



The

General Psychologist

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for General Psychology

Division One
of the American
Psychological Association

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TORONTO 2009

APA Convention Highlights



*Finally,
Toronto!!!*





Toronto Blue Jays Stadium



Majestic Niagra Falls



The CN Tower

*Innovative or
the result of too
many convention
presentations?*



Award Announcement

Division One's New Graduate Student Award



Anne Anastasi

Additional Contributions to support the Anne Anastasi student awards can be sent to:

APA Division 1
C/O Richard Meegan
P. O. Box 104
Boxford, MA 01921

The Anne Anastasi Foundation has been very generous in donating money to Division One to support the work of psychology students. In 2008, they gave us \$10,000 and again in 2009, they have donated another \$10,000. Due to this benevolence, Division One is inaugurating a new award to encourage the work of psychology graduate students. As of 2010, there will be an Anne Anastasi Graduate Student Award. The winner of this award will be based on the student's curriculum vitae, the student's research plan, and a supporting statement from the student's university advisor. These materials should be sent electronically to the Chair of the Committee: Harold Takooshian, PhD, Psychology-Fordham University, NY, Takoosh@aol.com.

This award is open to all psychology graduate students, whether or not members of our division, and self-nominations are welcome.

All materials are due no later than February 15, 2010.



Student Poster Participants
Awards Coordinator, MaryLou Cheal
President of Division 1, Don Dewsbury



More Student Posters at the Convention



APA Presidential Election: Who Shall It Be?

by *MaryLou Cheal, PhD*
Arizona State University



When one sees the slate for APA President each year, one wonders, "Who will win?" And if you have been around APA for awhile and know some of the candidates, you will have ideas of which one (or ones) you think may make a good president and those you hope will not be elected. But even if you know the candidates you may wonder what their opinion is on some particular issues. While we may not all agree on what those issues should be, those of us in Division One have some questions in common.

While Division One does not support any one candidate for APA President, the Executive Committee is interested in who is running and how they feel about the integration of psychology. For several years now, the candidates for APA President have been asked to send a statement for The General Psychologist to give their interpretation of how they may unite psychology if they are elected president of APA. This year, the candidates were asked: "Please write a short piece (up to 500 words) in which you address the importance of unity within psychology and how you would encourage unity as president of APA. You may include comments on the importance of a general psychology, if you wish."

Our division leadership feels that it is very important for the division members to vote in this election and that each member consider the goals of the division in casting your vote. It is important to remember the Hare system used by APA and to rank order the candidates. In the Hare system, if your first choice candidate is not elected, your vote goes to your second choice. If both your first and second choice candidates are defeated, then your vote goes to your third choice, and this continues for your fourth and fifth choices, if they are necessary in determining the final winner.

For this column, the candidates were told that their statements would be published in the order received. One candidate, Robert E. McGrath, decided not to participate. It should be noted that Ronald Rozensky and Melba Vasquez are fellows of Division One.

To be definite about this, we are not telling you how to vote, but rather we include the candidates' statements below to help your decision in voting...NOTE, the important thing is to VOTE!





Ronald H. Rozensky, PhD, ABPP

From the first day I decided to seek the APA Presidency my central theme has been “The Family of Psychology.” Psychology’s future will be strong only when that entire “Family” works together and recognizes our educational, philosophical, cultural, ethnic, and work place diversity while at the same time emphasizing that we all are Psychologists – each of us linked to the other by our shared educational and scientific heritage -- with a collective professional history --- and an intimately entwined future. I believe that it is our broad and general education and training as psychologists that prepares us then to focus our careers on the specific area[s] of our day-to-day work.

I have two overarching Presidential goals built upon this tradition of unity: first, “All Psychologists must work together to have a strong, coordinated, articulate approach to advocating for all Psychology,”---no matter whether that advocacy is for science, practice, education, or for the public good; and, “All Psychologists must work together to strengthen our field in order to build the best future we can build for all of Psychology.”

My unity-based initiative as President will be “Celebrating our Past, Enjoying our Present, Building Our Future,” bringing together the many “communities of interest” within Psychology. During my year as president:

- We will all work together to build an online family tree to illustrate how each of us, all Psychologists, have interrelated educational histories – this will help bring us together in an entertaining way to celebrate our collective past.

- To focus on enjoying the present, I will appoint a “Task Force on Ensuring Healthy Psychologists and a Healthy Profession.” That group will be charged with bringing together information to help each of us balance our work and personal lives and to assist us in planning how to make our lives as enjoyable, stress-free, and healthy as we can.

- Third, we must reinforce APA’s commitment to a strong Psychological Science as the foundation of professional practice. I will appoint a Task Force to highlight Psychology’s contribution to the science and the practice of Public Health. This topic is broad in scope and involves basic and applied psychological science underlying many new and emerging research opportunities, professional practice opportunities and the best in public service. It is a theme that will unite us, help build our future, and assure a strong voice in healthcare reform.

As a member and Fellow of Division 1, I appreciate the importance of unity across all of Psychology. I am a scientist-practitioner who has integrated the roles of funded researcher, practitioner, teacher, department chair, and international dean during my career. My service to Psychology includes chair of both APA’s Boards of Educational Affairs & Professional Affairs and serving on APA’s Council and Board of Directors. I have received APA’s Heiser Award for Advocacy, Division 52’s International Psychologist of the Year Award, and Division 12, Section 8 -- Association of Psychologists in Academic Health Centers -- Outstanding Educator Award. My presidential goals and background can be found at <www.RozenskyforAPAPresident.com>.



Robert “Bob” H. Woody, PhD, ScD, JD

The diversity of my professional training reflects my commitment to integrating psychology into several fields: I have degrees in music, psychology, education, public health, law enforcement, and law. Being able to bring multiple perspectives into my work as a professor of psychology has, I believe, brought unique benefits to my students. For example, when teaching social psychology, I make frequent reference to knowledge and research relevant to popular culture (especially music), legal issues (describing how public policy and law influence organizations, groups, families, and social relationships), and clinical considerations (reveal-

ing the impact of personality, cognitions, and behavior on social psychology issues). Similarly, my lectures in all classes, but particularly in social psychology and forensic psychology, pinpoint general psychology principles that have relevance to the focal topic. And at the graduate level, I have always supported the scientist-practitioner model. For example, in my fifteen years as director of our school psychology training program, I gave emphasis to including “classic” behavioral science “proseminars” in the curriculum, and for the last eight years with the Florida Psychological Association, I have insisted that every conference seminar proposal specify its academic bases.

Although my career is distinctly applied psychology (e.g., I am a Diplomate in Clinical and Forensic Psychology, ABPP, and an attorney in private practice serving mental health practitioners and organizations), I am committed to research-based ideas. In my writings (thirty-four books and a couple of hundred articles), I emphasize the importance of evidence-based decision-making and strategies.

Regrettably, contemporary public policies seem to have lessened support of the social and behavioral sciences in favor of technology and commerce. Psychology should advance public and governmental awareness and support of its potential contributions to modern societal priorities. Certainly the human resources dimension of technology and commerce mandates reliance on psychological knowledge, science, and skills.

General psychology should continue to conduct the basic research on values, violence, and sociopathy, in contemporary society. The “knee-jerk” emotional reaction demonstrated in many communities needs to be replaced by academically sound reasoning. Although alternatives should be explored, it seems likely that the public could benefit from a better understanding of root causes of such societal problems and the need for innovative systemic changes.

Finally, APA encompasses all divisions and specialties within psychology. As I mentioned, the scientist-practitioner model advocates a behavioral science foundation for applied services. No constituency should be primary or dominant—every member should be equally embraced in the APA mission. I would do my part to make sure that APA is truly a “professional home” for general psychology. More of my views are available at: www.BobWoodyHelpsPsychology.com.



Donald Bersoff, JD

As the former program chair for Division 1 when Kurt Salzinger was president, I am pleased to respond to your request that I address the issue of unity within APA. This is a particularly timely issue because I am very concerned that APA has become a fractionated association.

I took General Psychology over 50 years ago at NYU. The first thing we learned was the definition of psychology--the scientific study of the behavior of human beings and other animals. The definition has not changed, only our forgetting of it. Science and behavior are like conjoined twins connected by their brains: impossible to separate and deadly to both if they should be. Whether psychologists are clinicians or involved in public interest policy, the scientific underpinnings of what they do is crucial to their credibility.

Psychologists who engage primarily in assessment must rely on psychometrically sound instruments developed by our colleagues who specialize in measurement and evaluation. In fact, the United States Supreme Court in 1993 ruled that forensic testimony in federal courts must be based on facts, theory, and methodology that is scientifically valid, not merely generally accepted. Similarly, psychologists who provide therapy are increasingly realizing that if they are to survive the transformational changes that health care reform will bring, they must rely on evidence-based interventions, not empirically-unsupportable theoretical orientations.

One of the activities I cherished most when I served as APA's first general counsel was the drafting of friend of the court (amicus) briefs in the Supreme Court and lower courts on issues of public interest, e.g., reproductive rights for women and adolescents, sex stereotyping, “death qualified” juries. Whatever the topic, APA's arguments were always based on the scientific literature. This tradition has continued. For example, in Roper v.

Simmons, the recent case in which the Supreme Court ruled that it was unconstitutional to execute minors, much of the argument was based on research produced by neuroscientists and developmental psychologists.

APA's public interest and professional advocacy in the courts and in the legislatures will only have credibility if it is grounded in science. That is why practitioners should support science and science should support empirically-valid professional activities. My presidential platform is based on the concept of data-based public policy. To paraphrase the song from Oklahoma, the scientist and the practitioner should be friends. By its very title, the Division of General Psychology should advocate and foster this relationship.



Melba J T Vasquez, PhD ABPP

I am proud to be a member and Fellow of Division 1 because it is concerned with creating coherence among psychology's diverse specialties. The emphasis on thinking about what psychologists can do to unite the field, rather than fragment it, is a major value for me, which I will carry into my role as President of the APA. I possess breadth of experience and vision to implement this value.

APA consists of a diverse membership with varied interests; the 54 APA divisions represent many. Other differences are represented by gender, race/ethnicity/culture, workplace, education, philosophies, etc. We are, however, all involved in understanding behavior for the goal of serving the public interest.

Encouragement of structures that allow psychologists to meet and discuss their varying areas and to support each other is a major ongoing initiative that I would prioritize. For example, I was one of the conference planners for the 2002 Competencies Conference in Professional Psychology. We structured the conference

so that one of the outputs was a strong commitment to the scientific foundations of psychology, and a commitment to life long learning. Science and practice contribute equally to excellence in training in professional psychology. I am also a co-founder of the National Multicultural Conference and Summit held every two years. This conference has as its mission to increase understanding in psychology about the various diverse groups and social identities represented among us, and how those interact in society.

APA continuously faces a number of challenges. Currently, those include economic, communication, and demographic changes. Our strategic planning provides a framework to review our current expenditures. We have a new governmental administration, which means that we must seize the opportunity to make psychology a national priority. All psychologists must help our government relations staff to advocate to Congress and the new administration for support of:

- reformed health care (ensuring mental health parity, integrated healthcare, and appropriate compensation for services);
- research granting agencies (reinstating the value of behavioral research);
- emphasis on the value of psychology training grants, especially aimed at underserved communities;
- funding and debt reduction programs to help student and early career psychologists' financial burdens.

My priorities include continuing to make psychology relevant by communicating our research on problems of significance, and do a better job of communicating to the public, public policy makers, government, and with each other in various ways, including through emerging technologies. The Website redesign and technological advances will help promote a more unified, robust APA Brand.

With a strong collaborative leadership record, I have worked to forge consensus to accomplish common goals. I have served on numerous leadership roles, including on Sternberg's 2003 Presidential TF on Unity. I believe that I can lead through the challenge of change. Together, we can address pressing problems, envision where APA needs to go, implement concrete strategies to get there, and pave the way for the next generation. For more information on my leadership service, experience, publication record, endorsements, background and honors, see my website at:

www.melbavasquezforapapresident.com

ARE YOU AN INTERNATIONAL PSYCHOLOGIST?

WOULD YOU LIKE TO BECOME ONE?

by Michael J. Stevens, PhD DHC Illinois State University

Senel Poyrazli, PhD Penn State University

Harold Takoohsian, PhD Fordham University



There is no more auspicious time to be an international psychologist than now – to network and advocate with colleagues at home and abroad on the myriad challenges that reflect an ever more interconnected and hard-pressed world. The Division of International Psychology (Division 52) is indispensable in identifying, understanding, and meeting these global challenges. The mission statement of Division 52 underscores the broad identity and general functions of this relatively new disciplinary subfield:

Division 52 seeks to develop a psychological science and practice that is contextually informed, culturally inclusive, serves the public interest, and promotes global perspectives within and outside of APA.

Division 52 represents the interests of all psychologists and psychology students who wish to foster international connections, engage in multicultural research or practice, apply psychological principles to the development of public policy, or are otherwise concerned with the individual and group consequences of global events.

International psychology has four foci, all of which serve to heighten global consciousness: scholarship, advocacy, the curriculum, and networking (Stevens, 2007). In scholarship international psychology seeks to provide greater access to needed resources, such as psychological literature in multiple languages, strengthen the methodological capacities of psychologists, facilitate collaborative research, and sensitize investigators to the hazards of ethnocentric bias as well as encourage the further development of contextually sensitive, normative paradigms. International psychology advocates committed involvement with psychological associations that represent the worldwide interests of psychologists and psychology students, as well as scientific and policy-making entities in which psychology has an official presence (e.g., the United Nations). With respect to creating a curriculum to meet the needs of the global community, international psychology encourages the expansion of distance-learning, appreciation of diversity through creative pedagogies, completion of internships at foreign institutions, and mentoring of students who show enthusiasm for the field. Networking is, perhaps, the most important element of international psychology's mission of worldwide communication and collaboration. Psychology

in the 21st century demands a readiness to exploit existing and emerging Internet-based technologies, funding to support travel abroad, programming at national, regional, and international conferences that maximizes the diversity of participants, and expanding venues, especially regional ones, to accelerate the exchange of ideas, data, and applied practices.

Beyond its mission to promote communication and collaboration, international psychology also encompasses the application of psychological science and practice to a range of issues that cross national borders (Stevens, 2007). Among the most pressing of these issues are intergroup conflict, threats to the natural environment, and risks to physical and mental health, especially for women, children, and migrants and refugees. These issues, like others that confront the world, are multi-determined, multi-layered, and situated in economics, history, politics, religion, culture, and, of course, psychology. As such, international psychologists recognize that nontraditional and multidisciplinary theories, research strategies, and interventions are required to understand more fully and respond more effectively to these issues.

Origins Of Division 52 & Similarities With Division 1

For about five years from 1997-2002, Divisions 1 and 52 were the “bookends” of the APA, its first and latest divisions (Hogan, 2009). The origins of these two divisions were both highly unlikely, in very different ways.

Division 1 was formed quite suddenly in 1945, when a few key psychologists like Ernest Hilgard and Anne Anastasi forcefully objected to the APA's attempt to “save itself” by forming specialty divisions, without first forming a Division 1 that allowed interested members to identify with general psychology beyond specialties (Wertheimer & King, 1996). Division 1 has nobly served that integrative purpose through its six decades as an inward centripetal force to balance the outward centrifugal push towards specialization.

In contrast, Division 52 was at least 20 years in the making following the publication of *Psychology around the World*

(Sexton & Misiak, 1976), when key psychologists like Virginia Staudt Sexton and Florence Denmark began circulating petitions to achieve the one percent of APA members needed to form a new division. There was some active, if inchoate, resistance to an international division as an unnecessary "travel club" which did not qualify as a specialty. But, after the 50th anniversary of the *American Psychologist* in 1996 (Fowler, 1996), APA CEO Raymond Fowler added his active encouragement, and the Council of Representatives accepted the petition on February 21, 1997, with Utah therapist Ernst G. Beier as its founding President. Almost immediately, in line with Sexton's 1984 EPA Presidential address, "Is psychology Xenophobic?" (Sexton, 1985), the new international division was widely embraced as a much-needed corrective to "America-only" psychology (Takooshian, 2003). It was indeed one of only 5 of 52 APA divisions that grew rather than declined in numbers in the decade of 1998-2008 (Rice, 2006), and its first ten Presidents included four past-Presidents of the APA: Florence Denmark in 1999, Frank Farley in 2001, Charles Spielberger in 2002, and Norman Abeles in 2005.

Activities By Division 52

Below we list some of the major activities by Division 52:

- **Awards.** The Division offers many awards in different categories. These awards are: awards for student international research, mentoring award, outstanding international psychologist awards, Denmark-Reuder Award for Outstanding International Contributions to the Psychology of Women and Gender, Ursula Gielen Global Psychology Book Award, and APA Staff Recognition Award. Details about these awards can be found at <http://internationalpsychology.net/awards>
- **Adopt-a-Psychologist.** Through this program, members of Division 52 cover the membership fee for a sponsored international affiliate and keep in professional contact with this person.
- **Mentoring Program.** This program matches an experienced Division 52 member with a mentee who would like to develop as an international psychologist.
- **Resources to be used for internationalizing the curriculum.** The Division's Curriculum and Training Committee provides individuals with sample syllabi and resources to internationalize their psychology courses. In addition, the Division recently produced a DVD and accompanying PowerPoint presentation which can be used in class settings to introduce students to the field of

international psychology.

- **International Psychology Bulletin.** The Division's official quarterly publication presents a rich content that includes, but is not limited to, announcements, commentaries, book reviews, peer-reviewed research articles, and international job opportunities.
- **Division-sponsored book series.** Since 2005, the Division has been working with Lawrence Erlbaum Associates to develop and publish a series of books on international and cross-cultural psychology.

How Can You Become More Involved With Division 52?

There are different ways that Division 1 members can become involved with the Division of International Psychology. First, there are several individuals who are actively involved in both divisions. Harold Takooshian, Richard Velayo, Wade Pickren, Rivka Meir, and Senel Poyrazli are a few. You can get in touch with these individuals and explore different ways to get involved with Division 52. Second, you can attend the Division 52 business meetings during the APA convention and familiarize yourself further with the Division. Finally, you can visit the Division's website at <http://internationalpsychology.net> and check out different committees. The Student Committee, Early Career Professionals Committee, Long-range Planning Committee, and Newsletter are some of the committees you will find. Based on your interests, you can email the chairs of these committees and ask how you might be able to serve.

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A Look at Sensory Deprivation

by Wade Pickren, PhD
Ryerson University; President-Elect Division 26



THE FOLLOWING IS A RETRO REVIEW OF:

Sensory Deprivation: An Investigation of Phenomena Suggesting a Revised Concept of the Individual's Response to His Environment.

P. SOLOMON, P. E. KUBZANSKY, P. H. LEIDERMAN, J. H. MENDELSON, R. TRUMBULL, & D. WEXLER (EDS.). HARVARD UNIVERSITY PRESS, 1961.

This is a volume of edited contributions to a symposium held at Harvard Medical School in June 1958. In addition to the papers actually given at the conference, a few invited discussion pieces were added for publication. The chapters in the volume are most interesting in themselves, but they also hold added interest for us in light of the recent and current controversy over the involvement of psychologists in torture and "national security interrogations." Before exploring that aspect of the volume's interest, I will reprise the main points of the book and the symposium on which it was based.

The symposiasts and discussants were an all-star cast drawn from neurophysiology, experimental psychology, psychiatry, and psychoanalysis. Psychologists included Donald Hebb and his collaborators, W. Heron, W. H. Bexton, T. H. Scott, B. K. Doane, as well as Austin Riesen, Donald Lindsley, Jack Vernon, Robert Holt, and Jerome Bruner, as well as others. The growing influence of cybernetics research and theorizing, itself a product of military needs and demands in World War II, was represented at the conference by Norbert Wiener and Warren McCulloch. And without a doubt the then current concern of the military and intelligence services about brainwashing and other psychological manipulations was an understated but very present impetus for the reported research and a primary reason for the conference.

If there was one overt influence or originating idea for the conference, it was the already seminal work of Donald Hebb and his colleagues at McGill University in Montreal. Hebb, of course, had presented the major statement of his innovative view of central nervous

system functions and their role in behavior in his landmark text, *The Organization of Behavior* (1949). The book and the related journal publications gave rise to many important lines of research, including that of David Krech, Mark Rosenzweig, and Edward Bennett on enriched environments, which then influenced thinking and policy that led to the early childhood educational intervention, Head Start. But, Hebb and his colleagues pursued other implications of the role of the perceptual environment on brain functioning and behavior. Along with work pursued by other investigators, such as fellow symposiast, Austin Riesen, much effort was devoted to understanding the role of early life experiences on brain development and behavior in a variety of organisms. Some of that work is reported in the various chapters of this book and it remains of interest.

However, what Hebb and his colleagues, along with others whose work is represented in the volume, also pursued was the role of sensory deprivation and its psychological consequences for adult humans. Using several variants of sensory deprivation or isolation, the investigations reported here showed the fundamental importance of sensory and social stimulation for normal psychological functioning. That is, participants in these studies were found to suffer a surprising range of impairments during and after the period of deprivation. These included psychotic thinking, delusional states, inability to think clearly or to concentrate, deficits in performance on many intellectual and motor tasks, hallucinations, paranoid ideation, somatic complaints, time/space disorientation, and high levels of anxiety. Many participants also experienced impairments in social functioning that endured after the period of deprivation. As Jerome Bruner noted, in remarks prepared for the published volume, the research on sensory deprivation revealed a marked human need for richness of both sensory and social stimulation, as well as a vulnerability to psychological manipulation by their absence. Bruner concluded his remarks by stating, "later sensory deprivation in normal adults disrupts the vital evaluation process by which one constantly monitors and corrects the models and strategies one has learned to employ in dealing with the environment" (p. 207).

As noted above, the research and conclusions reported by the investigators in the chapters of this volume remains highly interesting. To date, little historical research has been conducted on the scientific work here represented. As a historian, I suggest that such research would be richly rewarded and would add greatly to our understanding of an important body of work that continues to have influence in our own day. In addition, we would gain much from understanding the social relations of scientists and society that was so vital to the conduct of this research. On this note, I turn to another aspect of this work that is worth mentioning.

Almost all of the research reported in the volume was funded by either military or intelligence agencies. The Office of Naval Research was the primary funder of the conference and of several of the investigators whose work is represented here. As many readers of this bulletin know, ONR was one of the most important, if not the most important, funders of basic, experimental psychological research from 1947 into the 1970s. The Defense Research Board of Canada was the primary funding agency of the research on sensory deprivation conducted in Donald Hebb's laboratory. The other major funding source represented in this volume was the Foundations Fund for Research in Psychiatry. This fund was a front organization for the Central Intelligence Agency. I do not know how many of the researchers who received money from the Fund knew that it was CIA money. What they all did know and did report was that one major interest for their work was to understand the "brainwashing" reports coming out of China and Russia. That is, their work was meant to explicate the possible processes whereby a normal adult human being could be induced to believe and act contrary to their normal state of conscious functioning. Recently, some scholars have also suggested that military and intelligence agencies may have also used these very techniques as part of intelligence gathering efforts.

What we do know is that in the current "war on terror," as the Bush administration labeled it, psychologists and others have used psychological techniques in ways that can only be described as torture in the conduct of so-called national security investigations. One inference we can draw from this volume and from our present situation is that we cannot afford to be naïve about either our research or its possible uses. That is, there is always a moral dimension to all that we do, and for that, we are responsible.

Submission Deadlines
for Spring 2010
TGP Articles

March 1, 2010

Next Edition:
Evolutionary Psychology
Early Career Psychologist Issues

Send submissions to the Editor:

Gina Brelsford at gmy103@psu.edu

Note. Student and ECP articles are encouraged.

Please include a picture with your submission.



Evil's Seven Step Seduction Scenario

by Philip Zimbardo, PhD
Stanford University



For every one of us who prays nightly “deliver us from evil,” a neighbor slips silently across the border between good and evil. A friend follows along, unaware of the dynamic transformations that can take place on the slippery slope down the path to evil. Uncle Charlie, “the salt of the earth,” secretly adds a bit of pepper to the daily bread with his racist joke at Thanksgiving dinner. Your child engages in a little teasing of a shy kid that hardly qualifies as “bullying.” His teacher calls another pupil a “dummy” to teach her a lesson. Janie spreads the rumor that the new guy in class is getting top grades because he is cheating. Your boss does the right thing when he puts those uppity folks in their place, making evident that we don’t have to put up with their kind in our business. That politician you admire stands firm in being tough on criminals even though crime rates have been steadily declining; he knows that stirring up such fears gets votes from a public he has made to feel vulnerable.

The Devil is satisfied to be a bit player in Evil’s scenario, never taking on leading roles, willing to speak his lines in the sub text, slipping his actions into the small details of the situation, and restricting his direction to the marginal stage settings. The Devil conceals his charismatic power behind a variety of masks. Curiously, his most preferred disguises are the Masks of Patience, of Seeming Indifference, and of Good Naturedness.

Most of all, the Devil delights in the challenge of seducing really good people; he disdains as unworthy of him those who have already had a “push from nature” toward the dark side. At the top of his list of candidates are all those who possess the arrogance of invulnerability. They are the easiest marks because they never see his power skirting around or under their illusory veil of personal fortitude. When we steady ourselves for encounters with evil, we are apt to imagine that it will appear amid bright lights in a slam bam head-on blast. When evil really confronts us we may notice no more than a blur in the side-view mirror, a gentle nudge, or a momentary reflection

in our glass. Evil undoes us because its presence is subtle, disguised, pervasive.

Although Evil is alleged to work in mysterious and devious ways, I have uncovered a formula, which is surprisingly simple and direct. Only seven steps are necessary to transform the most ordinary, even good, people among us, into perpetrators of evil. It is remarkable to discover how effortless that journey is, how natural the descent seems, and how the scenario can be replayed time and again for audiences new and old, who never even realize that they have paid a high price for admission to the performance.

Consider Evil’s Seven Simple Step Seduction Program before we lift the curtain behind each step to reveal its essential power in action.

1. Do Nothing
2. Stick Pretty Close To Your Ideals
3. Respect Authority and Obey the Rules
4. Be a Team Player
5. Share Responsibility
6. Value Your Kin and Your Kind
7. Justify Believing in a Good Ideology

Do Nothing. What could be easier? How can you go wrong if you are not doing a bad thing, not taking a wrong action? Your cab driver starts to share his favorite sexist joke, the old “tits and ass” variety that is sure to get a laugh from his male fares. You shudder, wish he would stop, but you do nothing, and so you are added to his tally of customers who liked it. A woman in the mall is slapping and shaking a little boy, and you wonder what the child could possibly have done to make her so angry, but you do not intervene to find out whether indeed the woman is his mother, or to act to stop the abuse. Your best friend tells you that the reason that the new girl is so popular with the boys is that she is a “slut.” In answer to your questioning how she knows that, your friend says “Oh come on; it’s

obvious.” You nod the “Oh well, OK.” The new girl’s reputation is irrevocably ruined. A passenger on the subway is slumped over, moaning. He might be sick and could use your help; on the other hand, he might just be drunk, in which case he brought his condition on himself. In either case, you follow the old dictum; don’t get involved in other people’s business. Anyway, if you stop to help him you will be late for your appointment, and there are enough others around who should be able to help him. You notice a bunch of police officers beating up some alien-looking guy. It seems clear that their violence is going too far since the man is totally subdued. One of them sees that you are watching. Your anxious, silent grin is his cue that you will not be blowing any whistles tonight, so the beating continues.

The first step on the path to evil is flowered with buds that never blossom. Doing nothing when something is demanded; refraining from action when intervention is required; by looking away when watchful observation is urgent, gives Evil its initial operating permit. Perpetrators of Evil rely on the passivity of their observers to make them accomplices and enable them to continue to do evil acts without challenge. Inaction can be construed as tacit approval. Very subtly a non-verbal conspiracy is forged between an actor and his passive supporting actor, which puts into play the drama of Evil as Inaction.

Stick Pretty Close to Your Ideals. It is, of course, important to have ideas about what it means to be a good, moral person oneself, and what one may expect of others. But then, who wants to be a “goodie two shoes,” a “stick in the mud,” a slave to living life “by the books”? Sometimes a little white lie can smooth over an awkward situation, or a fleeting opportunity to bend the rules might result in benefit not just to oneself but also to others in the long run. What could be more true than the maxim, “nothing ventured, nothing gained”? Isn’t therefore the case that nothing good comes to those who only sit and wait; isn’t it the case that you must make things happen by taking a chance that entails stretching the truth a little, cooking the books a wee bit, being aware that good guys and gals finish last. “Pretty close” ought to be good enough, ought it not? Such aphorisms grease the slide toward evil. A slight deviation from one’s moral code, a hardly noticeable play

in the line that marks moral measurement, a moment’s willful inattention to the good gives evil a foot in the door.

Respect Authority and Obey the Rules. What could make mother, teacher, or preacher happier than a good little kid, who respects authority and does what he or she is told to do without question or hassle? Such obedience to authority is essential ingredient in one who would respect his elders, follow his leader, and be a useful, cooperative citizen. Authorities are often those who make the rules, or at least who present them as the “shoulds” and “oughts” of moral behavior, and who enforce the rules with appropriate rewards or punishments. Rules are impersonal ways to control behavior. Authority proclaims semi-legal status and defines what must be decreed the necessary limits on individual freedom. Consequently, Authority, to assert the validity of the rules, must enforce them and must punish any violation of them. Curiously, it is often the case that those who make the rules often claim not to fall under the sphere of their control; rather they use the rules, especially vague and changing ones, to control the behavior of people who might question the legitimacy of their authority. Nevertheless, no one teaches kids to distinguish just from unjust authority. No one points out to them the difference between a benevolent and a corrupt authority. In fact, rules that are designed to serve the social good should be recognizable and more highly valued than those that are designed merely to bend the will of the people to the dictates of authorities. Authority gains more power in direct relation to the more citizens who obey its arbitrary rulings. Blind obedience to unjust authority and mindless adherence to coercive rules can transform freedom-loving democracies into fascist dictatorships. Another big win for that wily old Devil.

Be a Team Player. All for one, one for all; the team comes first; sacrifice personal ambition for the success of the group. When such reasonable sport slogans are mindlessly translated into the realms of business or politics, they can become, “Win this one for the Gipper.” Individual ethical values are forced aside when an unethical system intrudes upon decision-making. Lying, cheating, cooking the accounting books, tolerating corruption become the individual player’s way of being a

valuable team player. Lucifer loves teams like those.

Share Responsibility. There can be no question that it is important to be a responsible person. However, when taking responsibility for an evil action is involved we are all too ready to share the burden of guilt with others. It feels better not to keep guilt to one's self but to diffuse it. It is easier to do some things of questionable morality if those in authority over us are ready to accept the burden of responsibility for us and defuse the consequences of going down a dark, unmarked path. Shedding or shredding the mantle of responsibility reduces our personal accountability for behavior unbecoming to a citizen of conscience. In addition, we can persuade others to evade taking responsibility for their actions when we assure them that we will take some of the blame. We can, in short, help them over the boundary line as well.

Value Your Kind and Your Kin. Much of our lives are spent seeking the good will of people we care about who are like us. They form the inner circle of family and friends who can do no wrong in our eyes. We trust them without question, give them the benefit of the doubt when their actions seem to violate social norms, hire them over others more competent or more honest than they. The way we honor commitment to them is by contrasting "us" with all those "others." "They" are the out-group. Once we so categorize the "other," we discover differences from us that lead us to set them apart deeming them unacceptable, inferior, untrustworthy, and dangerous. It becomes vital to keep them in their place because their very existence threatens our way of life. Stereotypes help us to do that for they allow us visibly and verbally to mark those "others" as less than human. The Devil is a master of dehumanization.

Justify Believing in a Good Ideology. We all want to believe in a just world where those in power have our best interests at heart and will use their resources to make our lives better. Often they pretend to do that by proclaiming adherence to some high-minded principle outlining an abstract goal that is readily accepted as desirable. Ideologies are the delicious pies in the sky. They would indeed be tasty had they not been baked in ovens of unacceptably high temperature by "all means necessary." Once we buy their dough without questioning what yeast is required to

make it rise, we can spend a lifetime justifying why the baking was a good idea despite the burnt core of the loaf. Lucifer's bread never rises, even in the Bakery of National Security. Freedom sacrificed is real; security exchanged for freedom is an illusion we are promised that is rarely attained. Ideology can become the System's most dangerous weapon of mass deception and mass destruction.

So there you have an outline of all that it takes to slowly transform good people into doers of evil. Not much, huh? Just some really quite simple rules of thumb, or of cloven hoof, upon which to reflect. But you may ask, how do I know whether any of these steps puts me on the side of the devil or the angels? Given that any of them seems reasonable initially, what can I do to be less vulnerable to the insidious distortions that move us down that slippery slope of evil?

Evil Redemption Strategies and Resistance Tactics

How about some simple advice on resistance, resilience, and rebellion against the forces of the darker side? It's kind of an 'evil street-smarts' starter kit. First of all, it is not enough to pray to God to lead you not into temptation and to deliver you from evil. That kind of passivity assumes that someone or something else will look after your moral well being so that you don't have to be on guard against the forces of evil. Remember what Satan did to Adam and Eve, and they were God's perfect creatures who lived in Paradise. Assume that the Evil One is really clever and has been around long enough in its many guises to undercut simple do-good sermons and the pithy slogans of the pious. It is going to take some basic changes in how you think and act in many different daily situations for you to be up to the job of confronting evil.

Given all the subtle and pervasive ways that evil operates, we must start out by sharpening our "Discontinuity Detectors." We need to slow down our automatic processing of incoming information. We must stop filing our experiences and perceptions into pre-established categories for which we have prepared, habitual reactions. Most events in our lives stream along in some continuous fashion, so that we can expect B to follow A, and C to come after. But when C

follows A, then a mental alert should be sounded: Discontinuity being detected! Imagine your boss who is usually aloof and business-like in dealing with you, and who never socializes. One afternoon he asks you to stay late and asks for a little favor. Before he makes his request, say to your self, "D.D. alert." Maybe this is a false alarm, but you are now ready not to be easily sucked in when he praises you as a team player and invites you to reconsider some budget numbers that don't seem to be adding up, as he would like them to. He wants you to cheat, to cook the books, only a little bit today, but bit-by-bit, billions can be defrauded—and you will be the scoundrel who helped that villain.

That seduction becomes less likely to the extent that you are "Mindful." In many settings intelligent people do dumb things and good people do evil because they fail to attend to key features in the words or actions of influence agents and fail to notice situational clues of the kind outlined earlier. Too often we rely on outworn scripts that have worked for us in the past, never stopping to consider whether they are appropriate in the present circumstances. Following the advice of the Harvard researcher, Ellen Langer, we must transform our usual state of mindless inattention into consciously attentive "mindfulness," especially in new situations. Don't hesitate to fire a wake-up shot to your cortex; even when, in familiar situations, your usual responses continue to rule despite being obsolete or wrong. We need to be reminded to take a Zen moment to reflect on the meaning of the immediate situation, to think before acting. Never go mindlessly into situations where angels and sensible people fear to tread. For the best result add "critical thinking" to mindfulness in your program of resistance. Ask for evidence to support assertions; demand that ideologies be sufficiently elaborated to allow you to separate rhetoric from substance. Try to determine whether the recommended means justify potentially harmful ends. Imagine end-game scenarios, the future consequences of any practice that you or someone is about to start. Reject simple solutions as quick fixes for complex personal or social problems. If they worked as promised, the problems would have been solved by now.

Along with discontinuity detection and mindfulness, it is essential to be vigilantly aware of the frames in which arguments are presented to you. Who makes the frame becomes the artist-- or the con artist. The way that issues are framed is often more persuasive than the arguments within them. Moreover, the most effective frames will seem not to be frames at all, just common sense presented as sound bites, visual images, slogans, and logos. They influence us without our being conscious of them, and they shape our orientation toward the ideas or issues they promote. We desire things that are framed as being "scarce," even when they are plentiful. We are averse to things that are framed as potential losses, and prefer what is presented as a gain, even when the ratio of positive to negative prognoses is the same. We don't want a 40% chance of losing X over Y, but do want the 60% chance of gaining Y over X. Linguist George Lakoff clearly shows in his writings that it is crucial to be aware of the power of frames and to carefully offset its insidious influence on our emotions, thoughts, and votes.

Be sensitive to your need to be accepted into an inner circle of some desirable group of associates. The lure of acceptance into a desired social group is more powerful than that of the mythical golden ring in "Lord of the Rings." The power of that desire will make some people do almost anything to be accepted, and to go to still further extremes to avoid rejection by The Group. We are indeed social animals, and usually our social connections benefit us and help us to achieve important ends that we could not achieve alone. However, there are times when conformity to a group norm is counter-productive to the social good. Some groups devolve into being destructive of their members or of society itself. This is obvious in the case of destructive cults, such as Jim Jones' People Temple, or the Branch Dividians, but it is much less apparent in the case of groups promoting racism, sexism, or terrorism. It is imperative to determine when to follow the group norm and when to reject it. Ultimately, we live within our own minds, in solitary splendor, and therefore we must be willing and ready to declare our independence regardless of the social rejection we may suffer for its sake. Such a declaration of mental independence is not easy, especially for young people with shaky self-images, or adults whose self-image is identical to that of their

jobs. Pressures to be a “team player,” to sacrifice personal morality for the good of the team are nearly irresistible. What is required is that we step back, get outside opinions, and find new groups that will support our independence and promote our values. There will always be another, different, better group for us to join. Those who are religious always have God as their group leader.

Moderate your In-Group biases--yours is best and right, others are inferior and wrong. That means accept that your group is special, but at the same time respect the diversity that other groups offer. Fully appreciate the wonder of human variety and its variability. Assuming such a tolerating perspective will help you to reduce the biases of the group that lead to derogating others, to prejudice and stereotyping, and to the evils of discrimination through dehumanization.

Be wary of authority, until it proves itself worthy of your respect. It is vital to respect a just authority, but just authority will earn your trust by their actions, not by empty rhetoric. It is even more vital to rebel against unjust authority in whatever form it takes. In every situation work to distinguish between those in authority who, because of their expertise, wisdom, seniority, or special status, deserve respect, and those unjust authority figures who demand our obedience without question. Many who assume the mantle of authority are pseudo-leaders, false prophets, confidence men and women, self-promoters, who should not be respected, but should rather be disobeyed and openly exposed to critical evaluation. Parents, teachers, and religious leaders should play more active roles in teaching children to make these critical differentiations. On the one hand, they should be polite and courteous in taking a stance when they believe their case is justified; on the other, they may be good, wise children in resisting when those in authority do not deserve their respect. When we learn to make distinctions between just and unjust authorities, we reduce the possibility of mindless obedience to leaders and causes that do not serve our best interests and that are likely to deliver us into evil ways.

Many of the decisions we make are shaped unconsciously by our sense of time perspective.

We all partition the flow of experience into time zones of past, present, or future, and we have developed mental biases that push us to overuse one of them and to minimize reliance on the others. We can be led to do things that are not really useful to us when we allow ourselves to become trapped in an “expanded present moment.” When we stop relying on our sense of past commitments and our sense of future liabilities, we open ourselves to situational temptations to engage in excess. It becomes easier for good people to do bad things when they fall into the kind of “Lord of the Flies” self-indulgence of a sense of anonymity blended with a total focus on the present moment. By not going “with the flow” when others around you are being abusive or out of control, you are relying on a temporal perspective that stretches beyond present-oriented hedonism or present-fatalism. You are likely to engage in a cost/benefit analysis of actions in terms of their future consequences. Or, you may resist by being sufficiently conscious of a past that has shaped your personal values and standards. By developing a balanced time perspective in which past, present and future can be called into play depending on the situation and task at hand, you are in a better position to act responsibly and wisely than when your time perspective is biased toward reliance on only one or two time frames. Situational power is weakened when past and future combine to contain the excesses of the present. For example, research indicates that righteous Gentiles who helped to hide Dutch Jews from the Nazis did not engage in the kind of rationalization their neighbors did, generating reasons for not helping. These heroes depended upon moral structures derived from their past and never lost sight of a future time when they would look back on this terrible situation and be forced to ask themselves whether they had done the right thing when they chose not to succumb to fear and social pressure.

You have to assume responsibility and personal accountability for your decisions and actions. Taking responsibility for decisions and actions puts You, the Actor, in the driver’s seat, for better or for worse. Allowing others to abjure their own responsibility and diffuse it by making you complicit in their immoral actions makes

them powerful back-seat drivers, and makes the car move recklessly ahead without a responsible driver. We become more resistant to undesirable social influence by always maintaining a sense of personal responsibility and by being willing to be held accountable for our actions. Obedience to authority is less blind to the extent that we are aware that diffusion of responsibility merely disguises our individual complicity in immoral acts. Your conformity to anti-social group norms is undercut to the extent that you do not allow displacement of responsibility. When you spread responsibility around the gang, the frat, the shop, the battalion, or the corporation you are merely hiding from yourself. Always imagine a future time when today's deed will be on trial and no one will accept your plea that you were only following orders, or that everyone else was doing it. If you did bad, you are guilty, and have to pay the price society will set for your devilish deeds.

Little evils can blossom into really poisonous fruit.

Be discouraged from venal sins and small transgressions, such as cheating, lying, gossiping, spreading rumors, laughing at racist or sexist jokes, teasing, and bullying. They can be stepping-stones to more serious falls from grace. They serve as mini-facilitators for thinking and acting destructively against your fellows.

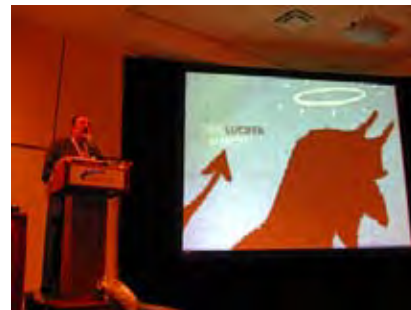
Mistakes are part of the trial-and-error of life. We all make some sometimes during our journey.

What is worse than making a mistake is denying it, rationalizing it, justifying it, and trying to convince yourself and others it was the right thing to do. It was not; and you should not engage in such tactics as throwing good post-hoc reasons after bad decisions. Let's start out by encouraging admission of our mistakes, first to ourselves and then openly to others. Accept the dictum that to err is human. You have made an error in judgment; your decision was wrong. You had every reason to believe it was right when you made it, but now you know you were wrong. Say the six Magic words: "I'm sorry"; "I apologize"; "Forgive me." Promise yourself that you will learn from your mistakes, and will grow better from them. Do not continue to put your money, time, and resources into bad investments. Move on. Doing so reduces the need to justify or rationalize our mistakes. When we do justify past error we continue to give

support to bad or immoral actions. Confession of error undercuts the motivation to reduce cognitive dissonance; dissonance evaporates when such reality checks occur. "Cutting the bait" instead of resolutely "staying the course," when the course is wrong has some immediate cost, but it always results in long-term gain. How many soldiers' lives could have been saved and their wounds prevented in the past century had military and civilian chain of command personnel been able to acknowledge their errors in entering an illegal, immoral war or continuing the battle when exit was the right strategy?

This starter anti-evil kit is meant to encourage you to put on your mental and spiritual armor, and realign your moral compass using common but effective mental strategies that we all have available, but too often allow to rust by disuse. Assume your adversary is really shrewd and has eons of experience to rely upon in his bag of tricks. You have the most powerful, dynamic organ in the universe on your side, the Human Mind. Use it or lose the battle. The key to resisting evil then starts and ends with the exquisite development of the three Ss-- Self-Awareness, Situational Sensitivity, and Street Smarts. What is at stake is not just your individual soul, but Civic Virtue and Integrity, which require total transparency. When enough citizens ally against the forces of insidious evil – and by collectively opposing evil, they can end them.

Note: Some of these ideas are adapted from Philip Zimbardo's *The Lucifer Effect: Understanding How Good People Turn Evil*. Random House, 2007. (Paper back, January 2008).





Call for Award Nominations The Society for General Psychology

Call for Nominations for Awards for Year 2010

Deadline: February 15, 2010

The Society for General Psychology, Division One of the American Psychological Association is conducting its Year 2010 awards competition, including the **William James Book Award** for a recent book that serves to integrate material across psychological subfields or to provide coherence to the diverse subject matter of psychology, the **Ernest R. Hilgard Award for a Lifetime Career Contribution to General Psychology**, the **George A. Miller Award for an Outstanding Recent Article on General Psychology**, and the **American Psychological Foundation (APF) Arthur W. Staats Lecture for Unifying Psychology** (nominations accepted through Division One).

In addition, there are two student awards: **The Anne Anastasi Student Poster Award** for the best poster presented in the Division One poster session, and **The Anne Anastasi General Psychology Graduate Student Award**, based on the student's past performance and proposed research.

All nominations and supporting materials for each award must be received on or before February 15, 2010.

There are no restrictions on nominees, and self-nominations as well as nominations by others are encouraged for these awards.

The Society for General Psychology encourages the integration of knowledge across the subfields of psychology and the incorporation of contributions from other disciplines. The Society is looking for creative synthesis, the building of novel conceptual approaches, and a reach for new, integrated wholes. A match between the goals of the Society and the nominated work or person will be an important evaluation criterion. Consequently, for all of these awards, the focus is on the quality of the contribution and the linkages made between diverse fields of psychological theory and research.

Winners of the William James Book Award, the Ernest R. Hilgard Award, and the George A. Miller Award will be announced at the annual convention of the American Psychological Association the year of submission. They will be expected to give an invited presentation at the subsequent APA convention and also to provide a copy of the award presentation for inclusion in the newsletter of the Society (The General Psychologist). They will receive a certificate and a cash prize of \$1000 to help defray travel expenses for that convention.

For the William James Book Award, nominations materials should include: a) three copies of the book (dated post-2005 and available in print; b) the vitae of the author(s); and c) a one-page statement that explains the strengths of the submission as an integrative work and how it meets criteria established by the Society. Specific criteria can be found on the Society's website (<http://www.apa.org/divisions/div1/awards.html>). Textbooks, analytic reviews, biographies, and examples of applications are generally discouraged. Nomination letters and supporting materials should be sent to Nancy Felipe Russo, PhD, Department of Psychology, Box 871104, Arizona State University, Tempe, AZ 85287-1104.

For the Ernest R. Hilgard Award, nominations packets should include the candidate's vitae along with a detailed statement indicating why the nominee is a worthy candidate for the award and supporting letters from others who endorse the nomination. Nomination letters and supporting materials should be sent to Donald Dewsbury, PhD, University of Florida (Donald A. Dewsbury <dewsbury@ufl.edu>).



Awards Announcement.....

For the George A. Miller Award, nominations packets should include four copies of: a) the article being considered (which can be of any length but must be in print and have a post-2005 publication date); b) the curriculum vitae of the author(s); and c) a statement detailing the strength of the candidate article as an outstanding contribution to General Psychology. Nomination letters and supporting materials should be sent to John D. Hogan, PhD, St. John's University (Hoganjohn <hoganjohn@aol.com>).

The 2011 American Psychological Foundation (APF) Arthur W. Staats Lecture for Unifying Psychology is to be announced in 2010 and given at APA's 2011 Annual convention. Nominations materials should include the nominee's curriculum vitae along with a detailed statement indicating why the nominee is a worthy candidate for the award including evidence that the nominee would give a good lecture. They should be sent to Thomas Bouchard, PhD, University of Minnesota (T Bouchard <bouch001@umn.edu>).

Candidates for the Anne Anastasi Student Poster Award should submit their poster abstract to the Division One Posters upon call for APA Convention Programs.

Candidates for the Anne Anastasi General Psychology Graduate Student Award should submit: (1) a copy of the student's curriculum vitae, (2) the student's research plan, and (3) a supporting letter from the student's advisor. These materials should be sent to the 2010 Chair of the committee, Harold Takooshian, PhD, Fordham University (Harold Takooshian <takoosh@aol.com>).

General comments may be made to the Awards Coordinator, MaryLou Cheal, PhD, Arizona State University, <cheal@asu.edu>.

Below: Award Winners presented this year at the APA convention in Toronto. Danny Wedding, Linda Gottfredson, and Philip Zimbardo.



Alfred Adler's Place in the Field of Psychology

by Rebecca LaFountain, EdD

Penn State Harrisburg



Dr. LaFountain is the Executive Director of the North American Society of Adlerian Psychology (NASAP) and an Assistant Professor of Psychology, Penn State University (Harrisburg). She is a diplomate in Adlerian Psychology, a licensed psychologist, and has a part-time private practice in Hershey, PA. Information regarding NASAP can be accessed at:

www.alfredadler.org.

Psychologists who practice Alfred Adler's Individual Psychology attempt, among other things, to help individuals find their place in the world. Isn't it ironic then, that Alfred Adler is often left out of psychology text books that address topics on which he has made major contributions and where he rightfully belongs? I do not think this represents that Adler played an insignificant role in the field of psychology; rather, it heralds the fact that his theory is so comprehensive that authors attempting to write introductory texts have difficulty knowing where to place him! In this article, I will show that much of the subject matter covered in an Introductory Psychology course has links to Adlerian Psychology.

When I teach Introduction to Psychology, the infamous Psych 100 on most college campuses, I tell students that the course is like an infomercial for all the other offerings in the department. In a survey course of this nature, we are only able to provide to students a glimpse of each subject area in hopes of teasing them to seek out a more in-depth study of those topics that interest them. Many Introductory Psychology texts today begin with a chapter on the definition of psychology, attributing the original meaning of psychology to its Greek roots where psyche means mind. They explain that while originally psychology was attributed to the study of the mind, today psychologists take a more holistic perspective that is a biopsychosocial (and sometimes spiritual) one. This would be a critical point to introduce that when Adler parted from Freud in 1911, he began to call his approach to psychology Individualpsychologie (in German) since he saw each person holistically as an indivisible human being embedded in a social context; therefore, serving as a forerunner in holism. Unfortunately, the English translation has been misinterpreted as if it were to

mean the study of the individual in isolation from its social context. Therefore, in order to avoid this misunderstanding, Adler's theory is often known as Adlerian theory (Powers & Griffith, 2007). Shortly after Adler named his theory, he became aware of Jan Smutt's use of the term Holism, and when his book, *Evolution and Holism*, was published in 1926, Adler got permission to have it translated into German for his students. Adler realized that the term Holism more appropriately embodied his approach (Ansbacher, 1994).

Adler's early emphasis on social embeddedness, meaning to understand the individual within a social context, positions him as a pioneer in social psychology. Those familiar with Gardner Murphy's renowned Historical Introduction to Modern Psychology will recall that in 1931 he said, "Adler's was the first psychological system in the history of psychology that was developed in what we should today call a social-science direction" (p. 341). It appears that Adler's contemporary knew the state of the field at the time, but current authors have lost sight of Adler's role in the roots of social psychology. In social psychology such topics as aggression, attraction, cooperation, and parenting are regularly covered. Likewise, these same topics are often explained in terms of evolution, but only following an overview of evolution.

The biological underpinnings of evolution is usually covered in one of its initial chapters of introductory texts similar to the way Zimbardo, Johnson and Weber (2006) do. In their text, they define evolution as "the gradual process of biological change that occurs in a species as it adapts to its environment" (p. 44) and they discuss Darwin's explanation of natural selection, a process by which those organisms that are best adapted to the environment are more likely to prosper and reproduce. While some authors emphasize natural selection as a competitive process among organisms to survive, others offer explanations from present day writers such as Sussman and Garber (2004) that survival is achieved through cooperation. In so doing, they overlook Adler's much earlier link with Darwin. Adler approached the problem of social evolution from the biological point of view stressing the importance of communal living (Goldwert, 1984). Adler (1956) stated that:

The whole animal kingdom demonstrates the fundamental law that species whose members are incapable of facing the battle for self-preservation, gather new strength through herd life... Darwin long ago drew attention to the fact that **one never found weak animals living alone**; we are forced to consider man among these weak animals, because he likewise is not strong enough to live alone... Now we can understand why a human being can maintain his existence only when he has placed himself under particularly favorable conditions. These favorable conditions have been offered him by the social life... (pp.35-36)

The individual's awareness of belonging to the human community and the cosmos is described by Adler's German term *Gemeinschaftsgefühl*, of which there is no exact English translation, but is often referred to as community feeling or social interest (Powers & Griffith, 2007). **Social interest is not only a feeling, it is an attitude toward or an approach to life.**

Additionally, Adler spoke of three tasks of life that every person deals with in order to get along in the world and that require cooperative movement. The first is the occupation task. Throughout history individuals have always needed a way to meet their physical needs for survival. Adler used the term occupation task to encompass work, education and daily living skills. Often times, daily survival involves cooperation with others since **no one human can be totally self-sufficient. Thus, the second life task is the social task and involves kindness, respect and civility.** The more intimate level of relating is the third task, the love task, involving sex, reproduction and family. These three tasks are necessary for propagating and continuing the species.

This third task involving intimate relationships covers a wide range of psychological topics from child and adolescent development, parenting, to family therapy. These are all subjects on which Adler wrote extensively. It is from the work of Adler and his followers that **most of the systemic theories find their roots (Sherman & Dinkmeyer, 1987); however "formal acknowledgement of this theoretical position has seldom been noted"** (Sperry & Carlson, 1991, p. 94). As mentioned previously, Adler emphasized the importance of examining individuals within their social context and he pointed out that children learned to belong and interact within their families. That is **where they strive to overcome inferiority and seek significance and superiority through purposive and interactive behaviors.** Adler stressed the importance of family atmosphere and family constellation, the later referring to the

composition of the family including the psychological birth order of each child in the family. Psychological birth order is the "vantage from which the child perceives and evaluates self, others, and the world, and from which the child forms convictions about what is required of—as well as what is open—to him or her" (Powers & Griffith, 2007, p. 84). Acknowledging that parents and children alike needed to be **counseled when children experienced difficulties, especially problems in school,** he established child guidance clinics throughout Vienna in the late 1920s.

Evolution was also addressed in Adler's discussion of motivation. According to Ferguson (1989), Adler used many terms to refer to the concept of motivation: feeling, urge, striving, goal and need. He developed his theory of motivation over time, and started out with an initial focus on organ inferiority. His second stage emphasized striving for **power and superiority (sometimes called significance) as the most basic human motivation.** In his third stage "Adler made it explicit that humans as a species strive to belong and that the goal, dictated by evolution, is to contribute to human welfare" (p. 354). Although Adler emphasized the **social context, according to Zimbardo et al. (2006),** many psychologists tended to overlook the effects of the social context called culture until recently. This was due, in part, because the beginnings of modern psychology took place primarily in Europe and North America, where most psychologists experienced similar cultural conditions. Presently psychologists are regarding culture and its relationship to aspects such as assessment, cognition, families, intelligence, and personality theory. Nicoll (1989) placed Adler as **an ancestral figure to multicultural approaches based on his emphasis on holism and the interaction between individuals and their social environment.** Capuzzi and Gross proposed in 1995 that Adlerian Psychology held the greatest promise for addressing cultural issues, due to its emphasis on the importance of world views, family, sociocultural systems and cooperation, social interest and equality. Adlerian Psychology was instrumental in promoting social equality in incidents such as the historic *Brown v. Board of Education* decision of May 17, 1954 since **Kenneth B. Clark, who headed a team of social scientists, used Adlerian theory to explain the need for equality in American society.** Their argument against separate-but-equal schools swayed the highest court in its decision that ruled in favor of integration (LaFountain & Mustaine, 1998).

Adler also contributed a lot to the issue of equality between the sexes. He described the struggle between the sexes as "masculine protest" and as stemming from culture's impression that men are superior to women. This **notion made life difficult for women who felt inferior as well as for males who doubted their masculinity.** Adler (1931/1992) offered the following solution:

If the child has been trained to regard himself as an equal member of society and to understand his task of contributing to the community, and especially if he has been trained to regard members of the opposite sex as companions and equals, adolescence will simply give him the opportunity to begin devising his own creative and independent solution to the problems of adult life. (p. 167)

Creativity and problem solving are areas that fall under another important aspect of psychology, namely cognition. Cognition includes mental processes (thinking, memory, sensation, and perception) and intelligence (the mental capacity to acquire knowledge and solve problems). In the last two decades of the 20th century, the cognitive view of intelligence emerged where intelligence was defined well beyond the emphasis on academics, including those cognitive processes that contribute to success in many areas of life. Two such theories are Sternberg's Triarchic Theory (that emphasizes practical intelligence, analytical intelligence and creative intelligence) and Gardner's Multiple Intelligences (where he identifies eight intelligences). Learning style theory also emerged about this time. While theories of intelligences stress the content and products of learning, learning styles emphasize the variations in the process of learning. According to Terry (2000; cited in Zimbardo et al., 2006), many of the claims made by proponents of learning style theory go beyond what can be supported by research. However, interest in learning styles has made instructors aware that material can be taught in a variety of ways and available research suggests that everyone learns better when material is presented in multiple ways (Zimbardo et al.). Isn't it interesting that while these theories were introduced at the end of the 20th century, Adler wrote along similar lines at the beginning of the 20th century? When Adler began his medical career he first specialized in ophthalmology, which served as a basis for his study and interest in sense organs. Adler (1931/1992) stated:

From the first, we should find out how the child looks at the world and which sense organ has been used most and trained to the highest degree. Some children are most interested in seeing, some in listening, some in moving. Children of a visual type will be easier to interest in subjects in which they can use their eyes, such as geography or drawing. If the teacher gives lectures, they will not listen; they are less accustomed to auditory attention. If such children have no opportunity to learn through their eyes they will be slow learners. (p. 139-140)

He further stressed that educators cannot expect the same results from different children, especially if the child's preferred mode of learning is incompatible with the

teacher's method of instruction. After working as an ophthalmologist, Adler enlarged his work to the field of psychiatry and neurology and continued to stress the involvement of the senses (LaFountain, Garner, & Miedema, 2003). He defined psychology as the understanding of an individual's way of thinking about the sensory impressions he or she receives (Adler, 1931/1992). Through the expansion of his work he was able to study his patients holistically rather than treating one symptom in isolation. It is uncanny how Adler's emphasis on holism and culture is reflected in Gardner's definition of intelligence that appeared six decades later. Gardner (1999) defined intelligence as a "biopsychological potential to process information that can be achieved in a cultural setting to solve problems or create products that are of value in a culture" (p. 34).

Emotions is another area that beginning psychology students get a taste of. According to Powers and Griffith (2007), Adler believed that individuals expressed their feelings in forms consistent with their style of living (personality), and in the direction of their personal goal. Although Karen Horney is often credited with introducing the terms "conjunctive" and "disjunctive" emotions, Adler used those terms much earlier (Powers & Griffith). He made a distinction between expressions that were socially disjunctive (e.g., anger, sadness, fear, anxiety) and those that were conjunctive (e.g., joy, sympathy).

One area of study where Adler is often given an entire chapter is in courses of Personality Psychology. However, if he is mentioned in the personality chapter in Introductory Psychology texts he is often referred to as a Neo-Freudian, which Adler would not appreciate given his relationship with Freud, nor is the reference correct. Adler is often mentioned in a trilogy with Freud and Jung since historically they did live during approximately the same time and did meet together in Freud's psychological society. Although Adler separated himself from Freud, unfortunately many authors have not, and they often fail to mention Adler believing that the particular era is covered by through a discussion on Freud alone. While Adler does fit there chronologically, he could be placed among so many of the other personality theorists such as those who had the following perspective: humanistic, cognitive, and social-cognitive. According to Zimbardo et al, (2006), Adler directly influenced many prominent theorists such as Abraham Maslow, Carl Rogers, Rollo May, Albert Ellis and Julian Rotter, among others.

In summary, Alfred Adler created a very comprehensive theory that covered many areas discussed in Introductory Psychology courses such as: holism, social psychology, evolution, motivation, family systems and studies, child and adolescent development, culture, equality, cognition, intel-

ligence, creativity, motivation and personality. Perhaps it is because he was so ahead of his time in addressing some of these areas that his initial writings on these topics have been forgotten. I encourage psychologists and others to revisit Adler's original writings and those of contemporary Adlerian Psychologists to discover the breadth and depth of Adler's Individual Psychology.

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Will Psychology Ever Be Unified? Does it Matter?

by John D. Hogan, PhD

St. Johns University



In 1881, Julian Ochorowicz (1850-1917), a young Polish psychologist and philosopher, wrote a letter to Théodule Ribot (1839-1916), a prominent French psychologist, suggesting that an international congress be held in psychology. Ochorowicz was concerned that psychology had grown too fragmented and he felt that an international meeting might help to unify the discipline. Ultimately, their correspondence led to the organization of the International Congress of Physiological Psychology held in Paris in 1889, a meeting at which they each played key roles. But even that meeting did not do much for unification. The organizers rejected so many proposals on hypnosis that a splinter group was formed, and the splinter group organized another congress on hypnosis, with meetings overlapping those of the initial congress (Rosenzweig, et al, 2000).

How could it be that psychology had become fragmented so early? Wilhelm Wundt is credited with founding the first experimental psychology laboratory at Leipzig in 1879, only two years before the Ochorowicz proposal. But, of course, Wundt was not the only one conducting research in psychology at the time. There were many other pioneers in the discipline, notably Jean-Martin Charcot in France, Francis Galton in England, and William James in the U.S., and their interests and approaches to psychology were quite different from Wundt as well as from one another. Still, they must have realized they had something in common -- they all attended that first international congress. (By the way, Freud was in Paris during that period as well, but he attended the hypnosis congress!)

There is some evidence that psychology has had trouble defining itself virtually from the beginning of its modern founding. Most psychologists forget that Wilhelm Wundt, despite his standing as the father of experimental psychology, argued for another kind of psychology as well, one that was outside the realm of the laboratory. He spent the last twenty years of his life writing and publishing his ten-volume *Völkerpsychologie* (cultural psychology) (1900-1920) that had more in common with history, aesthetics and language than with any experimental manipulations. Despite the reverence in which he is held by most of the psychology community, that part of his proposal for psychology remains almost entirely unknown in the U.S., except for historians. Even some of Wundt's admirers, e.g., E. B. Titchener, made it a point to ignore this part of Wundtian psychology.

Not surprisingly, several past Division One presidents have registered their views on the unity of psychology. Sigmund Koch (1917-1996), president of Division One in 1979, took a position that may surprise division members. A man of broad interests, Koch often wrote on the nature of psychology itself. In 1952, he was asked to edit the six-volume work *Psychology: The Study of a Science* (1959-1963) which helped to solidify his views on psychology even further. He concluded that psychology was not a single discipline. Furthermore, he encouraged the use of the phrase "psychological studies" to describe what he called a "collectivity." He went even further to suggest that while some of psychology could be called a science, not all of it could be or should be. Still, it would be wrong to think that Koch was not a supporter of the goals of Division One. He thought that it

President's Column...

was vital for “psychological studies” to explore their connections with each other and with related disciplines. In short, he was very much in favor of Division One’s attempts to unify psychology (Finkelman & Kessel, 2000).

Anne Anastasi (1908-2001) was another past-president of Division One (1956-57) with strong views on the unity of psychology. She considered herself a generalist in psychology and, while she recognized the value of specialties, she thought that psychologists should be trained in general psychology. She argued that all psychologists study the same things - they simply do it at different levels of analysis. She felt there were overriding principles that we all shared and that helped to unify us. She believed so strongly in the unity of psychology that she argued against the federation structure that APA began in 1946. When it was clear that the new structure would be a reality, she was one of the voices who insisted there be a Division of General Psychology, our division. For many years, it was the only APA division to which she would belong. In a very real sense, she can be considered a founder of the division (Hogan, 2003).

Fears about fragmentation are real, and although they have been with us a long time, they seem even more pressing in recent days. Psychologists are becoming ever more specialized, so much so, that some of us can hardly speak to one another, at least in a professional sense. At the same time, psychology has continued to change and redefine itself. Areas of study that were once not considered to be part of psychology (e.g., personality) are now considered mainstream. Recently, we have seen the introduction of new specialties, e.g., economic psychology.

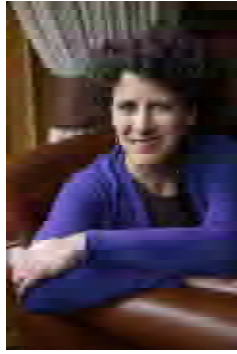
These changes suggest that Division One is more important than ever. It stands as a strong reminder of the scientific base of psychology that unites us all. It also provides the umbrella under which the larger discipline can operate. The goals of our division, as I see it, are to keep asking relevant questions: What is it that we all have in common? How are we connected to other divisions? How are we connected to related fields of study? We may never achieve the kind of unification that many find desirable. But, at the very least, we will have helped this ever changing giant remain vital and aware of its common history and foundation.

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2009 Award Announcement
The Society for General Psychology
American Psychological Association

WILLIAM JAMES BOOK AWARD



Susan Pinker
"Sexual Paradox"

The winner of the William James Book Award is *The Sexual Paradox: Men, Women, and the Real Gender Gap* by Susan Pinker, MSc, published by Scribners in 2008. In this book, the author examines how sex differences play out over the life span, with a particular emphasis on the world of work. The letter of nomination called the book: "...a wide-ranging yet coherent look at the multiple, complex factors that come into play when biology and environmental factors intersect in men and women. It touches upon some of the central philosophical issues in psychology today..."

The author, Susan Pinker, is an award winning columnist for the *Globe and Mail*. She was in private practice in psychology in Montreal, Canada for 25 years, and held an adjunct position in the Department of Educational and Counseling Psychology at McGill University for 8 years.

The WJBA awards committee was chaired by incoming President, John D. Hogan, PhD, with the support of Mark D. Terjesen, and Catherine Casella.

For inquiries regarding the 2009 award, please contact John D. Hogan, PhD, Professor, Department of Psychology, St. John's University, Jamaica, NY 11439. For inquiries regarding the 2010 award, please contact Nancy Felipe Russo, PhD, Department of Psychology, Box 871104, Arizona State University, Tempe, AZ 85287-1104.

2009 Award Announcement
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GEORGE A. MILLER AWARD

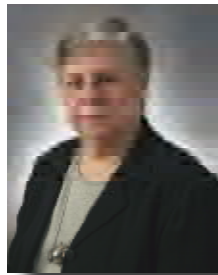


Diane F. Halpern

The winner of the 2009 George A. Miller Award for the outstanding journal article in general psychology across specialty areas is the article “The science of sex differences in science and mathematics” by Diane F. Halpern, Camilla P. Benbow, David C. Geary, Ruben C. Gur, Janet Shibley Hyde, and Morton Ann Gernsbacher (*Psychological Science in the Public Interest*, 8, 1-51, 2007).

The authors provide a comprehensive and nuanced review of the genesis of sex differences in science and mathematics. They conclude “that early experience, biological factors, educational policy, and cultural context affect the number of women and men who pursue advanced study in science and math and that these effects add and interact in complex ways. There are no single or simple answers to the complex questions about sex differences in science and mathematics.” This article was the choice of the awards committee, which included Lewis Lipsitt and Susan Mineka and was chaired by Society President Donald Dewsbury. Please address inquiries for 2009 to Donald Dewsbury, Department of Psychology, University of Florida, Gainesville, FL 32611 (dewsbury@ufl.edu). Inquiries for the 2010 award should be addressed to Dr. John D. Hogan, Psychology Department, St. John’s University, 8000 Utopia Parkway, Jamaica, NY 11439 (hoganjohn@aol.com).

ERNEST R. HILGARD AWARD



Linda M. Bartoshuk

Ernest R. Hilgard Award for Career Contributions to General Psychology is Linda M. Bartoshuk, Professor Emeritus, Yale University; Bushnell Presidential Endowed Professor, University of Florida. The Hilgard committee was chaired by former President Thomas J. Bouchard, Jr. the other members of the committee were President Don Dewsbury and President-elect John Hogan.

Winner: Dr. Bartoshuk is president (2009) of the Association for Psychological Science, has been president of APA divisions 1 and 6 and is a fellow in American Association for the Advancement of Science. She has a long list of honors and awards. Dr. Bartoshuk, having spent much of her career in medical schools, has demonstrated how useful research on basic psychological processes can be for the solving of important medical/health prob-

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lems. Her work on taste perception and scaling has fundamentally changed the way this research is carried out. Her work on age, gender, race and genetic variation in taste perception has vastly enlarged our understanding of its' important role in influencing overall health. Her breadth of scientific skills have allowed her to work productively and make important scientific contributions with scholars in a wide variety of disciplines (epidemiology, public health, genetics, dentistry, neuroscience, othlaryngology, etc.). She lives in Gainesville, Florida.

For information regarding the 2009 award may be addressed to Thomas J. Bouchard, Jr., 280 Storm Peak Court, Steamboat Springs, CO 80487 (bouch001@umn.edu). Inquires for the 2010 award should be addressed to Donald Dewsbury, PhD, University of Florida, (Donald A. Dewsbury <dewsbury@ufl.edu>).

AMERICAN PSYCHOLOGICAL FOUNDATION (APF) ARTHUR W. STAATS LECTURE
FOR UNIFYING PSYCHOLOGY



Douglas K. Candland

The American Psychological Foundation and the Society for General Psychology are pleased to announce that Douglas K. Candland of Bucknell University has been selected to deliver the 12th annual American Psychological Foundation (APF) Arthur W. Staats Lecture for Unifying Psychology, during the 2010 APA Convention in San Diego.”

Douglas Candland has been on the faculty of Bucknell University in Lewisburg PA since 1960, where he is currently Homer P. Rainey Professor Emeritus of Psychology and Animal Behavior. Since earning his PhD in 1959 at Princeton, he has amassed an impressive and diverse record across several specialties, as an outstanding teacher, researcher, administrator and, since 2002, the Editor of the Society’s Review of General Psychology. According to Society President Donald Dewsbury, his nominator and former student, Candland is precisely the kind of person the Staats family had in mind when the award was established.

The Staats Lecture was established in 1997 by the Staats family, to offer a \$1,000 honorarium to a distinguished psychologist whose work crosses diverse specialties within psychology, to deliver a lecture at the APA Convention, hopefully to encourage other works in unifying psychology. The 2009 Staats Lecturer in Toronto is J. Bruce Overmier of the University of Minnesota. The 2010 Lecturer was selected by the APF, based on a search conducted by the Society’s five-person Staats selection committee: Thomas J. Bouchard, Donald A. Dewsbury (recused), John D. Hogan, Peter T. Salovey, and Harold Takooshian (Chair).The deadline for nominations for the 2011 Staats Lecturer to be presented in Washington DC is 15 February 2010. For details on this award, check with Tom Bouchard, Chair. <bouch001@umn.edu>.

Requirements for submission are detailed on the Society’s website, see www.apa.org/divisions/div1, <<http://www.apa.org/divisions/div1>>, or Awards Coordinator, MaryLou Cheal, <cheal@asu.edu>.

What They're Reading . . .

Edited by Vivian McCann

Portland Community College



Autumn leaves are falling, and with the change in seasons come shorter days and colder nights: perfect conditions to curl up with a good book! Whether your plans involve reading next to a roaring fire or while snuggled under the covers of your bed, we have some great suggestions. This edition's reviews range from mystery to madness, with attention to family dynamics and relationships, human language, culture and Katrina. We hope you find a few that fit your interests. Happy reading!

Our first set of reviews comes from **Salvador Macias, III**. Sal is Professor of Psychology at the University of South Carolina Sumter, a two year regional campus of the USC system. He earned his undergraduate degree in psychology and biology from the University of California, Riverside, and his Masters in General Experimental Psychology and Ph.D. in Developmental Psychology from Georgia State University. Sal has been on the faculty at USC Sumter for 25 years, and is currently in his 3rd year on APA's Committee for Psychology Teachers @ Community Colleges (PT@CC), this last year as chair. He has also been a Reader and Table Leader for the Advanced Placement Psychology Exam for the past 7 years, and is on the Item Development Committee for the Praxis, the GRE, and the AP Psychology exams.



THE STUFF OF THOUGHT: LANGUAGE AS A WINDOW INTO HUMAN NATURE, STEVEN PINKER, 2007, VIKING PRESS.

Pinker describes this book as the third of two separate trilogies: the first is about language and the mind (*The Language Instinct*; 1994, and *Words and Rules*; 1999); the other on human nature, cognitive science, and evolutionary psychology (*How The Mind Works*; 1997, and *The Blank Slate*; 2003). Interestingly (some unkind souls might say "not surprisingly!") this is the first of the five I have read (though I am now in the middle of *The Blank Slate*, and I am finding this an even more interesting and fun read!). The intent of this particular text is to detail how language demonstrates a human model of reality. That is, the way we use words, curse, joke, and even name our babies are all indications of how we understand the universe. Pinker argues rather persuasively that there are human universals in how we think and interact with each other, and these can be understood by evaluating the words we use, their meaning, and how we construct them into sentences, regardless of language. Thus, while there are differences in word sequences in various languages, there aren't typically different meanings and understandings.

The book is intended for the popular press and accessible to the non-professional, and he is largely successful in that effort. However, I should caution prospective readers that chapter 2 ("Down the Rabbit Hole") is fairly dense, with definitions and applications of various grammatical rules and concepts such as prepositional, ditransitive and double-object datives, benefactives and malefactives, and container vs. content locatives. To be fair, he does define and offer easily understood examples of these. Still, it began to create in me the occasional sense of cognitive overload. Chapter 7 ("The Seven words You Can't Say on Television"), on the other hand, is hilarious and worth any effort to get there.

Pinker's style is very engaging, his insights outstanding, and his integration of many different sciences extraordinary... and it is all done with a remarkable sense of humor. Perhaps my greatest joy while reading his work, though, is that his examples are often recognizable from literature, history, or popular culture. They give the reader a sense of being a member of the "in group" in that we get both the intended meaning, and the subtle joke.

GALILEO'S DAUGHTER: A HISTORICAL MEMOIR OF SCIENCE, FAITH, AND LOVE, DAVA SOBEL, 1999, WALKER AND COMPANY.

Through the use of personal letters written by Galileo's daughter, Sobel creates a touching and awe inspiring bi-

ography of both Galileo and his daughter, Suor Maria Celeste. Though Sobel uses traditional historical sources and translations of Galileo's works to reproduce his life and times, the central theme for this volume is provided by the 124 surviving letters Maria Celeste wrote to her father. Sadly, none of his letters to her remain; they were probably destroyed very soon after her death due to reasonable fears of retribution should his letters be found in a Catholic convent so soon after his famous trial in Rome.

It is largely through these letters that Sobel creates a sense of life in the Italy of the 1600's: the fears and devastation of the plague, the political and religious consequences of the Reformation, all of which serve as background for a very human picture of the love between a father and his devoted daughter. While I'm sure that serious historians would not learn much that is new about the facts of Galileo's life, his scientific discoveries, and his trials and difficulties with the Catholic Church, I'm equally certain that even serious historians will find the gripping and inspiring insights into Galileo's character, his daughter, and their relationship make this book well worth reading.

SHERLOCK HOLMES AND THE RED DEMON, LARRY MILLETT, 1996, PENGUIN BOOKS.

I am an unabashed "Sherlockian," therefore I know that (1) Sherlock Holmes was real, (2) his biographer, Dr. Watson did, indeed, write the accounts of his remarkable career, and (3) claims that these were work of fiction created by Arthur Conan Doyle (rather than merely published by Doyle) should just be ignored. On the other hand, there are many works that are "non-canonical" and truly are works of fiction. One does not treat these with disdain, one simply recognizes the difference between reality and imitation, and accepts these efforts as the flattery they are.

In fact, some of these ersatz stories are quite good and capture Dr. Watson's style and Mr. Holmes' insight and genius rather well. For example, *The Seven Percent Solution* by Nicholas Meyer (1974) and *The Italian Secretary* by Caleb Carr (2005) are both excellent renditions; one might be forgiven for failing to recognize their bogus nature. On the other hand, some are best forgotten (though I was relieved to read that Mr. Holmes did concur with the Warren Commission's determination that Lee Harvey Oswald acted alone in Sherlock Holmes in Dallas, by Edmund Aubry, 2003; and surprised to learn that Mr. Holmes was instrumental in the efforts to capture Dracula while he was in London in *Sherlock Holmes vs. Dracula*, by Loren Esteleman, 1977).

Mr. Millet's story concerns true historical events in Minnesota in 1894. There was a real fire (the "red demon") in the logging country of northern Minnesota that, tragically, took over 400 lives. Mr. Millet's creative efforts to insert Holmes and Watson into these events are rather clever and amusing, if not particularly convincing. What I enjoy most, though, about non-canonical stories such as this are the pains the authors take to describe the bizarre and fantastic chains of events that caused the up-to-now unknown manuscripts to somehow, against all odds, incredibly, unbelievably, come into their possession. And, since the manuscripts have certainly been stored carelessly and undoubtedly experienced some damage due to water, fire, smoke, vermin, fungus, fading ink, etc., there are the inevitable and unfortunate gaps where the authors are forced to use their own imaginations to write what they believe would be plausible substitutions for conversations, examinations of evidence, and descriptions of events -- thereby generating a built in excuse for failing to capture Watson's or Holmes' voices. In this context, I did enjoy Mr. Millet's book and recommend it as a mildly entertaining story.

Our second reviewer, **Carol DeVolder**, holds the MA and PhD from the University of Iowa in Human Experimental Psychology, and notes that her background is as eclectic as her interests. While conducting her master's thesis and dissertation research with humans with brain injuries through a neurology department, she also worked in a pigeon lab and did her share of shaping rats. Currently, Carol teaches the biologically-based psychology courses at St. Ambrose University, where she is a professor and chair of the psychology department. At the moment, her personal interests include reading, lampworking (making glass beads), teaching her granddaughter to bake and sew, and walking her three dogs on the country roads near her home.

Carol prefaces her reviews with these comments: I love to read. I wish I could spend all day every day reading the kinds of things I enjoy. I even wish I had a



Reading...

job reading the kinds of books I love. But I don't, so I have to choose my reads wisely and let my list build until I have some free time to tear into them. Sometimes I'm disappointed, more often I'm slightly rewarded, and then other times I find books that really move me. These gems are varied, but they tend to have certain features in common. Usually I like fiction, but not always. Usually I like happy endings, but not always. Usually I like epic novels, but not always. What I always like, though, is a book that leaves me thinking, "Wow, didn't see THAT coming. Should have, but didn't." Several books have done that recently.

****The first is *Zeitoun* by David Eggers. Eggers also wrote *What is the What*, an enjoyable book, but I liked *Zeitoun* far more. Set in New Orleans just before the arrival of Hurricane Katrina, this book is the true story of a Syrian immigrant (Abdulrhaman Zeitoun) and his American-born wife (Karen). Zeitoun uses only his last name because most people are not able to pronounce his first name. Eggers carefully portrays the Zeitouns as honest, dependable individuals who run a well-recognized and successful painting and construction business in the city once known as the "Big Easy." He weaves together Karen's life story and Zeitoun's path from his native Syrian village to the United States to show how this couple individually developed their shared values. Their Muslim faith allows them to transcend the differences in their backgrounds to arrive at a belief in the absolute of honesty.

As Katrina approaches the Gulf coast, Karen and Zeitoun agree that Karen should take the couple's children inland for a few days. The strain, though, that Karen's conversion to Islam placed upon the relations between Karen and her mother and siblings forces Karen to travel a bit farther inland than she anticipated in order to stay with friends rather than family. Zeitoun chooses to stay in New Orleans to watch over their business, their rental properties, and the few tenants who remained behind (for whom Zeitoun feels responsible).

The force with which Katrina pounds New Orleans alternately horrifies and amazes Zeitoun as he witnesses the great lake of water that the city becomes. Having spent much of his life in a fishing village on the coast of Syria, he wastes no time helping neighbors who remained and survived. Using a canoe purchased previously on a whim at a garage sale, Zeitoun paddles through his silenced neighborhood. Awestruck by the cars beneath him and the fish darting through backyards that had become the lakebed for the mighty Ponchartrain, Zeitoun manages to find his neighbors and deliver them to safety, one or two at a time. Upon his return home, he finds his house standing, now an island in a strange ocean. Ironically, however, the police arrest the humanitarian Zeitoun, and charge him with terrorism. The authorities insist there are reasons, yet never really specify exactly what those reasons are. Meanwhile, Karen, hundreds of miles inland, has no idea what has become of her husband. It is literally months before she becomes aware of his plight.

This book contains many passages that left me thinking, "Never saw THAT coming." I should have seen them, as our recent history has made us all aware of the prejudices that exist in our post-9/11 society; yet, I didn't, for I've never been aware just how deeply these prejudices run. Zeitoun could be the story of a Muslim boy growing up in Syria who, as a man, settles in the United States and succeeds in the face of prejudice. It could be the story of an American girl, born a Christian who, as a woman, converts to Islam and experiences the prejudices that result. It could be the story of a natural disaster. It could simply be the story of prejudice and profiling and other dark aspects of human nature. Instead, it is all of those, layered exquisitely and woven into a fascinating story that is frighteningly true. Eggers paints a portrait of a man, a woman, a society, and a catastrophe that had me laughing at times, crying at others, and most of the time, just plain outraged.

*****The Way the Crow Flies*, by Anne-Marie MacDonald, is a treasure of a novel. Set in the early 1960s, the author weaves a tale of a young girl growing up on a military base. The book is primarily the story of 8-year-old Madeleine and her lively imagination; however, one might also categorize it as a picture of the United States, Canada, and the Cold War milieu. Perhaps it's because I grew up in that same time period that I fell in love with this book. The thoughts and musings of young Madeleine were my own and those of every other young girl in the 60s. The tangible fears wrought by imagination were emphasized by the hushed conversations of grown-ups at neighborhood gatherings and home-based cocktail parties.

Among those gatherings—the Brownie meetings, the school programs, the security of being a child in a protected environment—the unthinkable happens: a little girl disappears. The mystery and suspense make you reluctant to put the book down, but since *The Way the Crow Flies* is 800+ pages, the book is hard to read in one sitting. One could arrive at the ending by taking a direct route—"the way the crow flies"—but instead the

Reading...

author sets up a steeplechase of clues and premonitions. Along the way, MacDonald develops characters that are impossible to ignore, and the reader comes to love some of them as much as she begins to despise others.

Because I don't want to spoil the ending, let me simply say that the ending surprised me. If that seems like an understated description, it is. Again, I should have seen it coming, but I didn't. I jumped to conclusions and was led astray by my own expectations of human nature. The hallmarks of a good book, to me, are those in which you can't predict the ending, and that you simply can't wait to finish because you want to see how it ends, yet you wish it would never end. There are very few books that I have read more than once; *The Way the Crow Flies* is one of them.

****I read *Home* by Marilynne Robinson because the author was visiting our campus. Something came up and I didn't get to hear the author speak, but I am grateful that I read the book. This novel is set in the fictional town of Gilead (in fact, some may have read Robinson's earlier work by that name) and is a story of family and the tenuous threads that connect members. It is ostensibly the story of a 38-year-old woman, Glory, who returns home to take care of her elderly and ill father. At 38, single, and childless, Glory puts aside her dreams and her job because of her sense of obligation and love. It is a difficult decision for Glory to live with, and she is somewhat bitter, but she's the logical choice since nearly all of her siblings are married and have their own families. All the same, words like "spinster" and "old maid" terrify and shame her.

Although Glory is the main character, it is her brother Jack who captivates the reader. Jack has always been the black sheep in the family, always getting into trouble, and always embarrassing their minister-father. As a newly recovering and fragile alcoholic, Jack returns to the family home and tries to make things right between himself and their father. It is those attempts at rectification that are so bittersweet. Glory can see the relationship from both her father's and her brother's perspective, yet she is helpless to intervene. Ultimately, the pieces of this family unravel and are rewoven, and the reader is left with a sense of coming full circle—almost.

Voluntary Madness: My Year Lost and Found in the Loony Bin by Norah Vincent is my final choice and is a non-fiction selection. As part of her research for a book, an expose on mental institutions, author Norah Vincent checked herself into three different institutions over the course of a year. Ironically, her need for treatment was very real: Vincent suffers from recurrent Major Depressive Disorder. The result is a compilation of her experiences.

The first admission is to a public institution in a large city. Vincent characterizes the experience as being immersed in the "...semisqualor and the degraded clientele of the public hospital." Yet it is here that she learns that "nothing and no one can do for a person what he will not do for himself, even if he is crazy." The author describes the depersonalization and humiliation of being powerless. Although she knows that she committed herself, she also knows that her commitment was necessary and that she isn't as strong as she pretends to be.

Her second admission is to a semi-private hospital in a small community. Compared to the first place, this second institution seems luxurious. However, Vincent quickly comes to see that depersonalization, humiliation, and a profound sense of alone-ness permeate this place as well. This realization serves to further strengthen her belief that her own depression may be, in part, her own fault—a personal flaw. She also comes to see how much effort getting well will take, and why some people prefer medication (and why some institutions prefer to medicate).

The third admission is to a private clinic that outdoes the other two in terms of luxury and amenities. In fact, insurance plans often don't cover admission to this institution, and its methods border on new-agey or at least unproven treatments. It's here Vincent realizes that no matter the squalor or the luxury, "Institutions don't heal—they hold. At best...mental wards neutralize the person and the world in such a way that some small comfort in terror may be found, if you are willing to find it."

Vincent tells her story in a candid voice, sparing no details, and without censorship. The writing is sarcastic at times, filled with irony and humor, and often sardonic; but then Vincent lets you know that she really is terrified, and the mood turns pathetic. *Voluntary Madness* is an intelligent look at many facets of mental illness. The reader gets a view of institutionalization that is rarely seen unless experienced firsthand. It is one person's view, but Vincent does an amazing job of telling her story from the perspective of patient, consumer, researcher, and writer.

Discrimination in Tipping

by Amber Bartow
Penn State Harrisburg



Being a graduate student who is trying to work her way through college, a particular psychological topic intrigued my interest, race discrimination in tipping. I am a server and work at a local restaurant just miles from my graduate campus.

When entering the restaurant business, or any tip based employment, there are three factors one must look at when addressing their tip amounts. These factors are the provider, or server, the customer and the product, or meal in this case (which unfortunately the server has little to do with). Several studies have been conducted where the manner of the customer is considered, such as personality, whereas an introvert or extrovert may tip higher or lower depending on the amount of interaction a server provides (Lynn, 2000). Other research avenues have looked at the server such as how good the service provided is (Lynn & Gregor, 2001). Then still other research, which I find the most interesting, is on the factors involved in the interaction of the server and the customer (Lynn, 2004; Lynn, 2006; Ayres et al. 2005).

Abundant research finds that individuals prefer service from others similar to themselves in race, for example, Caucasians prefer to be served by Caucasians and the like (Lynn, 2004; Lynn, 2006; Ayres et al. 2005). However, Ayres et al. (2005) found that African American taxicab drivers were tipped less regardless of the race of the passengers. There could be a variety of explanations for this behavior. The tip amounts could result from service quality, which is in essence what a tip is supposed to represent. Another explanation for a tipping bias could be that racism is becoming increasingly less acceptable but individuals may still maintain some negative feelings towards other races (Lynn et al., 2008). In 2008 this study was replicated and extended by Lynn et al. using a restaurant for its data source.

Lynn et al. (2008) attempted to see how much spontaneity in tipping that individuals employ beyond the 15% to 20% tipping norm when encountering different racial combinations. The survey,

which 140 people participated in, questioned service and food quality, demographics of the server and customer and other items. The results agreed with Ayers et al. (2005) in that African American servers were tipped less than Caucasian servers which was not affected by customer race. It was found that tips also increased for Caucasians as the service satisfaction increased, whereas for African Americans the tips did not increase. The larger the dining party the higher the tip received for the Caucasian servers; however, again the African American servers' tips did not increase.

These results implicated that overall African American servers were tipped less than Caucasian servers and it was also shown that African American customers tipped less than Caucasian customers. In a practical approach this may indicate, along with other studies (Lynn, 2004; Lynn, 2006; Ayres et al. 2005), that African Americans may not be aware of tipping norms. Theoretically, the results show that some implicit racial attitudes are being demonstrated and when biases are being contributed to other factors, these racial attitudes may become deliberate (Lynn et al., 2008).

After exploring this study and prior research, I found myself asking how this would affect me as a server. I would hope that people would not tip me better, simply as a result of my color, and found myself slightly insulted that the level of service I provided may not matter. I also became curious if it were a possibility that not everyone was aware of the tipping norm of 15% to 20% and that some form of awareness could support the gaining of this knowledge. Mostly, I am hoping that with this information I do not contribute to discrimination. By this I mean that Lynn et al. (2008) suggests that customers may not tip the same depending on their race. This uneven income may in turn cause servers to provide a less satisfactory service, especially if they are African American or are serving African American customers. Overall, this data provides individuals with the knowledge that though racism is not generally accepted, it still makes an unfortu-

nate appearance in our daily lives.

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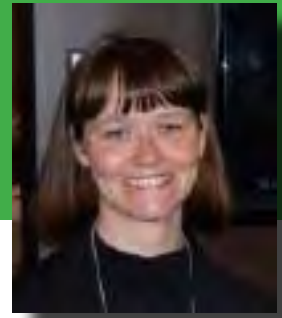
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Preserving Psychology's Past: The Archives of the History of American Psychology

by Cathy Faye

Assistant Director, Archives of the History of American Psychology



Over the years, psychologists have left behind much more than their published works. Articles and book chapters indeed document the ebb and flow of ideas and approaches across the discipline's lifespan, bearing witness to the popular "brass instrument" laboratories of the nineteenth century, as well as to current findings from the science and practice of psychology. But in their day-to-day activities, psychologists produce and make use of much more than the published record; they also employ instruments, apparatus, video and audio recordings, photographs, and correspondence. These kinds of everyday objects and materials provide a remarkable and unique portrait of psychology and they are therefore a central part of documenting the discipline's history.

Psychology's experimental beginnings in nineteenth-century physiology are evidenced by the Hipp Chronoscope, a device used to measure reaction times. The discipline's relationships and battles with pseudoscience and popular psychology are captured by instruments such as the pycograph, an early twentieth-century device that provided automated phrenological readings of character and vocational aptitude. The long and varied use of film in teaching, demonstration, and experimentation is exemplified by early footage of maze learning in white rats and recordings from Arnold Gesell's research on child development. In addition, the written record of psychology's past includes the correspondence, class and laboratory notes, and manuscript drafts of prominent figures such as Abraham Maslow. Objects such as the high school diploma of Inez Beverly Prosser, the first African-American woman to get a Ph.D. in psychology, remind us of the ways in which the times have shaped the discipline. Psychologists have also left behind a fascinating and colorful photographic record of everything from experiments to department holiday parties.

All of these traces of the discipline's past have a permanent home at the Archives of the History of American Psychology (AHAP) located at the University of Akron in Ohio. The AHAP was established in 1965 with the aim of collecting, cataloguing and preserving the historical record of psychology in order to make it available for scholars as well as the general public. The collections include the personal papers of

more than 700 psychologists over 1500 pieces of equipment and apparatus, 12,000 psychological tests, 7000 reels of film, and 20,000 still images. The Archives is home to some of the most iconic apparatus in the history of psychology, including: the "air-crib" or "baby-tender" popularized by Skinner in the 1940s; the simulated shock generator from Milgram's obedience experiments of the 1960s; and objects used in the Stanford Prison Experiment in the 1970s.

Over the years, the Archives has become increasingly involved with the larger scholarly community as well as the general public. Every year, the AHAP provides a display of historical materials in the Exhibit Hall at the annual convention of the American Psychological Association. We also hold scholarly conferences and colloquiums and loan materials to popular travelling exhibits. The AHAP recently became the first archive in America to be named a Smithsonian Affiliate and has been featured in such venues as the *New York Times*, the History Channel, the Discovery Channel, and National Public Radio.

In the fall of 2010, the Archives of the History of American Psychology will relocate to a 70,000 square foot building on the University of Akron campus and will become the Center for the History of Psychology. The new Center will include a museum, archive, educational center, library, theater, meeting rooms, and space for visiting scholars. Upon its completion, the Center will be the largest resource dedicated to the history of psychology in the world.

The AHAP has welcomed researchers from around the world and every year, we fill numerous requests for group tours of the facilities. For more information about the Archives, visit our website at <http://www.uakron.edu/ahap> or send us an email at ahap@uakron.edu.

Photos from the Archives of the History of American Psychology



Senior Archives Associate Dorothy Gruich details the many items and collections housed at The Archives of the History of American Psychology to a group of visiting students.

The AHAP reading room is home to one of the few working psychographs in existence. In the 1930s, the psychograph served as a scientific tool for measuring personality, but also provided entertainment to crowds at hotels, department stores, and national fairs.



A Discovery Channel production crew tapes AHAP Director Dr. David Baker for a segment on the Milgram Simulated Shock Generator.



Photograph of Kurt Lewin, Edward Tolman, and Clark Hull at the 1939 APA convention at Stanford. Archives of the History of American Psychology, University of Akron.

What Should Psychology Students Know About Future Careers?

by Henry Solomon, PhD Marymount Manhattan College



Your Career In Psychology: Putting your graduate degree to work, edited by Stephen F. Davis, Peter J. Giordano, and Carolyn A. Licht. Wiley-Blackwell, Chichester, UK, 2009. 306 pages (paper) ISBN: 978-1-4051-7941-6

Your Career in Psychology is a compendium of information for graduate students with 21 topics addressed by different authors who are knowledgeable in the particular area. The chapters are fairly specific with advice for each type of career or topic area.

In the preface, the editors state that the intent of the book is to provide answers to questions and issues that often plague recent doctoral graduates in psychology. Many sections also include advice for undergraduates because, as the editors note, the sooner students are aware of the information in the book, the better equipped they will be to address the issues when they confront them.

The book is divided into four sections. The first section, General Considerations, addresses general issues such as maximizing your graduate training, dealing with student loans, and caring for yourself as a professional. The other three sections address information about various types of job/career paths (e.g. academic; clinical and counseling; and applied areas.) The section on Finding an Academic Job includes chapters on finding the job, dealing with your advisor and the department chair, negotiating the interview process, being a good departmental citizen, the life of a college professor, and preparing for a career in either a teaching or a research university.

The section on Special Considerations For Psychologists In Clinical, Counseling, And Related Areas has chapters on internships and postdoctoral placements, preparing for licensure, practical considerations when beginning a practice, and chapters on the different roles of psychologists in hospitals, community health centers, and medical settings.

The final section covers Special Considerations for Psychologists in Other Applied Areas. The section includes chapters on school psychology, forensic psychology, industrial and organizational settings, neuropsychology, and even a chapter on continuing education and specialized credentials.

Each chapter includes advice to undergraduates, as well as suggestions for further reading. The chapters are

blunt with straightforward advice and warnings about the advantages and pitfalls to be encountered. Much of the advice is presented with sobering clarity and detail about the pros and cons of various choices in career activities.

By way of example, the chapter on dealing with the departmental chair, written by a department chair, discusses salaries and comparing salary rates to those in other institutions, as well as getting the school to provide start-up materials. This is essential if you are in a school that will expect you to embark on a program of research. The author of this chapter even provides a start-up supply list.

The chapter on licensure too is straight from the shoulder in warning the candidate about the potential pitfalls, preparations and monetary as well as logistical issues the candidate may face in terms of getting the required documentation from internships and externships, obtaining the training that may be required in different jurisdictions, and advice for surmounting some of these obstacles.

A chapter on managing multiple roles discusses the requirements of working as a clinician while also pursuing research and teaching. Again, the advice and the description of various alternatives are daunting and direct. The role of clinician in an academic setting either as full-time or adjunct professor is described in detail along with the problems in juggling multiple positions.

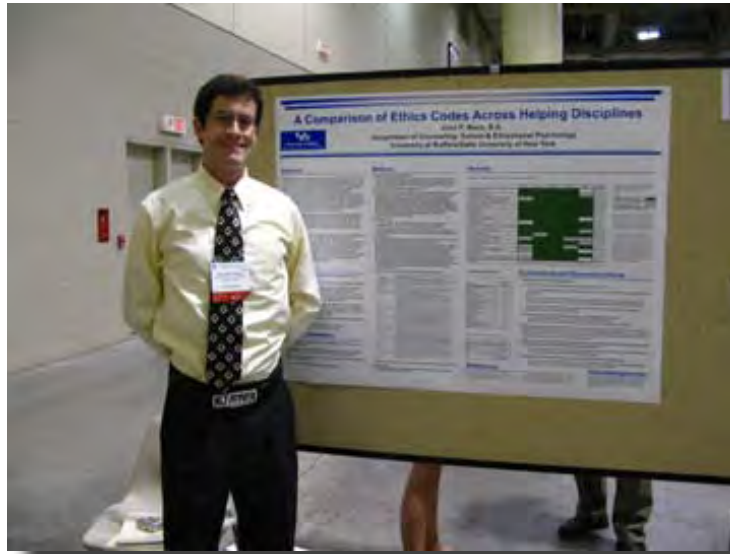
A chapter on Continuing Professional Education (CPE) and specialized credentials ends the book on a note of optimism, advising the reader about the various CPE opportunities and where to find them. Again, the drawbacks and potential issues to be resolved are spelled out in detail.

In all, the entire book, intended for the broad range of specialties in Graduate psychology, does an excellent job. The book provides the advice that is often lacking in graduate education. Advice of this kind is either hard to come by if one does not have connections or experience in some areas, or is simply unknown to the average candidate. The book also provides "early warnings" for undergraduates heading for graduate training, explaining what they will face and how to negotiate the obstacles they will encounter. I think it is a must read book for all doctoral graduates and hopefully doctoral candidates before they "hit the street," degree and optimism in hand.

STUDENT POSTER ABSTRACTS

*Abstracts from Students Presented at the
American Psychological Association Annual Convention
2009 Toronto, Canada*

2009 Anne Anastasi Award for excellence in student research



A Comparison of Ethics Codes Across Helping Disciplines

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In order to better understand and refine the APA ethics code it should be considered in context with other professional ethics codes. To this end, a matrix was created comparing principles of the APA code with those of other organizations (Table 1) in a systematic review. Five documents were considered: the American Psychological Association's (APA) Ethical Principles of Psychologists and Code of Conduct (2002), the American Counseling Association (ACA) Ethics Code (2005), the National Association of Social Workers (NASW) Code of Ethics (2008), American Medical Association (AMA) Code of Medical Ethics (2008), and US Department of Defense (DoD) Standards of Conduct (2007), as interpreted by Sgt. Rod Powers.

The researcher identified eighteen ethical principles, searched each ethics code for those principles, synonyms and related keywords, then read over the section to identify the context of the word's use. Each ethical principle was identified as explicitly endorsed by the code, implicitly endorsed, or absent. Tables provided an accessible way to compare the codes.

No two codes shared all the same principles, and only the NASW code included all the principles. Excellent convergence was shown between the ACA, NASW, and AMA codes. The APA code had the most implied principles, but otherwise showed good convergence with the other helping professions. Helping professions' ethics codes were shown to be dissimilar from the Department of Defense's code. Discussion includes possible reasons for inclusion/absence of certain principles, other potential ethical principles, and suggestions for future research using this methodology.

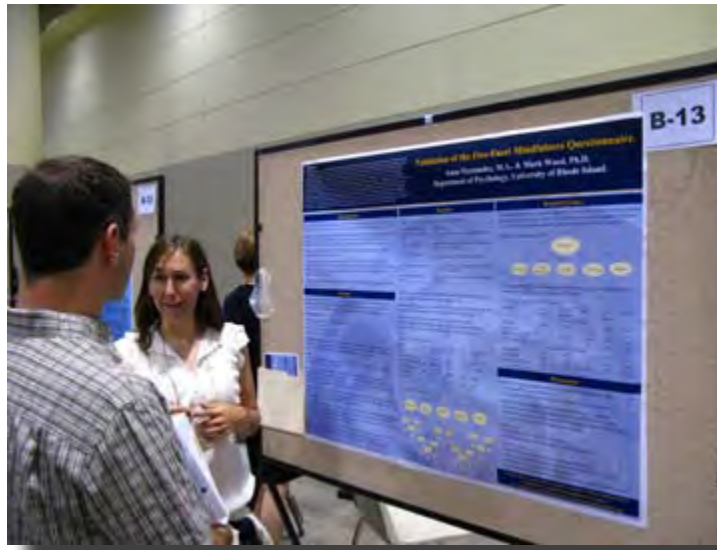


Spiritual Themes in Narrative Identity
Erika Hildebrandt, MA & Paul W. Griffin, Ph.D
Pace University

This presentation synthesizes three areas of research that are interconnected in important ways. These areas of research are Narrative Identity, Spirituality, and Posttraumatic Growth. I have discovered four striking points of similarity among these three constructs: a) the element of striving through difficulty and effort, b) the idea of “change” as a result of this psychological effort, c) the necessity of cognitive and ideological openness, and d) an overlap of “process” with “outcome” in these experiences (Calhoun et al, 2000; Pals, 2006; Shaw, Joseph & Linley, 2005). The elements of cognitive effort and ideological openness reveal how certain individuals and communities can achieve both “transformation” and cultural “progress” through spiritual and narrative processes. Essentially, these areas of research show that growth and change occurs through an active process of creating meaning and coherence of identity and purpose (King & Hicks, 2006).

Spirituality is a personal, subjective search for the sacred, or that which is beyond the ordinary (Pargament & Mahoney, 2002). What is “sacred” takes on different meanings for each individual and culture. McAdams (2006) research demonstrates how shared cultural stories affect individual identity development. This research suggests a relationship between certain themes in narrative identity and personal growth in the context of Western culture. More research is necessary to explore the ways in which individual development may be informed by shared cultural themes and meanings with respect to spirituality.

Directions for future research are emphasized and applications for clinical practice are proposed, such as how may this area of research serve therapeutic approaches such as narrative therapy and spiritual or pastoral counseling? The intersection of these three lines of research may offer some insight into what is arguably most important to each of us, the core beliefs and stories that shape our identities and our lives.



Validation of the Five-Facet Mindfulness Questionnaire

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University of Rhode Island

Mindfulness originated as a spiritual/philosophical construct thousands of years ago and has recently become a topic of interest in the psychological sciences. To date, numerous therapies have integrated mindfulness into treatments as a means to improve physical and psychological health. However, mindfulness is difficult to operationally define and measure. Currently, there is a need for further psychometric validation of mindfulness measures. This study conducted psychometric validation of the Five Facet Mindfulness Questionnaire (FFMQ), a measure which divides mindfulness into five distinct factors. Participants were ($N = 316$) undergraduate college students (56% female; 92% white). Confirmatory factor analyses were conducted to compare a single factor model, a five-factor correlated model, and a five-factor uncorrelated model of the FFMQ. Correlations between the FFMQ and other theoretically-related constructs were examined to determine construct validity. Results indicated that the correlated five-factor model was the best fit for the data. However, results of a hierarchical CFA uncovered measurement inconsistency across factors. Predicted correlations between the factors and related personality and psychological constructs were inconsistently supported. These findings provide support for the five-factor structure of the FFMQ but the large number of unsubstantiated correlations between the FFMQ and other theoretically-relevant variables indicate this measure may need to be revised. Continued psychometric research is needed to further validate the FFMQ.

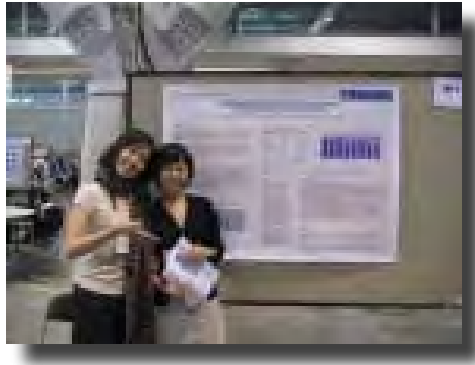


Aging and Selective Attention: Modulating the Saliency of Signal and Noise

Matthew L. Dixon*, Taylor W. Schmitz *, and Eve De Rosa*‡

**University of Toronto; ‡Rotman Research Institute at Baycrest Centre*

The capacity to effectively process relevant information depends on the relative strength of the target information (signal) and distracting information (noise). Selective attention is thought to alter the balance between signal and noise, enhancing the former and suppressing the latter. To probe age-related changes in selective attention we devised a task where both the affective saliency of the signal component and the physical saliency of the noise component of images were systematically manipulated. Older ($N = 24$; $M_{age} = 77.2$) and younger adults ($N = 21$; $M_{age} = 20.0$) were presented with superimposed face / place stimuli and were instructed to attend to the face and discriminate gender. The faces were either neutral or fearful, thus varying the affective saliency of the target. The places were either 25% opacity or 65% opacity thus varying the physical saliency of the distractor. Lastly, the stimuli repeated within each block to examine potential experience-dependent changes in selective attention. Reaction time and accuracy data demonstrated: 1) an age-related decrease in the ability to ignore distraction with greater physical saliency; 2) high affective target saliency greatly enhanced older and younger subjects' ability to ignore distraction, particularly when the distractor was more physically salient; and 3) both older and younger adults became more effective at ignoring distraction with experience. Together, these findings provide a nuanced view of age-related changes in mechanisms of selective attention.



**Revealing the Cultural Dynamics of Stigma Experienced by Chinese immigrants:
A Qualitative Examination**

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New York University

Han R. Zhuo, Daisy Singla, & Olivia Wu

Teachers College

Lawrence Yang, Ph.D.

Columbia University

Cross-cultural clinical intervention plays a critical role in alleviating the experiences of stigma among Chinese American individuals who suffer from psychiatric illness. The stigma of mental illness among Asian American populations, and specifically Chinese-Americans, may be particularly severe due to several core cultural beliefs. First, Confucian beliefs emphasize one's ability to fulfill his/her duty within a family by providing both material and emotional needs. A person diagnosed with mental illness is perceived as dependent and unable to fulfill this valued role. In addition, since mental illness causes loss of face (or one's social power), one's ability to engage in the interpersonal world might be limited within the Chinese community, leading to the marginalization of the mentally ill and their families (Yang & Kleinman, 2008).

Culturally-based stigma then becomes magnified by the features of the particular disorder. Schizophrenia has been associated with most negative stereotypes such as notions of dependence, dangerousness, and unpredictability (Crisp, Gelder, Rix, Meltzer & Rowlands, 2000). These stereotypes lead to further harmful outcomes such as low self-esteem, limited social networks, restricted opportunities in life such as unemployment, and delayed or non-compliance with mental health treatment (Watson & River, 2005).

In this study, we use qualitative methods to examine the precise nature of the stigmatizing experiences that Chinese immigrants with schizophrenia face. Our qualitative design builds upon prior quantitative work and is especially suited to articulate complex cultural processes and to frame exploratory analyses. An in-depth understanding of these expressions of stigma would greatly guide efforts at community education and development of culturally-competent interventions with this group.

We conducted in-depth, semistructured interviews with 21 patients diagnosed with schizophrenia-spectrum disorders in an Asian inpatient unit in a major psychiatric hospital in New York City. Two bilingual psychologists, using Mandarin Chinese, administered open- and close-ended questions to

(Lai et al. continued)

assess the patients' actual experiences of stigma. These audiotaped interviews lasted from 60-90 minutes, were professionally transcribed into Chinese, and then were translated from Chinese to English by bilingual, bicultural translators. Because this was a pilot study, an initial qualitative analytic strategy was utilized where three coders read through all of the transcripts independently and completed consensus coding. Based on our previous quantitative work that identified the domains where stigma most frequently took place (Lo, Chou & Yang, 2007), four domains of stigma were examined: 1) structural forms of stigma; 2) instances of individuals being shunned or avoided; 3) examples of the family looking down upon individuals, and 4) anticipated difficulties in find romantic partners.

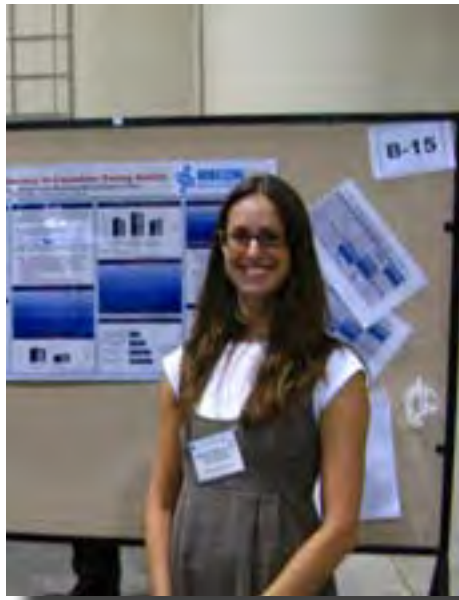
Certain themes were identified as influencing the experience of stigma in each domain and were shaped by core cultural values. Among instances of structural stigma, lack of monetary resources was experienced most frequently. Many reported discontinuing psychiatric treatment because of high medical cost. This reflects how structural stigma in this instance acted in direct opposition to a core lived value for Chinese immigrants to establish financial wellbeing and to increase resources within their social networks (Yang, Kleinman, Link, Phelan, Lee & Good, 2007).

Secondly, among instances of being avoided or shunned by others, direct exclusion was not frequently reported by respondents. Instead, many reported experiencing subtle avoidance by community members, such as not being invited to special events. According to Chinese culture, such avoidance might be attributed to the fear of social danger that individuals with mental illness represent to community members. Aware of such norms, a significant number of respondents anticipated potential avoidance and rejection by the community and chose to isolate themselves from the general public.

In the third category of stigma, instances of being looked down upon by family members centered around expressions that patients were useless and incapable. In Chinese culture, social networks grow by the achievements of individuals; not being able to work actually reduced the social resources and standing of the family.

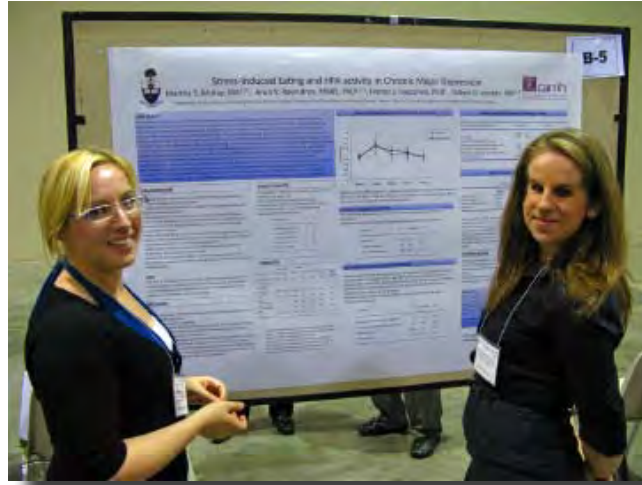
Lastly, many of the respondents believed they would face difficulties in finding romantic partners. Although only a small number of them have actually experienced the difficulty, most respondents foresaw this potential rejection because of the community's fear of moral contamination and the concern of their inability to provide for the family, thus threatening the continuation of the family lineage.

Based on these preliminary findings, it is necessary to design culturally appropriate interventions for this group of minority in order to reduce the stigma and discrimination they confront. Specifically, for Chinese groups, it will be critical to orient stigma interventions to counter the following themes: 1) that mental illness leads to moral and social contamination for the patient and family members; 2) that people with mental illness are incapable of productive work and; 3) to make mental health services more affordable and accessible for this community. We believe that community and family psychoeducation tailored to the specific cultural dynamics exhibited by Chinese immigrants is essential to reduce myths and misunderstanding regarding mental illness. It is critical for our academic and clinical communities to provide the necessary support for this group of immigrants in their recovery process.



Mental Health Literacy in Canadian Young Adults
Madalyn Marcus, MA, Henny Westra, PhD
& the Mobilizing Minds Research Team
York University

Epidemiological data demonstrates that mental health problems are common among young adults. Despite high prevalence rates few young adults with mental health problems seek treatment and many have poor mental health literacy. Mental health literacy refers to knowledge, beliefs and abilities that enable the recognition, management or prevention of mental health problems. The present study sought to determine the mental health literacy of young adults, so as to determine intervention targets for subsequent strategies for improving mental health literacy. The results are from a Nationally representative survey by the Canadian Alliance on Mental Illness and Mental Health (CAMIMH). The data for the present study includes responses from 123 young adults (aged 18 to 24) and 1055 adults (aged 25 and older). Overall, both age ranges had reasonably good mental health literacy in terms of perceived prevalence and recognition of mental disorders but poor perceptions of those with mental illness. In comparison to older adults, young adults felt more strongly that people can manage mental health problems on their own and were more likely to feel that the best way to deal with symptoms is to go to informal sources. Young adults also reported being less likely to seek help from a family doctor and felt less strongly that medications like anti-depressants can be helpful. In comparison to young females, young males were more stressed and felt more strongly that people can manage mental health problems on their own. These findings have important implications for improving the mental health literacy of Canadian young adults in an effort to improve early recognition and treatment of mental health problems. Future interventions for improving mental health literacy need to take into account young adults' need for autonomy and informal supports. Young men should be a particular focus of these interventions.



Stress-Induced Eating and HPA activity in Chronic Major Depression

**Martha S. McKay, MA, Arun V. Ravindran, MBBS, PhD, Franco J. Vaccarino, PhD,
Robert D. Levitan, MD**

*University of Toronto & Centre for Addiction and Mental Health,
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As individuals with depression exhibit altered psychological and physiological reactions to stress along with appetite disturbances, the goal of the study was to investigate stress-induced eating with the use of a food craving challenge in individuals with chronic major depression.

Social stress was induced in 14 chronically depressed participants and 11 healthy volunteers using the Trier Social Stress Task. A food craving challenge was administered post-stressor and serial salivary cortisol was collected. In addition, eating behavior, affect, stress perception, and coping strategy measures were administered.

No group differences in stress induced eating, or cortisol response were found. However, depressed participants scored higher on a subscale of an emotional eating scale and measures of perceived stress in comparison to control participants. Significant associations between negative affect, stress perception, coping styles (e.g. rumination) and food consumption during the experiment were found. Unexpectedly, 75% of the study sample (both depressed and control participants) was considered to be restrained eaters.

Level of perceived stress and various coping styles may play a role in stress-induced eating; however, a larger sample size is needed to determine if depressive illness contributes to this association. The high proportion of restrained eaters in the study sample may also confound results. Future research should include a larger sample, and equal proportion of restrained and non-restrained eaters within the sample in order to clarify post-stress eating behaviors in depression.



Pilot Study Assessing PsyD Student Interest in a State Psychological Association Mentorship Program

Deborah Sweet, MA, Erin Milhem, Anja Luthi, Lorna Henry, Lynette Lewis, Brook Schumacher, Misty Torres, Brooke Bellomio, Tela Wilson

Antioch University

The Washington State Psychological Association (WSPA) is concerned about a decreased level of graduate student interest in the WSPA. WSPA members fear a possible increasing lack of professional community involvement among new professionals. This pilot project explored students' views on interest in, involvement with, and mentorship within the WSPA. The survey sample was comprised of 35 Psy.D. student participants. The survey included 20 questions across four central areas of interest: (A) professional involvement, (B) professional interest, (C) mentor relationship, and (D) mentor characteristics. Chi square tests were used to determine the relationship between student's highest level of education and interest in a mentor from the WSPA. Chi square tests were also used to assess the relationship between the students' highest level of education and their interest in becoming members in the WSPA, the students' gender and their interest in a mentor, and finally the students' gender and their interest in membership. Overall, there was a high student interest in obtaining a mentor from the WSPA. There was slightly less interest in membership. Results indicate that students value political association, contact with a professional, and contact with a professional association. Students showed the strongest interest in a mentor's "internship selection and experience advice," and "ability to listen well and communicate clearly." Based on the results of this pilot study a mentorship program could be a vehicle towards future student involvement or membership in the WSPA. Psy.D. students showed a strong interest in a mentorship program with professionals who are members of WSPA. One significant limitation of this study was the small number of participants. Another limitation was the concentration on AUS students. The WSPA is a state program and therefore future research exploring statewide student perspectives will yield more information in the future.



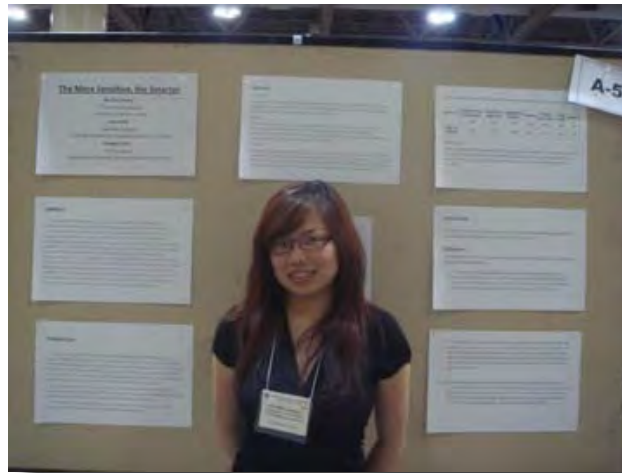
The Well-Being of Military Children

Laura Frazier

University of Oklahoma

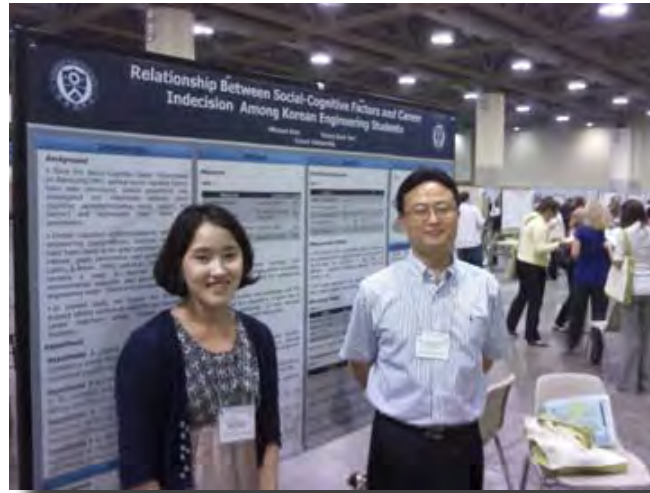
“Since the Vietnam War, the psychosocial risks associated with military service for soldiers and their families have received increasing attention by researchers” (Jensen, Lewis, & Xenakis, 1986, p. 225). Parental separation has a profound impact on the family in general, and children in particular (Herzog & Everson, 2007). Children are especially at risk during parental deployment due to the fact that their developmental issues are exacerbated by feelings of anxiety during caregivers’ absence (Rush & Akos, 2007).

Using the Strength and Difficulties Questionnaire, a 25-item instrument that assesses 5 scales (emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems, and prosocial behavior), the psychosocial functioning of military children currently experiencing parental deployment was compared with the psychosocial functioning of military children not experiencing parental deployment. A total of 352 parents with a family in the military participated in the study. In order to adhere to the age range determined by the research instrument, participants’ child or children were between the ages of 4 and 17. The subjects for the present study were either active duty military members or military spouses from the following branches in the military: Army, Navy, Air Force, and Coast Guard. A significant difference in psychosocial functioning existed between children experiencing a parent deployed compared to children without a deployed parent. Children with a parent deployed demonstrated greater emotional symptoms, conduct problems, and hyperactivity compared to children without a deployed parent. Moreover, the study concluded that the effects of parental deployment are more significant for boys than girls. Boys demonstrated greater psychosocial functioning difficulty in the areas of conduct problems and hyperactivity, whereas girls showed higher levels of prosocial behavior. Clearly, the many children who have been, are currently, and will continue to be affected by parental deployment heighten the importance of this effort.



**The More Sensitive, the Smarter:
Relationship Between Interpersonal Sensitivity and Intelligence**
Mu-Qing Huang (*University of Toronto*)
Liuna Geng (*Nanjing University*)
Changkai Chen (*Nanjing University*)

The purpose of this study is to explore the potential correlation between general intelligence and interpersonal sensitivity. Human intelligence is an umbrella term used to describe the various human cognitive abilities to reason, plan and problem solving, while Interpersonal sensitivity (IS) is characterized by high levels of perceptivity. A selective mechanism of the evolutionary development of human intelligence is proposed involving levels of interpersonal sensitivity and the building of intelligence. In this process, IS is viewed as a recruiting agent of the available information from one's immediate environment, such as interpersonal relationship changes and feedbacks. A more comprehensive data base containing such information, the more selection that the evolution can act upon, the more complex the cognitive mental network can be built, and the higher the human intelligence. Subsequently, the two traits, IS and human intelligence have complementary evolutionary roles, and we expect to see this association in the modern human population. We hypothesize that an interpersonally sensitive individual will be more likely to demonstrate higher cognitive abilities, hence higher intelligence. In this study, the Interpersonal sensitivity is measured by the Interpersonal Sensitivity Measure (IPSM) (Boyce & Parker, 1989), and Mathematics scores from the Chinese National College/University entrance examination was as the indicator used for the general human intelligence. Two hundred and fifty Chinese university students (1:1 Male to Female ratio) are recruited and surveyed. The result was analyzed by one-way ANOVA and a significant weak positive correlation was established between the separation anxiety, a sub-scale of IS, and the math score.



Relationship between Social-Cognitive Factors and Career Indecision among Korean Engineering Students

Minsun Kim and Young Seok Seo
Yonsei University

Since the Social Cognitive Career Theory has been introduced, researchers have investigated the relationships between social cognitive variables and engineering-major choice and persistence. Certain cognitive variables (e.g., academic self-efficacy, engineering coping-efficacy, outcome expectations) have been found to be good predictors of students' interest, goals, persistence, and performance (Lent, Larkin, & Brown, 1989; Lent, Brown, Sheu, Schmidt, Brenner, & Gloster, et al., 2005). However, there remains a need to examine the role of environmental supports and barriers relative to engineering-major choice and persistence. This study examined the role of contextual variables (i.e., contextual supports and barriers), coping self-efficacy, and outcome expectations in predicting the career indecision among Korean engineering students. Most of all, the authors focused the direct and indirect effects of contextual supports and barriers on career indecision. Results from structural equation modeling of data from 704 college students indicated that two mediators (coping self-efficacy and outcome expectations) partially mediated the relationship between contextual supports and career indecision. However, the indirect effect from the contextual barriers to career indecision was not significant. The results suggest that students who perceive more contextual supports are higher in coping self-efficacy and outcome expectations.



Diabetes Social Support Questionnaire-Family Version: Validation and Factor Analysis in an Adolescent Population

Hang T. Vu, M.A., Anat Feinstein, PhD., & Shannon Casey-Cannon, PhD
*California School of Professional Psychology at Alliant International University,
San Francisco*

The present study sought to validate and factor analyze the Diabetes Social Support Questionnaire-Family (DSSQ-Family: LaGreca & Bearman, 2002) in a population of adolescents (ages 10 to 18) with Type I diabetes. The DSSQ measures frequency and supportiveness of perceived social support toward diabetes care. 76 adolescents completed the 58-item DSSQ-Family and other measures of emotional support from family. DSSQ items that were rated as "nonsupportive" by the group were eliminated. Those five factors from the previous study included insulin injection, blood testing, meal planning, exercise, and general items; however the items listed under the five factors by LaGreca and Bearman did not load onto the same factors. The current study performed a factor analysis which yielded two areas of diabetes care. These results support that the DSSQ-Family measures children's perceptions of diabetes' specific family support. In addition, the DSSQ-Family is related to similar measures of support for diabetes care and general emotional support. Further research should stress family support for diabetes management tasks, also accounting for adolescents' perception of supportive behaviors.

Anne Anastasi's Colleagues are Honored by the Society

In summer 2009, the APA Society for General Psychology proudly saluted two extraordinary New Yorkers with its Presidential Citation, for “your vital role in preserving the legacy of our beloved past-President Anne Anastasi.” These citations were issued by Society President Donald A. Dewsbury, and personally presented by President-elect John D. Hogan and past-President Harold Takooshian. Both are officers of the Anne Anastasi Foundation, which gave the Society a generous grant of \$10,000, to launch at APA in Toronto in 2009 a series of new Anne Anastasi Awards to recognize outstanding student researchers.

(1) Anthony J. DeVito, PhD, CFP was saluted on 18 June 2009 at the Westchester campus of Fordham University, Anastasi's Alma Mater. A former student of Anastasi, Dr. DeVito is himself a psychologist of immense ken—a licensed therapist, researcher, professor, certified financial planner and, until recently, a director of the Anne Anastasi Foundation.

(2) Jonathan Galente was saluted on 24 July 2009 at his home in Putnam Valley NY. Anastasi's closest friend and the executor of her estate, Jonathan is a Renaissance man too—a sailor, builder, artist, computer wiz, philanthropist, workshop leader for The DeMello Center (www.demello.org), and the Executive Director of the Anne Anastasi Foundation. He is pictured above with Mary Beth Minton, who served for 19 years as Administrator of Corporate Contributions for U.S. Smokeless Tobacco Company, and now serves as Administrator of the Anne Anastasi Foundation.



SOCIETY LAUNCHES NATIONAL SPEAKER NETWORK

by Harold Takooshian, Rivka B. Meir, Ronald G. Shapiro

Would you like to find a local expert or two this year, to speak to your school, community group, or corporation? If so, good news! At APA in Toronto this August, the Society launched its new 2009 APA Speaker Network—a national list of 212 APA fellows, arranged in zip code order, who are prepared to share their “unusual and outstanding” expertise with local audiences. In addition, many of these indicate they are also prepared to host visits to their lab or clinic, speak with the media, or advise younger colleagues or students. These 212 gracious experts include four past-Presidents of APA, several textbook authors, and some of the leaders of US psychology. To download a PDF of this free list, simply check the Society’s website, www.apa.org/divisions/div1

In Toronto, the College Board kindly funded a breakfast reception so the speakers who kindly offered their expertise could meet one another, and the APA International Division graciously volunteered its suite for this purpose. This PSYCHE network—Psychology Speakers You Can Hear Easily—was first arranged in 2006 with a CODAPAR mini-grant. It currently spans four APA divisions—1 (general), 2 (teaching), 21 (human factors), 52 (international)—and will expand to include other APA divisions in 2010.



PHOTO caption: Speakers mingle at the Toronto reception, including network co-director Ronald G. Shapiro.

Yale convocation celebrated "80 years of excellence"

Harold Takooshian & John D. Hogan

On September 4, 2009, over 50 faculty and students from as far as North Carolina converged on the stately Presidents Room of Yale University in New Haven CT for a convocation to mark "80 years of excellence." This marked the anniversary of the Ninth International Congress of Psychology at Yale on 1-7 September 1929—"the most impressive gathering of psychologists in the history of the field"—with 826 participants from 21 nations, including such notables as Ivan Pavlov, Jean Piaget, Kurt Lewin, and Alexander Luria.

In his two-part keynote message, Division One President John Hogan went beyond the 1929 meeting to share scenes of the near-forgotten First International Congress in 1889, at the then-new Eiffel Tower in Paris. Barely 10 years after Wundt's first laboratory, this Congress also brought together such diverse notables as Francis Galton of the UK, Alfred Binet of France, William James of the USA, Cesar Lombroso of Italy, and Ivan Sechenov of Russia. Hogan also detailed the founding of Psi Chi on September 4, 1929 at the Yale Congress, by two University of Kansas students, Edwin Newman and Frederick "Bud" Lewis. This has now grown into the world's largest honor society in any field--touching the lives of over 500,000 life members at 1,100 campuses.

The convocation was hosted by Yale Provost Peter Salovey, and faculty Laurie Santos, and Woo-Kyoung Ahn. The International Division of the American Psychological Association was represented by its past-Presidents Florence Denmark, Uwe Gielen, and Richard Velayo, who detailed the remarkable growth of "international psychology" since their group formed in 1997. Psi Chi was represented by Eastern Vice President Jason Young and past-President Vincent Prohaska, who announced the recent vote in 2009 to re-name Psi Chi "the International Honor Society in Psychology"--with new chapters now forming outside of North America.

On behalf of the conferees, Psi Chi presented to Yale a commemoration plaque, to salute "80 years of excellence." In addition, Dr. Jane Levine presented a Proclamation signed by Mayor John DeStefano, proclaiming September 4, 2009 as "PSYCHOLOGY DAY" in the City of New Haven. This convocation was taped by Richard Velayo and Steven Salbod, and a DVD is available from takoosh@aol.com. Details on the convocation appear at www.psichi.org and www.psibeta.org.



PHOTO CAPTION: Organizers of the Yale convocation, Division One Presidents (l to r): Harold Takooshian, Peter Salovey, John D. Hogan.

APA Council of Representatives Meeting

by Bonnie R. Strickland, University of Massachusetts



The 2009 Fall Council meeting was held August 5th and 9th in conjunction with the APA annual convention in Toronto, Canada. I also attended several of the Caucuses associated with Council; these included the Coalition for Academic, Scientific, and Applied Psychology, the Ethnic Minority Caucus, the Gay, Lesbian, Bisexual and Transgender Caucus, the Public Interest Caucus, the Scientist/Practitioner Caucus and the Women's Caucus. Each of these Caucuses discussed agenda items of interest to their constituents.

After a plenary session on August 4th, Council Business began on the 5th with recognition of those APA members, who had deceased since the last Council meeting in August, 2008.

President James Bray opened the meeting and announced the progress on his Presidential Initiatives. These included a Summit on the Future Practice of Psychology, Having Psychology Become a STEM (Science, Technology, Engineering and Math) Discipline, Combating Homelessness and improving the Convention. President Bray emphasized the fact that during this time of health care reform it is crucial to have psychology involved in major policy development. CEO Norman Anderson then discussed the ways that APA is trying to influence the health care debate through interactions with Legislative Committees in both the House and the Senate emphasizing integrated health care.

Council approved 101 Initial Fellows into the Association for 2009. Division One had no nominations submitted.

The primary focus of this Council Meeting was the budget. Our 2009 operating budget seemed likely to run a deficit and the 2010 budget was expected to do the same without budgetary reductions. These include canceling governance meetings, eliminating funds for some programs, a reduction of \$1.7 M in salaries and benefits, another \$1.1 M through a limit on salary increases, and most painfully the reduction

in force of 37 positions. Thirty two staff members were let go and five unfilled positions were eliminated. Our operating budget for 2010 projects revenues of \$111,144,900 and final projections will come in the fall. Yet, in consideration of the financial downturn that has affected so many of our members, 2010 dues will remain the same as 2009.

CEO Anderson gave an update on Strategic Planning noting that we have a Vision Statement for the first time in our 117 year history. Council then approved a set of Goals and Objectives. Goal 1 is to Maximize Organizational Effectiveness; Goal 2 is to Expand Psychology's Role in Advancing Health, and Goal 3, Increase Recognition of Psychology as a Science. Council also approved a set of Objectives and approved in principle a listing of Core Values.

In Executive Session, Council discussed the ongoing lawsuit between PA and the APA Insurance Trust (APAIT) regarding a dispute over the release of information from APAIT to the APA Board of Directors. APA will continue its efforts to obtain a formal judicial ruling.

Council received two important Task Force Reports. One Report, the product of an APA Task Force on the Interface between Psychology and Global Climate Change, examined how psychological science can be applied to encourage people to engage in environmentally sensitive behaviors. The Report summarizes the psychological literature on climate change issues and recommends ways that psychology can help create public policies designed to protect the environment.

A second Report, Therapeutic Responses to Sexual Orientation, was also based on a review of the relevant published literature. The Task Force found insufficient evidence for claims that sexual orientation can be changed through therapy. It concluded that therapists should avoid telling their clients that they can change from gay to straight. After receiving the Report, the Council adopted a resolution on appropriate

APA Council of Representatives Meeting...

affirmative responses to sexual orientation distress and change efforts which grew out of the Report findings. Both of the Task Force Reports received extensive media coverage.

Among other items was a proposal authorizing the APA to designate approved postdoctoral education and training programs in Psychopharmacology under new guidelines to be developed. The APA Task Force on the Revision of the Model Act for State Licensure of Psychologists submitted an update. More than 20,000 comments have been received, most related to a primary point of controversy – the proposal to eliminate the exemption to licensure of the title “school psychologist.”

Ongoing concerns about language in the APA Ethical Code were considered. The Ethics Committee were directed to bring back language to Council resolving the discrepancy between the language of the Introduction and that of the Applications Section of Ethical Standards 1.02 and 1.03 so they can never be used to justify or as a defense for violating basic human rights.

Council voted to invite a non-voting delegate from each of the four National Ethnic Minority Psychological Associations to attend Council meetings for an additional three year period. Council additionally received the Report of the Presidential Working Group on the Representation of Diversity on the Council of Representatives and requested that it be referred to the Committee on Ethnic Minority Affairs, the Committee on the Structure and Function of Council and the Policy and Planning Board. Council also reaffirmed its earlier votes in support of a Bylaw amendment to officially seat the four Ethic Minority Psychological Associations.

Council approved the creation of two new division journals: Sport, Exercise and Performance Psychology (Div. 47, Exercise and Sport Psychology) and International Perspective in Psychology: Research, Practice and Consultation (Div. 52, International).

Council approved a change in the timeline for APA presidential elections. The president-elect ballot will now be distributed to all voting members

on Sept. 15 rather than Oct. 15. They also voted to amend the bylaws to drop unpaid members if they haven't paid their dues after one year instead of the current two-year grace period. To become effective, this proposed change requires the approval of the full membership

In perhaps the most passionate of the debates on the Council floor was a proposal to approve a \$20,000 annual contribution to the Archives of the History of American Psychology at the University of Akron in Ohio instead of the usual \$60,000. Opponents of the recommendation cited concerns about APA's commitment to preserving its history. Several of us spoke strongly in favor of restoring the cuts but others prevailed expressing the need to be even handed in our budget cuts and the sum of \$20,000 was approved.

Respectfully submitted,

Bonnie R. Strickland
Division One Council Representative



*Executive Committee Meeting Minutes
Division 1
American Psychological Association
August 2009 Toronto, ON*



PRESENT: Gina Brelsford, Robin Cautin (recording), Gloria Gottsegen, John Hogan MaryLou Tom Bouchard, Don Dewsbury (presiding), Robin Hailstorks (briefly), Bob Johnson, Howard Kurtzman (briefly), Dick Meegan, Rivka Meir, Rich O'Brien, Bruce Overmeir, Sangy Panicker (briefly), Wade Pickren, Nancy Russo, Alexandra Rutherford, Mark Scuitto, Nancy Segal, Brian Stagner, Bonnie Strickland, Harold Takooshian, Mark Terjesen, Michael Wertheimer (briefly).

1. President Don Dewsbury called the meeting to order at 7:00 PM, and made a few introductory remarks. Don introduced the new President, John Hogan, and President-elect, Nancy Russo. He then announced the most recent election results: President-elect is Nancy Russo, and Member-at-Large is Nancy Segal. Don reported on the draft manual, in which all 5 sections are in one place; it will be called The Handbook.

2. There was discussed regarding the fact that the Bylaws stipulate that the Awards Coordinator should be a member of the executive committee, and that our current Awards Coordinator, MaryLou Cheal, is not a member of the e.c. After some discussion, it was decided that MaryLou be appointed an ad hoc member of the executive committee, so that both she can remain Awards Coordinator and that we not be in violation of the Bylaws. A change in the Bylaws regarding this issue could not take place until next year.

3. Wade Pickren reported on the 2009 D1 Convention Program: There were 23 substantive hours, 7 non-substantive hours. There were mostly invited addresses and symposium — 9 invited addresses, 2 invited symposium, Awards addresses, Don's presidential address, and the poster session. Ten papers were submitted; 6 of them were accepted. Five symposia were submitted; 3 of them were accepted. It was noted that there needs to be a mechanism whereby D1 program chairs know when the Staats lecture

is in order to prevent conflicts in the program, as was the case this year. Wade also updated the e.c. on the Portraits of Pioneers series. Wade added that we would hopefully have a contract with Taylor and Francis for the next volume of Portraits soon.

4. Alexandra Rutherford (member-at-large) announced that she would serve as D1 representative on the Committee on Women on Psychology Network.

5. President-elect John Hogan announced new committee chairs, including the 2010 D1 Program co-chairs, Mark Terjesen and Mark Scuitto. There will be no theme for the 2010 D1 program. Florence Demark will be Fellows Chair, and Hagop Pambookian will serve as our liason to CIRP.

6. It was moved and approved that the proposed policy regarding permissions (Bob Johnson) related to The General Psychologist be accepted. It will need to be added to the operations manual.

7. The budget was reviewed and amended. Dick reported that he is setting up our accounts in a way compatible with APA's system. Dick also reported that a finance committee, which had been approved in 2008, would be instituted this year.

8. It was moved and approved that free memberships to D1 not include the journal. It was noted that Keith Cooke should be informed of this decision. Dick Meegan stated that he would draft a revised budget for an e-mail vote.

9. At 8:22 PM, Robin Hailstorks from the Education Directorate joined the e.c. meeting briefly in order to update D1 on the activities

Executive Committee Meeting Minutes Continued.....

of the Education Directorate, as well as solicit comments, questions, or concerns from D1. A question was raised about how the education directorate can be of help to D1's mission of unification. In response, Robin Hailstorks mentioned two documents: Quality Principles document and the National Standards on Education in Psychology.

10. Two representatives from the Science Directorate, Howard Kurtzman and Sangy Panicker, briefly joined our meeting to share with us some of the major activities in their offices as well as solicit questions or concerns. Howard described the Task Force on Psychology as a STEM discipline, which is being chaired by Jack Dovidio. He also reported that the Task Force on Psychology and Global Climate Change has completed their report, which was over 200 pages, and that it was accepted. It was also announced that there would be a new APA governance committee dealing with IRB/ethics issues. He then asked about our concerns and questions. Don raised the concern about lack of representation in the APA, noting the recent cut (and potential termination) of the APA contribution to the Archives of the History of American Psychology.

11. Council of Representative's Report (Bonnie Stickland): The APA has lost much in our assets, and central office has cut 37 staff positions. Bonnie updated us on the situation regarding psychologists' involvement in enhanced interrogation and torture, and the public relations ordeal that has transpired. Bonnie reported that the APA is suing the APA Trust for failing to share financial information. It was moved and approved that D1 recommend to the APA BOD that the APA terminate the suit.

12. Division 44 requested that we not hold our business or executive meetings in the Hyatt in San Diego, given the hotel's significant contribution to Proposition 8. It was moved and (after some discussion) approved unanimously that D1 not hold our division

meetings in the Hyatt.

13. In Doug's absence, Don announced that the journal is going very well. The only concern that was raised was that Doug's editorship ends in 2011. Harold suggested Bruce Overmeir to chair the Search Committee.

14. As D1 Historian, Don reported that at APA there is an initiative to digitize everything. Thus, Don will be starting to contact people soon so that they can send him their electronic files.

15. It was moved and approved that D1 endorse the option of electronic voting.

16. As Membership chair, Brian Stagner announced that he would circulate a membership survey to the e.c. for comments. Discussion ensued regarding our need to provide concrete incentives to members. Brian noted that 48% of our members are licensed to practice. He also noted that 40% of APA members are not members of any division. Nancy suggested that we think strategically and creatively about new marketing tactics.

17. Under New Business, it was moved and approved that Rich O'Brien be nominated to serve on the Science Directorate's Committee on IRB/ethics issues.

18. The meeting was adjourned at 10:20 PM.

Respectfully submitted,
Robin L. Cautin Division 1 Secretary

Division 1 Business Meeting August 8, 2009

Metro Toronto Convention Center

1. At 9 AM President Don Dewsbury called the meeting to order.
2. It was moved, seconded, and approved that the minutes of the 2008 Business Meeting in Boston be accepted.
3. 2009 Program Chair's Report — See Executive Committee Meeting minutes.
4. Past-President's Report (Tom Bouchard):
 - .a. Announced election results: Nancy Felipe Russo is President-elect and Nancy Segal is the new member-at-large.
 - .b. Tom will chair committee on Staats lecture; please send your nominations to him.
5. President's Report (Don Dewsbury):
 - .a. Division Service Awards were presented: Wade Pickren for the 2009 convention program; Frank Farley, Harold Takooshian, and MaryLou Cheal for special recognition. Nancy Russo received her 2008 Boneau Award.
 - .b. Motion was made, seconded, and unanimously approved to adopt bylaw amendment to part of Article V, section 3.
 - .c. It was moved and approved to change the name of the "Awards Chair" to "Awards Coordinator" in Article IIIB4. (There was 1 abstention).
 - .d. Announced new D1 secretary (Robin Cautin) and new newsletter editor (Gina Brelsford).
 - .e. MaryLou announced that she has revised the awards manual. She stated that there are currently 7 D1 awards, and announced the recent winners:
 1. William James Book Award: Susan Pinker. (Nancy Russo will be chairing the book award this year).
 2. Ernest Hilgard Award: Linda Bartoshuk.
 3. George A. Miller Award: Diane Halpern, Camilla Benbow, David Geary, Ruben Gur, Janet Shibley Hyde, and Morton Ann Gernsbacher.
 4. Staats Lecture Award: Douglas Candland.
 5. C. Alan Boneau Award: Not given this year.
 6. Anne Anastasi Student Poster Award: TBA (will now be funded by the Anne Anastasi Foundation Contribution). There were 27 posters.
 7. New Award (funded by the Anne Anastasi Foundation Contribution) for graduate student will be given for the first time in 2010. Send nominations to Harold.
 8. President-elect's Report (John Hogan): Reported on the William James Book Award and on the Divisional Leadership Conference; announced new committee chairs, including Mark Scuitto and Mark Terjesen as 2010 Program co-chairs and Florence Denmark as Fellows Chair, and Hagop Pambookian as our liaison to CIRP; John will be chairing the committee for the George A. Miller Award.
 9. Journal Editor's Report (Doug Candland, who was not present at the meeting): RGP is doing very well; Division 1 is close to paying off its debt to APA for journal start-up costs and therefore will soon be able to expect a revenue stream from the journal. Doug's term as editor will come to an end soon in 2011.
 10. Newsletter Editor's Report (Brelsford): Gina discussed the ambiguity regarding how hard copies of the newsletter were sent to the D1 membership.
 11. Secretary's Report (Cautin): Generally

Business Meeting Minutes Continued....

summarized highlights of the D1 Executive Meeting.

12. Treasurer's Report (Meegan): Discussed the current status of the budget, including the changes that were made at the Executive Committee meeting.

13. Membership Report (Stagner): Discussed challenges to increasing membership – average age of D1 members is 70, and there have been no new fellows for the last two years.

14. Council representative's Report (Strickland): Bonnie reported on the major issues the Council is managing, including budget cuts (37 positions from APA staff were cut), psychologists involvement in enhanced interrogations and torture; and the suit the APA is bringing against The APA Trust. Bonnie reported that in D1's executive committee meeting, we approved a motion that D1 advise APA to drop the suit.

15. President Don Dewsbury turned the meeting over the President-elect John Hogan, who presented Don with a gavel in commemoration of his work as President for the past year.

16. New Business: Nancy Russo expressed her hope that D1 can appoint a liaison to the APA STEM committee. She also invited others who would like to be more involved in raising money for the division to contact her.

17. The meeting adjourned at 9:55 AM.

Respectfully submitted,

Robin L. Cautin

Division 1 Secretary

Introducing our President-Elect for Division 1

Nancy Felipe Russo, PhD



I am honored to be elected to serve as President of Division 1 - the Society for General Psychology. As I have often said, Division 1 has a special place in my heart, for at its core it anchors us in our identities as psychologists – whatever the theoretical orientation, specialty, or work setting, the mission of the Division is to unite us across the lines of our differences to serve our common purposes. As president-elect I am supporting President Hogan's efforts and as President next year will continue to focus on unifying us across the lines of research and application, with special emphasis on applications related to prevention and public policy. Psychologists play important roles in creating new knowledge as well as knowledge applications aimed at enabling people to be healthy, educated, and prepared to meet the challenges posed by our ever shrinking and increasingly complex multicultural world. In these stressful times, our ability to integrate and apply knowledge across biological, psychological, social, and structural levels of analysis has never been more needed. I look forward to hearing from division members who wish to become more engaged with Division 1 activities.

Biography

Nancy Felipe Russo, Ph.D., is Regents Professor of Psychology and Women and Gender Studies at Arizona State University. Founding director of the Women's Programs office of the American Psychological Association, she is author or editor of more than 200 publications related to the psychology of women and women's issues; current editor of the American Journal of Orthopsychiatry; and a former editor of the Psychology of Women Quarterly. Russo is a Fellow of the New York Academy of Sciences, the American Psychological Association (including 8 Divisions 1-General, 9-Social Issues, 26-History, 34-Population and Environment, 35-Psychology of Women, 38-Health, 45-Ethnic Minority Issues, and 52-International Psychology), and the American Psychological Society.

Over the last four decades, Russo's has played multiple roles -- leader, researcher, and policy advocate -- in which she has worked to increase and apply psychological knowledge related to women's lives and circumstances, and to forge links between scientists, policy makers and the public concerned with women's health, particularly mental health. In addition to the C. Alan Boneau Award for service to Division 1, she has been awarded the Distinguished International Psychologist Award by APA's Division of International Psychology, the Denmark-Gunvald Award for significant contributions to the psychology of women and gender by the International Council of Psychologists, and the American Psychological Association's Award for Distinguished Contributions to Psychology in the Public Interest. Other honors include a Carolyn Wood Sherif Award and a Heritage Award for Contributions to Public Policy from APA's Division 35. She has been identified among "Trailblazing Women in Community Psychology" by APA Division 27's Committee on Women, received a Distinguished Career Award from the Association for Women in Psychology, and was recognized by APA's Board of Ethnic Minority Affairs for contributions to ethnic minority issues.

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York University, Toronto



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Bonnie R. Strickland
University of Massachusetts



Awards Chair
MaryLou Cheal
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Robin Cautin
Manhattanville College



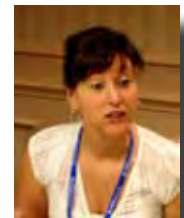
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Ad Hoc Committees of the Society for General Psychology

Division One has several committees 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. Members who would like to join a committee should contact the chair of the committee. Members who would like to chair or simply suggest a new committee topic should contact the current President of the division Donald Dewsbury dewsbury@ufl.edu, or the President-elect, John Hogan, hoganjohn@aol.com.

1. Early Career Psychologists - Chair: (open)

Mission: Work with APAGS 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: (open)

Mission: Examine humor in psychology as a topic of research, teaching, and fun. Goals: Sponsor a best-jokes contest, with award at APA.

4. National Speakers Network - Chair: Harold Takooshian

Mission: Use CODAPAR funds to identify convenient speakers for local student and community groups, by developing (in cooperation with Divisions 2, 21, & 52, Psi Chi, Psi Beta, TOPSS) a web-based zip code list of willing Division One fellows, with their contact information and preferred topics. The division has applied for a second grant to continue this work.

5. IRB/Scientific Integrity - Chair: Richard O'Brien

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.

6. Advisory Committee - Co-chairs: Bonnie Strickland, Harold Takooshian

Mission: Insure continuity within Division One, using a panel of past officers/presidents to help guide Division One procedures.

7. Publications - Chair: Bob Johnson

Mission: Oversee effective communication within the Society, coordinating TGP, RGP, book series, Website, listserv, and possible member surveys.

8. Evolutionary Psychology - Chair: (open)

Mission: Develop and give a home to this interdisciplinary specialty.

9. Photography and Psychology - Chair: Joel Morgovsky-See Report in this Edition of the TGP

Mission: Seek out the many members of APA who are deeply involved with photography; become a networking hub and community of psychologist/photographers.

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

Mark is developing an exciting research program that requires cooperation across much of psychology.

Call For Division 1 Fellows 2010

Call for fellows 2010: Members of APA Division One, the society for General Psychology, are now invited to nominate others or themselves for election as a fellow of the Society, based on "unusual and outstanding contributions" to general psychology across specialties. Phone or write soon for a packet of forms for APA, and our Society's 12 criteria. This year all completed materials must be submitted by 5 pm Friday, 4 December 2009 -- including the nominee's vita, personal statement, and endorsements from 3 current APA fellows. At least 2 of the 3 endorsers must be a fellow of the Society. (Those who are already a fellow of another APA division can ask about a streamlined nomination procedure.)

- Florence L. Denmark, Psychology, Pace University, New York NY 10038; phone 212-346-1551; fdenmark@pace.edu



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Membership Application

To become a member or affiliate of Division One, The Society for General Psychology, please fill out the form below and send it, along with the appropriate fees, to Division Services, American Psychological Association, 750 First Street, NE, Washington DC 20002.

Membership Category (check one):

- APA Member (includes Fellows, Associates, and Affiliates): Membership is \$25, including \$16.50 for the journal, Review of General Psychology
- APA Dues-Exempt Member (also known as Life-Status Member): Division One membership is free. To receive the Review of General Psychology, please submit \$16.50.
- Student Affiliate of APA: Membership is \$7.50. To receive Review of General Psychology, submit an additional \$16.50, for a total of \$24.
- Other Student: Membership is \$7.50. To receive Review of General Psychology, submit an additional \$16.50, for a total of \$24.
- Professional Affiliate and International Affiliate: Membership is \$7.50. To receive Review of General Psychology, submit an additional \$16.50, for a total of \$24.

Name: _____

Mailing Address: _____

City, State/Prov.: _____

E-mail address: _____

Check if this is a change in name, address, or preference in e-mail/regular mail.