from positive to negative or vice versa, through changes in heart rate variability. We can look at the monitor, and if we see a decrease in our index we may be concerned, because we know the infant is going to feel bad. And if we don't see physiological shifts, this may arouse our concern about the infant's ability to regulate emotion or about the infant's predominant affective state."

Bazhenova came to Maryland from Moscow after a nearly 20-year career of university teaching and research in children's mental health. In 1980 she published a study of still-face phenomena [in which the mother faces her baby but does not interact vocally or emotionally] quite independently of similar research going on in America at that time.

She speaks very favorably of her experiences in the American world of science, characterizing them as "a journey into the future." She adds that her American experience allows a rounding out of her theoretical investigation with high-tech studies of the physiological bases of emotional states. "This is a very exciting opportunity for someone with my theoretical back-

# Teaching Tips

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

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

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

## Academic Advising for Undergraduates

Mark E. Ware  
*Creighton University*

**W**hy is "Teaching Tips" featuring an article on academic advising? Much of our work as teaching faculty takes place outside the classroom, and advising is one such activity. For example, in my 30 years as a faculty member, I have had to field a number of student comments and inquiries spanning academic, career, graduate school, and personal issues. Here are some typical examples from my students:

1. I got a "C" in organic chemistry, and I've decided that I don't want to go to medical school. I think I'll major in psychology and become a clinician.
2. I'm working 35 hours a week and getting "C"s and "D"s. I don't know what to do.
3. I'll be graduating in December, and I'll need a job. How do I get one?
4. I'm having trouble getting along with guys my own age. I was sexually molested when I was five years old, and I've never told my parents or anyone else

about this. Will you help me?

5. I think I want to go to graduate school. How do I do that?
6. I don't want to take experimental psychology next semester because I heard it was very hard. What should I take instead?
7. Remember when you had the speaker who talked about suicide in Introductory Psychology? I'm worried because last summer I tried to kill myself twice. What should I do?
8. I like psychology, but everyone says you can't get a job with a psychology major. Is that true?

Despite many administrators' widely publicized views about the importance of advising, surveys reveal low student satisfaction with advising. A faculty member at a large university even commented that advising was "at best an embarrassment and at worst a disgrace." The purpose of this article is to identify some of the major goals of good advising, discuss limits on advisors' knowledge and abilities, elaborate on the variety of approaches to advising, discuss materials for advising, and provide some rules for advising.

### The Goals of Good Advising

#### ◆ Assist in Academic Success

Faculty find themselves in a position to communicate strategies for academic success, such as note taking, study skills, test taking, and time management. But as seen above (e.g., in student statements 2 and 6 above), faculty are also confronted with less routine and more complex academic issues.

#### ◆ Support and Encourage Students

Advisers can also support and encourage students. The C student majoring in psychology as a liberal arts degree deserves as much encouragement as students whose aspirations, skills, and behaviors suggest post baccalaureate education as a means for achieving their career goals. A good adviser helps students set their sights adequately high and to consider courses of study or careers they might not otherwise.

#### ◆ Assist Students in Learning About Themselves

Advising is most effective when students are encouraged to examine their personal attributes. Advisers can encourage and direct students to identify their



interests, values, skills, and aspirations. Such efforts can reinforce the principle that career advising consists of more than transmitting occupational information. More effective decision-making consists of comparing and contrasting information about one's self, one's major, and the world of work.

#### ◆ Help Students Identify and Reach Their Academic Goals

No matter what the setting (e.g., small liberal arts college or large public research university), advisers indicate that the most frequent questions students ask concern the following: (a) academic issues such as institutional policies and procedures, (b) career opportunities, and (c) post baccalaureate educational alternatives. Good academic advising provides accurate information on these topics.

A student's entrance into a department's advising program usually begins with their declaration of psychology as a major. The mundane task of discussing class schedules is more important than many faculty realize. Good advising contributes to positive experiences in courses by ensuring that students have prerequisites, that courses fit their educational goals, and that students have information about college policies, regulations, requirements for the degree, the major, and the minor. Moving systematically through general education requirements and using the student's tentative career goals can provide meaningful rationales for selecting courses.

#### ◆ Think About and Identify Career Goals

Choosing and preparing for a career is a major developmental task for young adults and adults, and faculty advisers can assist students in this process. If advisers are familiar with the results from numerous psychology alumni surveys (e.g., McGovern & Carr, 1989), they can help answer students' most common question: "What can I do with a psychology major?" Furthermore, advisers can inform students about university career and placement office functions, or schedule talks by individuals from these offices.

#### ◆ Inform Students What They Learn as a Psychology Major

Advisers can supplement occupational information by identifying the types of skills that students can acquire while majoring in psychology such as (a) writing coherent and well-organized essays, (b) developing rapport at a group level, (c) learning to tolerate different values and attitudes, (d) collecting, recording, organizing, analyzing, and interpreting empirical data, (e) designing and conducting surveys, (f) understanding, evaluating, and generalizing research findings, and (g) using library resources or personal contacts to find information to solve a problem or answer a question. Identifying such transferable skills can markedly increase students' prospects for obtaining relevant and challenging employment.

#### ◆ Assist Students in Graduate School Application

Advising students about post baccalaureate education includes identifying alternative fields (e.g., education, social work, medicine, and law) and foundation courses for various programs. Encouraging students to seek a match between personal characteristics (e.g., values, interests, and skills) and characteristics of graduate programs increases their likelihood of success and satisfaction.

Additional advising tasks include establishing a realistic time line for completing applications for graduate school (including a goals statement), taking the GRE (or other standardized test), and selecting faculty to write letters of recommendation.

#### Limits to the Advisors' Knowledge and Abilities

Faculty advising takes place in a context of departmental and campus-wide supports. One of the painful lessons I have had to learn and relearn is that I am not a guru, that I could not and should not try to advise students about all of the issues they raise.

Colleagues are among faculty's most immediate resources, one or more of whom may be called upon to help fulfill students' informational and developmental requirements. One of the most important

advising skills I have acquired is making referrals. Fortunately, I did refer the students who made the comments in statements 4 and 7 above. There were others, however, whom I should have referred and did not. Faculty have a responsibility to make effective referrals to other faculty or student personnel specialists who can competently meet student needs. Depending on the school, such specialists are in offices of student affairs, psychological counseling, academic support services, or career development and placement centers.

Although faculty play a leading role in advising, they need not be responsible for the entire process. In the final analysis, faculty must find a personal comfort zone or limit of advising that reflects their training, skill, and experience. Beyond that limit, making an appropriate referral may be the best form of advising.

#### Approaches to Advising

##### ◆ One-on-One Advising

Traditional advising consists of one-on-one contacts between advisers and students. Although this method may be unsurpassed at individualizing the process, one-on-one advising is time consuming and inefficient for delivering generic information. Requiring advisees to read printed materials or to view videotaped materials before their appointments can increase the efficiency and effectiveness of one-on-one interactions.

##### ◆ Student Initiative

One of the most under-used approaches is that of giving students greater responsibility, especially for course scheduling and a program of study. One novel and effective technique consists of using computers to assist psychology majors to become more responsible for maintaining and revising their own advising files (Appleby, 1989).

##### ◆ Peer Advising

Another uncommon, but not unique, approach consists of peer advising. Peer

CONTINUED ON PAGE 36

**David Myers**, Hope College, *Science*, Mar. 24, 1995: Having more money does not necessarily boost human morale

**John H. Newman**, Mount Saint Mary's College, *The Frederick News Post*, Apr. 17, 1995: Psychoanalytic approach with a neurocognitive perspective

**Richard Ofshe**, Univ. of California-Berkeley, *The New York Times*, Feb. 27, 1995: False memories, psychotherapy and sexual hysteria

**Charlotte J. Patterson**, Univ. of Virginia, *The Los Angeles Times*, Mar. 1, 1995: Children of lesbian and gay parents

**J. Philippe Rushton**, Univ. of Western Ontario, *The Ottawa Citizen*, Jan. 8, 1995; *The Canadian Broadcasting Corp TV, Midday*, Feb. 13, 1995; *The London Spectator*, Feb. 18, 1995: Race, genetics and IQ

**Bennett Shaywitz**, Yale Univ., *Newsweek*, Mar. 27, 1995: Functional differences between men's and women's brains as determined by magnetic resonance imaging; *The New York Times*, Feb. 28, 1995: Differences in brain activity in women and men; *The Chronicle of Higher Education*, Feb. 24, 1995: How men and women use their brains

**Larry Squire**, Univ. of California-San Diego, *The Dallas Morning News*, Jan. 16, 1995: Brain mechanisms of memory

**John Tooby**, Univ. of California-Santa Barbara, *The New Yorker*, Mar. 13, 1995: Conflict between nature and morality

**Amos Tversky**, Stanford Univ., *Newsweek*, April 10, 1995: Economics

**Sandra Witelson**, McMaster Univ., *The Scientist*, Mar. 20, 1995: Gender-linked anatomical differences in the brain

**Philip Zelazo**, Univ. of Toronto, *PBS Scientific American Frontiers*, Mar. 29, 1995: Rule use and meta cognition

## RUSSIAN FROM PAGE 31

ground, as I am learning new technology and state-of-the-art methodology, to get my hands on real things, and I have access to libraries and journals, and chances to participate in conferences."

But what Bazhenova misses most in America is time for philosophical discussion. "Here, one is always running experiments, getting data, data, data. There's time for questions, but people don't want to discuss things. And if you want to discuss, some people here become afraid and defensive. In Russia, there's more philosophical communication."

### Students

What are the differences between Russian and American students? For starters, Bazhenova believes Russian students are "better prepared in biology and physiology and can more easily participate in philosophical discussion, consequently."

Sloutsky finds that "teaching is totally different here. Students expect much more predictable teaching than in Russia. They want a syllabus to let them know what will go on in the course, what they will read, what will be the components of the grade, how you will grade them. This is not the case in Russia, where you just go and teach a course day by day."

Russian students are "very well exposed to oral discourse in seminars and debates but relatively ill-prepared for written discourse," Sloutsky said. Americans develop skills of scholarly writing early on, Sloutsky approvingly notes.

### Teaching in the States

Vladimir Trusov, who has lectured at various sites in Canada and the United States (e.g., New York, Boston, Los Angeles, Duke University), since his first

visit to the States in 1989, said, "I accepted a job teaching in a community college; it's only a two-year college and, believe me, not all of the students are future psychologists!" He has been teaching freshman and adult courses at Johnson County Community College in Overland Park, Kansas, since 1993, using standard psychology course syllabi.

With his adult students he shares his experiences from Russia and other countries he has visited in his widely-traveled career. "But the freshmen are very narrowly focused, they're mostly like consumers," Trusov said. "In Russia, with the more experienced students I could use my favorite method as a teacher: I set myself up as a target for criticism, curiosity, and interaction, and I try to 'discover' my shortcomings by attending to their doubts and questions. Here in the States, the adult students might very well eventually become engaged by this technique, but the freshmen? No, that would be impossible!" he lamented.

"Also there is a great difference in teaching between Russia and here. Here each student has a definite textbook and all lectures should be arranged around the text. In Russia, students usually had no text, or no good textbook. Especially earlier, textbooks were very ideologically loaded, and really the students and teachers just ignored them almost entirely. So students in Russia



Alexander Zinchenko and Allo Volovich

started psychology by interaction with teachers and reading several monographs or typed translations from different Western sources. Also in Russia, psychology students study in groups, the same groups from one [psychology] course to another, and inevitably they have opportunities to share their own opinions, mistakes, and insights with each other—whereas American students are true individualists," going from course to

SEE RUSSIAN ON PAGE 37

May/June 1995

## CONTINUED FROM PAGE 33

advising programs have provided information about registration procedures, graduate school, job search strategies, and referral procedures. With thorough training and supervision, upper level undergraduate or Psi Chi students can provide a novel dimension to advising (see page 60 of Ware, 1993b).

#### ◆ Group Advising

Meeting in conversation hours with groups of students who have similar needs or interests is another advising approach. Examples include meetings to introduce students to the requirements for the major, to present psychologists or psychology alumni representing different careers, and to discuss strategies for getting into graduate school or the job hunt.

#### ◆ Academic Courses

Academic courses can constitute another form of group advising. Examples include courses for freshman to orient them to college life and for upper-level psychology majors to aid them in career planning and decision-making (Ware, 1993a). Other relevant educational opportunities include field placement experiences and programs in career guidance and college placement services.

#### Materials for Advising

There are a variety of materials that departments can develop or acquire to assist advisees. Many faculty have developed handouts and brochures for students seeking information about the academic, career, and post baccalaureate educational areas. Several individuals and the American Psychological Association have produced books and videotapes containing information about academic issues, careers, and post baccalaureate education in psychology (see page 61 of Ware, 1993b, for details).

#### Rules for Advising

There are some simple yet important rules of thumb when advising. These include:

- Identify advising limits. Advisors should not coerce students, promote student dependence, or conduct therapy (Keith-Spiegel,

1994).

- Leave your office door open or ajar. Regardless of whether you or your advisee is male or female it is good practice to advise "in public."
- Give your advisee your undivided attention. If you must talk with a colleague briefly or answer your phone, let your advisee know you will be doing this.
- Schedule office hours when you will be available and when advisees will be relatively free. Scheduling office hours at 7AM or only in the evening is a disservice to your advisees.
- Be in your office or easily found during office hours.
- Urge your advisees to schedule an appointment with you. If an advisee schedules an appointment with you, find out what they want to talk about. This allows you time to think about the topic and obtain any necessary information, and you may have tasks you want the advisee to do before you meet.
- An advisee's failure to plan is not your crisis. If an advisee is upset, it is almost always not with you but with something else which has occurred. Do not over-identify with advisees. Keep your cool and focus on solutions to problems and how to proceed.

#### Conclusion

In this article, I tried to demonstrate that academic advising encompasses promoting academic success, supporting and encouraging students, assisting students to learn more about themselves, stimulating thinking about careers, and the like. The resources listed below are a starting point for developing skills for this important faculty task.

Although I recognize that the student population is heterogeneous and that such diversity (e.g., age, gender, and ethnicity) adds complexity to advising, the length of this article prohibits addressing those issues. Interested readers should check relevant sections in Ware (1993b).

#### References and Recommended Readings

- Appleby, D.C. (1989). The microcomputer as an academic advising tool. *Teaching of Psychology*, 16, 156-159.
- Keith-Spiegel, P. (1994, September). Ethically risky situations between students and professors outside the classroom. *APS Observer*, 7, 24-25, 29.
- McGovern, T.V., & Carr, K.F. (1989). Carving out the niche: A review of alumni surveys on undergraduate psychology majors. *Teaching of Psychology*, 16, 52-57.
- Ware, M.E. (1993a). *Advising in the classroom: Teaching a career development course*. Omaha, NE: Creighton University, Department of Psychology. ERIC Document Reproduction Service No. ED 348 585).
- Ware, M.E. (with Busch-Rossnagel, N.A., Crider, A.B., Gray-Shellberg, L., Hale, K. Lloyd, M.A., Rivera-Medina, E., & Sgro, J.A.) (1993b). Developing and improving advising: Challenges to prepare students for life. In T.V. McGovern (Ed.). *Handbook for enhancing undergraduate education in psychology* (pp. 47-70). Washington, DC: American Psychological Association.

**Mark Ware** is a Professor of Psychology at Creighton University in Omaha, Nebraska, where he has been since 1965. In 1972 he received his PhD in psychology from United States International University in San Diego. Ware is Associate Editor of *Teaching of Psychology*; he is a Fellow of APA and a Charter Fellow of APS.

### Visit APS on the Web!

Visit the APS World-Wide-Web homepage on the Internet and find a world of information of relevance to the research and applied psychologist. URL is:

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



## RUSSIAN FROM PAGE 35

unrelated course in their programs.

Trusov finds that a few Americans are deeply interested in Russian psychology but most are uninterested and almost entirely ignorant of it. In fact, in his travels to many American universities he has found few traces of knowledge of any contemporary continental European psychologists anywhere in America, except in specialized courses designed only for that purpose.

"The ignorance of and lack of interest in Russian psychology is not specific to Russia. From my point of view it's a general phenomenon in the United States," extending to all European psychology, Trusov said.

### Working Collaboratively

As to what American psychologists might do to help their Russian scientists in these troublesome times, Trusov remarked, "I absolutely agree with what Alex Kozulin said in the first article of this series [March 1995 *Observer*]. That is, when American psychologists consider collaboration with Russians they should think about optimal division of labor. Russians are not behind in areas that do not demand advanced technical facilities. Too many ideas were produced by Russian psychologists and social scientists that could not be put in practice or verified very well. Therefore, at the level of exchange of ideas, and even in describing some specific features of samples, situations, or environments, or even some subjective characteristics of methodology or of the mind, I think Russians will be at least equal partners with Americans. But in cases where we need very exact measurement or very fast computer simulation, Russians cannot offer that."

Sloutsky's notions of how to divide the tasks of joint Russian-American research differ slightly from those of Kozulin. "Decisions should be made on a case-by-case basis, of course," Sloutsky said. "But it's generally preferable to distribute labor so that planning and data collection are done both here and there. However, data analysis should be limited to the United

### Attention:

**Researchers wanting to study in the United States...**

## FOGARTY INTERNATIONAL RESEARCH FELLOWSHIPS

**International Research Fellowships from the Fogarty International Center of the National Institutes of Health** are intended for biomedical and behavioral scientists who are in the formative stage of their careers. Applicants identify a sponsor at a non-profit US institution that has agreed to accept them for research on a proposed project and submit an application and research proposal to a nominating committee in Moscow. Or, in the case of most other former-Soviet countries, they submit the application and proposal directly to the Fogarty International Center.

Stipends start at \$22,000 and increase for each year of postdoctoral experience up to a maximum of \$32,000 a year. The grants are for 12 to 24 months and cannot be extended. They include round-trip travel for the researcher and a modest allowance for the host institution to cover such costs as the fellow's health insurance, supplies, equipment and travel to scientific meetings in the United States.

Candidates must have received their doctorate no more than 10 years before the application date. They must be proficient in spoken and written English, and they must not be residing in the United States at the time of the **application deadline, July 1 to August 15**. They must not have received previous predoctoral or postdoctoral training in the United States and must have assurance of a position in a non-profit institution in their home country after completion of the fellowship. **More information: Div. of International Training and Research, Fogarty International Ctr., NIH, Bethesda, MD 20892-2220, Tel.: 301-496-1653, Fax: 301-402-0779.**

## IREX PROGRAMS

The **International Research and Exchanges Board** provides grant opportunities for American scholars in the social sciences and humanities, and, on a more limited scale, for scholars from Russia and the other former Soviet states and Eastern Europe.

IREX also supports collaborative international conferences and workshops such as the Vigotsky Conference held in Moscow in September 1994. One of its principal missions is to widen opportunities for scholarly cooperation with scholars of Eastern Europe and the Soviet successor states. IREX and its predecessor organizations go back to the establishment of formal Soviet-American cultural relations 37 years ago, during the Cold War. Phone or write IREX, and specify your interest in grant opportunities for US scholars or foreign scholars or both, at 1616 H St., NW, Washington, DC 20006, Tel: 202-8188, Fax: 202-628-8189.

SEE RUSSIAN ON PAGE 38

## RUSSIAN FROM PAGE 37

States, "because when it comes to questions of research design and data analysis, American psychologists typically are far better trained," Sloutsky remarked.

"I would agree with Alex Kozulin, however, that the level of independence within the project should be consistent with the contribution each group makes to the project," Sloutsky noted, adding that a balance must be established to assure that no one tries to dictate to the other because of differences in the amount of money each has invested in the research.

Russian collaborators can contribute both intellectually and materially by arranging for American doctoral students to collect data or study in Russia, or in other such ways, when they can't provide monetary support, Sloutsky suggested.

### Adjusting to Life in the States

Lev Vekker, who is the author of many notable works on perception and thinking published in the Soviet Union in the 1960s and 1970s, applied to leave Russia in 1981. But he remained a thwarted "refusenik" until 1987 when he came to the United States. Within two months he was engaged by a private firm conducting research in artificial intelligence for the US government. Three years ago he took a post as adjunct professor at George Mason University, to teach and continue his research with American colleagues.

Vekker reports that he adjusted rather easily to life in the United States and suffered little culture shock. He attributes this largely to the fact that he found satisfying work almost immediately upon arrival. Contact with American psychologists has been stimulating and rejuvenating. One evidence of this is his new

volume on body/mind/brain mechanisms of mental space-time that Vekker is co-authoring with a colleague at George Mason University, George A. Allen. They expect to publish it at the end of this year.

"From the start I've tried to take advantage of the positive features of American and Russian psychology and to take their negative features into consideration also, to increase the efficiency, the effectiveness of this collaboration," Vekker said.

### Psychotherapy

In San Francisco, hallucinatory dissociation is frequent among older Russian-speaking patients treated by Alexander Zinchenko and Allo Volovich. Patients hear voices of long-dead family members or friends or they relive their harrowing childhood experiences of World War II. Many patients somaticize their mental/emotional problems and use therapy sessions to unload long lists of physical complaints, possibly because most older patients have little conception

of psychotherapy, Volovich said. About 80 percent of severe depression cases have at least some visual or auditory hallucinations, Zinchenko reported, but they usually subside after a year-and-a-half or two years of assisted adjustment to life in America.

The son of psychologist Vladimir Zinchenko, he is studying for a PhD in clinical psychology at Saybrook Institute while working at the community mental

health center. Volovich completed her PhD in clinical psychology and treated adolescents and young adults in Moscow before her move to the medical center at the University of California-San Francisco about two years ago.

The great majority of Russian-speaking patients are members of religious or ethnic minority groups of Soviet and post-Soviet society who chose to leave their home-

lands. They don't want to go back, even though they may have great difficulty adjusting to America, Volovich stated. Many of them invent idealized homes, outside of real time and space, but most respond to neuroleptics, Volovich said.

### Individual vs. the Collective

Natasha Filatova, a psychologist and psychotherapist who received her PhD from Moscow State University and has been training at the Mount Sinai School of Medicine in New York since 1992, points out many problems in trying to transplant concepts and assumptions developed in the individual-oriented identity of America to the collective-oriented identity of Russians.

Americans may value such characteristics as self-disclosure skills, confrontational expertise, and assertiveness in expressing demands, at least in work settings. But Russians may see it differently. These same characteristics could be viewed as dysfunctional by individuals in a collectivistic society like Russia's, with its emphasis on group solidarity and interdependence, Filatova declared.

Filatova's observations on cultural divides that separate Russian and American psychologists who conduct psychotherapy are contained in a chapter in *Post-Soviet Perspectives on Russian Psychology*, (in press) Greenwood Publishing Group. Chapters by seven other Russians and several American members of APS are contained in the book scheduled for publication in December 1995. Editors are APS member Albert Gilgen, Carol Gilgen, Vera Kotsova and Yuri Oleinik. ♦



### The Editor welcomes your letters to the Editor

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

# PSYCHONOMIC SOCIETY PUBLICATIONS

## Journals in Experimental Psychology: 1995

### Psychonomic Bulletin & Review

Editor: **Henry L. Roediger III**, *Rice University*

This journal provides coverage across a broad spectrum of topics in experimental psychology, including sensation and perception, animal learning and behavior, memory, psycholinguistics, psychobiology and cognitive neuroscience, social cognition, and cognitive development. Most papers published in the journal are devoted to theory, opinion, or review, and brief reports of outstanding experimental work are also published.

**Quarterly.** \$95, Institutions; \$42, Individuals;  
\$21, Students\* \$6 postage outside U.S.

### Animal Learning & Behavior

Editor: **Robert A. Rescorla**, *University of Pennsylvania*

Specific topics include classical and operant conditioning, discrete-trial instrumental learning, habituation, exploratory behavior, early experience, social and sexual behavior, imprinting, and territoriality. This journal covers the broad categories of animal learning, motivation, emotion, and comparative animal behavior.

**Quarterly.** \$87, Institutions; \$40, Individuals;  
\$20, Students\* \$6 postage outside U.S.

### Psychobiology

Editor: **Paul E. Gold**, *University of Virginia*

This journal encompasses all of the allied fields of the neurosciences that relate directly, or potentially, to behavior and experience. Experimental, review, and theoretical papers from many disciplines—psychology, biology, pharmacology, anatomy, physiology, electrophysiology, clinical neurophysiology, neuroendocrinology, and autonomic functions—are included.

**Quarterly.** \$82, Institutions; \$40, Individuals;  
\$20, Students\* \$6 postage outside U.S.

### Behavior Research Methods, Instruments, & Computers

Editor: **Robert W. Proctor**, *Purdue University*

This journal publishes articles in the areas of methods, techniques, and instrumentation of research in experimental psychology. The journal focuses particularly on the use of computer technology in psychological research. An annual special issue is devoted to this field.

**Quarterly.** \$112, Institutions; \$50, Individuals;  
\$25, Students\* \$7 postage outside U.S.

### Perception & Psychophysics

Editor: **Myron L. Braunstein**, *University of California at Irvine*

This journal publishes articles that deal with sensory processes, perception, and psychophysics, especially reports of experimental investigations in these content areas. Articles that are primarily theoretical are also included, as are integrative and evaluative reviews and studies employing either human or animal subjects.

**Eight issues.** \$164, Institutions; \$72, Individuals;  
\$36, Students\* \$12 postage outside U.S.

### Memory & Cognition

Editor: **Geoffrey R. Loftus**, *University of Washington*

This journal covers human memory and learning, conceptual processes, psycholinguistics, problem solving, thinking, decision making, and skilled performance, including relevant work in the areas of computer simulation, information processing, mathematical psychology, developmental psychology, and experimental social psychology.

**Bimonthly.** \$121, Institutions; \$56, Individuals;  
\$28, Students\* \$10 postage outside U.S.

#### PLEASE ENTER MY 1995 SUBSCRIPTION TO:

- Psychonomic Bulletin & Review*  
 *Animal Learning & Behavior*  
 *Psychobiology*  
 *Behavior Research Methods, Instruments, & Computers*  
 *Perception & Psychophysics*  
 *Memory & Cognition*

Please bill my VISA or MasterCard:

No. \_\_\_\_\_

Expires: \_\_\_\_\_ Signature: \_\_\_\_\_

Payment of \$ \_\_\_\_\_ (U.S.)  Purchase order enclosed.  
enclosed. Please bill *institutional rate*.

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State (Country) Zip Code \_\_\_\_\_

\*Students: Enclose proof of student status.

#### PLEASE SEND INFORMATION ON:

- Psychonomic membership  Special issues  
 Back volumes/issues  Other



1710 Fortview Road, Austin, Texas 78704  
Phone: (512) 462-2442 Fax: (512) 462-1101



# The Student Notebook

Deanne Heinisch - Editor

## Advocates Are Here to Help

The APSSC would like to remind you about a valuable untapped resource: your graduate and undergraduate advocates. "What is an advocate?" Someone who adopts the cause of another person or group. They voice the concerns of individuals so that the causes may be heard and acted upon.

As APS student affiliates and members of APSSC, you have the right to voice any concerns related to APS and APSSC to the APSSC advocates. Don't let this important resource go unused. No matter how large, or seemingly insignificant your concerns or ideas, your advocates are interested in hearing what you have to say. They are here to assist students and support their concerns.

Remember, as an APS student affiliate, you are encouraged to use all of the resources that are available and to bring forth any ideas or suggestions you have. Contact your advocates:

Graduate Advocate  
Rachel Jo Pallen  
848 N. Storer Ave.  
Fayetteville, AR 72701  
RJPALLEN@COMP.UARK.EDU

Undergraduate Advocate  
Aram Packlaian  
2700 Bay Area Blvd., Box 198  
University of Houston-Clear Lake  
Houston, TX 77058  
APSSC208@CL.UH.EDU

The APS Student Caucus represents all the Society's student affiliates. It is not an honor society. All chapter chairs are additionally recognized as members of the APSSC Advisory Committee. For information on APSSC school chapter applications, contact:

Matt Montei  
Department of Psychology  
Sloan Hall  
Central Michigan University  
Mt. Pleasant, MI 48859  
M.MONTEI@CMICH.EDU

Chapter founders should provide information on the institution, department, and students, and designate a faculty sponsor.

## Upcoming APS Convention Events Sponsored by APSSC

Once again, it's time to start making plans to attend the 1995 APS Convention held this year in New York June 29 to July 2, 1995. Since the theme of the convention this year is "Science in a Broadway," APSSC has decided to follow suit and has expanded its line-up of 'blockbuster' events. This year, APSSC has organized a variety of activities geared for APS student affiliates.

**The APSSC Social Hour:** The social hour will provide an opportunity for students to meet and interact with other students in an informal setting. This is a time to make new friends, catch up with old friends, discuss research interests, and find out about other student interests. Information about APSSC and its mission will also be available at this time. This is also a chance for students to connect with PSI CHI members. This is a must for any student affiliate.

**The Annual APSSC Business Meeting:** The business meeting allows the Executive Council to communicate the activities and accomplishments of APSSC throughout the past year. In addition, this meeting symbolizes the proverbial "Passing of the Torch" where members of the 1995-1996 Executive Council are elected. If you think you may be interested in running for a council position (see article on opposite page), you will want to attend this meeting. Also, if you aren't quite sure what APSSC is about, attend the meeting and see for yourself.

**How to Navigate a Convention Meeting:** This meeting is designed to introduce first-time convention attenders to the ins and outs associated with attending a convention. If you have never attended a convention you may want to attend this informative meeting. Also, if you are wondering how you are going to survive in New York on a student's budget, this meeting will give you all the information you need.

**The APSSC Student Research Competition Symposium:** This symposium provides the Student Research Competition winners the opportunity to present their research to members and affiliates of APS. Not only does the symposium provide exposure to award winners, it also allows those who attend the symposium to interact with each other and discuss the research projects presented. In addition, students have the chance to become familiar with the research activities of fellow students. If you are curious as to what type of research your other students are engaging in, or simply want to support student research endeavors, this symposium is for you.

**The Ethnic Minority Concerns Committee Research Presentation:** The newly formed Ethnic Minority Concerns Committee is planning to present student research focusing on ethnic minority issues. Several students will present their research focusing on a variety of ethnic minority related topics during the APSSC Business Meeting. If you are interested in this line of research, or if you would like to find out more about ethnic minority issues, please attend the Business Meeting.

**The APSSC Information Booth:** The APSSC booth provides students with an opportunity to familiarize themselves with APSSC and learn more about the APSSC convention activities. Members of the APSSC Executive Council will be on hand to answer any questions you may have about APSSC. The booth will also act as an information center advertising various awards, competitions, and activities sponsored by APSSC throughout the year. Specifically, you will be able to learn about the Student Research Competition, the Small Grant Award, Convention Travel Awards, the Chapter of the Year Award, the Ethnic Minority Concerns Committee, the Matching Funds Program, and the Mentorship Program. Student affiliates wanting to start a local chapter at their university or college can also find chapter applications at this booth. The booth will be set up for the duration of the convention.

All student affiliates are welcome to attend APSSC sponsored functions. Hope to see you there!

# Executive Council to Hold Elections

At the upcoming APS Convention, APSSC will hold elections for students to serve on the 1995-1996 APSSC Executive Council. All student affiliates of APS are eligible to be elected to a position on the Council, if they remain a student for at least one semester of the term of office for which they are nominated. Benefits associated with holding an Executive Council position include, among others, the opportunity to: (a) receive national recognition; (b) develop leadership abilities; (c) strengthen your vita; (d) communicate with other students in psychology; and (e) affect APSSC policy.

The officers of APSSC consist of:

1. **President**—is the exclusive liaison between the Student Caucus and the Board of Directors; chairs APSSC Executive Council Meetings; and serves as an ex-officio head of all non-standing committees.
2. **Communications Coordinator**—is responsible for the Executive Council minutes; information networking; member recruitment; and chapter recruitment/development.
3. **Volunteer Coordinator**—provides travel award advertisement letters to the Editor-in-Chief; chairs the committee that selects annual convention travel award recipients; provides awardee list to National Office; and plans and coordinates the convention awardee training and work schedules.
4. **Graduate Advocate**—advocates on behalf of graduate students; and chairs the committees for the research competition program and small grants award.
5. **Undergraduate Advocate**—serves as an undergraduate advocate. The officer must be an undergraduate to allow fair representation on the council.
6. **Student Notebook Editor**—chairs the editorial committee and is the exclusive liaison between APSSC and the *APS Observer*.

In addition, the president also appoints student affiliates to act as special officers and committee chairs. The special committee positions are as follows:

1. **Ethnic Minority Concerns Committee**—acts as a voice for concerns of American Indian/Native American, Asian/Asian American, black/African American or Hispanic/Latino students of APS.
2. **Psi Chi Liaison**—acts as a liaison between Psi Chi and APSSC.
3. **Mentorship Committee**—matches individuals as mentors and mentees to aid in the professional development of APS members and student affiliates.

If you are interested in running for a position on the Executive Council or are interested in acting as a special officer, attend the Business Meeting at the 1995 APS Convention in New York. Questions? Contact Steve Fiore, APSSC President.



Come meet the 1994-95 APSSC Executive Council members at the 1995 Convention in New York. Standing (left to right): Lynyonne Cotton, Chris Ratcliff, Jacquie Pickerell, Matt Monte, Nikki Scarberry, Aram Packlaian. Sitting (left to right): Deanne Heinisch, Steve Fiore, Rachel Jo Pallen.

## APSSC Officers ♦ 1994-1995

All of the members of the Executive Council welcome students and others who wish to contact them about concerns particular to their own offices.

### Executive Council

#### President

Stephen Fiore  
Department of Psychology  
601 Learning Research & Development Center  
University of Pittsburgh  
Pittsburgh, PA 15260  
SFIORE@VMS.CIS.PITT.EDU

#### Communications Director

Matt Monte  
Department of Psychology  
Sloan Hall  
Central Michigan University  
Mt. Pleasant, MI 48859  
M.MONTEI@CMICH.EDU

#### Volunteer Coordinator

Chris Ratcliff  
Department of Psychology  
Texas Christian University  
Fort Worth, TX 76129  
RATCLIFF@GAMMA.IS.TCU.EDU

#### Graduate Advocate

Rachel Jo Pallen  
Department of Psychology  
University of Arkansas-Fayetteville  
Fayetteville, AR 72701  
RJPALLEN@COMP.UARK.EDU

#### Undergraduate Advocate

Aram Packlaian  
University of Houston-Clear Lake  
2700 Bay Area Blvd., Box 198  
Houston, TX 77058  
APSSC208@CL.UH.EDU

#### Student Notebook Editor

Deanne Heinisch  
Department of Psychology  
Sloan Hall  
Central Michigan University  
Mt. Pleasant, MI 48859  
D.HEINISCH@CMICH.EDU

#### Past President

Dianna Newbern  
Department of Psychology  
Texas Christian University  
Forth Worth, TX 76129  
Tel: 817-921-7410  
RP901PS@TCUAMUS

### Special Officers and Committee Chairs

#### Ethnic Minority Concerns Committee

Lynyonne Cotton  
Howard University  
2251 Sherman Ave., NW, #1042E  
Washington, DC 20001

#### Psi Chi Liaison

Jacquie Pickrell  
14407-172nd Ave., NE  
Redmond, VA 98052  
LOFTLAB@U.WASHINGTON.EDU

#### Mentorship Committee

Nikki Scarberry  
Department of Psychology  
Texas Christian University  
Box 32878  
Fort Worth, TX 76129  
RP591PS@TCUAMUS

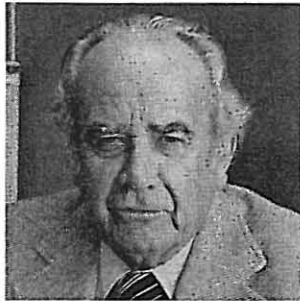
CONTINUED ON NEXT PAGE



# Obituaries

## A Pioneer in Industrial Psychology B. von Haller Gilmer (1909-1994)

B. von Haller Gilmer was a pioneer in psychology whose professional career spanned a period of more than five decades. His contributions to the field were many, including early experimental research, teaching and administration, and work in industrial/organizational psychology. His research career ranged from the discovery (with Frank Geldard) of the glomus body as a possible receptor of cutaneous vibration sensation, to work on the psychological selection of the B-29 crew of the "Enola Gay"; from research (with Keck Moyer) on the attention span of children, which established new principles of toy design, to his innovative



work (with Garlie Forehand) on organizational climates. Haller served as head of the Department of Psychology at Carnegie Institute of Technology for 15 years, wrote textbooks in general, applied, and industrial psychology, and, more recently, helped establish the Applied Psychology Graduate Program at the Virginia Polytechnic Institute and State University (VPI).

Haller Gilmer's widely read textbooks probably represent his most enduring impact on our discipline, especially those books dealing with the application of psychological principles to the industrial scene. He was the author of 18 textbooks and numerous research publications in psychology, business, medicine, and education journals. He was co-author of one of the first introductory psychology textbooks in 1940 and was author of a popular introductory textbook in applied psychology in 1967. But most notable of all was his influential book *Industrial and Organizational Psychology* (McGraw-Hill) that underwent four editions and was translated into six languages. Indeed, B. von Haller Gilmer was one of the first to establish applied psychology as a legitimate arena for scientific and theoretical inquiry. It was Haller Gilmer, along with such notables as Edwin Ghiselli and John Flanagan, who set the standards in the area that so many others have followed over the years.

Haller was born and grew up in the small, country town of Draper at the foothills of the Blue Ridge mountains in Virginia. His love for this part of Virginia, and the people he knew there, represented an important part of his life. Haller and his wife, the former Ellen Graham Conduff, met and were married in Draper, they continued to have a house there throughout his career, and it was to Draper they returned in 1984 to spend their retirement years. Haller received his BS degree from King College in 1930, and was the first to earn a PhD in psychology from the University of Virginia in 1934. He always said that his doctoral research in experimental psychology, carried out under the tutelage of Frank Geldard, served as an excellent background for his later applied work in industrial/organizational psychology.

After serving as a major in the Army Air Corps in World War II, during which time he was involved in personnel selection and classification, Haller took up a position as Head of the Department of Psychology at Carnegie Institute of Technology (later renamed Carnegie-Mellon University). When Haller arrived at Carnegie Tech in 1946 the psychology department was quite small and the only course offerings were at an undergraduate level; the earlier, well known Division of Applied Psychology, with such notables as Walter V. Bingham, Walter Dill Scott, L. Thurston, Edward K. Strong and R. Likert, had been disbanded in 1923. (The work of this group at Carnegie Tech is often described as the beginning of industrial psychology.) During the 15 years that Haller was head, the Department of Psychology at Carnegie Tech evolved into a graduate department with a national reputation.

Not satisfied with retiring as Professor-Emeritus from Carnegie-Mellon in 1976, Gilmer moved to Virginia and joined the faculty at VPI. In addition to teaching there, he provided wisdom and guidance during the development of graduate programs in industrial/organizational and applied experimental psychology. During this period, he was the critical catalyst for

### STUDENT NOTEBOOK CONTINUED

## Local Chapter End-of-the-Year Report Reminder

This is a gentle reminder for all local chapter presidents to submit their end-of-the-year report. At a minimum, include the following information: (a) a list of all officers, (b) a list of all active members, (c) the number of meetings held and a brief description of the meeting's activities, (d) a list of members' research activities, (e) chapter fundraising activities, (f) recruitment and/or promotional activities, and (g) any other activities sponsored by your local chapter. Send by May 22, 1995 to: Matt Monte, Communications Director, Dept. of Psychology, Sloan Hall, Central Michigan Univ., Mt. Pleasant, MI 48859.

Not only are we interested in what you have accomplished this year, we are eager to consider your chapter for the "Chapter of the Year" Award. See the March 1995 Student Notebook or contact Matt at M.MONTEI@CMICH.EDU.

### EMCC Email Address Correction

The Ethnic Minority Concerns Committee (EMCC) announced in the March 1995 issue that they had available a list of psychological agencies advancing the interests of ethnic minorities. However, the email address was incorrect. The contact, and her correct email address, are: EMCC, c/o Leila Ford, Howard Univ., Box 381, Washington, DC 20001; Email: G055231@HUMAIN.BITNET. We apologize for any inconvenience.

CONTINUED ON NEXT PAGE



## FROM PREVIOUS PAGE

numerous collaborative research and extension programs, and his contribution to teaching was honored in 1979 with a University Teaching Award. Haller retired as Professor-Emeritus for a second time (this time from VPI) in 1984.

A fellow of six divisions of the American Psychological Association, he belonged to numerous professional societies. One of the groups he especially enjoyed listing was his membership in the American Federation of Television and Radio Artists. It was necessary that he join this union since he often appeared on television and radio both in Pittsburgh and later on stations throughout the Commonwealth of Virginia.

Haller interests were varied. Above all, he liked to be associated with his early roots, and especially the life style he knew and loved in rural southwest Virginia. Even in Pittsburgh, he had numerous pictures of cattle, especially prize-winning bulls, on the walls of his office and on the side of his station wagon. Haller looked especially 'at home' wearing boots, blue jeans, and a cowboy hat. A loyal supporter of the Pittsburgh Steelers, he never missed seeing them play either at home or on television. All of this provided a rich source of material for a well recognized raconteur.

Haller Gilmer was a friendly, interested, and interesting person who could laugh at himself and tell stories with a twinkle in his eye. He will be remembered not only for his professional contributions but for his cheerful friendship.

B. von Haller Gilmer died on September 1, 1994, in Draper, Virginia. His wife, Ellen, had predeceased him in 1985. He is survived by a daughter, Nancy G. Straff, and grandsons Fritz, Ken, and Ted.

LEONARD E. JARRARD  
WASHINGTON AND LEE UNIVERSITY

JOSEPH A. SGRO  
VIRGINIA POLYTECHNIC INSTITUTE  
AND STATE UNIVERSITY

## Cognitive/Perceptual Psychologist Seonghee Hong (1963-1994)

The international world of cognitive psychology lost a promising rising star on May 2, 1994. Seonghee Hong, a cognitive psychologist in Korea, was killed in an automobile accident. Popular with her students in Korea and respected among her colleagues in the international artificial intelligence community, Seonghee had begun her academic career at

Yonsei University where she obtained a BA with honors in psychology and an MA in experimental psychology with an emphasis on perception and cognition. She received her PhD from Stanford University in 1991 for her visual perception research conducted in collaboration with her advisor, Misha Pavel.



Seonghee's doctoral research had demonstrated conclusively that the visual perception of symmetry does not involve a point-by-point comparison of individual image elements. Instead, higher level image features determine symmetry perception. Seonghee had impressed her colleagues at Stanford with her scientific perseverance and discern as well as her devotion to family.

Born in Incheon, Korea, on May 16, 1963, Seonghee came to develop a thorough fascination with and enjoyment of American culture. And while at Stanford, she developed a particular weakness for American frozen yogurt.

Seonghee was known to U.S. researchers through her work at Stanford. But after receiving her doctorate, Seonghee returned to Korea, securing a research position in the Artificial Intelligence laboratory of the Korea Advanced Institute of Science and Technology (KAIST) in Daejeon. Her research advisor there was Jin Hyung Kim. While a researcher at KAIST, Seonghee also taught numerous graduate and undergraduate courses in Advanced Statistics, Cognition and Perception at Yonsei University.

Seonghee was also an author of numerous books and articles, and at the time of her death, she was completing a textbook on perception, co-authored with professors Chung and Kyeongsoo. She has presented numerous papers at scientific conferences including that of the Association for Research in Vision and Ophthalmology and the Psychonomic Society. Her research is supported in part by grants from Korean research agencies. Her most recent areas of research concerned the perception of Korean consonants across modalities and the effect of spatial frequency phase on symmetry perception. She was also developing various computational models of visual perception. Seonghee was a fellow of the Korea Foundation for Advanced Studies, which is one of the most prestigious foundations in Korea.

Highly respected by her students because of her devotion as a teacher and by her colleagues because of her careful scientific research, she was honored by all immediately following her death; the Department of Psychology at the University held a three-day suspension of classes in her memory. As a leader of experimental psychology research in Korea, Seonghee's death is a tremendous loss to the international study of cognitive science. Her death is an equally significant blow to the advancement of women scientists in Korea. Seonghee is survived by her sister and mother.

As a tribute to her memory, Seonghee's friends have created a fund for the support and advancement of women psychologists in Korea. If you would like to help honor Seonghee's memory, please send your tax deductible contributions to Maggie Shiffarr, Center for Neuroscience, 197 University Ave., Rutgers Univ., Newark, NJ 07102. Make checks payable to the S. Hong Memorial Fund. You will receive a receipt for your contributions. Those wishing additional information can contact Maggie Shiffarr at mag@cortex.rutgers.edu or Tel.: 201-648-1080 ext. 3611.

MAGGIE SHIFFARR  
CENTER FOR MOLECULAR AND  
BEHAVIORAL NEUROSCIENCE  
RUTGERS UNIVERSITY

# Organizational Profile

## Division Two (Teaching of Psychology)

### Origins and Purpose

Division Two (Teaching of Psychology) of the American Psychological Association (APA) represents interests of psychologists in academic institutions from secondary through graduate level. It promotes teaching excellence, research on teaching, and professional identity and development.

### Membership

There are approximately 2,000 members and 1,000 affiliates in Division Two. Membership is open to APA members, and non-APA members may join as affiliates. The current annual fee for members is \$16. The current annual fees for affiliates are \$20 for college professors, \$16 for high school teachers, and \$13 for graduate students.

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

### OFFICERS

<i>President:</i>	Margaret A. Lloyd <i>Georgia Southern University</i>
<i>President-Elect:</i>	Virginia Andreoli Mathie <i>James Madison University</i>
<i>Secretary:</i>	Bernard C. Beins <i>Ithaca College</i>
<i>Treasurer:</i>	Maureen Hester <i>Holy Names College</i>
<i>Council Representatives:</i>	Janet R. Matthews <i>Loyola University</i> Elizabeth V. Swenson <i>John Carroll University</i>

### BACKGROUND

Division Two was founded in 1945 and will celebrate its 50th anniversary in 1995 through events at the annual APA convention and the six regional psychological conventions. Division Two publishes *Teaching of Psychology*, a quarterly journal devoted to the improvement of teaching and learning. The journal contains empirical reports and articles on innovative teaching techniques, curriculum design, demonstrations, laboratory projects, computers in teaching, and biographical materials.

Each year, through its Excellence in Teaching awards, Division Two honors outstanding psychology teachers in four categories: universities/four-year colleges, two-year colleges, high schools, and graduate students.

Division Two sponsors a program of addresses, papers, symposia, and teaching activity exchanges at the annual APA convention. In 1995, the Division will inaugurate a pre-convention teaching workshop at the annual APA convention, as well as programs on teaching at each of the regional conventions (co-sponsored with the Council of Teachers of Undergraduate Psychology). Division Two's office of teaching resources for psychology disseminates teaching and advising material such as syllabi, annotated bibliographies (e.g., on multi-cultural psychology), teaching demonstrations and activities, and *The Ethics of Teaching: A Casebook*. One of Division Two's current projects is developing a mentoring service for teachers.

#### Contacts:

Thomas P. Pusateri  
Division Two Membership Committee  
Department of Psychology  
Loras College  
Dubuque, IA 52001-0178  
PUSATERI@LCAC1.LORAS.EDU  
Tel.: 319-588-7226  
Fax: 319-588-7292