Searching for Köhler's Casa Amarilla

by Robert L. Johnson

Most people on Tenerife have never heard of Wolfgang Köhler. Nor do they know that their island once hosted the world's premiere primate laboratory, where Köhler conducted his famous experiments on insight learning and problem solving during World War I.

Readers of *The General Psychologist,* however, will know the importance of the experiments with chimpanzees on Tenerife—work that challenged the paradigm promoted by behaviorists such as Pavlov and Watson. In his classic book, *The Mentality of Apes,* Köhler made a strong case for thought processes underlying the amazing "insights" and problem-solving abilities of his famous chimpanzee Sultan, along with others housed at the Anthropoid Research Station. Most readers will also know that Köhler returned to Germany after WWI, but fled the Nazis in 1935, coming to the United States, where he was given a professorship at Swarthmore. Twenty-nine years later he became APA President.

Presented with the opportunity to travel to the Canary Islands last Spring, I wondered: Was there any remaining trace of the facility where Köhler did his most famous work? My quest began with the historians of psychology of my acquaintance. Alas, no one seemed to know—but they did point me to Ronald Ley's controversial biography, which suggested that the Anthropoid Research Station still existed on the northern coast of Tenerife, in the vicinity of the old town of Puerto de la Cruz. The Internet also turned up a few clues, nearly all written in Spanish. (The Canary Islands, located in the Atlantic, about 100 miles off the coast of Africa, belongs to Spain.) One very helpful contact, an Irish expat[1] at a tourist information office, found a Web site that said Köhler's lab was located at his home near Puerto de la Cruz, on the northern coast. The Web blurb also supplied a small, low-resolution photo (at the right). And, upon arrival in Tenerife, our hotel manager[2], who took a keen interest my project, found a Web site that pinpointed the Yellow House to within a few hundred yards.

Armed with this information, my wife, a friend, and I set out for Puerto de la Cruz. There, while driving around the eastern edge of town in our miniature rental car, I spotted—in the center of a large weedy field—the remains of a structure matching the fuzzy photo of the la Casa Amarilla. Excitedly, we parked the car and ignored the sign proclaiming, "Se prohibe el paso," at the head of a dirt access road, thinking that I could always claim my modest command of Spanish as an excuse. The sign, however, was backed up by two large and not-so-amicable guard dogs that rushed out from the house, followed by their

Courtesy of Friends Historical Library of Swarthmore College

Wolfgang Köhler

Looking north from the beginning of the gravel road leading to la Casa Amarilla

Approaching the house from the east

View of the Yellow House—looking northeast

Southern facade of la Casa Amarilla, with guard dog

Southern facade, showing braces on the walls

Eastern facade

Searching for Köhler

Author and caretaker
(restraining guard dog)

proportionally sized owner. He spoke no English, but I could easily read his nonverbal cues. Fortunately, I was able to make him understand that I was a psychologist and only wanted to take some pictures—which he allowed.

One of the odd facts about the Canary islands is that they are not famed for canaries. In fact, the islands were named, most appropriately, in my view, by the Romans for the viscous dogs (Think *canis* or *canine*) belonging to the native inhabitants. Another oddity has a link to Köhler and his work: There is no native population of chimpanzees on these rather barren volcanic islands. It turns out that Köhler's chimps were imported from the German colony of Cameroon, where they were abundant.

The absence of chimpanzees, I later discovered, aroused the suspicions of Köhler's biographer, Ronald Ley, of SUNY at Albany. In his 1990 book, *A Whisper of Espionage,* Lay laid out his controversial thesis that Köhler was

Northern facade of the house

leading a double life, one as a primate researcher and the other as Doppelganger relaying radio messages to German U-boats during the war. I can't judge the veracity of Ley's argument, but I was struck by the fact that La

Casa Amarilla, situated on a cliff overlooking the ocean, did have a good view of an important segment of the Atlantic. *If* Köhler were operating a secret transmitter, this would have been an ideal place to do so.

We found La Casa Amarilla in a grave state of disrepair. Even though the roof over the second story is missing, the caretaker currently lives on the ground floor. Iron poles brace the walls, obviously placed just in time to prevent the structure's collapse. At the urging and prodding of Asociación Wolfgang Köhler, the government finally realized what a treasure it had in the Yellow House and issued a proclamation declaring it a protected historic site. But the wheels of government in Tenerife often move just as slowly at they do in the U.S., and no move toward restoration of the once-world-class facility has been taken.

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[2] R. David González Gibson, Manager of El Marqués Palace

La Casa Amarilla

You can locate la Casa Amarilla, using the following coordinates in Google Earth: latitude 28° 24'52.23" N and longitude 16° 31'47.93" W

The Cultural Nature of Human Development

by Barbara Rogoff
University of California, Santa Cruz

Dr. Rogoff was the winner of the William James Book Award for 2005 for *The Cultural Nature of Human Development* (Oxford University Press, 2003). This article is based on her award address, which was delivered at the 2006 APA Convention in New Orleans. The Award is intended to honor and publicize a recent book that best serves to further the goals of the Society by providing an outstanding example of an effort to bring together diverse subfields of psychology and related disciplines.

For the children and adults of current and future generations, it is essential to increase understanding of the cultural basis of our own lives as well as those of neighbors and distant people. It is also crucial for improving the scientific basis of research on human development. I hope that *The Cultural Nature of Human Development* contributes to greater understanding among scholars, practitioners, and the public in this area.

It was a great honor to receive the William James Book Award for my book, *The Cultural Nature of Human Development* (Oxford, 2003) at the last APA meeting. The award honors a book that "integrates material across psychology subfields or provides coherence to the diverse subject matter of psychology." I am also very gratified that it has been translated into Portuguese, Japanese, Chinese, and Italian, and that it was selected as Choice Outstanding Academic Title for 2004. I especially like the review of the book by Carol Lee, of Northwestern University:

> The book is absolutely refreshing and revolutionary. I know of no other work that has accomplished what Rogoff has in this book. I have underlined so much that the book reeks of magic marker colors. It is a brave effort on her part and one is sorely needed in the field. Rogoff clearly breaks new ground here.

It is customary for the winner of the award to give an invited talk at APA and to write about the book and the talk in this publication. After giving an overview of the book and its major themes, I will focus on two of the cultural patterns that the book addresses. These patterns were the focus of my APA talk:

• A pattern that appears to be common in middle-class European-American communities—age-grading and segregation of children from their communities, with learning through lessons out of the context of target activities; and

• A pattern that appears to be common in many Indigenous American communities —inclusion of children in the range of community events, with learning through observing and pitching in to the ongoing activities of their cultural community.

The Cultural Nature of Human Development provides a view of human development informed by research focusing on cultural processes. It begins with a puzzle.

Three-year-old children in Oceania take care of younger children. But in the US, babysitters are expected to be at least 10 years older than that. And Efe infants safely use machetes, but American middle-class adults often do not trust 5-year-olds with knives.

What accounts for such marked differences across cultural communities?

Of course, the answer is—"It depends." Age expectations are based on many features of the organization of a community, such as whether adults are nearby supervising and whether children have opportunities to observe and begin to participate in such activities at earlier ages.

The organization of a community and other cultural features are often taken for granted by people who have experience in only one community—which has characterized many researchers of child development. Hence a great deal of the research on human development (and in psychology in general) has been blind to cultural aspects of human functioning.

The Cultural Nature of Human Development builds from the

An Efe 11-month-old skillfully uses a machete, with his grandmother monitoring in the background. (In the Ituri Forest of the Democratic Republic of Congo.) *Photo courtesy of David Wilkie.*

premise that "culture matters." The aim of the book is to advance our knowledge of *how* it matters. To address this, the book develops a theoretical perspective and integrates a broad literature documenting cultural variations and similarities in human development.

The theoretical perspective that I put forward focuses on both the cultural and the individual processes involved in human development. I argue that individuals develop as participants in their cultural communities, engaging with others in shared endeavors and building on cultural practices of prior generations. Understanding these cultural practices, in turn, needs a historical view of the contributions of individuals and generations in dynamic communities.

This perspective contrasts with the commonplace approach to culture, which treats it as essentially equivalent to ethnicity or race—a "social address" characterizing individuals. The social address approach applies a one- or two-word label to individuals, or categorizes them in a box. It treats culture as a static, individual characteristic, and often pits the "effects" of being in a particular box against the "effects" of other individual characteristics. Further, individuals in the same box or with the same social address are *presumed* to share many other characteristics.

I emphasize the dynamic nature of culture, as cultural practices change across generations and vary within communities. Individuals participating in the same community both vary and share similarities—it is a matter for empirical research to determine the common patterns as well as the variations within communities.

After developing these theoretical notions, and considering the interconnections of biological processes with cultural processes, the book turns to empirical topics. The empirical topics are canonical in the study of human development: childrearing, social relations, interdependence and autonomy, developmental transitions across the lifespan, gender roles, attachment, learning and cognitive development, and social identity. The research providing evidence on these topics comes from a number of subfields in psychology, in addition to anthropology, history, education, linguistics, and sociology.

The book concludes with research examining cultural change and relations among communities. These are features of children's lives that are increasingly common for children in the U.S. and worldwide.

One aim of the book is to bring to awareness the cultural aspects of everyday practices that seem "natural" to those whose upbringing is limited to the dominant European-American middle-class culture. Rather than being "normal," they are closely tied to cultural traditions of this community. For example, comparing children's rate of development is a cultural practice that has accompanied bureaucratic organization of children's progress through compulsory schooling. This practice has developed over a little more than a century, in the U.S. and Europe. The rush to teach babies *in utero* and toddlers in academic preschools is based on a cultural metaphor for development—a racetrack—that is based on the institutions and practices of the cultural community of the majority of researchers publishing in psychology.

It is clear that there is not just one way for children to develop. At the same time, there are regularities. The variations that become apparent with a cultural lens are not infinit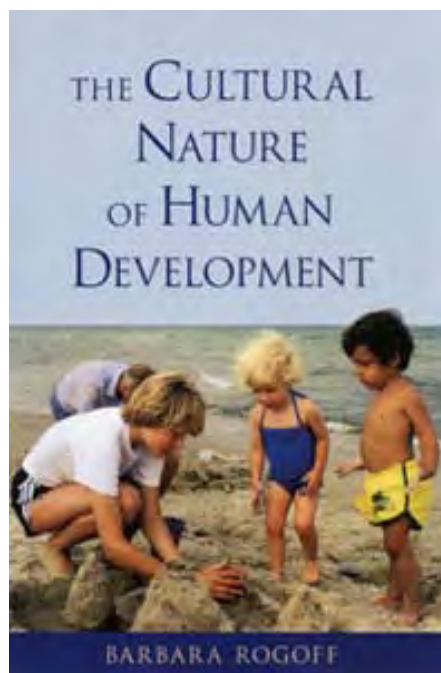e and random. The work that is cut out for upcoming research is to determine what some of the major patterns and regularities are. How are the myriad of important cultural practices related to many others in constellations of cultural features?

An important cultural pattern involves segregating children from the endeavors of their community and organizing them by tight age-grades. Children are excluded from many mature activities of their community, and instead spend much of their time in age-segregated institutions such as schools and in specialized child-focused activities, to prepare them for *later* involvement in the full range of their community's activities. This contrasts with a distinct cultural pattern in which children engage alongside the other members of their community in the broad range of community endeavors, learning through keen attention, collaboration, and the support of others in shared *ongoing* endeavors. Understanding these and other patterns expands the horizons of our knowledge of human development.

One Cultural Pattern: Age-grading and Segregation of Children from Community Endeavors

The whole question of ages of onsets of capabilities, so widespread in developmental psychology and in U.S. institutions generally, is a cultural product. Not until the last half of the 1800s in the U.S. and some other nations, did age become a criterion for organizing life (Chudacoff, 1989). Efforts to systematize human services (especially education) accompanied industrialization, and age be-

came a measure of development and a way to sort people. Developmental psychology and pediatrics arose at this time and schooling became age-graded. Before then in the U.S. (and still, in many places), people rarely knew their chronological age, and instruction was organized around level of understanding rather than age-batches.

Increasing segregation of children from the range of activities of their community came along with age-grading, as schooling became obligatory and ordered by age, and industrialization separated workplace from home. Instead of being part of the community, children spent increasing time in child-focused institutions.

The means of organizing teaching and learning in these specialized institutions became quite different than what was possible when children could learn the skills of life through direct observation and participation. Caroline Pratt, a well-known leader in innovative schooling, at age 80 reflected on the learning structure of her childhood community in the mid1800s:

> When I grew up in Fayetteville, New York, school was not very important to children who could roam the real world freely for their learning.… No one had to tell us where milk came from, or how butter was made. We helped to harvest wheat, saw it ground into flour in the mill on our own stream; I baked bread for the family at thirteen. There was a paper mill, too, on our stream; we could learn the secrets of half a dozen other industries merely by walking through the open door of a neighbor's shop. (Pratt, 1948, pp. xi-xii)

I argue that the childrearing practices of middle-class families of the late 1900s and early 2000s are closely connected with age-grading and segregation of children, and with the organization of school practices. These practices are also reflected in the "norms" that developmental psychology has often promoted as characterizing childhood and parenting, not recognizing the cultural and historical basis of these practices.

My colleagues and I have been examining the cultural practices of middle-class European American families empirically, along with studying another cultural pattern: In communities in which children are integrated in the everyday range of activities, opportunities (and expectations) to observe and begin to pitch in to ongoing activities may promote keen attention to ongoing events and an ease in collaboration that may be less common in middle-class settings.

Another Cultural Pattern: Learning Through Observation and Collaboration in Ongoing Community Activities

European-heritage and Indigenous-heritage children of North and Central America seem to differ in how they pay attention to and learn from events around them, and collaborate in ongoing endeavors. The children's attention and learning relates to their families' extent of familiarity with learning traditions that seem to be common in Indigenous communities of the Americas and with cultural practices that derive from European and European-American customs—specifically, Western schooling and related traditions.

Studies in a number of Indigenous communities of the Americas document a way of organizing learning opportunities in which children have wide access to family and community activities in which they are eventually expected to engage (Morelli, Rogoff & Angelillo, 2003; Rogoff, 2003). This form of organization has been called learning by *intent community participation*, and differs in important ways from how learning is commonly organized in Western schooling (Rogoff, Paradise, Mejia Arauz, Correa-Chávez & Angelillo, 2003; Rogoff, Moore, Najafi, Dexter, Correa-Chávez, & Solís, 2007). In many traditional Indigenous communities of the Americas, children are alert for important information even while engaged in another activity (de Haan, 1999; Gaskins, 2000). Children keenly observe and pitch in to ongoing events that are often not designed for them, with a cultural expectation that they will observe ongoing activities and develop keen attention to events around them.

Ethnographic studies in Indigenous communities of the Americas imply that keen attention and collaboration are more frequent than in middle-class Western communities. Middle-class children have restricted opportunities to learn by observing the range of mature activities, as they are often excluded from many of the activities of their communities (Morelli et al., 2003). Instead, they are often involved in lessons or exercises that may not include opportunities to observe, and which often occur outside the context of productively using the skill being taught (Rogoff, Mistry, Göncü, & Mosier, 1993; Ochs & Schieffelin, 1984). Middle-class children's attention may often be managed by adults who attempt to focus them on the adults' lesson.

My colleagues and I have been testing cultural contrasts in children's learning through keen attention and collaboration in our comparative research. The results are consistent with the implicit contrast suggested in ethnographic studies of Indigenous communities of North and Central America. Young children from a Mayan community in Guatemala and

Barbara Rogoff

children whose families have immigrated to the U.S. from Indigenous regions of México (whose mothers had little schooling) more frequently attended to ongoing events with keen attention and more commonly coordinated with others in their group, compared with European heritage children as well as with Guatemalan Mayan or Mexican heritage U.S. children whose mothers had extensive school experience (Chavajay & Rogoff, 1999; Correa-Chávez & Rogoff, 2007; Correa-Chávez, Rogoff, & Mejía Arauz, 2005; Mejía Arauz, Rogoff, & Paradise, 2005; Rogoff et al., 1993; Silva, Correa-Chávez, & Rogoff, 2007).

These contrasts are consistent with the idea that Indigenous-heritage children more often keenly observe and collaborate in ongoing events than middle-class European American children. The differences we found align with the idea that children who participate in communities where they are expected to observe ongoing events do so more, and learn from those observations more than children from communities that do not have such experience.

The differences also suggest that extensive schooling (and related experiences) may provide familiarity with an organization of learning that could compete with the tradition of *intent community participation*. The work underlines the cultural nature of school approaches to teaching and learning, and connects participation in schooling with many other features of middle-class life (Rogoff, Correa-Chávez, & Navichoc Cotuc, 2005).

These two cultural patterns, which were the focus of my Wiliam James award talk, are two that receive attention in *The Cultural Nature of Human Development*. Others have to do with the treatment of individual autonomy and issues of authority, and strategies for managing survival.

Efforts to identify the regularities in cultural variations and commonalities are still quite new – I hope that this book prompts research and reflection on human development as a cultural process. I am confident that, in pointing to the changes and continuities of community practices, cultural research can also provide inspiration for changing current practices to be more conducive to children's learning and wellbeing.

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The Social Complexity of a School Fight: An Exemplar of Impoverished Theory

by Ron Avi Astor - University of Southern California and Rami Benbenishty - Hebrew University of Jerusalem

Drs. Astor and Benbenishty won Honorable Mention in the William James Book Award competition for 2005. This article is based on their book, *School Violence in Context: Culture, Neighborhood, Family, School and Gender* (Oxford University Press, 2005). Most recently, the book won the American Educational Research Association Outstanding Book Award for 2007.

Ron Avi Astor

I recall, in detail, the circumstances that lead to a fistfight between two fellow classmates when I was in fourth grade. On the playground during recess, several students, including myself, had spread a false rumor that David had called Carl a "girl" because of the way he kicked the ball. Within a few minutes, Carl had heard of the rumor from other boys in our class. Carl marched over to the basketball court and pushed David. Almost immediately, a group of excited boys gathered in anticipation of a fight and circled the two students. Carl barked, "Why did you call me a girl?" David vehemently denied calling Carl a girl. There was an awkward moment of indecision following David's strong public denial of guilt. Nevertheless, from the crowd several voices rang out, mainly from other boys, encouraging Carl to fight David. One student named Randy egged Carl on to fight saying, "You are afraid to fight him, you are a girl—Carla". Carl appeared flustered, humiliated, and publicly pressured by the comment from the crowd. At the time, being called a girl in front of a crowd of boys was indeed a challenge that required proof of "machismo." In a somewhat contemplative and delayed response, Carl called David a liar and punched him in the nose—it started to bleed. Clearly stunned by the baseless accusation and subsequent attack, David fought back and punched Carl several times in the gut. More than a dozen students silently watched with contorted expressions on their faces, while a handful of other boys gleefully cheered the fighters on. Students from all over the playground ran towards to the circle like a magnet once they heard the echo alerting call of "fight, fight, fight". A group of younger girls ran in the opposite direction and got the teachers on yard duty. Soon the mainly female teachers and yard aides arrived and separated the boys, the energized crowd disbursed, and the two fighting students were escorted to the principal's office. In the office, a verbal debriefing of students was conducted by the yard teachers with the goal of determining who started the fight, and ultimately who would hold the greatest culpability. – Ron Astor

Certain aspects of this fight scenario may transcend time and space and might be familiar to many readers. For example, school fight scenarios were a regular part of our childhood development and are recognizable to students growing up in today's schools and across diverse cultures. The predictable and familiar aspects of a school fight as public event are tied in with the social fabric and relationships generic to the school setting itself.

Why would this kind of detailed personal recollection of a researcher be an entry point for a scholarly book on school violence? First, we believe it is highly likely that most adults and children who have attended schools also have very personal experiences concerning different forms of school violence including sexual harassment, the presence of weapons, teacher/child violence, and many other forms of violence. The descriptions of these events may include the location of dangerous areas (such as cafeterias, playgrounds, hallways, and routes to and from school), the responses of the teachers and principals to violent events, and the response of the peer group. We suspect experiences surrounding school violence would invoke rich descriptions of a social tapestry leading up to and surrounding specific types of school violent events. Personal familiar-

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Rami Benbenishty

ity with social phenomena related to school violence may explain why members of the general public, policy makers, and even researchers often put forth "naive theories" based on their own experiences as to the causes of school violence and prescriptions surrounding interventions.

Theoretical Omissions and Unanswered Questions

As exemplified by the case scenario, we suspect that awareness of social context details surrounding school violence surpasses the current status of school violence theory and empirical studies. In fact, many of the familiar social dynamics mentioned in the scenario (e.g., the circle around the fighters, the role of bystanders, the procedures used to discipline children, the gender differences in the response to violence, and the staff's response to the violent events) are not addressed in most school violence theories. Understanding the potential power of the peer circle or the staff's response, could result in better interventions and theories of school violence. There are many theories or questions raised by the scenario that could be examined by research. For example, why would calling a boy a "girl" during recess be interpreted as such an affront? Would the same peer group response transpire if it occurred in the classroom with a teacher present? If not, why? What are the gendered group dynamics surrounding a common school fight on a playground? How would the teacher or principal describe the same situation? How would these kinds of experiences influence the way students feel about their school? Did ethnicity or socioeconomic factors contribute to fight provoking social interactions? What happens in principals' offices that perpetuates or stems violence? Who is responsible for violence on school grounds when it occurs outside of the classroom? Why do most fights occur out of the classroom? Were the observing students held responsible for their role in witnessing and encouraging the fight? Do these dynamics occur in different countries and cultures?

Very few studies have been conducted on any of these questions. One major reason for the paucity of studies is purely pragmatic. Such questions require very complex and integrated research designs, instruments, and an ecological nestedness not found in most studies of school violence. For example, if our questions were about "schools," we wanted a representative sample of school settings. Within those schools we were interested in how students, teacher, and principals understood and responded to various forms of violence. There are, of course, many kinds of schools (e.g., elementary, middle schools and high schools). This meant that we needed to design a study that would be able to address these emerging questions.

However, in order to develop such a massive study, we needed a strong theoretical omnibus model that could serve as a heuristic guide for our design, instruments, and ongoing theoretical questions. For this, we drew upon many diverse areas within psychology including educational psychology, ecological developmental theory, cross cultural psychology, school psychology, peace psychology, organizational and social psychology, and numerous sub-theories on aggression. In addition we integrated literature from multidisciplinary fields such as, social work, criminology, sociology, and education.

Theoretical Model

Based on the above analysis and our work in this area we developed a heuristic model that presents school violence within nested contexts. Our model is highly influenced by Bronfenbrenner's (1979) ecological developmental theory that conceives of violence as interplay among several relevant subsystems. Goldstein (1994) describes this type of nested ecological theory as an interactionist theory. This genre of theories considers human behavior as a "duet" between the person's personal traits and contextual and environmental variables (social and physical). This environment might include other human beings that are involved in the situation in which the behavior occurs (such as other students, teachers), and also includes the physical environment (such as school and class size, school structure). In our book we show how victimization in school is associated with the effects of several subsystems, such as factors within the school, students' families, communities and the larger societal context. With this in mind, Figure 1 is a visual depiction of our heuristic theoretical model that places the school context in the center.

This model serves as a road map for the conceptualization of ideas and analyses presented in our book. The overarching goal of this model and the book are the same: *To empirically address theoretical questions regarding the intersections of context and school violence.* Our model differs from other ecological models because the school, rather than the individual, is in the center of our model. Starting on the right side of Figure 1, the primary focus of this model is on victimization that occurs on school grounds.

As depicted in Figure 1, there are many types of school victimization. Theoretically and empirically it is important 1) to describe the basic rates of different types of school victimization and 2) to describe how each type of victimization is associated with the major independent variables included in our conceptual model. From a theoretical point of view, this kind of differentiated description is essential
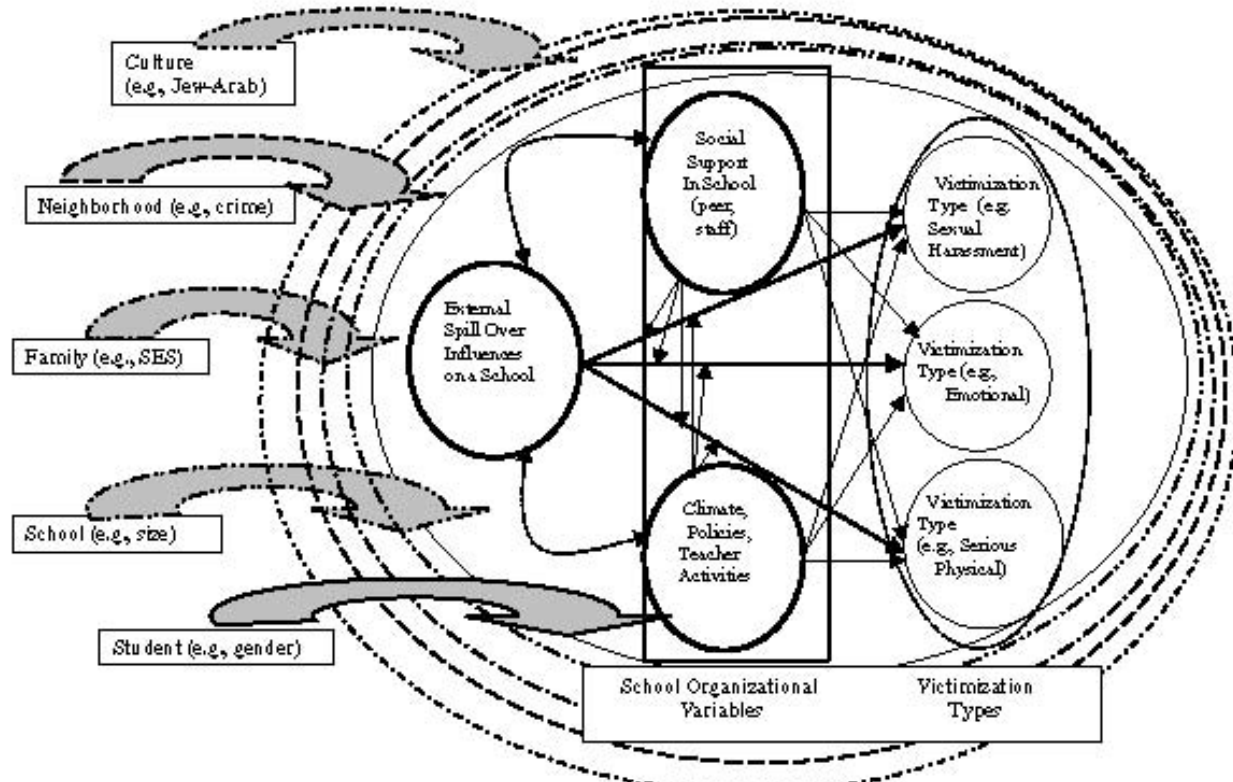
Figure 1: A Model of Social-Ecological Influences on Student Victimization

because each form of school victimization may have different patterns. The model raises several related questions about victimization: "What are the descriptive distribution patterns for each form of victimization? Does each form of victimization vary by gender, ethnicity, and school type in similar ways? Consequently, we believe that a theory of school violence must address the unique and common patterns of different types of victimization. In this book we examine many forms of violence, such as physical violence, threatening behaviors, verbal emotional victimization, sexual harassment, weapon-related victimization, and victimization by staff members. However, describing each type of victimization separately is not enough. The questions that emerge out of the heuristic model go a step further by suggesting that the grouping of various forms of victimization should be carefully examined using empirical approaches.

These guiding questions revolve around "how different forms of victimization are associated with one another, or how they are 'grouped-together' in real life." Currently, victimization types are classified by conceptually driven domains (e.g., verbal, physical, or sexual). It is possible, however, that in real life, being a victim to one type of behavior in a domain (such as the physical, verbal or sexual domains) increases or decreases the probability of being a victim to another type of violent-act from this domain. For

example, there may be certain types of sexual harassment behaviors that are more associated with other forms of victimization such as verbal threats, while other forms of sexual harassment are more associated with physical assault. This would be important to know both theoretically and practically because it may suggest a different conceptual approach to understanding and intervening with the specific type of victimization.

From a theory-building perspective, the association between different types of violent acts may provide clues as to the various mechanisms and the processes involved in being victimized in school settings. For example, in the current youth violence literature there is a tendency to distinguish between "emotional-relational" and "physical" types of victimization. In contrast to this assumption, we found that school based victimization is organized more around "mild" and "severe" types of victimization.

In Figure 1 school victimization is viewed as being directly related to practices within the school itself, as well as being influences by factors that "spill over" from outside contexts into the school. Even so, in our model the within school factors have direct and indirect effects on levels of school violence. The school policies, procedures, climate, and the reactions of staff and peer group have direct and indirect influences on student victimization.

# Astor & Benbenishty: Social Complexity of a Fight

Our model acknowledges that schools are embedded within social-ecologically nested contexts (in Figure 1, the circles surrounding the school environment). Thus, victimization experienced by students is influenced by their personal characteristics (e.g., gender) and by the wider social contexts in which the school is embedded, such as the school-neighborhood characteristics (e.g., crime, poverty), their family characteristics (e.g., education, socio-economic status), and the cultural context (e.g., ethnicity, religion). Yet, the influences of the external contexts in which the school is embedded are both mediated and directly affected by within-school contexts (the arrows pointing down towards the lines from all the external influences). Hence, for instance, consistent and appropriate school policies regarding violence, may mediate the influences of a violent neighborhood. Therefore, we believe that a viable theory of school violence needs to explore detailed questions about the policies, practices, procedures, and social influences within the school setting as well as the impact of the variables external to the school.

A comprehensive theory of school violence must also include the views of all key school constituents around issues of victimization. Most theories of school violence rest mainly on student reports. Figure 1 could be seen through the lens of a teacher, principal, staff member, parents or community members. At minimum, an understanding of the schools' impact requires an exploration of perceptions surrounding violence including multiple teacher, child, and principal perspectives. These reports should be compared to reveal any systematic differences between their perceptions.

Finally, the forms of victimization listed in Figure 1 are behavioral in nature. We believe that a comprehensive theory of school violence should also explore how victimization relates to the emotional, cognitive, and social domains. This is especially important when looking at cognitive interpretations or emotional reaction directly connected to victimization events at school. The relationship between students' victimization in school and fear of going to school is one example. How students understand the overall safety or danger of their school is another area open for exploration. However, there are many kinds of subjective interpretations, emotional reactions, and social consequences, surrounding victimization and the school social system that are ripe for inclusion in a viable theory of school violence.

We think the book is innovative in that it compares school violence in two cultures: Israel and the United States. We make use of the geopolitical climate of the Middle East and USA to show which variables and factors have similar effects across different cultures and which variables appear to have differential impact in each culture. This empirical contrast of universal with culturally specific patterns is sorely needed in the school violence and youth aggression literatures. The analyses are based on a large-scale nested representative sample: (a)15,000 students, plus their teachers, principals, in Israel, plus (b) 8,750 students in California) and on a wide range of student, school, family, community and cultural variables. Based on this unique data-base, we test many theoretical assumptions that could not be well explored with other designs. For example, we examine for the first time how multiple perspectives of violence (students, teachers, principals) relate to actual victimization rates in high and low violence schools.
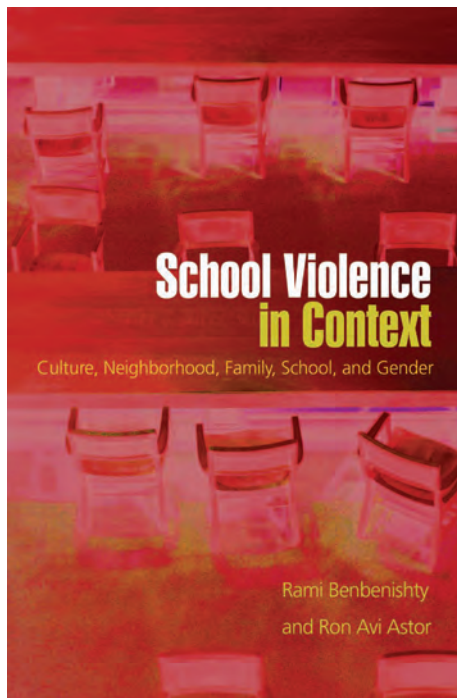
A Sampling of Findings From the Book

Culture has a weak impact on many forms of school violence—Age and gender rule for the most common forms of physical violence. Contrary to popular opinion, when it comes to common physical forms of school violence (fights, hitting, kicking, slapping, pinching etc) culture does not seem to have a significant impact. This was true for multiple cultures in the USA and Israel. Age and gender are the most important variables. Mainly, younger students have higher rates than middle schools, and middle schools have higher rates than high schools. Physical violence rates for boys are about twice as high as for girls in both Israel and the USA. This finding is similar to many of those reported by bullying researchers across the globe. In contrast, verbal and nonphysical social forms of victimization follow very different age, gender and cultural patterns than physical violence. This means that policies and programs geared at the most common physical forms of violence are likely to work across cultures and most likely do not require a different interventions and policies.

All specific forms of school violence are ranked very similarly within and between most cultures and contexts: Frequency and severity are the backbones of cross group structural stability. When the frequency of all forms of verbal-social, threats and physical forms of violence are rank-ordered, their overall patterns are extremely similar (almost identical) across gender, ethnicity / culture, school types (primary, middle school, high school), and within and between countries. We think this commonality in rank ordering of victimization type reflects common global victimization patterns that exist within schools. Severity of the types of victimization and their relative frequency to

each form of victimization appear to be a cross-cultural organizing dimension that may keep rankings similar within and across cultures.

Victimization from sexual harassment behaves differently from other forms of school victimization—and manifests itself differently than how it's portrayed by the general public and educators. Sexual harassment behaviors are far more influenced by gender and culture than other forms of victimization. Sexual harassment victimization patterns fit into two distinct categories of victimization that vary in (a) intent to humiliate (e.g., undressing someone in front of a group of students with the intent to ridicule) and (b) intent for sexual contact (e.g., persistently and inappropriately trying to kiss someone who has expressed disinterest). Intent-to-humiliate forms of sexual harassment are more similar to other forms of physical school victimization, while intent for sexual contact is less related to other forms of victimization. Contrary to popular beliefs, patriarchal societies have the effect of suppressing victimization rates for girls and exacerbating rates for boys. This, in large part, is due to the fact that more religious and patriarchal societies separate boys and girls in separate classes and sometimes schools.

How are victimization and fear related to bringing weapons to campus? There are many ways weapons on school grounds can victimize students: (a) seeing a weapon, (b) being threatened by a weapon, and (c) being injured by a weapon. Each can produce different outcomes. Students who are chronically victimized are more likely to bring guns and/ or knives. Fear of victimization is a major predictor of bringing weapons to school. A sizable proportion of students who do not attend school due to fear more than twice in a month are likely to bring either a knife or a gun.

Can some teachers be violent too? We measured three main types of victimization by staff: emotional, physical, and sexual harassment. Emotional victimization is the most common and impacts a very large proportion of students every month. Arab students in Israel reported much higher rates of physical victimization by staff. However, most of the cultural effects disappear or are greatly reduced when SES is controlled for. What may have been interpreted in the past as being cultural are likely SES effects.

How do students judge the safety of the school? Often subjective assessments of safety are used as state level violence indicators (e.g., under No Child Left Behind). Yet, our findings suggest that the specific type of subjective judgments can be influenced by different variables in the school environment. For example, students view of their school violence problem is mainly influenced by the *risky peer behaviors* they observe on school grounds. It is also influenced by the response of the school staff to violent events. By contrast, students' school nonattendance due to fear of violence is mainly influenced by students personal experiences with severe events of violence they experienced on school grounds from peers. A student's positive sense of safety on school grounds is mainly influenced

by a positive school climate. Hence, programs that focus on school climate improvement will only influence positive judgments about school safety and not judgments related to personal fear or the extent of the problem. An examination of one indicator may erroneously lead some schools to believe their programs have been ineffective. Theoretically, this has implications for how students view large normative developmental contexts such as schools.
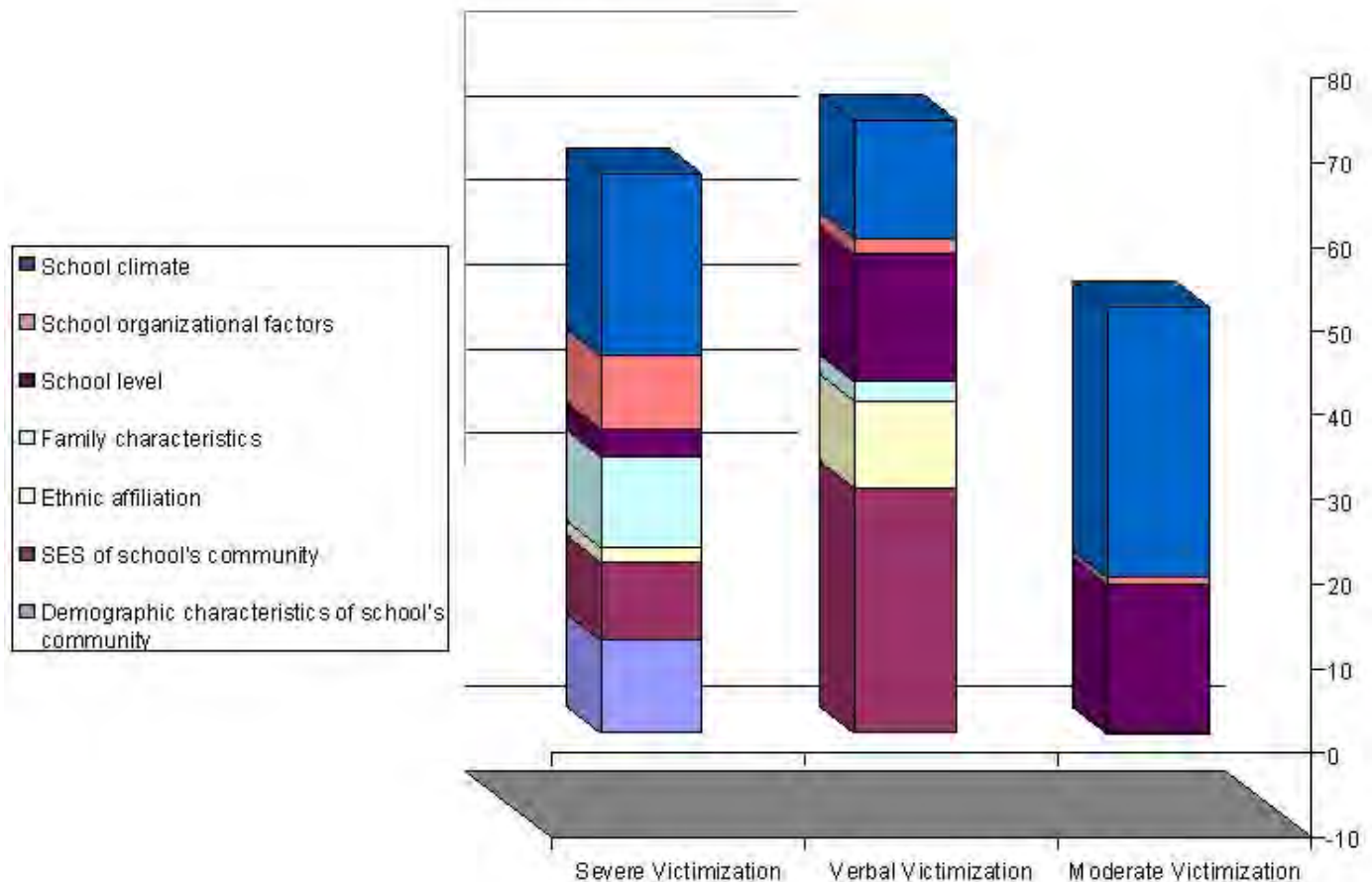
How different are schools in their levels of violence? Where is all the school violence happening? A small number of schools have extreme levels of violence, whereas many other schools may have almost no manifestations of violence. Hence, average prevalence rates are misleading. For example, in about a quarter of school there were no reports of students being cut with a knife. Half the schools had less than 5% of the students reporting this. In contrast, in 5% of schools twenty percent or more of the students reported being cut with a knife. In the upper one percent of schools, 25% of students reported being cut. Same kinds of patterns exist with other forms of severe violence. These patterns suggest that policy and resources might be centered at the most problematic schools to decrease regional or national prevalence rates.

How do different ecological variables influence different forms of victimization? This is best seen in figure 2 presenting the findings of a hierarchical linear regression that included a series of external and internal context factors expected to impact school violence. As can be seen, different types of victimization are associated with school, community and family variables that are organized hierarchically. On the whole, victimization types are best defined by the frequency and severity of the violent behaviors (labeled verbal, moderate, and severe). Verbal-social, moderate and severe forms of victimization are influenced differently by different school variables. Whereas moderate victimization is associated with school climate, severe types of victimization are strongly associated with SES characteristics of the school families and community combined with the schools climate.

In addition, we found that school size does not make a difference in victimization. This confirms other studies that have found the same globally. Class size does affect moderate forms of school victimization such as bullying.

One school, many views of safety. How do teachers, students and principals in the same schools see school violence? Students and teachers views of school violence are moderately similar. However, students and principals' ways of seeing their school are very different. The principals' and teachers' view of the violence problem in their school is consistently related to how well their school is dealing with violence. Students tend to see the violence problem in their school as more severe than teachers and principals. Nevertheless, teachers' assessments of the violence problem are closer to the students' than the principals'. Most importantly, similarity of student-teachers perspectives on school violence is lower in schools with higher levels of victimization. This means that a common-

Figure 2
Percent of between-school variance in victimization
explained by school-level variables

Legend:
- School climate
- School organizational factors
- School level
- Family characteristics
- Ethnic affiliation
- SES of school's community
- Demographic characteristics of school's community

Severe Victimization | Verbal Victimization | Moderate Victimization

ly shared awareness of the school violence problem may be a tool in creating peaceful schools.

Where Do We Go from Here?

The book provides a strong theoretical model and empirical evidence that supports a "whole school approach." Research, school assessments, school reform and interventions should encompass the many types of school violence and focus on the interplay between the schools internal contexts/dynamics and external contexts.

Variability of violence across schools is very large. Hence, we advocate for ongoing monitoring of school violence in each school and across school districts. Local monitoring can provide the information infra-structure to support tailor-made interventions that address the specific needs of each school and district. If society moves in this direction we will be able to identify schools that demonstrate best practices and conversely schools that may be presenting

danger to students and teachers.

Finally, we found that some schools are theoretically atypical. That is, the violence rates within the school are starkly mismatched with those in the surrounding community. Low violence "oasis" schools in the midst of high crime communities may offer many insights on how some school contexts are mediating outside influences or creating their own synergy for the creation of peace. Likewise, there are a considerable number of schools theoretically atypical in the opposite direction. Their violence rates are much higher than the surrounding school environment. These schools practices and organization may be facilitating or generating violence. These two types of outlier schools should be examined in depth to inform policy, practice, and theory.

From Women to Gender: Challenging General Psychology

by Florence L. Denmark - Pace University

Florence Denmark

Dr. Denmark won the 2005 Ernest R. Hilgard Award for Career Contribution to General Psychology. This article is based on her award address, given at the 2006 APA Convention in New Orleans.

It is an honor to be here with you today, to receive the Ernest R. Hilgard Award for Career Contribution to General Psychology. I am honored to be among a selected group of distinguished psychologists and the first woman to receive this award. I want to thank the awards committee chaired by Nancy Russo for selecting me.

In thinking about this award, my thoughts go to the psychologist after whom the award was named. Ernest Hilgard had a significant influence on the field and was not only a pioneer in psychology, but also a pioneer in human rights and social activism as well. He had a remarkably prestigious career, and his wide-ranging interests crossed almost every aspect and division within psychology. It is thus a wonderful compliment to receive an award in his name, as I hold in high esteem his and our generalist approach to our discipline.

I also want to acknowledge the passing of Division 1 past president, George Albee, who was a good friend and colleague. While we didn't serve on Division 1 together, we did serve together on various APA Boards and Committees, including the APA Board of Directors. I will miss his honesty and concern for diverse groups and greatly value his many significant contributions.

This is also an opportunity for me to recognize the contributions of Margaret Donnelly to Division 1. Margaret passed away this July at the age of 95. She served as my Program Chair when I was Division 1 President. Her convention program resulted in a book, *Reinterpreting the Legacy of William James* (1992).

As you know, and I quote: "Division 1 seeks to address underlying, broad issues that transcend individual fields within psychology such as historical, systematic, methodological, and scientific facets, scientific and professional development, and the interconnection within and between psychology and other fields" (American Psychological Association, 2006). In a time of increasing pressure to specialize, it is imperative to understand and advocate for the importance of a generalist approach to psychology.

I have always considered myself a generalist and have found that perspective to serve me well throughout my career. In college, I was both an honors history as well as an honors psychology major, interested in life events and how they affected people on a personal as well as on a more global level. In both disciplines, my honors thesis and honors research project were based on women.

In graduate school, even though my degree was in experimental social psychology, my doctoral education was quite broad. In the graduate program at the University of Pennsylvania, at the time I was a student, clinical psychologists, experimental psychologists, industrial/organizational psychologists, and social psychologists all took the same classes except for some specialized courses in our own fields. My dissertation was a small group experimental study, with only male participants and confederates—quite different from my later work in the psychology of women but reflective of the student population at Penn at this time. When I received my Ph.D., I felt able to teach most undergraduate psychology courses as well as graduate courses in my area of specialization. After receiving my doctorate, I carried out some early studies on women and leadership, but then did a considerable amount of work on ethnic minority students and academic achievement. As a forerunner of open admissions, I even directed a program for high risk students from poverty areas at Hunter College, CUNY. Then came the founding of the Association for Women in Psychology (AWP) and the APA Committee on Women in Psychology. In 1973, I was active in the founding of Division 35, now the Society for the Psychology of Women. In the 1970s, I returned in depth to conducting research in the psychology of women. In 1970, I taught

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the first doctoral course even given, in the United States at least, on the psychology of women at the Graduate Center of City University of New York. Currently, I enjoy teaching a History of Psychology doctoral course and co-teaching a doctoral course on multi-cultural and gender issues at Pace University and continue learning, teaching, and conducting research on women.

Much of my career has been focused around women's issues and the psychology of women. The psychology of women has proven to be instrumental in bringing women to the foreground by highlighting the important issues and the status of women in society. I have fought to have the psychology of women be recognized as a legitimate area of scientific investigation and one which has various important sub-domains such as: cognition, achievement, pregnancy, women and work, violence, women in prisons, life span development, discrimination and opportunities, psychosexual development, sexuality, abortion, psychotherapy and many, many more (Denmark, 1977). In the past, the experiences of men, particularly White middle-class men, comprised nearly all research in psychology. I even told the late Robert Guthrie that his classic book, *Even the Rats Were White*, should have added "and male." Today, issues relevant to women are no longer relegated to marginal status but are rather moving towards a position of increased importance. The psychology of women is finally assuming a position of prominence within the field of psychology due to the pioneering efforts of feminist scholars.

Nancy Felipe Russo presents the Hilgard Award to Florence Denmark

Currently basic psychology textbooks incorporate women's issues alongside more historical material in which men's issues have been dominant. This was not always the case, as I'm sure some of you remember. In fact, women were largely not included in psychology textbooks and most of the research used to inform theories was largely based on studies with only male participants. Some early research, while conducted to study so-called "sex differences," resulted in biased interpretations of female inferiority (Shields, 1975). Women now are also being integrated into positions of leadership, albeit in a slow and arduous fashion (Denmark, 1995). Stereotypes about women are being commonly challenged more and women are less likely to be compliant to a position of decreased power (Denmark, 1995).

During a Centennial Address to APA in 1991, I encouraged psychologists to conduct studies that corrected the underrepresentation of women in research, especially in major clinical trials; the need to develop guidelines for making or avoiding generalizations from one sex to the other without adequate justification; and noted the importance of female-male comparative research in biomedical areas. I also pointed to the need for more theoretically-based research. At that time, I stated that theory in the psychology of women was still in its infancy and lagged behind empirical work. While improvements were being made, I noted that there was still a long way to go.

The discipline of psychology now incorporates experiences of both women and men, yielding a more accurate picture of all human thought and behavior. It is not that we have dropped the focus of women in our research and discourse, but rather we have moved from women only to including women and gender studies as well. We now have a more encompassing approach to studying the psychology of women. The trend of mainstreaming gender issues into the general discourse of psychology has spread to other scientific domains as well. Women are increasingly being recognized as multi-faceted and complex who deserve to be studied and understood with equal scientific investigation as is true for men.

In thinking back over my career, much of my work has been centered on bringing women's issues to the forefront and demanding that they have equal attention to that of men's issues. While being retrospective, however, I also automatically look forward to the future as well—to where psychology is going and where it should be in terms of the psychology of women. With that are specific challenges to our field and areas yet to be studied concerning the psychology of women, ones which should be kept in mind as our field changes and grows.

Therefore, I want to present to you today some challenges to general psychology, some areas to which to look forward. In challenging ourselves we pave the way to better ourselves, to hold ourselves to a higher standard and to build on the progress which we have already made in the psychology of women. These challenges are: 1. to use the terms "sex" and "gender" correctly; 2. to utilize a gender perspective in research; 3. to expand the psychology of women and psychological research in general to include older persons; 4. to also include women from all over the world in this research; and 5. to use the research that we conduct to promote the public interest.

Denmark: Women to Gender

Sex vs. Gender

For many years in the psychology of women, the term "gender" never appeared. We talked about "sex," "sex differences," "sex comparisons," "sex roles." Even one of the major journals dealing with research on women was and still is titled, "Sex Roles." Today, it is common for people to misuse the terms sex and gender; there is the confusion about which is which. Commonly the term "gender" has replaced "sex" in politically correct speech, except when sexuality is meant (Archer & Lloyd, 2002). How often have you heard these terms misused? Many times, I have heard people state, for example, that they were conducting research and divided the participants into male and female genders, or seeing gender as a heading on a form to fill out where you were to check the female or male box. As recently as August 2, 2006, I was reading USA Today and noticed that a military sociologist commenting on army recruiting policies stated: "We used to use gender as a surrogate to determine if people could do the job" (Vanden Brook, 2006, p. 3a). What he clearly meant to say was "sex," as did one of my colleagues when he stated that, "there were 36 participants of the male gender and 40 of the female gender" in a research study that he conducted.   If we are to be researchers and proponents of advancement and change, the first challenge we can meet is to use correct terminology. It does, after all, make a significant difference.   By using the terms correctly, we make sure an important distinction is made, between what is biological and inherent and what is societal and therefore malleable. With malleability comes the likelihood of change, of correct psychological intervention and progress.

It is important to understand the distinction between these two terms since one refers to a biological difference and the other is a formulation which arises out of cultural factors. Sex, very simply, refers to the physical differences in the genetic composition and reproductive structures and functions of men and women. Biological disparities between women and men become social distinctions in most societies.   Gender is a concept that refers to how differences between girls and boys and women and men are arranged. The concept of gender illuminates the social construction of differences between sexes and how these are created and maintained by society (Denmark, Rabinowitz, & Sechzer, 2005). Gender underscores the fact that while women and men exhibit many different behaviors and attitudes, there is not necessarily a biological or essential basis for those differences. Although gender is based on sex, it is actually comprised of traits, interests and behaviors that societies place on or ascribe to each sex (Denmark, Rabionwitz, & Sechzer, 2005). Gender is therefore the cultural part of what arises out of being a man or a woman.

Correct use of these terms is also important in combating any gender stereotypes. A stereotype is a categorization process that is necessary for people to deal with the complexities of human existence. However, a gender stereotype embodies how males and females are represented and can be laden with erroneous information (Denmark, Rabinowitz, & Sechzer, 2005). Gender, since it implies social construction, also inherently implies that stereotypes can be discounted.

Research

As noted in 1988 by me, along with colleagues Nancy Russo, Irene Frieze, and Jeri Sechzer (1988) in *Guidelines for Avoiding Sexism in Psychological Research*, there is still a trend when unanticipated female-male differences emerge in research, to drop the female research participants in the study, rather than examining the reasons contributing to the differences. However, such unanticipated differences provide key opportunities to continue to develop hypotheses and information about gender as well as sex and they should not be wasted.   Some of the other guidelines include: 1. Definitions of problems as basic or specialized should not be made on the relevance to a particular group; 2. When building on previous research, formulate the question so that the finding can be generalized to a heterogeneous sample or clearly state the limitations of generalizations; 3. Use research participants of both sexes wherever feasible so that results apply to males and females and any sex difference can be noted; 4. Use caution in assuming there are innate differences when the biological mechanisms have not been determined.   Although some of these seem obvious and even though the guidelines were unanimously passed by the APA Council of Representatives, it is surprising how often these basic research principles are still not followed.

Problems still occurred when, in 1994, Vita Rabinowitz, Jeri Sechzer, and I, conducted a few research studies funded by NSF and the National Institute of Mental Health. We found that there was insufficient attention paid to issues of sex and gender in biomedical research. In lung cancer literature, these variables were largely ignored in that many times the sex of the subjects was unspecified. When sex was specified, many times male subjects predominated. Even in animal research, the animals used in the studies were predominantly male (Sechzer, Rabinowitz, & Denmark, 1994). Additionally, when sex and gender differences were reported in these papers, these studies failed to include any meaningful analysis of why this was the case or what influence either sex and/or gender had on the current treatment. In another study exploring representation of women in cardiovascular research, the same authors found that there was also inadequate representations of females and concluded: "It seems clear that even as late as 1992, sex and gender remain undervalued and understudied variables in key areas of health research. There continues to be a preference for male subjects and the perseveration of generalizing data inappropriately or questionably to both sexes/genders" (Denmark, Rabionwitz, & Sechzer, 1994, pg.3)

Denmark: Women to Gender

Increasingly, currently the focus of research has shifted towards a gender perspective, which is not the same as a focus on women (Division for Social Policy and Development, Department of Economic Affairs, United Nations, 2002). This approach seeks to understand a particular issue from the perspective of both women and men. Gender-related patterns that shape and influence psychological understanding and the manner in which problems manifest themselves is advantageous because it encompasses a broader range of information, e.g., gender roles of women as well as men.

The incorporation of a gender perspective brings with it many advantages. It can be extremely critical to determining and identifying policy changes that serve women and men equally (United Nations, Division for Social Policy and Development, 2002). Therefore, a second challenge to psychology is to conduct thorough, rigorous and sound research investigating the role of gender. We should no longer resort to one or the other, but use both in our formulations of theories and analysis of the complex interconnected network that both sex and gender form. There is still much controversy about whether sex *or* gender is most important to look at, but shouldn't it be both? Aren't they equally as important?

Through such research, it is also possible to target specific structures which perpetuate inequality between the sexes. Where gender perspectives are not applied, there might be missed opportunities to promote gender equality. Thus, interventions could target women or girls specifically to address gender-specific needs, or target men as to address their needs.

A gender perspective on HIV/AIDS and families would include questions such as: how do ideas about masculinity/femininity and power relations between the sexes, affect the transmission of HIV/AIDS? What does this mean for prevention programs if they are to be effective? This would also include messages that families send to their sons and daughters which are colored by gender. (United Nations Division for Social Policy and Development, 2002). This is one example of where a gender perspective influences the expression of a social and psychological situation as well as what the effective interventions might be. A gender perspective on poverty would include questions such as: What certain social structures make it more or likely for females or males to live in states of poverty? How does discrimination against women affect employment status and success? How does social structures aimed at men typically being the "breadwinners" for the family affect poverty conditions? Clearly, focusing on women alone or men alone would miss a whole dimension of human interaction, perspective, behavior and thought. In these examples, a more accurate and thorough picture of social conditions is seen when a gender perspective is utilized. In more clinical terms, this is true for various mental disorders and psychological conditions. It should even be used in therapy, where appropriate, to help conceptualize a person's, couple's, or family's pattern of interaction among themselves or with the environment.

Older Women

These two challenges of general psychology—to utilize correct terms of "sex" and "gender" as well as to conduct more inclusive research - are not the only ones. Another challenge to psychology is to incorporate older women (and men) in research, study, and discussion under the umbrella of the psychology of women.

The world's population is aging. In fact, persons over 60 currently comprise the fastest growing segment of the population internationally, and, in some parts of the world persons over 80 represent the most rapidly expanding generation (American Association of Retired Persons, 2006). With better sanitation, improved nutrition, and new medical treatments, there has been better health and living conditions which has improved the life and living conditions of people throughout the globe (Kahn & Juster, 2002). In the United States, individuals over 65 years old accounted for 12.7% of the population in 1998. This figure is projected to reach 16.5% of the total population by the year 2020 (United States Bureau of the Census, 1996).

With an expanding elderly population, most of whom are women who outlive men in all countries of the world, greater attention has been focused on the lives of seniors. Many times, the world's older population is overlooked in psychology in general, and in gender studies specifically. Gender is seen as important in its relation to the family and to children but older persons are often disregarded in terms of research. Gender based patterns are prevalent throughout the lifespan as are gender biases against women (United Nations Division for Social Policy and Development, 2002). Both older women and older men face discrimination but the difficulties and discrimination, related to age are made worse by gender based discrimination as well. Understanding the lives and psychological underpinnings of older persons will in turn lead to a more thorough understanding of the life situation of older persons, as well as better care of the elderly and policy changes that could benefit this group.

There are many myths which are still present about older persons as follows: 1. Increasing age brings about greater psychological distress; 2. Older adults are more depressed than younger adults; 3. As individuals reach old age they become preoccupied with memories of their childhood and youth; 4. Older adults are less satisfied with their lives than younger adults; 5. Older adults are alienated from the members of their families; 6. Since older adults generally do not reside with their children, they rarely see them; 7. Older adults are very isolated from their communities; and 8. Social contacts decrease with increasing age. (Denmark, 2002[2]).

Denmark: Women to Gender

Although some of these statements may be true for some people, these certainly are not universally true for all older persons. What is true is that older persons are in a unique position and phase of life, and this is especially true for older women. One study (Mitchell & Helson, 1990) indicated that women in their early 50s gave higher ratings to their present lives than either older or younger women. An increasing number of women are beginning or returning to college or work in middle or older adulthood after years of devoting their lives exclusively to their families. Many older women survive their husbands, due to their longer life expectancies. Many older women are also working longer and are contributing to their families much longer than was the case years ago. Many also maintain a place of prominence and respect within their families. Even more importantly, some of the misconceptions about older persons and older women in particular, are beginning to become discounted. For instance, older persons are more frequently viewed as important and vibrant members of society, with much to contribute and offer. The myths which I mentioned above are beginning to be discredited. Many older persons still maintain full social lives and are successful and productive in their careers.

With all of these changing social, economic, emotional and familial dynamics at play, there is a great deal left to be understood about the lives of older persons, especially women. So, older women find themselves in a unique situation where little research has been conducted on them. Psychology has a responsibility to include these women to determine more information about theories pertinent to women in this period of their lives, what is more and less important to them, the changing importance of social networks, the emotional processing of this time in their lives, treatment techniques which are most effective, etc. (Bennett & Morgan, 1992).

Women Around the World

The world is getting smaller. Events which occur in one country affect all of us. As the world has become increasingly industrialized, individuals from nations across the globe have gained great access to one another. Psychology is not exempt from these changes, nor is specifically the psychology of women. Thus, another challenge that we must face is including international women as well.

We cannot limit ourselves to the stories and perspectives of women in the United States alone. There are global issues which affect women regardless of their country of origin and the inclusion of this material is yet another challenge to general psychology. General psychology doesn't only pertain to women within the United States but has great relevance to all women, throughout the entire world. Women across the world, regardless of ethnicity and country of origin must negotiate being a woman in their specific social context. Violence against women is pervasive regardless of country, demands on women as being mothers and primary caregivers is another unifying bond that all women share, as is the nature of sexuality and the process of development.

However, regardless of overarching themes which are relevant to all women, ethnicity and country of origin are important factors which alter the ways in which these factors express themselves and how they affect women. Therefore, psychology has a responsibility to include women from various countries in theories and research, so we can understand how these factors fit together. Using the United States as a the gold standard of behavior is no longer acceptable and in fact, is unethical. We make the same errors in judgment as we did when only White, male participants were used and the results were generalized to women.

In order to examine how much material about women from other countries our undergraduate students were exposed to, several students and I reviewed a number of textbooks. We found that an average of only 0 to 3% of introductory psychology text books (in terms of content, references and pictures) related to issues of international women (Denmark, Marquez, Klara, 2005). It seems that this aspect of psychology is where information about women remains where it was years ago, i.e., a very limited amount.

Membership in the American Psychological Association is large and the number of American psychologists is even greater. Consequently, most American psychologists frequently forget that psychology is a global discipline. On the international scale more than half of practicing psychologists are women. A significant number of researchers and teachers are also women. You all probably know prominent women psychologists from the United States, such as the women Presidents of APA, and other notable psychologists such as Leta Hollingworth, Martha Bernal, Christine Ladd-Franklin, and Mamie Phipps Clark. However, how long a list can you generate for international women? It is much more difficult, isn't it? For example, the following list of women garner minimal recognition from Americans:

Fanny Cheung	(Hong Kong)
Senia Fahmy	(Egypt)
Cigdem Kagitcibasi	(Turkey)
Leneliese Kruse	(Germany)
Susan Pick	(Mexico)
Sandra Pyke	(Canada)
Marilyn Safir	(Israel)
Sue Wilkinson	(Great Britain)

These women are all well-known psychologists from diverse countries around the world, yet very few (if any) of these influential scholars are cited in American texts. While psychologists in the United States may be aware of prominent international figures in their own specific research fields, the vast majority of psychologists and their students have extremely limited knowledge concerning the work of their international counterparts. In contrast

to other disciplines, psychology in the US is a rather provincial discipline dominated by the United States. Rather than discuss the contributions of the women cited above, their names are used here to illustrate the paucity of information individuals in the United States possess about women in psychology beyond U.S. borders.

To further indicate the importance of going beyond our US borders, in 2004, the Resolution on Gender and Cultural Awareness in International Psychology was adopted by the Board of Directors and the Council of Representatives as APA policy. The goal of this Resolution is to encourage all psychologists to familiarize themselves with issues such as global imperialism and to educate themselves about cultural and gender issues related to systems of power, privilege and domination in terms of international psychology (Rice & Lykes, 2006). More specifically the Resolution advocates for such things as: more research on the role that cultural ideologies play in the lives of women and men across countries; more collaborative research partnerships with colleagues from different cultures; more attention to be paid to issues of gender, gender identity, age and disability perspectives have in psychological theory, practice and research; greater awareness by psychologists of the experience of individuals in diverse cultures and countries. These are clear and important standards for all of us to know and to follow.

This particular challenge is a difficult one, but also one which must be taken seriously. With increased communication between countries we no longer live in an insulated society and must work to expand ourselves to include women who may not fit into our current theories. What a wonderful opportunity for progress and for increased knowledge as well.

Public Interest

Much of my research has focused on group interactions, and how psychological theories intersect with everyday life. My focus has not been on intervention techniques or clinical strategies, but rather on social issues research. The research that I have conduced has been helpful in improving lives, gaining perspective on what dynamics are present, and what steps we can take to improve the present situation. It can therefore be considered to be more public interest research. Early in my career, I developed studies investigating ethnic minorities and the effects of integration on achievement and self-concept (Denmark, 1970). I also studied the effects of counseling on ethnic minorities or subjects from poverty areas on college achievement (Denmark, 1972). I went on to focus on women and gender. Although the results which I attained are somewhat "common-sense" today, at the time, I believe they added to the literature and helped make these results more well-known. With new information then comes a chance to do something about it. I also, therefore, would like to challenge general psychology to continue conducting and designing research which adds to public interest—to

improving societal conditions and correcting disparities which are present today. Research on women should include women of color as well as lesbian women.

Think about the reasons why you entered psychology in the first place. Let me speculate, that at least some of you wanted to understand behavior or make things better for others. Regardless of personal interests or area of expertise, one of general psychology's greatest contributions can and should be improving conditions for others. We have the potential for making a significant impact in the lives of others through our work.

Summary and Conclusions

I have covered a large amount of material here today. It was not meant to be overambitious but rather representative of the several challenges for general psychology. These challenges represent just a few ways which we can continue to make progress, excel, and move psychology forward. A wonderful quality about the psychology of women and a gender perspective is that is involves all people—women, men, and children. There really is no one who is left out. With that statement, continuing to understand how women and gender influence psychological principles and development is imperative to understanding the human condition itself. In addition to generating new research, we must also continue to develop theory to stimulate gender-fair research. This will give credence to the importance that gender has in our society and how wrong we would be not to include it in our psychological analysis. Psychology truly is an inclusive disciple and I encourage you to challenge yourselves, challenge your colleagues, challenge your clients, and challenge your research to move in the direction of progress.

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Ad Hoc Committees of the Society for General Psychology

In 1945, APA saved itself from spontaneous fission by forming fourteen specialty divisions—wisely designating the very first as the division of General Psychology. In the ensuing sixty-seven years, the role of Division One has been to identify pervasive topics and issues that transcend specialties. In this spirit, Division One formed several new committees in August, 2006, to examine issues that (a) impact psychology across specialties, (b) are relatively overlooked, or (c) may engage our younger colleagues or students. These committees are listed below.

The charge of each committee chair is to define the committee's mission, appoint a few Division One members to serve on it, including one early career psychologist (ECP), and to provide a report on its activities to *The General Psychologist*. In addition, it is hoped that some of the activities of these committees will turn into sessions at the APA convention.

On the following pages you will find the first reports from some of these committees.

1. Early Career Psychologists - Chair: Matt Goodwin
Mission: Work with AOAGS and others to recruit and engage students and ECPs in general psychology.

2. Coping with Technology - Chair: Richard S. Velayo
Mission: Examine the negative impacts of email and changing technology on the field of psychology (teaching, science, practice) and practical means of coping with technostress.

3. Humor - Chair: Joe Palladino
Mission: Examine humor in psychology as a topic of research, teaching, and fun. Goals: Sponsor a best-jokes contest, with award at APA 2007, host a humor session at APA, and offer a humor column in *TGP*. (Long-range goal: Add HI! (Humor Impairment) as a new category to DSM-5, and develop new interventions to reduce HI!.

4. Cross-cultural Assessment - Chair: (open)

5. National Speakers Bureau - Chair: (open)
Mission: Use COCAPAR funds to identify convenient speakers for local student and community groups, by developing (in cooperation with Divisions 2 & 52, Psi Chi, Psi Beta, TOPSS) a web-based zip code list of willing Division One fellows, with their contact information and preferred topics.

6. Revolution! - Original chair: George Albee
Mission: Overcome complacency by critically examining broad trends and issues within APA and organized psychology, to stimulate positive change. (Examples of issues to be confronted: prescription privileges, science-practice rapport, age and membership trends.)

7. Human-Animal Relations - Chair (open)
Mission: Take a fresh look at human-animal interaction, as well as the diverse roles of animals across all of psychology (aside from learning and physiology research)—in areas such as therapy, companion animals.

8. IRB/Scientific Integrity - Chair: John Mueller
Mission: Probe the impact of IRBs on science, scientists, and society, as well as academic freedom, junk science, and other trends threatening the integrity of the scientific enterprise.

9. America - Chair (open)
Mission: Promote civility, viewpoint tolerance, ideological diversity, healthy discourse on scientific and professional issues.

10. Advisory Committee - Chair: Bonnie Strickland + Past Presidents of Division One
Mission: Insure continuity within Division One, using a panel of past officers/presidents to help guide Division One procedures.

Communications - Chair (open) Committee members: Brude Overmier, Douglas Canland *(RGP)*, Matthew Goodwin.
Mission: Oversee effective communication within the Society, coordinating *TGP, RGP,* book series, Website, listserv, and possible member serveys.

12. Evolutionary Psychology - Chair: Jason R. Young
Mission: Develop and give a home to this interdisciplinary specialty.

13. Photography and Psychology - Chair: Joel Morgovsky
Mission: Seek out the many members of APA who are deeply involved with photography; become a networking hub and community of psychologist/photographers.

14. SPN: Social Psychology Network (www.SocialPsychologyNetwork.org) - Representative: Evan Stark
Mission: Develop Web resources with Divisions 8, 9, 52, and others.

15. Science and Practice - Chair: Mark Koltko-Rivera

Committee Report - IRB/Scientific Integrity

Recent Developments in Research Ethics

by John H. Mueller - University of Calgary
Richard M. O'Brien - Hofstra University

It is a common ritual among today's academics to submit one's research proposal to a group of "colleagues," the Institutional Review Board (IRB). At its outset some 30 years ago, this research ethics committee had the mandate to decide whether the public is at more than everyday risk from your project, and it was understood that this would be a rare event in psychological research. However, the domain of review has expanded greatly, and forums to meaningfully discuss concerns with this enterprise are very limited compared to the ubiquitous and increasingly obligatory how-to-comply workshops. In this first column, I want to note some recent developments that are probably unknown in that they have developed primarily outside psychology journals and conferences.

Mission Creep Christine Gunsalus, Professor of Law at the University of Illinois, and her colleagues at the Center for Advanced Study (Gunsalus et al., 2005) produced a whitepaper dealing with the expansion of the scope of the research ethics reviews. "Mission creep" refers to the tendency of bureaucracies to expand beyond the original mandate, both formally and informally. Among other things, progressively passing the risk assessment from those with content and methodology expertise to outsiders actually enhances the prospect of overlooking something serious, so the general concern is that creep increases the consumption of resources but with an actual loss in risk detection. The whitepaper has been noted in a column by Steven Breckler (2005) for APA, and the creep phenomenon is further decried in a recent editorial in Science (Gunsalus et al., 2006).

Censorship Philip Hamburger, Professor of Law at Northwestern University (now Columbia University) has produced an essay (Hamburger, 2005) that examines whether or not IRBs violate constitutional rights of speech and association by imposing prior constraint on academics. This is an extremely thoughtful analysis, and as the IRB industry has wandered from public safety its activities are readily characterized as censorship instead of risk assessment. In conjunction with the mission creep whitepaper it is good to have the lawyers looking at the constraints on scholarship imposed by IRBs.

Unfunded Research The federal grant agencies originally developed the IRB regulations to cover projects they funded. University administrators obligingly extended the IRB review mandate to unfunded projects as well (see "creep" above). Over time the voluntary nature of the expansion was forgotten, and most researchers and most researchers in the social sciences and humanities, where most research is unfunded, did not realize that their employer was making them do it rather than the federal agencies.

A recent Freedom of Information Act inquiry to the Office of Human Research Protection (OHRP) by the American Association of University Professors (AAUP) reveals that over 170 organizations have renegotiated their Federal Wide Assurance agreements so that the legal separation of federally funded and unfunded research review is reinstated. This does not mean that unfunded research goes unreviewed, but that the nature of the review and the committee that does it is a local decision, as we understand it. Of course, with the history of mission creep by local committees, it will be interesting to see whether the re-invented reviews make any more sense than the present process. This development and a few others are covered in a special report by the AAUP (2006) in the September-October issue of *Academe*.

John Mueller

Faculty Union Another recent development may hold some promise with regard to, if not reform, at least some degree of true accountability for IRBs. O'Brien (2006) describes a situation whereby research ethics decisions were made subject to appeal to the campus faculty union, rather than just back to the committee that made the decision. This possibility follows from the mundane fact that research is a job requirement (a part of the holy trinity: teaching, research, service), as opposed to the pious characterization of research ethics officials that it is a privilege. As such, anything that impedes your ability to do your job is grievable as a part of the Collective Bargaining Agreement. This may or may not be the most desirable general solution to accountability, but it seems better than the kangaroo court that appeals are subject to now.

Finally, it is of note that a new journal devoted to research on the ethics industry has appeared, *The Journal of Empirical Research on Human Research Ethics* (http://www.csueastbay.edu/JERHRE/). In this case, the research is not just about how to comply with the regulations. For example, in its first issue, van den Hoonaard and Connolly (2006) provide an examination of how research ethics constraints seem to have reduced the complexity of student theses in anthropology, and they are doing further work with re-

gard to theses in several other disciplines. In the same vein, one journalism school in the USA has even dropped the research requirement from its Master's requirements following an impasse with the campus ethics committee. The creeps are very much on-going. To the extent that social policies rely upon research, we should be very concerned about the compromised research designs imposed or self-imposed in the name of ethics.

BSA Meeting at APA   Recent reports have suggested that the APA Science Directorate was beginning to share the research communities concern with this continuing IRB restriction of research. At the APA Convention in New Orleans, a breakfast meeting of the Board of Scientific Affairs (BSA) Ad Hoc Committee to Advance Scientific Research (CAR) was scheduled to address IRB concerns. The second author attended this meeting with some hope that APA might actually be initiating an effort to support psychological research. The hope was forlorn. Those leading the meeting were more enthusiastic about a proposal for a glossary of terms to help with regulating research than they were with either a proposal for APA to establish an ombudsman to help researchers fight unreasonable IRB actions or a suggestion that an APA committee be established to review questionable IRB decisions. Fortunately, the 14 other people at the meeting were very interested in finding ways to limit the arbitrary actions of IRBs. Among the issues raised were: 1. the aversive and naïve training requirements, 2. the threat to academic freedom, 3. the "mission creep" mentioned above and 4. the use of IRB's to evaluate legal liability. The general sense of the meeting was that those in attendance had no desire to become part of the official regulatory establishment other than to find ways to limit the damage that IRBs are currently inflicting on the research enterprise.

Richard O'Brien

The authors welcome communications about research ethics and scientific integrity, including suggestions for future columns, and for a symposium at APA in 2007, San Francisco. We conclude by noting that *No animals or ethicists were harmed during the writing of this essay, nor IRBs consulted.*

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A Profile of the Efficient Email User: Cognitive-Motivational Factors Related to Email Use

by Richard S Velayo & David Blank - Pace University, New York

Abstract

This study provides an exploratory investigation of the relationship between email management style (specifically regarding preference for and responsiveness towards email) and cognitive-motivational factors among its users. Another purpose is to develop a broad range of strategies that help users effectively manage their electronic mail. Preliminary findings show that strategies relating to extrinsic motivation, self-efficacy, help-seeking, peer learning, organization, and rehearsal may point to greater efficiency in email usage. Suggestions on ways to become more efficient at handing electronic mail are presented.

One of the most popular Internet-based technologies used today is electronic mail (i.e., email) which, over the years, has provided us with the ability to effectively and efficiently communicate with one another despite our physical distance. For many, managing email has become a routine as a function of their work, as well as their social and personal lives. Given that email is one of the most popular Internet-based technologies used today, it is, therefore, important that email users find effective ways of sorting and organizing their emails. Moreover, email technology continues to significantly affect how we live our lives – the way we communicate with each other, when and where we choose to correspond with people, and how we view others and ourselves given the kind of "virtual" interactions we carry out through this medium. Surely, there are salient factors that determine our ability and efficacy to use this technology. As such, psychologists across various subfields may find it interesting to investigate how email has contributed to our interpersonal skills, how it has affected the way we thinking about ourselves and interact with others. Email technology appears to have permeated the lives of many people to the point that we often rely on it in the way we interact with others.

We were motivated to investigate ways to be more efficient at handling email because of the flurry of work-related emails that we receive every single day. We are very much aware that we are not alone in this experience. Today's professionals are constantly bombarded with emails from various sources. What we thought would be most interesting to do is to see how people manage their emails – focusing on how email is perceived compared to other forms of communication, and how responsive they are at handling work emails based on the source of such email – in relation to the general strategies they use to deal with relevant tasks. This preliminary study also generated a list of strategies that help enhance efficiency in handling electronic mail.

The next section describes how email came to be and how it has been studies in recent past.

About Email and Some Studies of Interest

In 1971, the first electronic mail message ever was sent by Ray Tomlinson (recognized as the "inventor of email"), born in Amsterdam, New York in 1941 (Garwood, 2006). Tomlinson had obtained a degree in Electrical Engineering, and, at the time of his historic message, he was an engineer for Bolt, Beranek and Newman, which had won the contract to create ARPANET, a communication network that would allow scientists and researchers to share each other's computer facilities. The first email was simply a test message sent by Tomlinson to himself.

Today, Tomlinson's innovation is the most used Internet application. In 2003, Veritas Software Corporation conducted a study which concluded that organizations are relying predominantly on email when it comes to communication and even other aspects of organizational activities. In 2004, the average corporate user received 94 emails per day. Because of the anonymity of the communication transactions, however, Constant, Sproull, and Kiesler *(1997)* have argued that the use of electronic technology, such as email, doesn't necessarily compare to face-to-face communication.

Researchers in the past decade have been actively investigating technology use and disuse among conventional and communications technologies (Workman, 2005). In a study of email users, Lantz (1998) found that the ability to effectively handle email is inversely correlated with the number of messages stored in the inbox.

Psychology-related studies on email correlate its use with shyness and locus of control (Chak, 2004; Yuen, 2004), helping behavior (Lewis, 2004), self-esteem and interpersonal risk (Joinson, 2004), stress and coping (Hoke, 2004), cyberpsychology (Emond, 2003), depression (Morgan & Cotten, 2003), socialization and personality attributes (Bonebrake, 2002), organizational psychology (Krishnamurthi, 1996; Thach & Woodman, 1994), and social development (Heitner, 2003).

Email technology has therefore been investigated by psychologists in a variety of ways in the recent past. Some studies have investigated the different ways people manage their email messages, however, there has not been a study that have looked at the relationship between user learning characteristics and the behaviors associated with email usage.

Our research provides, for the first time, an exploratory investigation of the relationship between cognitive-motivational strategies and patterns of email use (preferences and degree of responsiveness). Our ultimate purpose is to discover a broad range of strategies that may help users effectively manage their electronic mail. We hypothesized relationships between certain email management practices and cognitive-motivational variables, as measured by the Motivated Strategies for Learning Questionnaire (MSLQ), which assesses a learner's strengths and weaknesses in terms of academic motivations and learning strategies.

Richard Velayo

Method

This study involved 143 participants (57 males, 85 females, 1 unspecified), ranging from 14yo to 60yo (Mean age = 27, SD = 8.3). They comprised working professionals, as well as graduate, undergraduate students in the New York City Metropolitan area.

Participants were asked to respond to two instruments:

(1) *"Handling of Electronic Mail" Survey* (Velayo, 2006) - contains 33 items that assess email usage, organization, and perceptions

towards email. Items are in the form of multiple-choice items, 5-point scales, and open-ended questions based on hypothetical scenarios). The survey's scales include: Patterns of Use, Preferences, Speed of Responsiveness, Scenario-based Decisions, and Perceived Advantages and Disadvantages of Email Usage. For the purpose of this study, only Preferences and Speed of Responsiveness were used. *Preferences* refer to the cluster of items pertaining to one's preference and value for email over other forms of communication (e.g., phone call, face-to-face, meetings, instant messaging) whereas *speed of responsiveness* is measured based on the cluster of items pertaining to the level of responsiveness or speed in which one may answer an email received given a particular context/source.

(2) *Motivated Strategies for Learning Questionnaire* (Garcia & Pintrich, 1996) – contains fifteen scales that assess strategies for learning including: (a) Cognitive strategies (rehearsal, elaboration, organization, critical thinking, and metacognition); (b) Motivational strategies (intrinsic motivation, extrinsic motivation, task value, control beliefs, self-efficacy, and test anxiety; and (c) Resource Management strategies (time/study environment, effort regulation, peer learning, and help-seeking)

David Blank

Summary of Findings

Of the 15 cognitive-motivational variables of the MSLQ, there were six factors that were found to be consistently and most highly correlated (predictive) with (1) email preferences and/or (2) responsiveness.

With respect to *motivation,* efficient email users (those whose average preference and responsiveness ratings is 4 or more on the five-point scale items in the Handling of Electronic Mail Survey (Velayo 2006) tend to have higher *extrinsic motivation* for learning than those with low preference and responsiveness ratings (those whose average responsiveness ratings is 2 or lower) ($t = 3.671, p < .05$). This finding suggests that those who tend to perceive themselves as efficient users of email may also have the ability to use and appreciate external rewards that go along with dealing with email tasks. It is interesting to note that intrinsic motivation does not appear to be a significant factor in determining efficiency or responsiveness to email. It appears that the extrinsic motivators, possibly in the form of self-imposed rewards or just the feeling of "relief" for having dealt with email can be powerful factors in becoming an efficient email user. The use of extrinsic motivators is also more effective than relying on factors that enhance intrinsic motivation because of one has greater control of extrinsic factors that enhance motivation. It is more difficult to intrinsically motivate oneself in dealing with email. In addition, the same group of efficient email users also had a significantly higher *level of efficacy* and belief about being able to do well on learning tasks ($t = 2.417, p < .05$) than those with low responsiveness ratings. This finding suggests that those with high levels of confidence in dealing with email tasks have greater responsiveness to email.

As for *resource management skills,* efficient email users (those whose average preference ratings is 4 or more on the five-point scale items in the Handling of Electronic Mail Survey (Velayo 2006) tend to have significantly higher scores on *help-seeking behaviors* ($t = 2.95, p < .05$) and tend to use of *peer learning strategies* ($t = 2.671, p < .05$) than those with low preference/responsiveness ratings (those whose average responsiveness ratings is 2 or lower). Help-seeking involves the use of resources of more competent people. Peer learning involves the ability to effectively work in groups to obtain input/feedback from others. This suggests that efficient users of email tend to seek the assistance of others as a resource when responding to certain emails and also tend to col-

laborate with others to derive feedback or help make decisions. Moreover, they tend to view email as preferable to most other forms of communication (e.g., phone, in-person meeting) and generally respond faster to email inquiries from various sources. In addition, those with faster responsiveness to emails are better able to manage and regulate how much of their time and effort need to be allocated to accomplish a specified work task.

Though it is evident that motivational and resource management strategy factors seem to be more salient in predicting email usage patterns (preferences and responsiveness), the *cognitive strategies* – organization and rehearsal – help explain why more efficient users (those with high responsiveness ratings toward email) have good organizational strategies and focus on relatively frequent systematic/routine behaviors to undertake email tasks (i.e., rehearsal strategies).

There were ancillary findings that are interesting to note. *Intrinsic motivation* ($r = .223, p < .05$) *and peer learning* ($r = .17, p < .05$) are most predictive of the *number of email accounts one may have.* This suggests that effective email users tend to "like" using email and see high value in it use. They also tend to use it beyond work or school - as a way to keep in touch and socialize with friends and family. Thus, one likely explanation is that each email account has a particular purpose related to the group of people one corresponds with. In addition, *help-seeking* ($r = .154, p < .05$) is also highly indicative of the *number of times one checks email.* A likely explanation is that email users who rely on others tend to correspond with a multitude of people via email to help them accomplish their tasks. Email allows them the ability to efficiently use their time and undertake some tasks without having to be with others within the same physical space.

Practical Tips for Email Management

The tips listed below provide ways by which a user may better manage and cope with the voluminous number of emails they receive. These tips were derived from participant's responses to open-ended questions on the *Handling of Electronic Mail Survey* (Velayo, 2006). These are not meant to provide a comprehensive listing of how a user or an organization may be able to limit or prevent unnecessary emails, nor do these account for existing technologies that filter email. Rather, such tips allow one to better categorize and prioritize one's emails and to become cognizant of the behaviors that get in the way of handling e-mail efficiently.

Cognitive strategies/tips:

- Create folders to archive and sort incoming messages based on "source" of the email (e.g., research, teaching, service). You may also create an "archive folder" and just save your files in it. Your computer operating system is able to sort your files based on name and date and you can also do a file search within your archive folder.

- Create a manageable number of separate email accounts for each email source (e.g., work, personal) to help prioritize and organize email.

- Generate folders to sort email based on "level of importance" to prioritize messages (e.g., "To Do Today" folder, "Due by" folder).
- Delete obsolete or irrelevant email messages (as soon as you receive them) to help reduce clutter and organize your inbox.
- Determine and follow a system of dealing with emails after accumulating a certain amount or after certain intervals, instead of leaving them in your inbox for long periods of time.

Motivational strategies/tips:

- Try giving yourself a daily or weekly email checking quota, and once you hit it, you can't check your email any more until the next day/week when your quota resets. Offer yourself a reward like going to see a movie or going out to dinner the first week you come in under quota.
- You should not expect complete efficiency all the time; keeping up with email can be hard work. Reward yourself at the end of the day after dealing with relevant emails after Withhold the

reward until you have dealt with those emails. Rewards should be contingent on a specific designated goal of how you wish to deal with your emails.

- Don't feel pressured to respond to each and every email. Those who need to contact you will try to reach you in other ways or send you 'reminder emails'. For those who do not, their email message may not be that important or they may no longer need your response.

Resource Management strategies/tips:

- Experiment with how often you really need to check email. Then, decide in advance exactly when you'll check email. Don't check email haphazardly. You can easily waste 30-60 minutes per day checking email too often. In most cases you should be fine checking your email 3 times per day maximum. See how infrequently you can push it without causing problems. For many people once a day or even once every two days will work just fine.
- Respond to as many emails as you could when you check/read them. Having too many "unresponded" emails will only clutter your inbox and will only make you feel more anxious and overwhelmed.
- Write email messages in a more direct and succinct manner.
- Explore alternative ways to have others contact you (e.g., telephone/voicemail, leave messages with secretary) if these alternatives are more manageable.
- Avoid belonging to 'listservs' unless you are serious at reading the postings that are sent to your inbox.
- In certain instances, you may ask others to help you respond to select emails you receive, especially those you think may be better answered by another person or persons.

Other suggestions:

- Save or archive selected emails - those you think you may need to refer to later on. Organize them into folders that would make it easier for you to search for them later on.
- You may want to impose limits on email correspondences. If you think that speaking on the phone of meeting in person would make better use of your time, let the other person know. There are times when things get accomplished much faster without having to email each other back-and-forth relentlessly.
- Use email vacation messages to let others know that you will not be checking your email over a certain period of time and who they may contact during the period in which you may not be reached by email.
- Organization is key to becoming an efficient email user. You may want to explore a system of organizing your e-mail files that is easy to manage and/or one that is similar to how you already organize your other electronic files (assuming you have one) so that the method by which you organize your email is easy to get accustomed to.

Websites that provide information on better email management practices:

- 30 seconds to an empty email Inbox (August 22, 2006 by Chanpory) (http://www.lifeclever.com/2006/08/22/30-seconds-to-an-empty-email-inbox/)
- Efficient email (March 11, 2006, by Steve Pavlina) http:/ www.stevepavlina.com/blog/2005/03/efficient-email/
- Tips for More Efficient Use of Email (June 2005, RGI News) http://www.rgilearning.com/newletters/rgi_news_june05.htm

Future Research

The next phase of our research on email usage will look into other scales/items of the *"Handling of Electronic Mail" Survey* in relation to the MSLQ and other measures of cognitive styles and learning patterns. Behavioral and cognitive effects of email use as a function of instructional tasks and scenario manipulation will also be investigated. It will also be crucial to analyze the actual content of email text and how one respond to them, and to examine demographic and cultural variables that influence email use.

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Photography on the Couch: The Psychological Uses of Photography

by Joel Morgovsky - Brookdale Community College (NJ)

Joel Morgovsky

Abstract

The origins of photography and modern psychology are rooted in temporal proximity. They developed in parallel during their early years, but by the late 19th century psychiatrists began exploring ways to employ the new medium in clinical settings. The impulse to use photographs for therapeutic purposes, traceable to 1856, continues to the present. Photoanalysis (1973) and PhotoTherapy (1999) are two representative systems for using family snapshots as exploratory tools in psychotherapy. Psychology has shown less interest in photographs as direct reflections of their makers' thoughts and perceptions: as artifacts of the makers' personalities. It was photographers themselves, joined by art critics and museum curators who produced an abundant literature on the self-expressive natures of photographs. Beginning in 1983, this author began formulating a system now called *reading pictures* to describe how photographs are coded with personal meaning and, by employing several mindsets, those pictures can be decoded. He is chairing a committee on photography and psychology for Division 1 and seeks new committee members.

The origins of photography and modern psychology are rooted in temporal proximity. They developed in parallel during their early years, but by the late 19th century psychiatrists began exploring ways to employ the new medium for assessment and other clinical purposes. Louis J. D. Daguerre was successful in making a permanent recording of a camera image in 1837 thereby establishing the basis for modern photography.

It was a special time of rising inventiveness and intellectual energy that spawned creative breakthroughs in many areas of inquiry. Photographers in the decades after 1837 applied themselves mainly to solving technical problems; improving the cameras, lenses, plates and emulsions. They also searched for new applications for photography.

Perhaps because of the urgent need to improve their tools, photographers did not begin to think critically about the subjective, expressive nature of pictures as opposed to their objective realism until the middle of the 20th century. Since then a robust literature has grown up around photographic criticism and photography's place in the art world at large. It describes and analyzes photographers' individual ways of seeing and photography's inherent self-revelatory essence.

To a lesser extent, psychologists and psychiatrists wrote about and use photography in a variety of clinical settings for several decades. But in spite of the affinities between photography and psychology, there has not been a large-scale effort from either side to identify the many points of contact between them. Photography itself and the photographic process as a whole have not been taken up as subjects of systematic and deliberate scrutiny within psychology. The time may be right to undertake such a project.

For several decades photography and psychology developed along parallel lines aimed at establishing their own basic principles, tools and techniques. For photographers, this meant improving tools of the trade, while in psychology the early "schools" were debating what should be the proper subject matter and research methods for the new science. A very early example of the nexus between photography and psychiatry comes from the work of Hugh W. Diamond who, in 1856, presented a paper before the Royal Society entitled "On the Application of Photography to the Physiognomic and Mental Phenomena of Insanity." (Gilam, 1976) This point of contact between photography and psychology is among the earliest known and set the stage for what became a relatively small but long association of photographic clinical applications.

It is informative to examine several traceable modern remnants of the impulse to use photographs for therapeutic purposes. Of those, the earliest is captured in *Photoanalysis: How to Interpret the Hidden Psychological Meaning of Personal Photos,* by Robert U. Akeret, a psychoanalytically trained psychologist (Akeret, 1973). Photoanalysis was a system for studying family photographs in order to learn more about the interpersonal dynamics that shaped a person's psyche during their growing years. The book jacket claimed that

Photoanalysis will turn your family album into a fascinating new world—familiar, yet freshly revealed through your newly sophisticated eyes, enabling you to enjoy long-forgotten incidents; pinpoint dra-

matic changes in your life; correct distortions about yourself and others.

The notion of employing family photographs for therapeutic purposes persists and can clearly be seen in the work of Judy Weiser, M.Sc., Ed., a Registered Art Therapist and Psychologist from Vancouver, Canada. Her system, called PhotoTherapy, uses snapshots and family photographs as catalysts for therapeutic conversations. She maintains the PhotoTherapy Center as a resource for those who are curious about using photography in this way.

Most people keep photographs around, without ever pausing to really think about why. But, because personal snapshots permanently record important daily moments (and the associated emotions unconsciously embedded within them), they can serve as natural bridges for accessing, exploring, and communicating about feelings and memories (including deeply-buried or long-forgotten ones), along with any psychotherapeutic issues these bring to light. Counselors find that their clients' photos frequently act as tangible symbolic self-constructs and metaphoric transitional objects that silently offer inner "in-sight" in ways that words alone cannot as fully represent or deconstruct. (Weiser, n.d.)

Another Canadian clinical practitioner, Joel Walker, M.D., modified the paradigm and used ambiguous photographs of his own making as projective stimuli to elicit protocols used for deep personality assessments in the tradition of Rorschach and the TAT. Four of his photographs were standardized as part of a kit called The Walker Visuals.

…Walker developed a kit incorporating the four images evoking the most powerful responses. Known as The Walker Visuals, this kit continues to be used in psychotherapy worldwide, and Walker is considered a pioneer in what is known as phototherapy. Overall, Walker finds that the images are most effective for people who have difficulty verbalizing or dealing with difficult topics such as post-traumatic stress or incest." (Jacobs, n.d.)

The tradition of using photography for therapeutic purposes continues and has several variations. Some practitioners use photographs of their clients to help them deal with a variety of self-image issues

Figure 1

Cover of the 1973 first paperback printing of Sander L. Gilman's book about the first psychiatric photographer, Hugh W. Diamond.

ranging from disfiguring surgeries (Jo Spence) to eating disorders (Ellen Fisher Turk), for example.

Psychology has shown less interest in photographs as direct reflections of their makers' thoughts and perceptions: as artifacts of the makers' personalities. By the middle of the 20th century, however, that view of photography was already well established and described by luminaries of the art world such as John Szarkowski. In "Mirrors and Widows: American Photography since 1960," he described a continuum of realist and romantic concerns of contemporary photographers.

The distinction may be expressed in terms of alternative views of the artistic function of the exterior world. The romantic view is that the meanings of the world are dependent on our own understandings. The field mouse, the skylark, the sky itself do not earn their meanings out of their own evolutionary history, but are meaningful in terms of the anthropocentric metaphors that we assign to them. It is the realist view that the world exists independent of human attention, that it contains discoverable patterns of intrinsic meaning, and that by discerning these patterns, and forming models or symbols of them with the materials of his art, the artist is joined to a larger intelligence…the word romantic is used here as a term that suggests the central and indispensable presence in the picture of its maker, whose sensibility is the photograph's ultimate subject, and the standard against which its success is measured." (Szarkowski, 1978)

Finding similar perspectives in the professional psychological literature—on self-perception through photographs rather than on the therapeutic possibilities of photography—is considerably more difficult. The late Stanley Milgram may have been on the verge of initiating research on this very subject in 1975 when he wrote "The Image Freezing Machine" for the Bulletin of the American Society of Magazine Photographers. (Milgram, 1977)

The job of the photographer and that of the psychologist interested in photography are very different. The photographer seeks to capture a particular moment on film; the psychologist tries to explain why the photographer is taking the picture, and how motives, perceptual processes, and emotional

factors come into play. He tries to do this through research, conducting experiments, and formulating questions open to inquiry. It is odd that Eastman Kodak spends vast sums on research in film chemistry, but so little research has been carried out on the larger social and psychological processes of photography." (Milgram, 1977)

In 1983, I began lecturing on the potential usefulness of photographic analysis for describing personal features of the photographer directly (Morgovsky, 1983). Rather than using family photographs made by someone other than the client, the analysis I have proposed is based on careful scrutiny of pictures made directly by the client. This approach is called "Reading Pictures." At the American Psychological Convention in Toronto in 2003, Franklin, Formanek, Blum, and I presented a symposium entitled *"Lens and Psyche: Psychological Meanings of Photography."* A central goal of that presentation was to open conversations about points of contact between psychology and photography that have not yet been fully articulated.

Both Szarkowski and Milgram recognized, as do I, that photographs are infused with the personal, subjective experience of the photographer, as well as information about external, objective realities. Psychological processes such as selective attention, unconscious motivation, projection and cognitions about self and the world coalesce at the moment of picture taking. Understood in this way, photographs are objects to be analyzed and decoded to extract both the objective and subjective messages.

There are several strata of camera users. *Innocents* are those legions of picture takers using cameras to record life's special moments without ever thinking of themselves as photographers. *Amateurs,* on the other hand, is a term used refer to the hundreds of thousands of camera users who belong to photographic organizations, love photography, and work purposefully to become proficient in the medium. *Mature photographers,* lastly, are masters of the craft who systematically use the medium for personal self-expression. The decoding process at each

level is challenged by different degrees of articulateness. Innocents are barely able to express themselves through imagery while amateurs are generally more successful but often struggle to find their own "voices." Mature photographers are more eloquent, their pictures operating like the visual equivalent of poetry

Figure 2

From a series called "Visions of Springview," this photography by the author (Morgovsky © 1977) can be decoded into reveal an interest in human services agencies and the documentary photographic style.

Since photographs carry imbedded, coded information about the people who made them, it follows that viewers might learn to extract that information and "read" it back out. Reading pictures is a process similar to the thematic interpretation of traditional projective protocols. It is a systematic process for decoding the dual messages in photographs, involving the application of six mindsets which I call *overcoming the illusion of reality* (OTIR); *the rule of no accidents* (RNA); *free association* (FA); *purposeful use of the attribution process* (AP); *thematic analysis* (TA); and *genre and skill level* (GSL). Taken together, these mindsets contribute to a new way of looking at photographs that enriches the general experience and simultaneously suggests new professional applications.

In recognition that much remains to be done to identify how psychologists use and understand photography, Division 1 has established the Committee on Photography and Psychology. Composed of APA member psychologists who are also devoted photographers, the committee is charged with forming a community of psychologist-photographers; collecting and organizing professional and non-scientific publications relevant to its subject matter; organizing and mounting a photographic exhibition by its members that will illustrate the committee's theme; and writing and publishing new articles describing the many past and present points of contact between photography and psychology.

Most recently, a photographic exhibit titled *"Psychologists in Focus: Seeing Global Diversity"* was organized and mounted at the Callahan Center at St. Francis College during the 18th Greater New York Conference on Behavioral Research in November, 2006. Described as "an exhibition where psychologists using photography share

their views of the world and also reveal themselves" It served as a preliminary model for what the Committee on Photography and Psychology plans to do on a larger scale. Together with the APA symposium in 2003, this exhibition was a launching pad for more initiatives to come.

If you are a dedicated photographer and interested in joining Division 1's Committee on Photography and Psychology please contact the author.

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Table 1
A Few Important Dates and Events in the Histories of Photography and Psychology

Date	Event	Importance
1837	L.J.D. Daguerre fixes a camera image on metal plates	Modern photography begins
1856	Hugh W. Diamond presents a paper before the Royal Society on the use of photography in the practice of psychiatry	First point of contact between photography and psychiatry.
1879	Wilhelm Wundt establishes the first laboratory for the scientific study of consciousness.	Modern psychology begins.
1973	Robert U. Akeret publishes Photoanalysis	Establishes the use of family photographs in psychotherapy
1977	Stanley Milgram writes a series of articles on the psychological dimensions of photography.	An early statement from within psychology that photographs carry information about their makers.
1978	John Szarkowski publishes "Mirrors and Windows"	The catalog for an important photographic exhibition distinguishing between the objective and subjective nature of photographs.
1983	Joel Morgovsky presents "Nose on our faces" at Yale University	The first formal presentation on what would become "reading pictures."
1986	Joel Walker publishes the Walker Visuals.	The first use of photographs as ambiguous, projective stimuli for clinical use.
1999	Judy Weiser publishes on PhotoTherapy.	Perhaps the first of several techniques loosely named phototherapy.
2003	Franklin, Formanek, Blum and Morgovsky present Lens and Psyche at the 111th APA convention.	The first symposium identifying several points of contact between photography and psychology
2006	"Psychologists in Focus: Seeing Global Diversity"	The first exhibition of photographs exclusively by psychologists presented at St. Francis College, Brooklyn, NY

Division One Convention Program

Program Chair: Rivka Bertisch Meir

Date	Time	Title	Presenters and Discussants
Thu 8/16	7:00 PM - 9:50 PM	Division One Executive Committee Meeting	
Fri 8/17	8:00 AM - 9:50 AM	Twenty-Seventh Symposium on Eminent Women in Psychology: Historical and Personal Perspectives	Alice Chang, Carol Dweck, Gail Goodman, Patricia Greenfield, Agnes O'Connell
Fri 8/17	10:00 AM - 10:50 AM	Juris G. Draguns: Teacher, Scholar, Pioneer of Cultural and International Psychology	Uwe Gielen, Paul Pedersen, Junko Tanaka-Matsumi, Harry Triandis, Juris Draguns
Fri 8/17	12:00 PM - 12:50 PM	Innovations in Psychology	Mark Koltko-Rivera, Raymond Corsini, Markus Buehner, Ivana Petrovie, Kathleen Koltko-Rivera
Fri 8/17	2:00 PM - 2:50 PM	A Conversation with Aaron T. Beck and Frank Farley	Aaron Beck, Frank Farley
Fri 8/17	3:00 PM - 3:50 PM	The U.N. and Violence Against Women	Deanna Chitayat, Ricki Kantrowitz, Margot Nandien, Janat Sigal, Norma Simon
Sat 8/18	8:00 AM - 8:50 AM	New Fellows Breakfast	
Sat 8/18	9:00 AM - 9:50 AM	Division One Business Meeting	
Sat 8/18	2:00 PM - 2:50 PM	Poster Session: Psychology Across Specialties	
Sat 8/18	4:00 PM - 4:50 PM	Photography on the Couch: Psychologists Analyze Photography	Joel Morgovsky, Ruth Formanek, William Herkelrath, Anie Kalayjian
Sun 8/19	8:00 AM - 8:50 AM	Accessing Cell Memory to Identify and Revert Trauma	Rivka Bertisch Meir, David Spiegel, Michael Meir, Stanley Krippner
Sun 8/19	9:00 AM - 9:50 AM	Psychosexual Development: Male or Female?	Milton Diamond, Thomas Bouchard
Sun 8/19	10:00 AM - 10:50 AM	Human Subject Protection, Academic Freedom, and the First Amendment: Can't We Have It All?	Richard O'Brien, John Furedy, Michael Birnbaum, John Mueller
Sun 8/19	11:00 AM - 11:50 AM	Division One Presidential Address	Harold Takooshian
Sun 8/19	12:00 PM - 1:50 PM	Invited Addresses: Ernest R. Hilgard, William James, and George A. Miller Awards	Travis Thompson, Dan McAdams, Janet Hyde
Mon 8/20	9:00 AM - 9:50 AM	APA Resolution and Position Statements: The Leona Tyler Principle	Nicholas Cummings, Rogers Wright, Frank Farley
Mon 8/20	11:00 AM - 11:50 AM	Transformation Through Crisis: Finding Opportunity in the Midst of Danger	Michael Butz, Linda Chamberlain, Robert Morgan

APA Council of Representatives Meeting

by Bonnie R. Strickland, University of Massachusetts

The Council of Representative (CR) of APA held its spring meeting in Washington, D.C., on February 16-18, 2007. I attended the Plenary Session on February 15, as well as a number of Caucus meetings. I chair the Coalition for Academic, Scientific, and Applied Psychology (CASAP) which meets prior to the general CR meeting to discuss agenda items of interest to our members. CASAP also nominates and supports candidates committed to the aims and goals of CASAP for various Boards and Committees.

The meeting of Council, chaired by President Sharon Brehm, covered routine items such as approving past minutes and the operating budget. A number of reports of business items under consideration were received and funds were allocated for ongoing meetings of various Task Forces and Committees as appropriate. Below are some of the major items of business that should be of interest to our members. More detailed accounts of Resolutions and Reports of the Task Forces can be found on the APA web site.

CR received updates of APA's continuing work on ethics and interrogations. A "teach-in" will be held at the 2007 convention to inform members about the policies of APA in regard to interrogations.

The CEO will be responsible for an ongoing strategic planning process for the Association and report annually to the APA Council of Representatives and Board of Directors on the status, results, and implications of the process.

Council adopted the report by the Presidential Task Force on Military Deployment Services for Youth, Families and Service Members.

Council approved the establishment of a Task Force on the Psychological Needs of U.S. Military Service Members and Their Families. The Task Force will review the preliminary findings of the Presidential Task Force on Military Deployment Services for Youth, Families and Service Members so that a long-term plan of action with specific recommendations for APA regarding mental health services for military service members and their families may be developed and presented to the Association.

Council voted to approve the addition of $50,000 to the 2007 Final Budget for the hiring of professional staff in the APA Center for Psychology Workforce Analysis and Research.

Council voted to approve the Division 10 request for authorization to publish a divisional journal, to be titled Psychology of Aesthetics, Creativity and the Arts.

Council voted to approve the elimination of APA accreditation of Canadian graduate programs as the Canadian Psychological Association continues its accreditation.

Bonnie Strickland

Council voted to adopt the Guidelines for Psychological Practice with Girls and Women as APA policy.

Council voted to adopt as APA policy a Resolution Rejecting Intelligent Design as Scientific and Reaffirming Support for Evolutionary Theory.

A new business item, "Task Force on the Interface Between Psychology and Global Warning," was referred to relevant Boards and Committees

Council voted to add Transgender to the name of the Committee on Lesbian, Gay, [and] Bisexual, and Transgender Concerns.

Council adopted a Resolution on Opposing Discriminatory Legislation and Initiatives Aimed at Lesbian, Gay, and Bisexual Persons

Council voted to adopt the Report of the Task Force on the Sexualization of Girls.

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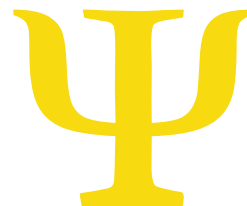
Midwinter Meeting of the Division 1 Executive Committee

by Richard Meegan

The Division 1 winter retreat was held at the home of Rivka and Michael Meir on November 11 – 12 in Fort Lee New Jersey. Attending were President Harold Takooshian, Past President Bonnie Strickland, President Elect Tom Bouchard, Secretary-Treasurer Dick Meegan, 2007 Program Chair Rivka Meir, Newsletter Editor Bob Johnson, Listserv and Graduate Student Coordinator Matthew Goodwin, Anie Kalayjian and Michael Meir. The meeting began on Saturday morning at 11:00 am.

Harold discussed aspects of the latest APA governance meeting. It was decided that the Division would establish a speaker's bureau, working with D2 and D52.

Listserv: A discussion centered on the listserv. It was pointed out that the listserv is moderated and is announce only. It was decided that the executive committee needs to keep the membership informed as to what is happening within the division with periodic updates on the lsitserv. It was also pointed out that we need to provide information to the membership on our evolving convention program. It was suggested that APA post a welcoming message to prospective new members on their D1 link and let them know that D1 will give them free membership for one year. Matthew will contact APA to find out if this is possible. However, there will also be information posted on our homepage regarding this policy.

Committees: The discussion moved on to the issue of committees. The purposes of our various committees were reviewed and discussed. Various award possibilities were also discussed and these will be coordinated with Nancy Russo, our Awards Chair.

It was mentioned that our "Humor Committee" will be ready to go forward with a presentation at the 2007 convention.

Relative to the establishment of a National Speakers Bureau, contacts will be made with Psi Chi, the retiree group the lsitserv and others requesting membership participation.

It was proposed that D1 have a liaison to work with other divisions. A note will be sent to the other divisions who might have a common interest with us and our publications.

A new committee has been formed called "The Revolution Committee" to follow through with the ideals and visions of George Albee. A chair will be appointed shortly.

Human-Animal Relations Committee has a vacant chair slot which will be advertised on the lsitserv.

IRB/Scientific Integrity: Chair John Mueller has done much to get this group up and running.

The America Committee is in need of a chair.

The establishment of a new committee, "Nonviolence and Forgiveness" was proposed. It will be written up in the listserv to see how much interest might exist. It was suggested that this committee could work with the Peace Division. Anie Kalayjian will put thoughts together for this committee.

Advisory Committee Bonnie will continue to coordinate the work of this committee.

Evolutionary Committee is running well.

Photography and Psychology is all set up with Joel Morgovsky as chair.

2007 Convention Program:

Rivka spoke about her program plans. One major change this year will be in setting up a hospitality suite. Our hopes are to coordinate the use of this suite with D52 so that we might be able to add programs to our schedule which would be held in the suite. Discussion continued around the parameters of the 2007 program.

Richard Meegan

It was decided to grant a $100 award to the best poster/abstract session. It was also suggested that as many D1 members and officers as possible should attend the poster sessions to give support to the work of the graduate students and to encourage new members.

General Psychologist Newsletter: Because of its expanded nature, Bob Johnson suggested that we change the title to give it more prestige and hopefully attract more submissions. Bob mentioned that he would expand the newsletter with a "refereed" section to provide a forum for the discussion of issues that cut across different areas of psychology.

Bob also initiated a discussion of ways to provide a fun experience for young psychologists, such as "Psychology Jeopardy" that Diane Halpern developed. Bob suggested that there could be regional or national competitions for grad students or professionals. There was also the suggestion to set up a psychology "Utube" on the Internet to showcase some of the best poster sessions including a project question session with someone such as a fellow or executive board member.

Another idea generated was to put the names of all new members in the General Psychologist, along with their affiliations, areas of interest and the opportunity to leave a message requesting research collaboration.

Harold brought up the idea of initiating a publication committee to develop a publication that we could sell through APA or a private publisher to gain revenue for D1. This could be published in print or PDF format by a company such as Lexmark, allowing the division to get royalties.

Fellows: Bonnie requested that members suggest the names of possible fellows to Richard Vilaho for consideration for membership.

The meeting was adjourned Sunday afternoon, November 12 after an open discussion held at Fordham University.

Respectfully submitted,

Richard Meegan
Division 1
Secretary/Treasurer
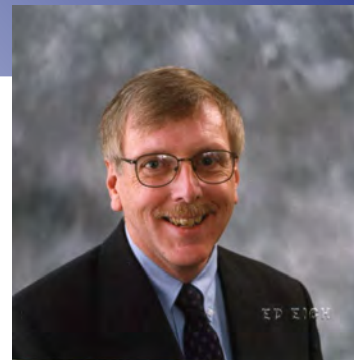
What They're Reading . . .

Edited by Ann Ewing, Mesa Community College

Ann Ewing

Welcome back to a feature designed to help you prepare for your summer vacation which is just around the corner. A list of recommended books is a prerequisite for any vacation planning protocol. Three prominent psychologists, William Addison, Dana Dunn, and Ladonna Lewis generously provided their suggestions for a variety of books that will satisfy your reading cravings.

William **Addison** is a Professor and Department Chair in the Psychology Department at Eastern Illinois University, where he has taught for the past 20 years. In addition to being a fellow and former president of the Society for the Teaching of Psychology, Division 2 of APA, he is a consulting editor for the journal *Teaching of Psychology*, and a faculty consultant for the Advanced Placement exam in psychology.

Bill Addison

Middlesex, by Jeffrey Eugenides (Picador, 2002) - The opening line of *Middlesex* is as intriguing a beginning as one is likely to encounter: "I was born twice: first, as a baby girl, on a remarkably smogless Detroit day in January of 1960; and then again, as a teenage boy, in an emergency room near Petroskey, Michigan, in August of 1974." Eugenides' second novel, after *The Virgin Suicides*, won the 2003 Pulitzer Prize for fiction. It is the story of Calliope Stephanides, a third-generation Greek-American who is also a pseudo-hermaphrodite (which helps explain the book's opening line). From Calliope's omniscient perspective, readers learn about the family history that resulted in her condition, and her development as Callie, the first-born of her/his two incarnations. Eugenides' descriptions of these events, filtered through Callie's extraordinarily compelling narrative, are not limited to interactions among members of the Stephanides' family circle; they include evocative accounts that run the gamut from the longstanding Greek tradition of silkworm cultivation, to the Detroit race riots of the late 1960s. In addition to Eugenides' splendid writing, there is much in this book that will appeal to psychologists, including an atypical perspective on the nature/nurture debate, the vagaries of family relationships, and of course gender identification issues.

Unforgivable Blackness, by Geoffrey C. Ward (Vintage Books, 2006) - With *Unforgivable Blackness*, Ward has written what a number of reviewers have termed the "definitive" biography of Jack Johnson, who became the first-ever black heavyweight boxing champion when he won the title in 1908. Although the boxing world is the primary backdrop for this story, one need not be a boxing fan, or even a sports fan, to appreciate the significant cultural impact that Jack Johnson had on the overtly racist milieu of early-1900s America. At a time when major newspapers across the country frequently included racial epithets in their headlines, Johnson refused to live by the racist social norms; essentially, he was determined to live as if color did not exist. From his autobiography, Johnson wrote, "I have found no better way of avoiding race prejudice than to act with people of other races as if prejudice did not exist." The threat to white America conveyed in this attitude (and his concomitant behavior) resulted in Johnson's dogged persecution by representatives of the federal government, culminating in seven years of exile followed by a year in prison. Johnson was not just a black athlete; he was arguably the first black superstar, comparable in his larger-than-life persona to Babe Ruth or Muhammad Ali. *Unforgivable Blackness* brings this captivating and complex personality to life, in an era when covert racism is as serious an issue as overt racism was in the early 1900s.

My Freshman Year, by Rebekah Nathan (Cornell University Press, 2005) - Subtitled, *What a Professor Learned by Becoming a Student*. This book was written by the pseudonymous "Rebekah Nathan," a 50-something professor who teaches at "AnyU." Academic psychologists are likely to find the premise of the book particularly intriguing: in order to discover what her students are really like, a professor of anthropology *becomes* a college student, living in a dorm, attending classes, and joining student groups. From her perspective as a participant observer, Nathan provides a unique and insightful view of college life and stereotypical student behaviors that tend to confound and occasionally frustrate middle-aged academicians like me. From these observations, she presents a framework for understanding such student behaviors as the reluctance to engage in intellectual discussions outside of class, the penchant for disregarding reading assignments, and the tendency to affiliate only with members of one's own racial/ethnic group. After reading this book, I have a better understanding of why a student who is unable to attend the next class meeting might ask the professor, "Are you going to do anything important?" I still don't like the question, but I am more likely to appreciate the possible reasons for it.

Reading . . .

Ladonna Lewis

The second contributor to our segment to is **Ladonna Lewis**, currently chair of the psychology department at Glendale Community College in Glendale, AZ. Dr. Lewis is serving her third year as a member of the APA Committee of Psychology Teachers at Community Colleges (PT@CC). Her interests include teaching, conducting research on the effects of specialized caseloads on probation and parole officers, and chasing her two year old daughter around the house. She is definitely putting her academic training to the test! It is a wonder that she finds time to read at all with her hectic schedule but she recommended the following three books.

Brown: The Last Discovery of America, by Richard Rodriguez (Viking, 2002) - I heard a review of this book on NPR and thought is sounded like something I would be interested in reading, and I was right. Rodriquez looks at the color brown and the "browning" of America, not just in terms of the changing demographics of the country, but also in terms of the culture and social climate of the country. The observations in the book paint a picture of the American mosaic. By weaving carefully crafted prose with historical facts, Rodriguez examines race and ethnicity in America. One entire chapter is entitled Hispanic, and it is a fascinating look at the origin and implications of the word. This book is an examination of America's past, present, and future. It is not just about race, it is about so much more.

Handbook of Lesbian and Gay Studies, edited by Diane Richardson and Steven Seidman (Sage, 2002) - A compilation of essays and research in the area of GLB studies, *the Handbook of Lesbian and Gay Studies* is an excellent resource for those interested in a broad coverage of Lesbian and Gay issues. The book is divided in to four sections: History and Theory, Identity and Community, Institutions, and Politics. The expertise of the authors really brings the topics home, and allows for the exploration of GLB theory and scholarship. While the book does not include much coverage of transgender issues, it does do a good job of summarizing major aspects of "Queer" theory.

The Kite Runner, by Khaled Hosseini (Riverhead Books, 2003) - The Kite Runner follows Amir and his best friend Hassan through life in pre and post Taliban Afghanistan. A terrible event happens between the two of them that forever changes their friendship, and Amir is continually haunted by it. Amir and his father escape to the United States, but Amir returns to Afghanistan to face his demons. The basic image of Kite Running, a sport in which one person flies a Kite in an attempt to cut other kites out of the sky, and another person chases the kites once they are cut loose, is both poignant and appropriate for capturing the intricacies of the story. Hosseini does a masterful job of telling his story in such a way that it evokes many different emotions in the reader. This book was on the New York Times list, and I would highly recommend it.

Dana Dunn

Our third contributor is **Dana S. Dunn,** a Professor of Psychology at Moravian College, a liberal arts institution in Bethlehem, PA. A Fellow of the American Psychological Association (APA) and the current organizer of the annual Teaching Institute at the Association for Psychological Science (APS), he is very active in the Society for the Teaching of Psychology (STP). Dana loves to write. He finds that one of the best ways to improve his own work is by reading as often as he can, preferably about topics that appear to have little to do with psychology. Here are three books he has been dipping into lately.

The Lay of the Land, by Richard Ford (Knopf, 2006) - A good friend recommended this book to me. Ford, the author of several novels, is a writer's writer, an heir apparent to Updike and Cheever. He has an uncanny skill for creating characters that seem all too familiar to readers of a certain age (middle) and class (upper middle). This novel is the third in a series to explore the inner and outer life of Frank Bascombe, a 50-something New Jersey realtor "down the shore" who is trying to navigate precarious midlife and doing it with humor, recognition of his place in life's arc, and some detachment (some healthy, some not so). This installment takes places in the fall of 2000, as Frank is in the midst of what he calls the "Permanent Period" of life. The novel's backdrop is the Presidential election; over and done, but with no clear victor—yet. Frank's family and their foibles are gathering for that most psychologically fraught of holidays, Thanksgiving. The novel is by turns humorous and poignant. If you are a baby boomer, you must read this book. If not, read it anyway. When you do, you will laugh to avoid crying and sometimes find yourself staring off into the middle distance musing about what is, was, or might have been.

The Aeneid, by Virgil and translated by Robert Fagles (Viking 2006) - We all need to challenge ourselves now and then, don't we? What better way to do so than by reading an epic poem translated from Latin to English? Fagles, the acclaimed translator of previous versions of Homer's *Iliad* and *Odyssey*, tackles this less familiar tale concerning the

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origin-myths of Rome. The story is about Aeneas, who is destined to battle gods and men, to have a tragic romance, even to visit Hades, until he finally reaches Italy. The book is all too timely for us, dealing as it does with war, courage, honor, and duty, as well as sobering death and the unstoppable forces of fate. "Wars and a Man I sing ...Tell me, Muse, how it all began?" How, indeed? When we reflect on the tragedy and consequences of current events, haven't we all been asking ourselves that question or one like it? This is a powerful and a—yes, I will resort to a second cliché—timeless story. I confess that I've read passages out loud to myself to hear the power of Virgil's voice and Fagles's own way with words.

The Kitchen Diaries: A Year in the Kitchen with Nigel Slater, by Nigel Slater (Gotham Books, 2006) - As much as I love to read, I also love to cook. Cooking and planning meals is a (mostly) relaxing diversion for me, and I am always trying to broaden my children's dining horizons. As a result, I often read cookbooks like novels. Slater's book, a month by month set of prose entries with easy to follow recipes, many requiring few ingredients, really is a diary and not a traditional cookbook. One of the things I aspire to doing is cooking and eating with the seasons, but I am often done in by agribusinesses and my own desire (e.g., *Question*: Is eating raspberries or avocados in February really so wrong? Answer: *Yes*, at least if your goal is to enjoy their taste and texture rather than their looks alone). Unlike me, Slater has learned to mostly delay gratification in this vein. He is also clever at using the remnants inhabiting the refrigerator or whatever staples are to be found in the cupboard (sigh—two other as yet unattained goals I continue to pursue). His British slang is by turns a challenge and a joy, but his words nonetheless convey a happy, thoughtful, and caring eater. Even if you never cook a thing from this book, you can take comfort that there will always be an England—and at least one writer and his friends who dine well there.

There you have it—an intriguing selection of recommendations with tremendous variety for any type of reading extravaganza. These suggestions should provide significant inspiration for your next trip to the bookstore. We are indebted to our three contributors, William Addison, Ladonna Lewis and Dana Dunn for sharing their insights in this feature. This should provide ammunition for you to stock up for that upcoming summer vacation escape into the world of words.

The latest in the series Portraits of Pioneers in Psychology, Vol. VI pays tribute to several big names in psychology, such as Abraham Maslow, Henry Murray, Edmund Clark Sanford, James McKeen Cattell, Robert Woodworth, and Nobel Prize winner Niko Tinbergen, and some perhaps lesser known luminaries who nonetheless made significant contributions to the field. Among the many inspiring accounts is that of the challenges faced by Kenneth Clark, the first African-American president of the American Psychological Association, whose scholarly work on racial prejudice and efforts to unite social science and social activism helped lay the groundwork for the landmark Supreme Court ruling in Brown v. Board of Education, which ended segregation in the schools.
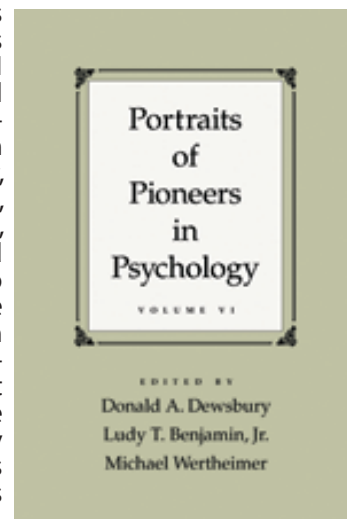
Through this collection of 17 biographies emerges a sense of excitement and of the often challenging work that shaped research and practice across a range of fields, including clinical and counseling psychology, child psychology, individual differences, comparative psychology, emotions, experimental psychology, industrial/organizational psychology, and sport psychology. The chapters, compellingly written by individuals who have contributed significantly to the field the history of psychology, will capture the interest of graduate and undergraduate students, faculty members in psychology, and scholars in related fields. A unique feature of this volume is a complete list of the subjects and authors covered in the entire series, with descriptors to enable instructors to easily find relevant chapters to supplement their courses in substantive areas of psychology.

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On The Lighter Side:

Advances in Textbook Publishing

by *Joseph J. Palladino, University of Southern Indiana*

Mitchell M. Handelsman, University of Colorado at Denver and Health Sciences Center

Mitchell Handelsman

Joseph Palladino

We are disheartened these days to find that students have such strong and widespread feelings of entitlement and are becoming more and more self-centered. We find it a sad commentary on today's society and a gloomy predictor of tomorrow that students are more concerned about the prices of textbooks than about the truly important issues of the day—such as low professor salaries and exploitative indirect cost recovery (ICR) policies.

One thing students and faculty can agree upon, however, is that the publishing industry needs to change and change fast. We are here just in the knick of time before Mother Nature hits the delete button on publishing. Prices are indeed going up and technological advances have made it difficult to do business as it has been. For example, delivery systems for information—many of them in alternative media—are proliferating, student reading patterns are changing, and faculty are experimenting with creative assignments, courses, and curricula.

Because we are so concerned about these issues, and because we can't continue our research until ICR rates go up, we thought we'd enlighten you about how publishing houses are tackling the problems. During our last summer vacation (while the legislature was out of session and we weren't lobbying for higher salaries), we visited a number of top publishing houses to get the scoop about innovative ideas in the textbook industry. The bad news was that it was a short trip, because all the major publishing houses (both of them) have merged, so it took us an afternoon in New Jersey to conduct all the interviews we needed. The good news was that many creative ideas should keep us all excited about teaching and learning for many years to come. In this article, we touch on some of them. If we get stuck for ideas for our next column, we'll do a Part II.

The first order of business is to make textbooks more accessible to students. For example, publishers will soon insist that authors write their texts in the current quasi-English that is more in tune with today's fast-paced world. Every sentence will be packed with the sophisticated symbols of our evolving language. "Like, you know, man, you know, like." Here's a short excerpt from a new introductory psychology textbook, called "I-Psy": "So, like, Milgram was all, like, give the shock, man! You know? And the teacher was, like, no way, dude! Way! said Milgram. So, like, the teacher gives the shock, and the learner goes, Ow! Let me out of here, dude! My heart is starting to bother me!...."

To match students' (and faculty's) decreasing attention span, recent books have gone to a "modular" format, with traditional chapters split into shorter units that can be digested in one sitting. New texts have now been designed not just by modules, but by paragraphs. This new approach to texts is called "paragraph-oriented organizational rubrics," or POOR.

In POOR textbooks, each paragraph will be preceded by <u>one</u> "learning objective," to give students a preview of what they will be reading. For example, "Learn what unconditioned is." (We can't think of a better way to inspire students to want to know what a "stimulus," is!) Following the learning objective will be a question to really get students thinking, such as, "What do you think unconditioned means?" The paragraph comes next, followed by a short summary of the paragraph, a list of key terms (in boldface, of course) that appeared in the paragraph, 12 multiple-choice review questions (titled "Ya gotta know"), and a "rehearse, reflect, relax, and reflux" section (Part of the elegant SQ4R7B6 r^2 study method). Are students going to digest this information, or what? Sticking with the technology theme, every text will have a special icon to direct readers to key links on Google and You Tube. After all, this is where our students spend their time anyway; what better way to introduce them to the global community of online learning.

The astute reader will notice that these modifications, while clearly leading to more student learning, might put a strain on textbook length. Publishers are compensating for the additional length of POOR texts in a number of ways. For example, we all know that professors can already order custom books, with chapters that they do not cover taken out. In the next generation of textbooks, they'll be able to take out individual sentences or facts that they don't want to teach. For example, a professor who wants to focus on positive psychology can take out negative reinforcement, negative punishment, negative correlation, and even neutral stimuli. A professor disturbed by his/her fixation at a particular Freudian stage of psychosexual development can have that stage deleted from the chapter.

Lighter Side...

How many of us have noticed that all introductory textbooks are basically the same—same chapters, same order, same, same, same. But the new generation of texts will be different (at least at first). For example, text chapters will be reorganized so that the first six chapters are devoted to Abnormal Psychology (or as students would say, "Like, the real psychology"). The all important section on History will be streamlined to start with Phil Zimbardo and go all the way up to Dr. Phil. All sections dealing with the brain and nervous system will be deleted as they are just too hard and really don't lend themselves to critical thinking. Of course, there will be an extended section on sexual behavior, complete with a "Try it" section.

Another way to shorten books will be to remove from the references any empirical study that has not been replicated. This means that reference sections for many courses will be cut by up to 99%. In addition, all references by the authors of the book will be shortened to "AR" for "author reference." This will cut the references by an average of 35%. Another 15% of references can be shortened by using a small symbols to refer to the psychologists previously known as Skinner, Watson, and Milgram.

The use of symbols and abbreviations like AR is likely to catch on because books will be formatted for small computer, Ipod, and even cell phone screens. Therefore, we'd better get used to symbols such as these:

- MRN – More research is needed.
- SI – Recent research has found that serotonin is implicated in this.
- CBTR – The most (or only) effective treatment for this condition is cognitive-behavioral therapy.
- ETH – There are ethical issues involved which we need not go into until you are out of graduate school.
- CCOG – The traditional conditioning explanation for this phenomenon is no longer accepted. Recent evidence shows a cognitive explanation is more accurate.
- PP – This is the symbol that will be used throughout the text to indicate that the particular problem can be treated by Prescribing Prozac. We expect that this symbol will be used thousands of times in the next seven years (i.e., the next seven editions of any text).
- The word "bio-psycho-social" will be replaced by the symbol formerly known as the symbol formerly known as Prince.

All these format changes will likely make students happy by bringing prices down. But authors, do not despair! The publishers are sensitive to your #1 concern: The used book market that diminishes your revenue. One remedy for this problem is to make books entirely electronic. Thus, students would have to buy a password to get into their books. These passwords would expire after one semester. What about, you might say, students who print out the books for their friends who will take the course the next semester? Good question! Two possible solutions: First, the material would be encrypted in such a way that it would be impossible to print, or a notice would go right to the registrar of the student's home institution, where the cost of the book would be automatically added to next semester's tuition (If the students are in their last semester, the cap and gown rental fee would be increased).

The second solution would be for the book to customize itself each semester. For example, in one version the False Positives would be in the upper left corner of the table, and in the next version they would be in the lower right.

For printed books, the ultimate solution to the used book problem is a pretty low-tech one: Books will be published in disappearing ink. The ink will start fading after about a year; six months for the smaller books that are used in 1-semester classes. Some have argued that the technology is imperfect, and that a high percentage of books might actually start fading much sooner than expected. Thus, some students might buy a book and have it fade half-way through the semester. To this criticism, some professors have argued, "What's your point?" Indeed, in the markets where these books have been test-marketed, there have been no reports from students of unreadable books. Although, three students have asked where the cartoons have gone….

Not all improvements and innovations will make texts shorter. Newer intro books will have an added appendix. Yes, we know that students don't read them, but publishers want this new section for marketing purposes, for faculty that actually read texts before adopting them. This section will be devoted to completely discredited ideas that we keep putting in texts because everyone else does and because students need to know the history of our discipline. Consequently, this will be the longest section in the text. Here you will find an extensive section on Freud (encompassing everything he ever said), a revision of Erikson's stages (demonstrating that adolescence now stretches from age 8 to 62), an updated version of Maslow's hierarchy (which now has a level just for the need to check email every ten minutes and to text message during class).

We are sure you will agree that the future of textbook publishing is brighter than at any time since our early ancestors carved three-color graphs and boxes into the prehistoric text-slabs that have been found deep under the libraries of Midwestern universities with such ancient untranslatable symbols as "ALLPORT," "THORNDIKE," and "JAMES." Please let us know if you have other ideas for how to make textbooks more affordable for students, lucrative for authors, and useful for all of us who are interested in, like, you know, teaching and, you know, Man, like, learning.

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