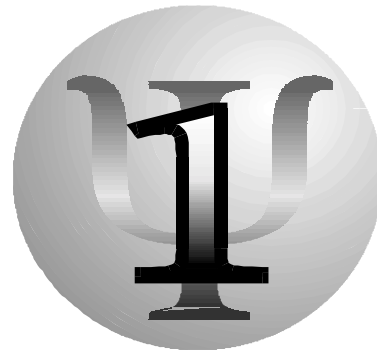


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Inside

Another year is one-fourth gone and the cherry blossoms are out where I live. The current issue of TGP presents "bios and blurbs" from candidates for Society Officers. Be sure to vote when APA sends out the ballots in April. I should also report that changes are in order for TGP. Because of cost considerations the Executive Committee voted that TGP be delivered as a WEB file on the internet system. Those of you with email addresses will be notified when it is available as a PDF file. Others will continue to have it delivered by snail mail. All of this should happen soon.

-- The Editor

The **GENERAL** Psychologist

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Hedonism III:

An Elaboration and Extension of Hedonism

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I was dazzled—mesmerized, goose-pimpled intellectually—by that cognitively aromatic article, “Hedonism: A Hidden Unity and Problematic of Psychology,” in *The General Psychologist*, 35:3. Fall/Winter 2000, 77-94. [TGP editor C. Alan Boneau has some sensitive nose for sniffing out such savory scents as this for red-blooded general psychologists who exult over the excavation of long-buried bejeweled relics of psychology’s building blocks—and hedonism is arguably a building block for psychology, psychology’s “hidden unity” as acclaimed by Brent D. Slife and his colleagues who are the architects of this splendid revival (hence the “redux” in the title of this piece) of hedonism.]

To put things in order chronologically, I refer to Hedonism I as the original formulation of hedonism decades and even centuries ago. Hedonism II identifies the resuscitation (aka redux) of hedonism by Slife and his colleagues, as set forth in the aforementioned issue of TGP. Hedonism III I immodestly dub, with apologies to Louis (“Satchmo”) Armstrong who famously gurgled “one more time” near the end of the classic “April in Paris, “One More Time” or more fully as “Hedonism III: One More Time—an elaboration and extension of hedonism.”

Hedonism II: The Slife Symposium

As a segue for Hedonism III, it is first necessary to offer a spartan reprise of the earlier articles (by Slife et al). This package took shape originally as a symposium at the convention of the American Psychological Association in Washington, DC, in August, 2000. The symposium was sponsored by Division I of APA (The Society for General Psychology).

Slife (2000) sets the stage by asserting that “Hedonism has come to imply more than its conventional definition that pleasure is the sole or chief good in life. ... The doctrine of hedonism has been broadened to mean that sophisticated versions of pleasure, such as happiness, well-being, and self-interest are the sole or chief goods in life. In this sense, hedonism is one of those rare underlying assumptions that pervades virtually all the subdisciplines of psychology in many subtle and surprising ways” Slife then goes on to juxtapose hedonism and altruism, the competition between

whom is omnipresent, sometimes stridently, in the annals of psychology’s towering controversies. I view the battle between hedonism and altruism as being in the same heated ballpark as the debates between Skinnerian psychology and cognitive psychology and those between Skinner and Carl Rogers, not to mention areas transcending psychology, such as the debate between modernism and postmodernism. In other words, the contrast between hedonism (doing things for yourself) and altruism (doing things for others) is an 800-pound gorilla in psychology. The quarrel between hedonism and altruism—expositions of which occupy much of the discourse in these Hedonism II papers—is fierce, non-trivial such as “you say tomaytoe and I say tomahto, you say potaytoe and I say potahto...tomaytoe, tomahto, potaytoe, potahto, let’s call the whole thing off.” Disquisitions into hedonism vs. altruism are big time, of

The last issue of TGP contained a Symposium on Hedonism by Brent Slife and colleagues. Robert Perloff was so inspired by their thoughts that his letter to the Editor metamorphosed into an article for this issue.

the same order of magnitude as those between nature and nurture. As I see it, the overarching preoccupation in this symposium is about the hedonism-altruism controversy. This issue is laced with the currency of political correctness, in my judgment, since hedonism, construed to be crass, selfish, greedy, and materialistic, is not a good thing. It is viewed—incorrectly in my view—as a bad thing. On the other hand, throwing yourself across the railroad tracks to save the fair-haired damsel in “The Perils of Pauline” and wearing sackcloth and ashes in order to better the lives of the indigent ... are good things. Hence, hedonism is politically incorrect and altruism is politically correct. To which I say bullshit! The preponderance of evidence and of sophisticated thinking is that hedonism, selfishness, and being inner-directed, while not necessarily the way one would wish things to be, are, still, the way things are. No one in his or her right mind likes tornadoes, earthquakes, avalanches, hurricanes, tidal waves, typhoons, and bubonic plagues; nevertheless these insults from nature abound. There’s little if anything we can do about them,

and so we should accept them as realities and learn to live with them.

Beyers and Petersen (2000) offer a lively conundrum showcasing the difference between hedonistic altruism (altruism which is really not altruism, but actions which are really intended to benefit the doer "of good deeds" rather than benefit the object of the good deeds) and nonhedonistic altruism (altruism which is truly altruistic, aimed at helping another person, institution, or cause, rather than the self). Nonhedonistic altruists that come to mind are Martin Luther King, Jr., benefiting the disadvantaged; Mother Teresa, feeding the poor in Calcutta; and Jesus Christ, offering salvation to sinners. But even here there are cynics who claim that Martin Luther King, Jr., Mother Teresa, and Jesus Christ found their selfish fulfillment in the service of others, as articulated by Reber (2000), whose paper follows.

Reber discredits nonhedonistic altruism and endorses the notion that there is really no altruism since what may be superficially viewed as altruism is really a set of actions satisfying the self, not others. Reber concludes that "...hedonism is clearly a widespread assumption underlying evolutionary and social psychology theories. It is so pervasive that it even gets smuggled into theories that argue for a genuine altruism. Hedonism is simply accepted as a fundamental principle of human being and as such the possibility of a genuine altruism is not only 'puzzling and problematic'... but ultimately negated" (82).

Gantt (2000), similarly, dismisses non-hedonistic altruism (the "good," and the noble, altruism) from the point of view of cognitive psychology by saying that "many in contemporary cognitive psychology have simply equated rationality with hedonistic self-concern. That is to say, for many in cognitive psychology, human reasoning is, at its fundamental root, nothing more nor less than a matter of self-interest, and the processes of decision-making are ultimately driven by matters of individual self-concern" (p. 83). He reviews theories of rationality and decision-making in contemporary cognitive psychology (in truth a blend of psychology and economics) and the doctrine of naturalistic hedonism (that is, selfishness is natural, the beast that is humankind is put together with matter that is selfishness branch and root). It is, as I read Gantt, with joy that he pounds a nail into altruism's coffin by declaring that "Either genuine altruism is impossible because all thought and action is inescapably self-interested, or altruism is possible but ultimately irrational, and, thus, inexplicable and mysterious—perhaps even pathological" [italics added] (p. 85).

Calapp (2000) ardently depicts hedonism and business as a seamless entity or, if you will indulge this use of business-lingo, as a merger that is destined to succeed because self-interest and the private sector are joined at the hip, were meant for each other, like love at first sight, irrevocably smitten till death do them part and maybe not even then! Calapp's lone demurral comes in the final paragraph of his paper where he grudgingly quotes from Mitroff and Denton (1999), that "Although

we have to make a profit in order to support ourselves, we exist primarily to serve the needy, the disadvantaged, and the poor. Doing good is our ultimate goal, not making money" (Mitroff and Denton, p. 59). In my judgment the Mitroff and Denton ideology is a fatal prescription for a "bear market" on the "street" (Wall Street, that is).

Smith (2000) makes a powerful point in this dialogue when she stresses the essentiality of hedonism and self-interest as cardinal forces for healthy, well-adjusted individuals, individuals for whom those goals are generally present in contemporary psychotherapeutic activities. The healthy and well-adjusted person is fulfilled and satisfied with himself or herself—beauty marks, warts, blemishes, and all—and is at peace with the whole nine yards of his or her being. The healthy person is he or she who has a commitment to his or her individualism and the freedom to choose to be what he or she wishes to be—a homemaker, a corporate barnburner, a straight or a gay or a lesbian, a ditchdigger or a poet, or whatever. Such a person acts in his or psychic self-interest. Adjustment is inner-, not outer-directed, oriented to please one's self, not others. The core of psychotherapeutic practice, Smith persuasively avers, is "freedom, autonomy, and responsibility," "...self-awareness and growth," and "inner potential and ability to grow" (p. 89).

Petersen and Beyers (2000) contend that "... the popularity of hedonistic altruism in psychology stems from the fact that both psychology and hedonism are grounded in naturalistic assumptions" (91). Naturalism in psychology requires hedonistic altruism. Hedonistic behavior is natural and lawful. "When scientists and psychologists look at human behavior, they see hedonistic behavior . . . Not surprisingly, this assertion comes directly from the natural sciences which assume hedonism to be the motivation that ensures survival. Evolutionary theory asserts hedonism to be a natural law: living things will always attempt to maximize their own survival . . . Plants turn toward the sun and animals hunt for food and flee from predators [in the abstract this sounds reasonable, but why then did not, in the earlier days of Hitler, the Jews flee from the Nazis?] ... The goal is always the same, to seek out benefits and avoid harm" (p 92)

Finally, in his summation, Slife (2000), having thus stepped up to the plate and hit a home run for hedonistic altruism, nevertheless views hedonism as problematic, problematic inasmuch as hedonism is considered to be a truism, whereas he believes (and who can argue) that much solid work remains to be done to show empirically that hedonism is the full story, the whole story, and that unless we have empirical verification altruism and nonhedonistic altruism will still be alive and kicking.

Hedonism III: An Extension and Elaboration of Hedonism

Preliminary Remarks: In this section of the paper I will elaborate and extend the conventional notions about hedonism, including those articulated so palpably and

instructively by Slife et al (synopses of which appear in the above section of this paper), material that will include definitions of hedonism in addition to those generally offered, hedonism placed in the context of today's society, some amusing anecdotes on hedonism (Hey, who sez that scholarly papers need to be arid?), and most particularly a brief (though superficial) exposition of "the selfish gene."

The "selfish gene," to my way of thinking, offers a third dimension to the conventionally dichotomous discourse on hedonism, which squares selfishness off against altruism. Let me simply say now that while selfishness and altruism have heretofore been portrayed as the two major actors in the discussion of selfish and selfless behavior, the idea of the "selfish gene" (Dawkins, 1989) exposes us to the idea of helplessness in human behavior. That is, when we speak of selfish and selfless behavior we are, really, speaking of voluntary behavior. Although as I said in the foregoing section of this paper many students of behavior, psychologically and biologically aver that the individual is hard-wired into behaving selfishly—the nature of the beast, if you will, the individual may at least think or claim that he or she is voluntarily doing something out of self-interest, and the altruistic person probably has made a conscious or voluntary decision to help the needy and provide succor for sinners. However, the recent exposition of the "selfish gene" unequivocally declares that every inch or molecule of the person's body and nervous system are really programmed so as to be obeisant to the genetic imperative that the "selfish gene" is. At its core the idea of the "selfish gene ... is that individuals do not consistently do things for the good of their group, or their families, or even themselves. They consistently do things to benefit their genes, because they are all inevitably descended from those that did the same. None of our ancestors died celibate ... to grow old and die was a rather counterproductive thing for a body to do, but that it made sense for the genes to programme obsolescence into the body after reproduction. Animals (and plants) ... are designed to do things not for their species, or for themselves, but for their genes" (Ridley 1996, pp. 17-18).

The "selfish gene" gives the discussion a new shape. We should, I believe, revisit the notion of hedonism-altruism and start from square one, our model being a stool with three legs: selfishness, selflessness, and the "selfish gene."

Hedonism as a unifier of psychology. Slife was certainly right when he characterized hedonism as a unifier of psychology. And that's why, as a loyal member of the Society for General Psychology whose mantra is that general psychology is the true psychology, I'm excited by and grateful to Slife and his co-symposiasts for their articulate revival of hedonism. Slife (2000) reminds us that "hedonism is one of those rare underlying assumptions that pervades virtually all the subdisciplines of psychology in many subtle and surprising ways ... (77). In a nutshell, hedonism is so pervasive because each of psychology's subdisciplines in one way or another is concerned with behavior—behavior of

the child, of the employee, of the rehabilitation psychologist, of the adult in his or her everyday dealings in life, of the individual in a learning mode, of the consumer, of the individual in a family, and on and on and on. And each of these behavioral manifestations sooner or later may be defined in terms of selfishness and selflessness, of hedonistic altruism and of nonhedonistic altruism. But let us not forget that we should think of this as a trilogy, selfishness, selflessness, and the "selfish gene."

Political correctness. Focussing now on a phenomenon inescapably present in current society, the idea of political correctness, as mentioned in the preceding section of this paper it is my contention that hedonism is getting a bad name—a bum rap, methinks—because it is politically incorrect to want to please yourself, make a lot of money, have your cake and it; and altruism is getting a good name—and, for that matter, always had a good name—because the altruist is other-directed, one who thinks of the welfare of others, one who is solicitous of the underdog and so much so that the altruist will give the shirt off his or her back to the person in need. Well, to the extent that most altruists are hedonistic altruists, that is, their behavior is directed not at helping others but rather at helping themselves by making them feel good about their alleged selflessness, altruists are given more credit than they deserve. And for those few altruists who are nonhedonistic altruists, those whose altruism is genuinely aimed at helping others but not helping themselves in any way, shape, or form, then more power to them. Why look a gift horse in the mouth?

School Shootings. Another current "take" on hedonism was expressed recently about a timely and tragic concern in America, school shootings. Finley (2001) in a letter to The New York Times seeks to lay some of the blame for these senseless acts of adolescent violence and aggression on hedonism: "... visit any school anywhere in the country, and you will see teenagers in new sneakers, carrying beepers and cell phones. This is a direct result of growing up in a hedonistic society that thrives on materialism" (p. A26).

More definitions and perceptions of hedonism. According to Chernow (ed., 1975) "Ancient hedonism was egoistic; modern British hedonism expressed first in 19th century utilitarianism is universalistic in that it is conceived in a social sense, 'the greatest happiness for the greatest number'" (p.1215). Mellers (2000) "... attempts to model pleasure and pain in terms of utilities, decision weights, and counterfactual comparisons" (p. 910), an orientation similar to Gantt's (2000) in the Slife symposium. Staub (1978) holds that prosocial behavior, as opposed to pure altruism, in a sense works both sides of the street, benefiting other persons as well as one's self. Bakan (1966) proposes that each person has two distinct but opposing senses, a sense of self (or agency), where one is self-protective and self-assertive and a sense of selflessness (or communion)

Another intriguing and (to me) face-valid view is that of Hirsch (1901), who integrated self-interest and altruism.

He said that "Weakness is not a virtue. The stronger the man the better able he is to render service" (p.476). He goes on to say that "what is ours is ours only as a means to enlarge the common life. We are stewards of our talents and property, trustees thereof in the service of all. As the weakness of one diminishes the sum of service rendered, it becomes the duty of the strong to look after the weak...in order to increase the sum total of strength at the disposal of all Thus, both ego and alter find their higher harmony. Hillel's maxim, 'If I am not for myself, who will be? If I am only for myself, what am I? If not now, when then?' epitomizes this concordance of self and the others. Egoism is limited to its legitimate field ... developing every man into as strong a self as possible with a view toward more perfect service. ... Self-effacement is contrary to the moral law of life. The highest aim in the economy of society and of creation is self-assertion in the service of all. Not egoism which feeds self at the expense of others, but mutualism as implied in the words 'Love thy neighbor as thyself'"(p. 476).

Kugelman (2001) revealed the views of pain and pleasure by Henry Rutgers Marshall (APA's 16th president). Marshall held that pain and pleasure are poles of the same quale of experience. According to Marshall there are two kinds of pain, pains of restriction and pains of excess. "The first type includes thwartings, disappointments, despair, doubt, cravings, and the ugly. The second type is the 'too much.' Marshall denied that 'pleasure is mere absence of pain.' For Marshall, pain was vital to the individual: 'If pain could be altogether avoided, with this would go the possibility of pleasure attainment,' and the individual would 'sink into a life of mere indifference.' Pain thus had a purpose. ... Our 'frustrations, as we call [our pains], are merely situations necessary to the continued existence of the whole of Nature'" (Kugelman, p. 42).

Big Picture Views of Hedonism. Himmelfarb (1999) views our America as being of two cultures, one which is hedonistic, individualistic, and secular (dramatized thus in the 1960s), and the other culture is puritanical, religious, and family-centered. Cast in the mold of current politics, I would say that the hedonistic culture she depicts is redolent of the democratic party and the other culture sounds like the GOP. Adam Smith called these cultures the "loose" and the "austere," while Michael Barone, the political almanac producer, calls them the "beautiful" and the "dutiful." Let's put these altogether now. Hedonism is individualistic, secular, loose and beautiful, and the other culture is puritanical, religious, family-centered, austere, and dutiful. (Gertrude Himmelfarb, a really distinguished author and historian of our times, is the wife of the famous neo-conservative, Irving Kristol. Their son Bill Kristol is the youthful political maven featured, among other places, in the Sunday morning ABC television show hosted by Sam Donaldson and Cokie Roberts, and is the respected publisher of the right-wing magazine, *The Weekly Standard*.)

On the other hand, Wolfe (1999) in his *One Nation, After All*, sees it differently, not an America of two

warring cultures but, rather, an America "dominated by a fairly homogeneous middle class whose cardinal virtue is tolerance. This class ... lives in a land of 'quiet faith'. 'ordinary duties', and 'morality writ small.' If there is a culture war it is within individuals, as they try to strike a balance between the cultures of the 1950s and 1960s. They are neither beautiful nor dutiful. Mutable, perhaps (*The Economist*, 2001).

Humorous anecdotes about hedonism. The following anecdotes are from Fadiman and Bernard (editors, 2000). The first is about a pleasurable experience by Dorothy Parker, writer, critic, and wit. While she was a book reviewer for *The New Yorker*, Dorothy Parker went on her honeymoon. Her editor, Harold Ross, began pressuring her for her belated copy. She replied, "Too fucking busy and vice versa." (p. 425). The second anecdote relating to hedonism was about the golfer, "Fuzzy" Zoeller. Zoeller had lived life to the fullest on the golf circuit, thoroughly enjoying his time on and at the green. In discussion about the next generation of golfers he dismissed their seemingly ascetic habits. "They eat their bananas and drink their fruit drinks, then go to bed. It's a miserable way to live" (p. 588).

The third anecdote is about living in the fast line of the church. Under Pope Leo X (pope during the period of 1512-1521), "his pontificate was a gorgeous carnival that left the church bankrupt. To his flair for bacchanalian diversions he added a reckless patronage of the arts ... and adorned his court with all the entertainers, scholars, and poets money could buy. When he was enthroned he remarked 'Since God has given us the papacy, let us enjoy it'" (p. 339).

The final hedonistic anecdote, for your amusement and edification, is about the pain endured by Napoleon III (nephew of Napoleon I) "For years Napoleon suffered agonies from stones in the bladder. The pain undermined his health and prematurely aged him. Before giving a public audience, he was seen once to hold his arm against the flame of a candle in an attempt to find some relief through a change of pain" (p. 405).

Concluding Comments

Self-Interest as a Handmaiden of Freedom, of Democracy, and of the Bill of Rights of the United States Constitution. Self-interest is at its core the right to follow your own inclinations, your own ideas and convictions, your own philosophy vis-a-vis religion and politics., all of which do not mean profligate license but rather the authority we have been given by our republic and representative government, under the constitution, to "march to the beat of our own drummer," as Henry David Thoreau famously declared. Naturally, when marching to the beat of your own drummer steps on the toes illegally and immorally of others, then self-interest cannot be defended with no restraint whatever. Self-interest is aligned with individualism, which is as American as apple pie and fireworks on July 4. Self-interest authenticates one's freedom to choose one's way of life, be that of a beggar, a candlestick maker, a thief, a clergyman, a poet, a physician, an entrepreneur, a gay or lesbian person, and, I believe, in certain places—for

example, in Amsterdam, capital of the Netherlands—even a prostitute. What a contrast this philosophy is to that parroted by a young Chinese girl who I saw on television several years ago who, when asked what she wanted to be, unhesitatingly said “Whatever my country thinks I should do or be.”

Is Hedonism Problematic? In the title of this series of papers in *The General Psychologist* appear these words: “a hidden unity” and “problematic.” Well, in the foregoing material I have concurred robustly with the notion that hedonism is a veritable source of unity for psychology. But what about “problematic”? In his “Summation,” Slife (2000), in my judgment, is unnecessarily risk-averse, maybe even rigidly and stubbornly scientific when he fears that hedonism is problematic. Why? Slife (p.94) ends up by saying that hedonism is problematic because hedonism has been construed as a truism and begs for more scientific and empirical scrutiny. My own view is that it has been studied, theorized, conceptualized, empirically examined from head to foot, and that it’s high time to acknowledge its existence without hedging. Even so, it’s my dauntless prediction that given the additional scrutiny Slife seeks, at the end of the scrutinized day, hedonism will emerge unscathed. Hedonism is here to stay.

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Selectionism in the New Century

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The nineteenth century provided Darwin's application of natural selection to the evolution of species. The twentieth century saw this principle extended to the development of behavior within the lifetime of the individual: learned behavior is best interpreted as behavior that has been selected by its consequences (e.g., Skinner, 1981). In other words, organisms continue to do what pays off and stop doing what does not. This kind of selection is called ontogenic selection. A third level of selection occurs whenever behavior can be passed on from one individual to another. This happens most obviously in human language, when one person can repeat what another has said or written. This level of selection has been called cultural selection (it also corresponds to the memetic selection of Dawkins, 1976; cf. Blackmore, 1999). Its implications and applications are ripe for analysis. Accounts of the other varieties of selection met resistance in their centuries and continue to meet resistance today. I predict that in the twenty-first century the significance of ontogenic selection will at last be fully recognized and the scope and implications of cultural selection, especially as it operates in human language, will begin to be tested and appreciated.

The most significant contribution to biological and behavioral science in the nineteenth century was Darwin's account of natural selection as a theory of biological or phylogenetic evolution. People knew how to breed plants or livestock selectively, and part of Darwin's insight was that similar selection occurred in nature, without human intervention. But selection does not operate just in evolution (phylogenetic selection). It is a far more general process, and can be observed in the ontogenic and cultural varieties of selection that I consider here. Each variety of selection involves some source of variation that provides the variants from which it selects, and each has some mechanism or mechanisms for selecting the variants that survive.

The different varieties of selection often complement one another, but selection at one level can oppose selection at another. For example, behavior that reduces reproductive fitness at the phylogenetic level may be selected through ontogenic processes during an individual lifetime (consider substance abuse). Similarly, patterns of behavior maintained through cultural selection among members of a group need not be consistent with those maintained by phylogenetic or ontogenic contingencies (consider modern war). Each level of selection requires a different analysis, but at each some responses are selected by their consequences (they

survive) whereas others are not (they become extinct). This selectionist view is a central feature of a branch of experimental psychology called the experimental analysis of behavior, which has led to a wide range of applications in education, behavioral medicine, industrial and organizational management, developmental disabilities, workplace safety, and many other areas of human concern (perhaps for that reason, the first decade of this new century has been formally designated as the Decade of Behavior by the American Psychological Association and allied organizations).

The third variety of selection, cultural selection, occurs when behavior is passed on from one individual to another (cf. Zentall & Galef, 1988). The behavior that individuals acquire within their own lifetimes is eventually lost if they cannot pass it on to others. In early human history, those who could learn from others how to make stone tools or fire or garments had survival advantages over those who could not. Certain ways of raising children, of obtaining and preparing food, of building shelters, and of dealing with group members and with outsiders survived over successive generations through cultural selection. But this third variety of selection manifests itself most significantly in human verbal behavior (Skinner, 1957). For example, what someone has said or written survives that person's death if it is passed on to and repeated by others. The primary function of language is that it is a very efficient way in which one individual can change the behavior of another (giving definitions or other verbal information is a special case: it is a way of changing what the other individual says). Controversies over verbal behavior have been at the heart of attacks upon behavior analysis that have been argued in terms of the structure of language (the issue of what makes sentences grammatical). Yet the primary concern of behavioral accounts of language is with the functions of verbal behavior (Andresen, 1990). The question of whether a sentence is grammatical tells us nothing about the circumstances under which a speaker talks or what the speaker talks about. These are functional and not structural questions (the distinction is similar to that between physiology and anatomy in biology).

The contemporary battle between ontogenic selection and linguistic creationism has many parallels with the

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Darwinian history of the nineteenth century (Bowler, 1983; Catania, 1987, 1998, pp. 364-376; Smith, 1986). While linguists argued that language is an evolved human capability, they simultaneously claimed the irrelevance of ontogenic contingencies (Pinker, 1994).

Meanwhile, experimental analyses of the functions of verbal behavior have shown how properties of verbal behavior can be understood in terms of nested classes of behavior. For example, individual phonemes enter into words, and words enter into sentences; similarly, the following of a particular instruction may have consequences specific to the instructed behavior, but this specific instance is part of a broader class of instruction-following in general, which has other more general (usually social) consequences (Catania, 1995; Shimoff & Catania, 1998). Furthermore, as in the phylogenetic case, the operation of selection at the ontogenic and cultural levels provides an account of the processes that lead to novelty, despite the claims of some linguists that is incompatible with such processes (e.g., Catania, Ono & de Souza, 2000; Pryor, Haag & O'Reilly, 1969).

Current work in the analysis of behavior is bringing us closer to the practical application of cultural selection to significant human problems. For example, we are learning about ways in which the nonverbal behavior of an individual can be changed as a result of changing what the individual says.

The great advances of the next century will come with a scientific analysis of language that illuminates its functions in human life rather than its structure as metaphorically modelled in computer analogs or other mathematical systems. We are so immersed in language that we find it difficult to treat it as a variety of behavior, and yet the functions of verbal behavior are crucial to our understanding of ourselves (the analysis of language function can tell us about how we learn the language of feelings and attitudes and emotions in terms of which we talk about ourselves).

The interactions between nonverbal and verbal classes of behavior are ripe for study. They bear on the nature of human political institutions, scientific practices, and even our understanding of knowledge and truth. I

predict that the distinctive scientific achievements of the next century will include the re-emergence of ontogenic selection, eclipsed through much of the twentieth century much as Darwinian selection was eclipsed in the nineteenth, and the growing recognition of the significance of cultural selection, as it operates on both words and deeds. How these may benefit human behavior throughout the world will be a story for the new century.

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Teaching Psychology Students that Creativity is a Decision

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There was a time when creativity might have been viewed as something of a luxury. People would stay in the same job for their entire career. The nature of that job changed little over the course of their career. Much of what most people needed to know they learned in school and the rest could be learned on the job during the early years of employment.

That time is gone, probably forever. The world is changing at a staggering pace. Technology moves ahead in leaps and bounds. Countries that once were ruled by dictators now are led by democratically elected officers, and vice versa. Social customs change rapidly, and what is permissible to say in professional and personal interactions is continually fluctuating. People change jobs frequently and, even if they stay in the same job, the nature of their work changes. Students who fail to acquire a flexible and creative attitude toward life are at risk for obsolescence, not only in their knowledge, but also in their skills for coping with life. Psychologists, in particular, need to be creative in their teaching, their research, their psychotherapy, and their leadership.

The traditional view of creativity is that it is some kind of specialized, innate ability needed only by the elite and that can be nurtured only in the elite. This view is, and always was, erroneous and falsely divests teachers of their responsibility to develop creative thinking in their students. Creativity is, in large part, a decision (Sternberg, 1999b, 2000; Sternberg & Lubart, 1995; Sternberg & Williams, 1996).

Students can develop their creativity, in part, by learning the attitudes with which they need to approach their work and the decisions they need to make. Students can learn how to be creative by observing creative decision making at work in psychology. Here are 10 decisions they (or anyone) can make to be creative in psychology and in life. Of course, the list is not exhaustive (see essays in Sternberg, 1999a). But it is a start. The examples below show how anyone can decide for creativity.

1. Redefine Problems. Redefining a problem means taking a problem that most people see in one way, and allowing and even prodding oneself to see it in another way. It means not simply accepting things because other people accept them.

A marvelous example of problem redefinition can be found in the thinking of Lev Vygotsky (1978). Vygotsky refused to accept the notion that a conventional test of abilities would

tell a psychologist all or almost all the psychologist needed to know about a child's potential. Vygotsky pointed out that most virtually all extant testing was static testing: Children would be given a test and then given a score. Vygotsky broke out of the conventional testing "box" when he introduced what today has come to be called dynamic testing—the notion that one can teach children at the time of test to separate out cognitive skills that are already developed from those that are still developing (see Grigorenko & Sternberg, 1998). The difference between the two formed the child's zone of proximal development.

Another example of redefinition was in the work of Miller, Galanter, and Pribram (1960), Newell, Shaw, and Simon (1957), and others who started the "cognitive revolution" in psychology. Behaviorism had heavily emphasized sticking to the observable in the analysis of psychological phenom-

"To a large extent, creativity is a decision. Psychology students as well as psychologists can become more creative by deciding for creativity. In this article, I present ten decisions individuals can make to decide for creativity."

ena. In its radical form, behaviorism shunned any consideration of mental processes. The pioneers in the cognitive movement not only encouraged exploration of mental processes, but made such exploration the centerpiece of the new cognitive paradigm.

2. Analyze Your Own Ideas. No one has only good ideas. Even the most creative psychologists sometimes make mistakes. Students need to learn to critique their own ideas—to be the first to decide which of their ideas are really worth pursuing, and later, to admit when they have made a mistake. Everyone should retain a healthy degree of skepticism about any idea he or she has. No one is right all the time, and people who lose their skepticism about their own ideas may quickly reach dead ends because they may believe they have all the answers.

One of my undergraduate mentors was Robert Crowder, a famous memory psychologist. Crowder became well known early on for his theory of precategorical acoustical storage (Crowder & Morton, 1969). Over time, evidence accumulated that was quite damning for his innovative idea. Crowder made the decision to retract his idea in print

(see Greene & Crowder, 1984). Such a decision took a lot of guts. The creative person not only comes up with ideas, but also is willing to admit when the ideas need to be modified or dispensed with altogether.

3. Sell Your Ideas. When we are young, we may believe that creative ideas sell themselves. They don't. The creative process does not end with their generation or even with their being critiqued. Because creative ideas challenge existing ways of doing things, they must be "sold" to the public—whether scientific or lay.

B. F. Skinner recognized until his dying day the necessity of selling his ideas. He assertively did so, through talks, essays, experiments, and even a novel. He was selling his ideas right up to the last days of his life. Skinner was a tireless salesperson, even writing a novel to show readers the value of his ideas for society (Skinner, 1948). Students need to learn that good ideas don't sell themselves. Students need to take responsibility for persuading people and convincing them of the validity of their ideas.

Students often have what I believe is an erroneous idea—that the sole purpose of a talk or an article is to inform. On the contrary, it is equally important to persuade one's audience of the value of one's findings of ideas. I tell my own students that much of what we do when we communicate is to "sell." The difference between us and many other sales people, however, is that we usually have formulated our own product, that we truly believe in the value of the product, and that there really is scientific evidence to back our beliefs.

4. Knowledge is a Double-Edged Sword. To be creative, one has to be knowledgeable: One cannot go beyond what is known without knowing it. But knowledge can also impede creativity (Frensch & Sternberg, 1989). Experts can become entrenched in ways of seeing things and lose sight of other perspectives or points of view. It becomes important, therefore, for teachers to impress upon students that students have as much to teach teachers as teachers have to teach students. The teachers have the advantage of knowledge, the students, of flexibility. Working together, they can accomplish more than either can on their own. Teachers have to be especially careful that they not dismiss students' views simply because the views happen not to fit into their own views of the world.

My graduate advisor, Gordon Bower, told me once that a key to his success was letting his students lead him. In this way, he was able to walk down many paths that otherwise would have been closed to him. He made a decision—the decision to use his knowledge to enhance rather than diminish his creativity.

Some years ago, I was visiting a very famous psychologist who lives abroad. As part of the tour he had planned for me, he invited me to visit the local zoo. We went past the cages of the primates, who were, at the time, engaged in what euphemistically could be called "strange and unnatural sexual behavior." I, of course, averted my eyes. However, my host did not do the same. After observing the primates for a short amount of time, I was astounded to hear him analyze the sexual behavior of the primates in terms of his theory of intelligence. I realized at that time, as I have many times since, how knowledge and expertise can be a double-

edged sword.

On the one hand, one cannot be creative without knowledge. Quite simply, one cannot go beyond the existing state of knowledge if one does not know what that state is. Many children have ideas that are creative with respect to themselves, but not with respect to the field because others have had the same ideas before. Those with a greater knowledge base can be creative in ways that those who are still learning about the basics of the field cannot be.

At the same time, those who have an expert level of knowledge can experience tunnel vision, narrow thinking, and entrenchment. Experts can become so stuck in a way of thinking that they become unable to extricate themselves from it. Such narrowing does not just happen to others. It happens to everyone, myself included. For example, at one point in my career, every theory I proposed seemed to have three parts. (Of course, there were *three* good reasons for this . . .) At that point, I was "stuck on threes." Learning must be a lifelong process, not one that terminates when a person achieves some measure of recognition. When a person believes that he or she knows everything there is to know, he or she is unlikely to ever show truly meaningful creativity again.

5. Surmount Obstacles. Because creative people "defy the crowd," they inevitably confront obstacles. The question is not whether they will confront obstacles, but whether they will have the guts to surmount them.

John Garcia is a wonderful example of a psychologist with the guts to surmount obstacles. When he proposed one-trial classical conditioning, he was dismissed by many psychologists as a crackpot. He had great difficulty persuading many of his colleagues that he should be taken seriously, and was practically unable to get his work published. Years later, upon winning the APA Distinguished Scientific Contribution Award, Garcia (1981) wrote an essay recounting his travails. Creative people like Garcia make the decision to fight for their beliefs.

When I was very young, I became interested in intelligence and intelligence testing as a result of poor scores on intelligence tests. As a seventh grader of the age of 13, I decided it would be interesting to do a science project on intelligence testing. I found the Stanford-Binet Intelligence Scales (Terman & Merrill, 1937) in the adult section of the local library and started giving the test to friends. Unfortunately, one of my friends tattled to his mother, who reported me to the school authorities. The head school psychologist threatened to burn the book that contained the test if I ever brought it into school again. He suggested I find another interest. Had I done so, I never would have done all the work I have done on intelligence, which has meant a great deal to my life, and, I hope, something to the world. His opinion presented a major obstacle to me, especially as an early adolescent. However, because I surmounted that obstacle, I have been able to do research on intelligence, which has been very fulfilling for me.

Many other psychologists have defied conventions in their work, sometimes at great cost. Indeed, I have been so impressed by the courage of some psychologists that I have edited a book on psychologists who have defied the crowd

in their professional lives to stand up for their beliefs (Sternberg, in press).

6. Take Sensible Risks. Our educational system often encourages students to play it safe. On tests, they give safe answers. When they write papers, they try to second-guess what their professors want to hear. But creative people always are people who are willing to risk something, and in the process, fail some of the time in order to succeed other times. Teachers need to encourage such risk-taking.

Elaine Hatfield and Ellen Berscheid decided to expose themselves to enormous risk when they started their studies of love. Today, the study of love is a well-accepted and growing field. But when Hatfield and Berscheid started studying love, many psychologists viewed the work as out of bounds. So did a United States Senator. William Proxmire, of Hatfield's own state of Wisconsin, bestowed upon Hatfield and Berscheid his "Golden Fleece" Award for wasting taxpayer money. Proxmire publicly ridiculed Hatfield and Berscheid, saying that love was best left to the poets. The risk paid off, however, and today Hatfield and Berscheid are viewed by many psychologists as the founders of the scientific study of love. Had they been unwilling to risk as much as they did, who knows when or if this field would have come into being? They knew that nothing ventured, nothing gained.

I took a risk as an assistant professor when I decided to study intelligence, as the field of intelligence has low prestige within academic psychology. When I was being considered for tenure, it came to my attention that my university was receiving letters that questioned why it would want to give tenure to someone in such a marginal and unprestigious field. I sought advice from a senior professor, Wendell Garner, telling him that perhaps I had made a mistake in labeling my work as being about intelligence. Indeed, I could have done essentially the same work but labeled it as being in the field of "thinking" or of "problem solving"—fields with more prestige. His advice was that I had come to Yale wanting to make a difference in the field of intelligence. I had made a difference, but now I was afraid it might cost me my job. I was right: I had taken a risk. But he maintained that there was only one thing I could do—exactly what I was doing. If this field meant so much to me, then I needed to pursue it, just as I was doing, even if it meant losing my job. I am still at the university, but other risks I have taken have not turned out as well. When taking risks, one must realize that some of them just will not work, and that is the cost of doing creative work.

7. Willingness to Grow. Many people have one creative idea early in their career, and then spend the rest of their life unfolding that idea. They become unwilling or even afraid to go beyond that idea. Perhaps early on they fought the scientific or other establishment to win acceptance of that idea. Later, they become that establishment, fighting against the new ideas that threaten their own self-perceived monopoly on truth.

When I was a graduate student, Bill Estes, then a professor at Harvard, gave a colloquium at Stanford. He started it off by noting that he had funded himself the research he was going to discuss that day. People gasped. Estes explained

that, previously, he had had no trouble gaining funding. But then, he submitted to his funding agency a proposal to study perception rather than the usual proposal to study memory. The reaction of the grant panel was that if Estes wanted to study memory, the field in which he had established his reputation, that decision was fine. But they were unwilling to fund him to study perception. They said that they did not know whether he could succeed in an entirely different field. Estes therefore funded himself, succeeded, and later gained fame—as well as funding—in his new area of endeavor. Only through his willingness to grow and escape pigeonholing was he able to turn to a whole new field of creative endeavor.

A second example of growth was in the thinking of Edward Titchener. During most of his life, Titchener was a strict structuralist. Toward the end of his life, however, Titchener began to diverge increasingly from the tradition of Wundt and of structuralism. Titchener eventually came to argue that psychology should study not merely the basic elements of sensation, but also the categories into which these sensations could be grouped (Hilgard, 1987). Titchener's change of mind illustrates that outstanding scientists do not necessarily adopt a particular viewpoint and then stick with it for the rest of their lives. They allow their thinking to evolve, often changing the views about things during this evolutionary process.

8. Believe in Yourself. Creative people often find that their ideas get a poor reception. I suspect that all truly creative people come to believe, at some time or another, that they have lost most or all their external sources of intellectual and even emotional support. At these times, in particular, it is particularly important that they maintain their belief in themselves. If they lose this belief, they will find themselves with nothing.

Dean Simonton, a premier researcher in the field of creativity, has described to me (personal communication, February 9, 2000) how, in graduate school, he was roundly criticized by some of his professors for the kind of historiometric work he was starting to do in his studies of creativity. One professor told Simonton that he never would achieve even one publication in a first-line journal. Had Simonton lost belief in himself, he never would have continued with the research that has landed him numerous publications in first-line journals and made him one of the most widely cited psychologists in the field of creativity, or in any field.

9. Tolerance of Ambiguity. When we try creative things, we often find that in their early or even sometimes late stages, they do not work out the way they seemingly should. We go through prolonged, uncomfortable stages of ambiguity where things just do not quite fall into place. Yet, in order to be creative, we need to tolerate ambiguity long enough to get our ideas right.

One of the more famous studies in the history of memory research was the set of studies that led to the development of the encoding-specificity principle (Tulving & Thomson, 1973). In this research, my mentor Endel Tulving and his colleague Donald Thomson showed that, given the right retrieval conditions, recall memory could be greater than recognition memory. At the time, this was an astonishing

fact. But the research leading up to this finding did not appear magically one day and work out right the very first time. Tulving had to find the situations in which recall would be better than recognition (Tulving, personal communication, February 9, 2000). He was willing to tolerate ambiguity long enough in order to get things right and thereby make an outstanding creative contribution to the field of memory.

10. Find What You Love to Do and Do It. If research about creativity shows anything, it is that people are at their most creative when they are doing what they love to do (see, e.g., Amabile, 1996). As teachers, therefore, we need to encourage students to find their own niche—their own love in psychology or anything else—and not to try to turn them into disciples or “intellectual clones” who will do “our thing” rather than their own.

Conclusion

To conclude, anyone can make the decision to be creative. The ten decisions described above are not matters of fixed abilities. Nor are they matters of fixed personality traits. Rather, they are attitudes toward work and toward life—decisions to be made. I am not arguing the inherited abilities matter not at all. Almost certainly they do. But whatever it is one inherits represents the beginning of a story, not the end. A person who does not decide for creativity most likely will not be creative, regardless of any abilities he or she inherits. And a person who inherits a more modest level of abilities still may be able to be very creative in his or life.

Teachers and students alike can decide for creativity. But students probably will not do so unless they are encouraged to do so. It is our responsibility as teachers to provide such encouragement and to reward students who decide for creativity. We need to teach students not only to learn the facts, and not only to think critically about them. To become the psychologists or even the people they are capable of being, we need to teach students to decide for creativity. We also need to do it ourselves.

Once students reach a certain point, they may discover that they become quite proficient at tearing down the work of others. Some of these students later become psychologists who attempt to build careers not by advancing their own ideas, but rather, by attacking the ideas of others. When I was a first-year faculty member, I thought I had found a fatal flaw in the work of someone whom I very much admired and respect, Wendell Garner. I wrote an article that was critical of some of his work, and fortunately for me, the article was rejected. The article was bad and would only have embarrassed me. When I told Garner what had happened, he showed no anger toward me. Rather he advised me never to write another such piece again. “You are judged the positive contribution you make, not the negative one.” Of course there are good critiques as well as bad ones. But in my own career, I have tried to follow Garner’s advice. Ultimately, the psychologists we remember are those who, despite the odds, have decided for creativity.

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Getting Down to BUSINESS

Candidates for Society Offices

The Spring issue of TGP is the Election Issue, featuring bios and statements of the candidates who have been nominated and who have agreed to serve if elected. This year there are three candidates for the office of President-Elect and eight candidates for the two positions of Member-at-Large of the Executive Committee. For President-Elect the candidates are Mahzarin Banaji, Roddy Roediger, and Bruce Overmeir. The candidates for the Member-at-Large positions are Florence Denmark, Gloria Gottsegen, Janet Matthews, Susan Mineka, Agnes O'Connell, Duane Rumbaugh, and Dean Simonton.

Candidates for President-Elect

Mahzarin R. Banaji is a Professor of Psychology at Yale University. Her research career began with psychophysics, then Marxian sociology, and circuitously arrived at experimental social and cognitive psychology. Perhaps for this reason, she has been and remains a generalist. A colleague once referred to her as a "lumper" and it dawned on her only later that the comment may not have been intended as a compliment. But a lumper she has remained, in part through the reassuring company of numerous fellow-travellers. She obtained her Ph.D. from Ohio State where her interests were finally brought to focus on social cognition in collaboration with Anthony Greenwald. She did post-doctoral work at University of Washington where she "lumped" along further, studying the effects of alcohol on self and memory with Claude Steele, learning about malfunctions in memory from Elizabeth Loftus, and about language and thought from Buz Hunt. At Yale, in the absence of any fear of being granted tenure, she was free to seek problems at the intersection of areas. Since 1988, she has studied unconscious forms of thinking and feeling with a focus on the manner in which social beliefs and attitudes guide perception and judgment. Her inclination to be a generalist has allowed her to seek and learn about potential tools to conduct her basic research independent of their original purpose. Likewise, she has pursued the application of her research to problems in education and in the law. In her administrative service she remains supportive of all efforts to advance the agenda of the science of psychology. She is a fellow of the APA, and is finishing a term on the Board of Scientific Affairs. She is a member of the Society of Experimental Social Psychology, and has served on its Executive Committee. She was Associate Editor of the *Journal of Experimental Social Psychology* and *Psychological Review*. Her research is supported by the National Science Foundation and the National Institutes of Mental Health. Among her awards, she has received Yale's Lex Hixon Prize for Teaching Excellence (teaching introductory psychology frequently over the past 18 years), a Cattell Fund Award, and a fellowship from the Guggenheim Foundation. In 2000, her work received the Gordon Allport Prize for Intergroup Relations.

Banaji's Statement. In a talk I recently gave, I made the

observation that a unified view of our discipline is not only a possibility but imperative—that connections between brain, mind, and society can be achieved in psychology as it can in no other discipline at present; that seeming disparities that are bound to occur during the wobbly periods of major growth spurts of a discipline should lead especially to the seeking of unifying threads. I pointed to the discovery made by the astrophysicist S. Chandrashekar that the orbital mechanics of an electron (about as microscopic a phenomenon as one can imagine) mapped on the mechanics by which stars turn into black holes (about as macroscopic a phenomenon as one can imagine). And so, I argued, it may be even with psychological phenomenon. Among my foremost responsibilities will be to speak and persuade about the commonalities between levels of analysis within psychology. I care deeply about the dissemination of psychological science to a variety of audiences, from colleagues within the academy to the funding public. We do experiments on phenomena that most other academics (let alone the lay public) do not know can be the subject of scientific scrutiny. I worked on a task force that generated ideas for the appropriate dissemination of psychological science, believing as I do that successful dissemination importantly affects the future of our discipline. The media, the web, are all tools available to do this (some of our research serves an educational/dissemination function via a website: www.yale.edu/implicit) and I intend to pursue ways to highlight the contributions of psychology to problems of national and international import such as prejudice, intergroup conflict, and the building of democratic institutions. I am passionate about the teaching of psychology at all levels. With traditional undergraduate and graduate teaching/training being a large part of what I do everyday, I would like to protect that unique form of interaction while imagining and testing the potential impact of reaching audiences beyond the standard laboratory and classroom. I am interested in reasoned efforts to use the Internet to reach audiences that have heretofore been excluded from the privileges of formal education. Each of these missions—to unify, to disseminate, to educate—is at the center of Division 1, a lumper of a division if I ever saw one.

J. Bruce Overmier. I am probably best characterized as a traditional, "bench" scientist and academic psychologist, having served as a full time professor of

psychology and laboratory researcher for some 35 years. But my research, teaching, publications, and public lecturing has always explored the links between the laboratory and the clinic; as has been noted, there is nothing so practical as a good theory—and the research that flows from it. During those years, I have also been a member of APA for 30-plus years, and in that time have served our community through a wide variety of APA committees and boards related to federal support of research and training, ethical issues in research, division programs, APA conferences, publications, science policy, representation of divisions, and the integration of science and practice in all that APA does.

Overmeir's Statement I believe that my perspective on psychology, on APA divisions, and on APA at large captures psychology's breadth and richness and encompasses an awareness that each focus within our profession (education, science, practice, and public interest) can only succeed to the extent that ALL succeed. I hope we share this perspective and the vision that it emboldens. The challenge we face and the challenge that Division 1 is perhaps best positioned to address is the self-interested narrowing of our individual visions that comes about in times of diminishing resources. My action agenda for the Society of General Psychology is one of seeking ways of maintaining the broader vision of psychology and maintaining mutual respect for the interests and goals of all. Despite diminishing resources, there are increasing needs for psychology to make contributions to our knowledge-base and, through communications and actions, to human welfare. This broader vision must be pursued with individuals and with other organizations. I also will seek ways in which the Society can reach out nationally and, indeed, internationally. Our truly fine Society journal is one vehicle that helps us accomplish this, but there are other possibilities—holding specialized joint conferences, and sponsoring inter-divisional collaborations, for both of which there exists internal funding if we are so bold as to seek it. And, like all organizations today—but for “general” organizations especially so—an impediment is our limited membership. It will take our working together—division leadership and individual members—for us to draw our colleagues to our shared vision of psychology. I am prepared to commit my time and energy to these ends and the consequent strengthening of the Society of General Psychology. Thank you for your consideration.

Henry L. Roediger, III is the James S. McDonnell Distinguished University Professor and Department Chair at Washington University in St. Louis. He graduated with a B.A. in Psychology from Washington & Lee University in 1969 and received his Ph.D. from Yale University in 1973, working primarily with Robert Crowder and Endel Tulving. Dr. Roediger's prior academic appointments were at Purdue University, the University of Toronto and Rice University, where he served as the Lynette S. Autrey Professor of Psychology.

Roediger's research has centered on human learning and memory and he has published some 125 articles

and chapters on cognitive processes involved in remembering. His recent research has focused on illusions of memory, studying how people may remember events very differently from the way they happened or, in the most interesting case, vividly remember events that never happened at all. He has also studied processes involved in implicit memory tests and how performance on these tests can be dissociated from explicit memory measures. His research has been supported by several governmental agencies, most recently from the National Institute of Aging.

Roediger served as editor of the *Journal of Experimental Psychology: Learning, Memory and Cognition* from 1985-1989 and was previously its associate editor. He was founding editor of *Psychonomic Bulletin & Review* (1994-1999) and is currently a consulting editor for that journal. He has served as consulting editor for *Contemporary Psychology, Memory & Cognition*, and *Neuropsychology*. He currently serves on the boards of the *Journal of Experimental Psychology: Learning, Memory and Cognition*, the *Journal of Memory and Language*, *Memory, Cognitive Psychology*, and *Psychological Science in the Public Interest*. In addition, Roediger was a senior editor for the *Encyclopedia of Psychology*.

Dr. Roediger is co-author of three textbooks that have been through numerous editions. *Psychology, an introductory textbook*, is in its fourth edition. *Experimental Psychology: Understanding Psychological Research* is in its seventh edition and *Research Methods in Psychology* is in its sixth edition. In addition, Roediger co-edited *Varieties of Memory and Consciousness: Essays in Honour of Endel Tulving* and *The Nature of Remembering: Essays in Honor of Robert G. Crowder*.

Dr. Roediger was elected to the Governing Board of the Psychonomic Society and served as its Chair in 1989-1990, and he is on the Board of Directors of the American Psychological Society. In addition, he was elected President of the Midwestern Psychological Association (1992-1993) and to the Board of COGDOP (1998-2001). He also served as President of Division 3 (Experimental Psychology) of the American Psychological Association. He has been named a Fellow of the American Association for the Advancement of Science, the American Psychological Association, the American Psychological Society, and the Canadian Psychological Association. In 1994 Roediger held a Guggenheim Fellowship and was elected a member of the Society of Experimental Psychologists. According to a 1996 study by the Institute of Scientific Information, Roediger's papers had the greatest impact (measured by their average number of citations) in the field of psychology for the five-year period from 1990-1994.

Roediger's Statement. Division 1 of the American Psychological Association represents the last bastion of general psychology as the field of psychology becomes increasingly fragmented. New divisions, new organizations, new specialties and new meetings for psychologists sprout like wildflowers in the spring. These changes should not be cause for undue alarm, because

they show our field in a healthy state of development. However, the danger from these centrifugal forces is to create a field that revolves so fast around its center that it runs the danger of breaking apart and shattering into many individual pieces. General Psychology, represented by Division 1, is that center that must be strong to hold the field together, lest we degrade into a mass of specialties each isolated from the other. (I sometimes feel that the only people somewhat in touch the grand intellectual sweep of Psychology are those who teach introductory psychology or the history of psychology, where broad views are necessary).

If elected President of Division 1, my goal would be to work hard for the causes that would unite psychologists and keep us focusing on the core principles that bind us together – the scientific basis of studying mind and behavior and how it can be applied for better practice in the clinic, in industry, and in academia. Division 1 has played a vital role in affairs of the American Psychological Association and provides a continual reminder of the core of the discipline. *The Review of General Psychology*, sponsored by Division 1, is an exciting new journal that (unlike all but one or two APA journals) publishes across the entire spectrum of topics in the field. *The General Psychologist* also serves an important function for communication within the field and our division. Both these publications must be kept strong.

Division 1 must have strong and effective representation in the halls of APA, on its many committees and in its diverse initiatives. Our role should be to prevent further splintering of APA, if we can, and to work against defections to specialized organizations. Yes, the specialty groups are needed, but APA and Division 1 need to remain strong, too, as a counterweight to the dissolution of our discipline. I would strive for these principles if elected President of Division 1.

Candidates for the Executive Committee

Florence L. Denmark is an internationally recognized scholar and researcher. She received her Ph.D. from the University of Pennsylvania in social psychology. As an undergraduate she completed a double honors major in both psychology and history. Denmark's current position is that of Robert Scott Pace Distinguished Professor of Psychology at Pace University in New York. She was previously the Thomas Hunter Professor of Psychology at Hunter College and the Graduate Center, CUNY. She also has received four honorary degrees.

Denmark holds fellowship status in the American Psychological Association (including Division 1) and the American Psychological Society. She is also a member – by invitation – of the Society for Experimental Social Psychology (SESP) and a Fellow of the New York Academy of Sciences. Denmark is a past president of the American Psychological Association and Divisions 1 (the Society for General Psychology), 35 and 52, the Eastern Psychological Association, ICP and Psi Chi and

served as vice president of the New York Academy of Sciences. Among her many awards, Denmark received several APA awards, including those for Distinguished Education and Training, Public Interest Senior Career, and Distinguished International Contributions to Psychology, and is a recipient of the Carolyn W. Sherif Award from APA's Psychology of Women Division. Denmark's most significant research has emphasized women's leadership and leadership styles, the interaction of status and gender, issues in women's health research, women in cross-cultural perspective, and the contributions of women to psychology. She has published 15 books and over 100 articles and book chapters.

Within APA, in addition to serving on Council, the Board of Directors and as President, Denmark was Chair of the Policy and Planning Board, the Committee on Women in Psychology, served on the Membership Committee and BSERP, The Board of Social and Ethical Responsibility in Psychology (the precursor of BIAPPI). She recently completed service on the Committee on Accreditation. As a past president of Division 1, Denmark has long had a commitment to general psychology. She has always considered herself a generalist, even in this age of specialization.

Denmark's Statement I am honored to be nominated for membership on the Executive Committee of the Society for General Psychology (Division 1 of APA). I love Division 1 and what it stands for, and have the utmost respect and admiration for my colleagues in the division.

Although most of my research and writing concerns the psychology of women, my interests in this area tend to be broad and general in scope. I have also published papers on minority group achievement, education and training in psychology and international issues. What I like best about Division 1 is that it stands for the unity of psychology. Although the members come from many fields within psychology, we all realize that it is psychology in general that holds us together. If we did not recognize the broad underlying principles of psychology, we would not have one discipline, but a multitude of disparate schools of thought. Regardless of whether one is a developmental psychologist, a neuropsychologist, or a practitioner of psychology, general underlying principles are what we all have in common and what form the basis of our work within the discipline.

Overall, the division is doing well, and I hope we can disseminate news of our activities to all other divisions in APA. To do that, the Internet web page should be kept current to all members, prospective members and affiliates. I hope Division 1 will foster more convention activities with other divisions as well as with Psi Chi and APAGS. I would like to see more recent doctorates joining the division as well as more women and ethnic minorities. I would also to reach out and bring in more student and international affiliates.

If elected, I would work closely with the officers and Committee members in a constructive and not divisive role. Those who know me know that I work hard, accomplish my assignments and get along well with others. I

am committed to the belief that Division 1 represents the best in psychology, wherein diverse interests can be integrated and supported.

Gloria Gottsegen I appreciate the honor and the opportunity to be of service to the Division of General Psychology. A long time member and Fellow of the Division, I have not sought elective office until the present. Some things about me you might want to know are:

- Professor Emeritus, City University of New York
- Department Chair, 5 years
- External Dissertation Evaluator for foreign university
- Editor or co-editor of 6 books (Grune & Stratton, Macmillan, and Gale Research Press)
- Editorial Boards of 9 professional journals

I believe that to be most effective, Executive Committee members should have extensive APA governance experience. I have served as:

- President of 3 APA Divisions
- Member, Council of Representatives
- Chair, Membership Committee (2 terms)
- Chair, Committee on Structure and Function of Council
- Chair, Board of Convention Affairs,
- Member, Policy and Planning Board
- Member Committee on Division/APA Relations
- Treasurer, Assembly of Scientist-Practitioner Psychologists

I am most proud of the only Presidential Citation bestowed by the APA President, Norine Johnson, on the occasion of the Division Leadership Conference this past January. I am eager to continue my record of proven and effective service, energy and commitment to Division 1.

Janet R. Matthews is a tenured Professor of Psychology at Loyola University New Orleans. She received her Ph.D. in 1976 from the University of Mississippi. Before coming to Loyola, she was a tenured Associate Professor at Creighton University. She is a Fellow of APA (Divisions 1, 2, 12, 35, 42, 52).

Dr. Matthews has a long history of professional service. She has served as president of both the New Orleans Neuropsychological Society and the Southwestern Psychological Association. Currently, she serves on the Louisiana State Board of Examiners of Psychologists.

Within APA, she has served as a member-at-large of the Board of Directors, chair of Policy and Planning Board, member of the Board of Convention Affairs, Education and Training Board (predecessor of the current Board of Educational Affairs), and chair of the former Committee on Undergraduate Education. Currently, she is a member of the APA Council of Representatives and chair of the APA Board of Professional Affairs. She is serving on the APA Task Force on Membership Recruitment and Retention and the Board of Directors Task Force to review the Geropsychology Guidelines.

She is the author of 40 journal articles, 11 book chapters, and the co-editor of two books, *Teaching Psychology in America: A History* with Antonio Puente and Charles

Brewer (1992. APA) and *Basic Skills and Professional Issues in Clinical Psychology* with Gene Walker (1997, Allyn & Bacon). She is a consulting editor of the APA Division 2 journal, *Teaching of Psychology*.

Matthews' Statement Why do I want to serve as a member of the Executive Committee and what would I bring to this position? I enjoy working on issues relevant to psychology from different perspectives BECAUSE I am a generalist. I believe my experience in APA governance would add meaningfully to the EC's discussions. I note that the Division's EC has considerably more men than women. Being a woman combined with the fact that some of my scholarship has addressed women's issues would bring breadth to this distinguished group.

As a member of APA's Task Force on Membership Recruitment and Retention, I have seen data on both the overall APA membership and divisional membership across a period of time. With the changed APA convention format for 2002, this is a good time for us to consider creative ways to increase our membership while not adding significantly to our expenses. With a finite amount of money and a broad base such as ours, priority setting can prove difficult. Although multi-year goals can hamper incoming leaders of the Division, I would like the EC to consider ways to develop multi-year priorities for the Division so that we can initiate more programs.

If elected to the Division 1 EC, my goals would be to listen carefully to my colleagues both within the EC and through email correspondence from members, to process the input as well as share it with the EC, and then to try to be responsive. I would work hard and be a good consensus builder.

Susan Mineka has been a Professor of Psychology at Northwestern University since 1987, having previously taught at the University of Wisconsin-Madison and the University of Texas at Austin. She received her BA from Cornell University, her PhD in experimental psychology from the University of Pennsylvania, and APA-approved clinical retraining at the UW. She is a Fellow of both APA (Divisions 1, 3, and 12) and APS. She served as Editor of the *Journal of Abnormal Psychology* (1990-1994), Associate Editor of *Learning and Motivation* (1981-1988), and currently serves on the editorial boards of the *Journal of Abnormal Psychology*, *Psychological Review*, and *Psychological Science in the Public Interest*. She has also served on the APA Board of Scientific Affairs (1992-1994, Chair, 1994), on the Executive Board of the Society for Research in Psychopathology (1992-1994, 1999-), as President of the Society for the Science of Clinical Psychology (1995), and as President of the Midwestern Psychological Association (1996-1997).

Her research interests have focused in two different areas. Previously she conducted research with rats and monkeys on animal models of human fears, anxiety, and depression and still does theoretical work in this area. Her current research interests with humans focus

on understanding cognitive and behavioral factors that contribute to the etiology, maintenance, and treatment of anxiety and depressive disorders.

Mineka's Statement I have long viewed myself as a general psychologist and am proud to be a Fellow of Division 1. I would be honored to serve as a member-at-large for this Division where I would hope to contribute to an agenda of furthering the goals of the Division. In my own teaching and writing I strongly encourage students and colleagues of

the importance of crossing interdisciplinary boundaries in their thinking and their empirical work. I have also tried to convey the excitement of this kind of interdisciplinary thinking to more general audiences who far too often still tend to think of experimental psychologists as studying dogs drooling in response to a bell, or rats barpressing for food, and of clinical psychologists as professionals who psychoanalyze their clients, as well as friends and strangers. The task of conveying such ideas to students, colleagues, and the general public can be a daunting one. The idea of being part of a group of like-minded psychologists working together on this general agenda is very exciting for me.

A considerable amount of my own theoretical and empirical work has attempted to integrate findings and insights from more than one discipline of psychology. Reflecting my own background, first in animal learning and motivation, and later in clinical psychology, much of this work has focused on the relevance of basic findings in experimental psychology to understanding human anxiety and depression. Some of my work on these topics has also incorporated theories and findings from evolutionary theory, psychobiology, ethology, developmental theory, and personality and social psychology. In the past decade much of my work has also focused on the emotion-cognition interface (and hence the field of cognition and emotion). My interest in this wide range of topics is reflected in my having published my work in nine different APA journals, as well as in other related journals. Through my experience in various capacities for APA and APS and their journals, as well as my experience in various similar capacities for more specialized societies and more specialized journals, I have become acquainted with a broad range of colleagues in various areas of psychology. Moreover, this has also led me to understand some of the broad issues that confront different disciplines within psychology. I think this generalist's background would serve me well on the executive board of Division 1.

Agnes N. O'Connell received her Ph.D. from Rutgers University in 1974. She is now Full Professor of Psychology at Montclair State University and Director of the Honors Program in Psychology and Director of Community Psychology Program, 1977-1996. She is APA Fellow in five divisions: General, History of Psychology, Psychology of Women, Psychological Study of Social Issues, and Psychotherapy. Charter Fellow in APS. Served as Chair of eight APA Division 35 committees and task forces and as member of APA Division 35 executive committees and APA Division 27 Council of Community Psychology Program Directors. Licensed

psychologist. Recipient of many awards and honors. Widely cited publications include *Eminent Women in Psychology* (1980), *Models of Achievement: Reflections of Eminent Women in Psychology*, Volumes 1 & 2, numerous journal articles and invited chapters. *Models of Achievement: Reflections of Eminent Women in Psychology*, Volume 3 was published in 2001; *Pathways to Eminence: Theories and Research* is in preparation. Publication awards include the 1981 Distinguished Publication Award of the Association for Women in Psychology for *Eminent Women in Psychology* and the 1993 APA Heritage Publications Award (Division 35) for substantial and outstanding books that have had a serious and significant influence in promoting recognition of the contributions of women to the field of psychology and thus to science in general.

O'Connell's Statement. I would bring a new perspective to the Executive Committee of the Society for General Psychology and a commitment to integrate psychological perspectives and advance the concepts of a general psychology developed by the men and women of psychology as partners in progress. My work has been credited with advancing the field of psychology by founding, developing, and making significant contributions to a new subfield, the history of women in psychology. This multidimensional work illuminates, preserves, and analyzes the lives and contributions of eminent women to psychology; increases understanding of career and personal development of high achieving women; provides insights into patterns and contexts of achievement; provides role models of achievement; and evaluates women's diverse contributions and their impact in the evolution and development of the general field of psychology.

Illuminating a partners in progress perspective, *Models of Achievement: Reflections of Eminent Women in Psychology*, Volume 3 (O'Connell, 2001) contains inspiring stories of late twentieth century women pioneers, innovators, leaders, and experts who broke new ground in psychological knowledge and its applications, founded institutions and journals, led academic, professional, and corporate organizations, and advanced the forefront of knowledge in many diverse areas of psychology. For the first time, in-depth analyses of the demographics and experiences of a total of fifty-three eminent women in psychology reveal vital information about their lives, careers, and contributions, delineate important similarities and differences, and identify time-specific and transhistoric profiles, trends, and patterns. This work joins the existing knowledge about the career and personal development of eminent men and their contributions, makes clear that the field of psychology has been shaped by partners in progress, and highlights a general, diverse, and inclusive field of psychology accessible to all.

We still have much to learn about the universal, the general, the specific, and the unique psychology of women, men, and children and their relevant contexts. Division One is best qualified to integrate and advance the breadth and depth of this psychological knowledge

in an inclusive manner. I believe I can contribute substantially to that complex process.

Duane M. Rumbaugh served as chairman of the psychology department and as Regents' Professor of Psychology and Biology at Georgia State University, Atlanta, during the course of his years of service there (1971-2000). In 1981 he helped found the university's Language Research Center and continues to serve as its director. He is a comparative psychologist whose research into the nature of the learning processes of primates, in relation to their brain evolution and development, dates back to 1958. He initiated the Lana Chimpanzee Language Project in 1971 and led the development of a computer-monitored keyboard for that and other projects which have followed. Some of the projects have included children and young adults whose language development was compromised by mental retardation.

Rumbaugh received his Ph.D. in general-experimental psychology from the University of Colorado, Boulder, in 1955. His masters degree was from Kent State University in 1951. He has had continuous grant support from the National Institute of Child Health and Human Development since 1971. Other agencies to support his research have been NSF and NASA. In addition to the computer-monitored keyboard, Rumbaugh led the development of automated training and testing equipment for rhesus macaques. That equipment entails use of a joystick by the primates in complex interactive tasks with a computer.

He has served as president of Division 6 of the APA and currently serves as a member of its executive committee. He also has served as president of the Southern Society for Philosophy and Psychology. In recent years he was recognized by national Psi Chi and will present a lecture hosted by them in 2001 for Division 1

Duane M. Rumbaugh was educated as a general-experimental psychologist and remains one in orientation and commitment. He believes that general psychology is the most important area for the education of students, both undergraduate and graduate. The experimental method is a basic tool in the building of knowledge and its power and limitations should be clearly articulated to students and, in due course, mastered by them along with other research tools of our field.

Rumbaugh's Statement. I believe that the basic matrix of psychology is one of general-comparative psychology. Our subject material is by definition behavior at all levels of life and function. Students should appreciate the importance of behavior in animals of various species and ages in understanding our own behavior. Brain complexity varies with species and with development. The reliance upon unlearned or instinctive behavior is supplanted in measure by learning as the brain and nervous system becomes increasingly complex. Yet, the importance of unlearned bases of behaviors remains even in our own species. We must understand them in the light of their interaction with learning processes if we are to negotiate the complexi-

ties of the emerging world that is challenged with excessive population and demands for natural resources. Violence at all levels is to be understood best from a comparative perspective, as is peace making and healthful social behavior.

If elected to the Executive Committee of Division 1, he will work to advance the above framework, briefly outlined above, into the introductory course in psychology to the end that majors and graduates are more competent in their lives and professions.

Dean Keith Simonton obtained his Ph.D. from Harvard University in 1975, and shortly after joined the faculty of the University of California, Davis, where he is now Professor of Psychology. Among his publications are the books *Genius, Creativity, and Leadership* (Harvard, 1984), *Why Presidents Succeed: A Political Psychology of Leadership* (Yale, 1987), *Scientific Genius: A Psychology of Science* (Cambridge, 1988), *Psychology, Science, and History* (Yale, 1990), *Greatness: Who Makes History and Why* (Guilford, 1994), *Origins of Genius: Darwinian Perspectives on Creativity* (Oxford, 1999), and *Great Psychologists and Their Times: Psychological Insights into Psychology's History* (American Psychological Association, in press). He was Editor of the *Journal of Creative Behavior*, and has been on the Editorial Boards of several journals. He has served as President, APA Program Chair, Fellows Committee Member, and Executive Committee Member-at-Large for Division 10 and as President of the International Association of Empirical Aesthetics. He is Fellow of the American Association for the Advancement of Science, the American Psychological Association, the American Psychological Society, the American Association of Applied and Preventative Psychology, and the International Association of Empirical Aesthetics. Moreover, he has been honored with the William James Book Award, the Rudolf Arnheim Award for Outstanding Contributions to Psychology and the Arts, the Sir Francis Galton Award for Outstanding Contributions to the Study of Creativity, the George A. Miller Outstanding Article Award, the Award for Excellence of the Mensa Education and Research Foundation, the UC Davis Prize for Teaching and Scholarly Achievement, and the Academic Senate Distinguished Teaching Award.

Simonton's Statement. Although I obtained my doctoral degree in social psychology, my research interests immediately obliged me to adopt a perspective that extends well beyond any of the field's subdisciplines. In fact, I would consider myself a cognitive-personality-developmental-social psychologist. In particular, in my studies of genius, creativity, leadership, and aesthetics I have examined such factors as problem-solving strategies, intelligence, precocity, personality, values, motivation, genetic endowment, family environment, education, political circumstances, and the broad sociocultural milieu. Moreover, in these inquiries I have used a tremendous diversity of techniques, including historiometric and psychometric investigations, content analyses, mathematical models, computer simulations, laboratory experiments, time-series and cross-cultural methods, and single-case studies. The diversity of

substantive and methodological approach is reflected in the range of journals in which I have published. I am currently Fellow in seven different APA divisions and I am Member in two more. It is also indicative of my generalist approach to the field that I currently serve on the Editorial Board of the divisions' *Review of General Psychology*, and have received two of the division's major awards, namely, the 2000 William James Book Award and the 1997 George A. Miller Outstanding Article Award. Yet equally telling is my most recent monograph, which is scheduled for publication by APA Books. Here I apply key findings in the psychology of science to comprehend what it takes for someone to make scientific contributions to any given field of psychology.

These credentials all indicate that as Member-at-Large of the Division 1 Executive Committee I would bring an outlook that would encompass many of psychology's most significant subdisciplines. At the same time, my expertise and interests also extend beyond the confines of psychology. My publications have appeared not just in psychology journals, but also in the professional journals of education, sociology, anthropology, political science, biology, physics, engineering, and the humanities. And I have spoken before a broad range of organizations. These interdisciplinary experiences give me a special appreciation for what psychology represents as well as what sets our field apart from kindred disciplines. This appreciation impresses me with the realization that Division 1 must do whatever it can to maintain psychology's status as a diverse but coherent disciplinary scientific enterprise. After all, our division is in a unique position to carry out this unifying purpose, and through its publication, convention, and awards programs has already tremendous accomplishments to its credit. I hope to ensure that the division expands this important place as APA's number one division.

Bonnie Strickland, since receiving her Ph.D. in Clinical Psychology from Ohio State in 1962, has been on the faculties of Emory University and the University of Massachusetts. In a career spanning forty years, she has been involved in almost every aspect of psychology as administrator, clinician, consultant, researcher and teacher. A Fellow of half dozen Divisions within the American Psychological Association, she has been Chair of the Board of Professional Affairs and the Policy and Planning Board, President of the Division of Clinical Psychology, and President of APA in 1987. She was a founder of the American Psychological Society and President of the American Association for Applied and Preventive Psychology. She has edited or co-edited two books and published over a hundred book chapters and research articles.

Strickland's Statement. With the reorganization of the American Psychological Association following World War II, divisions came into being for the first time. Division 1, The Society for General Psychology remains the most inclusive of all the divisions and the only one not linked to a specialty area. Division 1 should continue to serve as that generic psychology home for every psychologist regardless of his or her special interests. Within APA, division and state memberships are the only ways to elect psychologists to the Council of Representatives and thus have influence within the governance. Yet, many psychologists join APA but choose not to join divisions or state associations. In an

organization as large and multifaceted as APA, Division 1 is the only one that can speak for the entire psychology community. We are all generalists in some fashion and Division 1 welcomes each APA member whatever his or her psychological interests. As an Officer of the Division, this is the message that I would like to send. Let Division 1 be your home within APA and speak for you on important issues.

Council of Representatives Meeting, February 2001

In this report, I will offer some reflections on three issues that came up during the Council meeting, selecting these particular items because of their implications for Division 1. Some of these implications, of course, are implications as I see them.

Words from Lolly Chambers:

A Report from our APA Council I. *Input from Divisions to the Governance of APA* Representative Gregory A. Kimble

On the day before the scheduled Council meeting, I attended a very useful session set up by the Science Directorate to consider ways in which APA might better serve the interests of the academic/science community in APA. As APA does its business now, proposed actions usually come from Boards and Committees, conveying to some psychologists with scientific and academic interests the impression that their APA divisions have little or no impact on the process. This perception, along with their distaste for "politicking" creates a self-fulfilling prophesy. Academic and scientific psychologists refuse to run for the Boards and Committees of APA because "APA doesn't do anything for science and academics." Of course, they are not elected, and their absence from APA governance reduces the organization's contributions to scientific and academic programs.

This general topic surfaced on several occasions on the days following the pre-council meeting. In the course of these discussions, it was noted that the charge that "APA doesn't do anything for science and academics" is false. Reviewing any APA annual budget will reveal that a substantial portion of APA resources actually do go to the support of scientific and academic programs. It was also noted that the solution to the problem (to the extent that it exists) is largely in the hands of the divisions. If their concerns are to have an influence on the actions of APA, the scientific/academic divisions in APA must function more proactively. They must do such things as articulating the priorities of the division and preparing new-business items for Council that would create programs to further the objectives of the division.

My personal notion is that, if Division 1 is to do a better job of bringing its priorities and possible programs to the attention of Council, it should reschedule the winter meeting of its Executive Committee. Our present late January meeting occurs so near to the February Council meeting that adequate preparation of new business items is difficult. Effective proposals will require advanced planning and consultation with other divisions, procedures that take time. A September meeting might be better.

II. *The Annual Convention*

The (false) perception that APA doesn't do much for science and academics is one factor leading to a lessening of the number of members attending the annual

APA Convention. Others are the rising cost of the Convention (high registration fees and expensive hotels), its size (10,000 or more registrants), its length (5 days), the difficulty of finding peers to discuss research with, the Convention program that often puts into conflict many papers that we'd like to hear, and competing specialized conventions that many of us go to (sometimes giving up the APA Conventions as a result). As a result of these and, no doubt, other problems, the convention is in trouble. Only about 6% of the APA membership attend the Convention and that number is declining. Attendance at the presentations of distinguished invited speakers (as well as at other programs) is often embarrassingly low.

The 2002 Convention in Chicago will provide an opportunity to experiment with revisions of the convention format that may produce a more attractive package.

A. The length of the Convention will be reduced to 4 days. In 2002 this reduction is necessitated by the requirements of a competing convention but the shorter convention will continue in the future.

B. The Convention will be housed entirely "under one roof" to eliminate the necessity of going from hotel to hotel to convention center for successive programs.

C. Convention hours will be redistributed. More of them will go to "clusters" or "tracks" with programs that offer integrated presentations on broad topics. Fewer hours will go to divisions, but divisions will be encouraged to cooperate with other divisions with related interests to create the integrated programs.

D. The number of paper sessions will be reduced. Research reports will largely be confined to poster sessions. Posters will be grouped so that psychologists presenting related posters will be close together, giving them a chance to interact. Refreshments for those who visit the poster sessions will be available.

E. The program will include more "big names" speaking on "hot topics," an innovation that reflects the popularity of such programs in recent years.

At least to me, these changes sound like ones that Division 1 can live with easily. In fact, the new programming resembles what we have been doing ourselves for the past few years.

III. Education and Training Leading to Licensure in Psychology

Psychology the only discipline in which a doctoral degree does not qualify an individual for a license to practice in the field. We require an additional post-doctoral internship. This requirement works a great financial hardship on newly-graduated practitioners because they do not qualify for decent-paying jobs. They find themselves working for slave wages in positions that offer very little in the way of professional advancement. This problem, which has been recognized for ages, has recently taken on new urgency.

A. A 30-person commission has been studying the

issue. Council received a preliminary report that has three very major problems.

1. As often happens in discussions of this issue, the commission, in effect, equated all psychology with clinical health service delivery. This orientation poses problems for two groups of people: (a) In many states and provinces, I/O psychologists are licensed and (b) in some places even a wider range of psychologists is licensed. Potentially, the regulatory ideas offered by the commission would disqualify these individuals.

2. This orientation has one consequence that seems bad for applied psychology more generally. It minimizes both behavioral science and general psychology in the training of practitioners, thus eliminating the feature that distinguishes psychological applications from those of non-psychologists.

3. It puts forth a misleading picture of the nature of psychology.

The aim of the commission was to propose a program of training leading to licensure that would (a) guarantee comparability of training across programs and (b) make life easier for newly graduated practitioners. From a position that is relatively on the sidelines, Division 1 should support these goals but it should also do what it can to insure that science and general psychology both remain in such programs.

My own personal position is much more radical than that. In developing a program for training leading to licensure, I believe that psychology should mimic the medics who have done two things right.

1. Admission to medical school requires a solid grounding in science. This requirement serves as a screening device that selects strong students. It also allows medical schools to move directly into training that is relevant to practice. Psychology, by contrast, seldom requires such preparation, either in psychology or other science. Its graduate programs admit too many students who are innocent of scientific understanding and spend too much time on courses devoted to what amounts to remedial education.

2. A particular degree, the MD degree, legitimates the practice of medicine. Over the years, the public has learned that, if you have a physical medical problem, the professional to seek out is someone with that degree. The fact that the standard degree for psychological practitioners is the Ph.D. degree has unhappy consequences.

- a. It makes it difficult to control the quality of training because that control belongs to universities.

- b. It makes it difficult to control the quality of service delivered by practitioners, because attempts at regulation (as is evidenced in the proposal discussed here) always step on the toes of people with Ph.D.s in non-clinical branches.

c. Innovative practices (e.g., prescription of psychology privileges for licensed psychologists) are frustrated in part by the fact that our practitioners do not have a unique credential.

One conclusion that I draw from this argument is that the Psy.D. should be the standard degree for licensed health-service-delivery psychologists. Unfortunately,

however, that degree has a bad reputation. The suggestion of making it the standard practitioners' degree has been made before and rejected partly on that ground. But, if psychology controlled the quality of training leading to the Psy.D. degree and the standards of practice of those who have it, that bad reputation would eventually disappear. Admittedly that solution to these problems would not be quick and easy. It took the

Executive Committee Minutes: February, 2001

Minutes of the January 27-28, 2001 meeting of the Executive Committee of the Society for General Psychology, Division One \Washington, D.C.

The meeting was called to order at 9:05 a.m. on Saturday, January 27, 2001, in Room 5035 in the APA Building in Washington, D.C. Attending were Lyle E. Bourne, Jr., President; Lewis P. Lipsitt, Past President; Linda Bartoshuk, President Elect; Lee H. Matthews, Treasurer; Michael Wertheimer, Secretary; C. Alan Boneau, Member-at-Large, Editor of The General Psychologist, and Coordinator of the Awards Program; R. Duncan Luce, Member-at-Large; Peter Salovey, Editor of Review of General Psychology; and Robert Perloff, Program Chair for 2001. Absent were Gregory A. Kimble, Council Representative; Wendy M. Williams, Member-at-Large; Frank Farley, Member-at-Large; Lynn A. Hasher, Member-at-Large; Donald A. Dewsbury, Historian; and Harold Takooshian, Fellows Chair. APA Staff member Sandy Grout assisted the Committee.

The President welcomed the group, and declared that a quorum was present. The minutes of the August 5, 2000 meeting of the Executive Committee and of the Division One Business Meeting were approved as published in the Fall/Winter 2000 issue of The General Psychologist, Volume 35, issue 3, pages 98-100, subject to minor cosmetic corrections. The President's report included the observation that the job of President requires attention to many details and response to numerous requests and messages from APA Central Office and elsewhere. The President expressed some concern about the future financial well-being of the Division, considering the steadily declining number of Division members over the last decade or so, and the substantial expense of such practices as the current mid-winter meeting of the Executive Committee. It was reported that the process of splitting the Secretary-Treasurer's position into two separate positions was proceeding reasonably smoothly. The Committee voted to authorize expenditure of up to \$1,000 to provide the new secretary with a computer, a CD rom drive, and a modem, to facilitate his work for the Division.

The Treasurer reported that as of late October, 2000, the total fund balance in the Division's treasury stood at \$48,181. It was projected that expenses for the year 2000 would exceed income by the amount of \$3,653. Various possible economies were discussed.

The Past President and the President Elect had no major matters to report, other than the President Elect reporting that, starting in 2002, the format of the APA convention will be rather significantly altered, with a "three-tier" structure, publication of a volume of convention proceedings, and a convention lasting only four days. The 2001 Program Chair was unable to perform his duties because of illness. Past President Lewis Lipsitt, with assistance from Lyle E. Bourne, Jr., and Frank Farley, constructed the program instead. The Agnes C. O'Connell symposium on eminent women in psychology was added to the preliminary program, several recommendations

Maybe, in this age of high technology, however, things would move faster. Maybe by the year, 2050, the public would have learned that, if you need help for a psychological problem, the best professional to seek is a Division One member with a Psy.D. degree.

program by the divisions, and it was suggested that a series of symposia be begun this year or next on the theme "What Ever Happened To —?" (such as Clark Hull, the jnd, perception, individual differences, Edward Tolman, learning theory, etc., perhaps to be chaired by Gregory A. Kimble or Robert Perloff).

The committee, acting as a Nominations and Elections Committee, made nominations for President Elect and for Member-at-Large of the Executive Committee based both on nominations received in response to an item in the newsletter and on nominations generated by the committee itself. Wendy Williams had been elected as a new member-at-large of the Executive Committee when she still had one more year (2001) to serve in that position. President Bourne appointed Michael Wertheimer to fill out her term for that year.

C. Alan Boneau described the complex series of chores required to make the Division's elaborate awards program function smoothly, a set of tasks that requires constant attention to deadlines on the part of the coordinator of the awards program. As part of a new policy that assigns particular roles to Members-at-Large of the Executive Committee, Lynn Hasher will be asked to take over as coordinator of the awards program for 2001-2002, and Wendy Williams for 2002-2003, since Boneau has requested replacement as coordinator, a job he has been performing for the Division for many years. As for the William James Book Award, Boneau will pass on the books he receives this year for consideration for the award to President Elect Linda Bartoshuk. For the C. Alan Boneau Award both Elizabeth Lynn and Helen Warren Ross will win the award in 2001, but neither of them will be required to present an invited lecture. Past President Lewis Lipsitt recommended Wilse B. Webb for the Ernest R. Hilgard Lifetime Achievement Award to the Executive Committee, which unanimously accepted the recommendation. As for the George A. Miller Award, the editor of the Review of General Psychology is requested to nominate an article in that journal for the award, and editors of other psychological journals are to be invited by the awards coordinator to submit entries for the award for an outstanding journal article from their journals. For the Arthur Staats award, Gregory A. Kimble was selected by the Executive Committee to receive it and to deliver the 2001 Staats lecture (other nominees had included Shep White, George Sperling, Roger Shepard, and E. O. Wilson). It was suggested that an announcement of the awards program, together with deadlines for nominations, should be published in the American Psychologist and in the APA Monitor, and that APA be requested to publicize the awards and their winners. The committee decided that starting in 2003, a plaque and the cost of the convention registration would be covered for the James, Boneau, Hilgard, and Miller awardees, and that no other monetary honorarium would be paid to them.] C. Alan Boneau was thanked by the Executive Committee for his diligent long-term handling of the Division's award program.

The Division's gradually declining membership over the last decade or so was discussed further. Membership recruitment

and retention are currently association-wide concerns, since membership is stable or slowly declining in APA as a whole (though not as rapidly as in other professional associations), and especially in the lower numbered academically and research-oriented APA divisions.] Fellows chair Harold Takooshian was appointed chair of the Division's membership committee, with the rest of the committee composed of the Past President, the President, and the President Elect. A sum of up to \$1,000 was authorized for materials and mailings for a possible membership drive project. Robert Perloff was asked to draft a letter of appreciation to Ernest R. Hilgard on behalf of the Division, to be signed by the Past President, the President, and the President Elect.

A proposal for a new APA division on human-animal studies turned out to be controversial and no action was taken on it; it was tabled. A letter welcoming new members of the Division is on file in Keith Cooke's office in the APA Central Office, and a copy of the Division One brochure should be enclosed with it for the new member to hand to a colleague to try to increase membership in the Division. The Division By-Laws and Officers' Handbook have been under revision for more than a year. Suggestions for the revisions have been received from several members of the Executive Committee, and the secretary was requested to prepare drafts of both documents for review by the Executive Committee.

Peter Salovey presented a report on the Division's journal, *Review of General Psychology*. The current rejection rate for articles submitted to the journal is about 67%. There are currently about 2,222 subscriptions, of which 56 are institutional and 200 are non-members of the Division. The journal continues to operate at a loss, a loss that has been decreasing over the years. Since all financial arrangements concerning the journal are with APA itself, this loss has no financial impact on the Division. He recommended that APA be encouraged to publicize and advertise its journals, including the *Review of General Psychology*, so as aggressively to try to promote both subscriptions and submissions of quality manuscripts. A new editor needs to be appointed, to begin receiving manuscripts by early in 2002. The search for a new editor must begin very soon. (After the committee meeting, Frank Farley was appointed chair of an editor search committee.) The search process should yield two or three names of potential editors of the journal, to be submitted for a final decision at the August 2001 meeting of the Executive Committee.

C. Alan Boneau, editor of *The General Psychologist*, presented a report on the Division's newsletter. He suggested that the newsletter could be issued in electronic form as well as in hard copy (for those members of the Division who do not have access to electronic communication). He was appointed to continue as editor, and was asked to generate the next issues in both electronic and paper form. Division One has a web page .

The meeting was adjourned at 4:55 p.m., and the group reconvened at 8:55 a.m. on Sunday, January 28, in the same location. The Division's historian, Donald Dewsbury, was reappointed to a second three-year term. The issue of obtaining appropriate and informed input from relevant divisions concerning items on Council agenda remains unresolved. APA boards and

committees routinely provide such input, but there is currently no mechanism in place to assure that APA divisions systematically can provide input about issues on which they may have expert advice. This matter was recognized, but no action was taken on it.

Kimble reported by e-mail on the current status of the fifth volume in the Division One-sponsored series, *Portraits of Pioneers in Psychology*. Authors have been identified for twenty chapters; preliminary manuscripts are due by June 1, 2001. The Executive Committee authorized up to \$1,000 for preparation of the volume. The Committee expressed appreciation to Gregory A. Kimble and Michael Wertheimer for their work on the series, the royalties of which go into the Division's treasury (approximately \$1,000 annually since 1991).

The Division's Fellows committee currently consists of Harold Takooshian as chair and Michael Wertheimer as member. Past President Lewis Lipsitt, President Lyle E. Bourne, Jr., and President Elect Linda Bartoshuk were added as further members of the Fellows Committee. It was voted that Bonnie Strickland and Agnes N. O'Connell, already fellows of APA through other divisions, should become fellows through Division One as well.

The Executive Committee specified that the Division's Officers' Handbook should state that at the beginning of any meeting of the Executive Committee, its elected members shall decide who among non-elected members attending the meeting should have a vote on matters before the committee. Members of the Executive Committee were assigned to recommend to the Fellows chair, Harold Takooshian, the names of fellows of other divisions who should be considered to become fellows of Division One, as follows: Division 3 Bourne, 5 Luce, 6 Bartoshuk, 7 Lipsitt, 8 Salovey, 24 Boneau, 26 Wertheimer. It was recommended that the agenda for meetings of the Executive Committee be shared with members of the committee at least one month prior to the meeting. It was decided that nominees for Member-at-Large of the Executive Committee should be informed that by accepting nomination they agree to attend all meetings of the committee, and agree to perform a task for the Division assigned to them by the committee. Further deliberations should be devoted to the issue of whether it would be more appropriate to have only three (rather than six) Members-at-Large of the Executive Committee.] Coordinators of the Division's awards program should explore whether it might be feasible to have an office in the APA Central Office serve as the central agent for the Division's awards, to receive materials nominated for the William James Book Award, the George A. Miller award for an outstanding journal article, etc. Linda Bartoshuk attended the 2001 Division Leadership Conference. The next President Elect should attend the conference in 2002. Frank Farley was reappointed as the 2001 Division 1 liaison to CIRP, the Committee on International Relations in Psychology.

The meeting on Sunday, January 28, 2001 was adjourned at 10:50 a.m. Respectfully submitted, Michael Wertheimer

Society By Laws with Proposed Amendments

Periodically the Executive Committee of the Society reviews the ByLaws in a process much like Spring cleaning, the object being to get rid of things that no longer work but take up space and for items that don't work as well as they should to replace them with items that may work a little better or save a little money. Many of the changes are cosmetic, and some are intended to bring us up to the way we would like to do business. Some, however, are more substantive. One such amendment is a reduction of the number of Members-at-Large of the Executive Committee from six to three, with one being elected each year. The Bylaws are presented below with deletions to current Bylaws shown in strike-through type and proposed additions shown in square brackets. The ByLaws require that changes made to them be voted upon and approved at the Business Meeting of the Society following a mailing to all members at least a month prior to that. This presentation is intended to conform to that requirement.

Bracketed material to be added; crossed-out material to be deleted.

- THE SOCIETY FOR GENERAL PSYCHOLOGY, Division I of the American Psychological Association

ARTICLE I - Name and Purpose

1. The name of this organization shall be the Society for General Psychology, a Division of the American Psychological Association.

2. The Society shall concern itself with the general discipline of psychology considered both as a science and as a profession. ~~These~~ [Its concerns] include such areas as: (1) historical, systematic, and methodological aspects of psychology as a whole; (2) scientific and professional developments, especially as they cross specialty boundaries; (3) the relationships of psychology to other areas of human knowledge; and (4) relationships among specialties of psychology.

3. To promote the above, the Society shall initiate and encourage constructive interaction and integrative efforts.

ARTICLE II - Membership

1. The Society shall consist of five classes of members: Fellows, Members, Associates, Affiliates, and Student Affiliates.

2. Fellows must have made a significant contribution to one of the concerns of the Society as stated in Article I-2, must have been a Member of the Society for at least one year, and must meet the minimum standards [set] by APA Bylaws for Fellow status. (See also Articles II-6 and VII-4 of these Bylaws.)

3. Members must have an interest in the concerns of the Society as stated in Article I-2, and meet the minimum standards [set] by APA Bylaws for Member status. (See also Article II-7 of these Bylaws.)

4. Associates must have an interest in the concerns of the Society as stated in Article I-2, and meet the minimum standards prescribed by the APA Bylaws for Associate status. (See also Article II-7 of these Bylaws.)

5. Affiliates of the Society are individuals who are not members of APA [but] who meet qualifications established by the Executive Committee. (See also Article II-8 [of these Bylaws].)

6. Election as Fellow of the Society: (a) Members of the Society who are not Fellows of APA may be nominated to the APA as Fellows by the Executive Committee on recommendation of the

Fellows Committee. If such Members are nominated by three APA Fellows and also qualify for Fellowship under Article II-2 of these Bylaws, subsequent election of such persons as Fellows by the Council of Representatives of the APA shall also constitute election as Fellows of the Society. (See also Article VII-4 [of these Bylaws]); (b) Members of the Society who are Fellows of APA but not Fellows of the Society may be elected as Fellows of the Society ~~Society~~ by the Executive Committee if such Members qualify for Fellowship under Article II-2 of these Bylaws, and are recommended by the Fellows Committee.

7. New Members and Associates: Those persons who already have been elected as Members or Associates of the APA shall be accepted by the Society as respectively Members or Associates within the Society on receipt of their request to this effect. Membership shall not become effective until the relevant dues requirements of the APA are satisfied. The ~~Secretary-Treasurer~~ [Treasurer] of the Society, directly or through the Central Office of the APA, shall notify new members of their acceptance.

8. Student Affiliates: Graduate and undergraduate students who are enrolled in a course of study in psychology and who are Student Affiliates of APA upon application will become Student Affiliates of the Society. If such students are not Student Affiliates of the APA, they may affiliate with the Society as Student Affiliates by applying with the endorsement of a faculty member in psychology of [at] their institution.

9. Members eligible to vote are the Fellows and Members of the Society. Except when otherwise specified in these Bylaws, all decisions on matters calling for action by the membership of the Society shall be by majority vote of the voting members at the annual Society Business Meeting or by mail ballot of such members. Voting by proxy shall not be allowed (except see Article IV-6 of these Bylaws).

ARTICLE III - Officers

1. The Officers of the organization shall be a Society President, a Society President-Elect, a Society Past-President, and a ~~Secretary-Treasurer~~ [a Secretary, a Treasurer, an Historian, and a Newsletter Editor]. Terms of office of all Officers will begin at the beginning of the calendar year following their election[, except that the terms of the President-Elect, the President, and the Past-President begin at the end of the Society Business Meeting following their election].

2. The President-Elect shall be chosen by and only by members of the APA who are Fellows or Members of the Society. The ~~Secretary-Treasurer shall be appointed by the Executive Committee for a renewable term of three years.~~

[3. The Secretary shall be appointed by the Executive Committee for a renewable term of three years.]

[4. The Treasurer shall be appointed by the Executive Committee for a renewable term of three years.]

3-[5.] It shall be the duty of the Society President to preside at all meetings of the Society; to be Chair of the Executive Committee of the Society, and to exercise supervision over the affairs of the Society with the approval of the Executive Committee; to serve ex-officio as a member of the Nominations and Elections, Fellows, and Program Committees; and to perform such other duties as are incident to the office or as may properly be required of the President by vote of the Executive Committee. The outgoing Society President shall designate [appoint] for the ensuing year one of the Members-at-large as [a] member or Chair of the Nominations and Elections Committee and one ~~as~~[a] member or Chair of the Fellows Committee.

4.[6.] It shall be the duty of the Secretary-Treasurer to issue calls and notices of meetings; to receive and transmit applications for Society membership; to keep records of the Society; to cooperate with the Executive Officer of the APA; ~~to have custody of all funds and property of the Society; to collect any special dues that may be voted in accordance with Article VIII, Section I, of these bylaws; to make disbursements as authorized by the Executive Committee;~~ to serve as Secretary and member of the Society Executive Committee; to serve ex-officio as a member of the Nominations and Elections, Fellows, and Program Committees; and, in the name of the Chair of the Nominations and Elections Committee, to issue calls for nominations of officers and Members-at-large of the Executive Committee, or to arrange with the Central Office for the issuing of such announcements.

[7. It shall be the duty of the Treasurer to have custody of all funds and property of the Society; to collect any special dues that may be voted in accordance with Article VIII, Section I, of these bylaws; to make disbursements as authorized by the Executive Committee; to serve as a voting member of the Society Executive Committee; to serve ex-officio as a member of the Nominations and Elections, Fellows, and Program Committees; and, directly or through the Central Office of the APA, to notify new members of the Society of their acceptance into the Society.]

5-[8.] It shall be the duty of the Society President-Elect to serve as a member of the Executive Committee of the Society, and to perform the duties of the Society President in the event of the absence or incapacity of the latter. The President-Elect shall automatically become President one year after assumption of office as President-Elect. Upon assuming office the President-Elect shall designate a person to serve on the Program Committee who, at the end of a year, will become Chair of that Committee.

6-[9.] It shall be the duty of the Society Past-President to serve as a member of the Executive Committee, and to perform the duties of the Society President in the event of the absence or incapacity of the latter and of the Society President-Elect. The President shall automatically become Past-President one year after resumption [assumption] of office as President. The outgoing Society President shall designate [appoint] for the ensuing year one of the Members-at-Large as [a] member or Chair of the Nominations and Elections Committee and one as [a] member or Chair of the Fellows Committee. 7-[10.] It shall be the duty of each Society Representative to perform the duties and accept the responsibilities specified in Article III of the Bylaws of the APA. The Representatives shall also serve as members of the Society Executive Committee. [11. An Historian and a Newsletter Editor are each appointed to three-year renewable terms by the Executive Committee.]

8-[12]. In case of the death, incapacity, or resignation of any of these officers (excepting the Society President) the Executive Committee shall elect a successor to serve until the end of the Business Meeting following the next election.

ARTICLE IV - Executive Committee

1. There shall be an Executive Committee of the Society consisting of the Society President, the Society President-Elect, the Society Past-President, the Secretary-Treasurer of the Society, [Secretary of the Society, the Treasurer of the Society,] Society Representatives on the APA Council of Representatives, and ~~six~~ [three] Members-at-Large. [The Society Historian and Newsletter Editor are also ex-officio members of the Executive Committee.]

2. There will be as many Society Representatives on the Council of Representatives as are provided for by the Bylaws of the APA. Council Representatives will be elected for three year terms and may succeed themselves. The seat of a Representative to APA Council shall be deemed vacant if the incumbent is elected to another office holding a seat on the Executive Committee. In that case, or in the case of resignation or incapacity, the President shall appoint the candidate with the next highest number of votes in the most recent election to fill the seat until the end of the Business meeting following the next election of the Society. It shall be the duty of each Society Representative to perform the duties and accept the responsibilities specified in Article III of the Bylaws of the APA. Society Representatives to the APA Council will report to the Executive Committee on matters of concern for the Society that are on the agenda of the Council and will seek counsel from the Executive Committee with respect to those matters. Representatives will report back to the Executive Committee the results of Council actions that affect the Society.

3. The Members-at-Large shall serve for terms of three years each, with elections so arranged that there [is one] ~~are two~~ new Member-at-Large elected each year. The seat of a Member-at-Large shall be deemed vacant if the incumbent is elected to another office holding a seat on the Executive Committee. In that case, or in the case of resignation or incapacity, the President shall appoint the candidate with the next highest number of votes in the most recent election to fill the seat until the end of the Business meeting following the next election of the Society.

4. The Executive Committee shall have general supervision of [over] the affairs of the Society, performing the duties and abiding by the limitations specified in these Bylaws. All actions of the Committee affecting Society policy shall be put to the vote of the members eligible to vote at the next annual Society Business [Meeting] or by special mail ballots.

5. All decisions of the Executive Committee shall be made by majority vote of the Committee members present, except that on a mail ballot a majority of those returning their ballots within 21 days of its mailing shall decide the issues.

6. When an Executive Committee member is present at the Annual Convention of the APA but is unable to attend the Committee meeting because of membership on either an Executive Committee of another APA Society or the APA Board of Directors, meeting at the same time, a written proxy vote on one or more issues before the Committee may be given to either the Society President or Secretary-Treasurer to be recorded.

ARTICLE V - Nominations and Elections

1. The Officers of the Society, Representatives to the APA Council of Representatives, and the Members-at-large of the Executive Committee shall be elected by a preferential vote of the Society Fellows and Members on a secret mail ballot.

2. The Secretary-Treasurer shall arrange to issue a call for nominations, in the name of the Chair of the Nominations and Elections Committee, for the office of Society President-Elect, for the offices of Representatives to the APA Council of Representatives in those years when a term of office expires or additional Representatives have been assigned to the Society, and for Members-at-large of the Society Executive Committee, in accordance with the procedures established by the APA Election Committee. The nomination ballot shall provide spaces for at least three names for President, and at least two spaces for each other person to be elected to other offices. The ballot shall be accompanied by a roster of all current officers, committee chairs and members of committees; those who have served in all those capacities for the preceding three years; and the names of all Past-Presidents of the Society.

3. The nominees for a given office shall be identified by the Nominations and Elections Committee from among those persons receiving the largest number of votes on the nomination ballot, and who have indicated to the Nominations and Elections Committee their willingness to serve. The Nominations and Elections Committee shall determine the number of nominees to be nominated for each office, providing that at least three nominees are named for the office of Society President-Elect and that there are at least twice as many nominees as there are persons to be elected for each other office. In the event that an insufficient number of candidates for a slate receives nominations, the committee may supplement the list with additional names.

4. The Nominations and Elections Committee of the Society shall count the nomination ballots and, through the Secretary-Treasurer, shall report a slate of names of the persons nominated for each office, and willing to serve, to the Central Office for inclusion in the election ballot issued by the APA, in accordance with the established APA procedures.

5. The preferential count of the votes for each office shall be obtained by the Society Secretary Treasurer from the Election Committee of the APA, and these counts shall be referred to the Society. The Chair of the Nominations and Elections Committee shall indicate to all candidates the result of the election, and the Nominations and Elections Committee shall announce the election results at the Business Meeting of the Society.

6. All officers and members of the Executive Committee with the exception of the President-Elect shall assume office at the beginning of the calendar year in which their election is announced. The President-Elect will take [takes] office following the Business Meeting in the year in which elected.

ARTICLE VI - Meetings

1. The Business Meeting of the Society shall take place during the Annual Convention of the APA and in the same locality for the transaction of business, the presentation of scholarly papers, and the discussion of questions of interest to general psychology.

2. A quorum shall consist of those Fellows and Members of the Society attending the announced Business Meeting.

3. The Executive Committee will meet prior to the Business Meeting of the Society and at such other times as are agreed upon by the Executive Committee or are determined by the President.

ARTICLE VII - Committees

1. The Committees of the Society shall consist of three standing committees: a Nominations and Elections Committee, a Fellows Committee, and a Program Committee, and of such special committees as may be established by vote of the members

of the Executive Committee.

2. The members of the Fellows Committee, the Nomination and Elections Committees, and the Program Committee shall serve for a term of three years. Appointments shall be made during and take effect at the end of the Annual Business Meeting of the Society.

3. The Fellows Committee and the Nomination and Elections Committee shall each consist of three members appointed [approved] by the Executive Committee. The Past-President will serve as[, or appoint a,] Chair of the Nominations and Elections Committee. The Chair of the Fellows Committee shall be designated by the President. Members of the Fellows Committee must be Fellows of the Society. The Program Committee shall consist of three members: (1) a Chair designated for that position the previous year by the prior President-Elect, (2) a member, designated by the President-Elect, who will serve as Chair the following year, and (3) the Past Chair of the Committee.

4. It shall be the duty of the Fellows Committee to receive or initiate nominations for Fellowship, to examine the credentials submitted, and to make recommendations, accompanied by necessary data regarding each applicant, to the Executive Committee in accordance with the requirements set forth in Article II-2 and II-6 of these Bylaws. The Chair of this Committee shall be directed by the Secretary to inform all candidates of their status, once the Executive Committee, the APA Fellows Committee, and the APA Council of Representatives have acted on the recommendations.

5. It shall be the duty of the Program Committee to make arrangements for the program at the Annual Meeting of the Society in accordance with Article VI of these Bylaws, and to coordinate the program with the APA Convention Program Committee.

6. It shall be the duty of the Nominations and Elections Committee, in cooperation with the APA Election Committee, to conduct and supervise all nominations and elections of the Society, as provided in Article V of these Bylaws.

7. Committee Chairs shall present oral reports to the Executive Committee on committee activities during the preceding year. In the absence of the Chair, another member of the committee may appear to present the report. In either case, written copies of the report should be submitted to the Society's President and Secretary-Treasurer by the time of the Executive Committee's meeting at [prior to] the Annual Business Meeting of the Society.

ARTICLE VIII - Dues

1. Changes in annual dues and assessments of any special kind shall be recommended by the Executive Committee and shall be voted on at the next Annual Business Meeting or by mail ballot of voting members.

ARTICLE IX - Amendments

1. The Society at any Annual Business Meeting by a vote of two-thirds of the members present, or by a majority vote of the members of the Society voting by a mail ballot, may adopt such amendments to these Bylaws as have been (a) presented and read at the preceding Annual Business Meeting, or (b) mailed to the last known post office address of each member or (c) published in the newsletter of the Society [at least] one month prior to the final vote on the proposed amendments.