



General Psychologist

A Publication of
**The Society for General
Psychology**

Division One
of the American
Psychological Association

**Inside! APA Presidential
Candidates Respond!**

IN THIS ISSUE

Student Poster Awards.....	2
Burghardt: Evolution of Play.....	6
Technology and APA.....	12
Buskist: Master Teachers.....	16
Halpern:	
Redefining Retirement.....	22
Cheal:	
Presidential Candidates.....	30
Division Business:	
Exec Committee Minutes..	34
O'Brien: Scientific Integrity..	39
Awards: Call for Nominations..	41
2008 Awards.....	11 & 42
Dewsbury: Pres' Report.....	44
Editorial Matters.....	48
Strickland: APA Council.....	49
Hogan: Pres. Elect.....	50
Barenbaum <i>RetroReview</i> :	
Allport.....	53

2008 APA CONVENTION....

Boston Memories



Acres of vendors



Downtown



Redcoats on the Common



Bouchard's presidential address



The home of Boston Legal, perhaps?



"Do you promise the teacher won't be shocked?"



Talkin' evolutionary psychology . . .



Dunkin' donuts



The long walk to the next session



Escalation and deescalation



I think Bouchard gave me the wrong medal!”



“Hey! You’ve got mine!”



“Let’s trade!”



Poster sessions



Watering hole for the revolution



A quick massage between sessions



Hangin' in the suite



Could *three* lights mean . . . ?



. . . they're coming by duck boat?

Student Poster Awards

During the 116th meetings of the American Psychological Association in Boston on 14-17 August 2008, the APA Society for General Psychology offered a poster session with 35 peer-reviewed presentations by students and faculty from universities in the USA and Europe. By prior arrangement, a team of 11 faculty headed by Mary Lou Cheal of Arizona State University independently rated all presentations by student researchers, using a standardized form assessing five factors: the research problem, method, findings, discussion, presentation.

Based on these cumulated ratings, seven awards were later presented to student researchers, at a Marriott Hotel reception that the Society co-hosted with the APA Science Student Council. To mark the centenary of beloved APA past-President Anne Anastasi (1908-2001), this year marked the debut of the first "Anne Anastasi award for outstanding student research."

The winner of the 2008 Anastasi Award was the research by **Jessica Kim, BA** and **Raymond A. Knight, PhD** of Brandeis University, on "Efficacy of the factors of psychopathy for predicting recidivism in sexual offenders."

Recognition awards were presented to the 6 top-rated student research presentations:

1. **Susanna Berry, BA, Ian R. Wells, PhD**, University of East London, UK.
2. **Cody D. Christopherson, BS, George S. Howard, PhD**, University of Notre Dame.
3. **Graciete Lo, BA**, Fordham University, **Eve Chang, BA, Hong Ngo, BA**, Columbia University Teachers College.
4. **Esther Israel, MA, MS**, University of Utah.
5. **Jessica L. Belfy, BA, Emilio Ulloa, PhD, Audrey Hokoda, PhD**, San Diego State University.
6. **Jane E. Harries, MA, Raymond A. Knight, PhD**, Brandeis University.

The 11 judges for the awards were: MaryLou Cheal (Arizona State), Chair, Bernardo Carducci (Indiana Southeast), Donald A. Dewsbury (Florida), John D. Hogan (St. Johns), Laura Meegan (Health & Education Services, Inc.), Richard Meegan (Masconomet High School), Kimberly Miller (Temple), Alex Rutherford (York), Brian H. Stagner (Texas A&M), Harold Takooshian (Fordham), Jason R. Young (CUNY Hunter College).

The next Anastasi Award will be presented at APA in Toronto in August 2009. For any details on the Society or these awards, contact cheal@asu.edu.



Students and faculty at the Society reception in the Boston Marriott

Abstracts of the student posters are available in a special supplement to *The General Psychologist*, located on the Division One Web site at www.apa.org/divisions/div1/news-pub.html

Evolutionary Psychology and the Origins of Play

by Gordon M. Burghardt - University of Tennessee

I was privileged to be an APA Distinguished Scientist Lecturer in 2007 and spoke at that year's Western Psychological Association meeting in Vancouver. My topic was evolutionary psychology and the origins of play. After that presentation, Bob Johnson asked me to submit an essay on the topic. Time constraints being what they are, I delayed doing so until I would have, so I thought, more free time during a visiting professorship in Japan, devoted to research along with the occasional lecture. Finally, after living in a researcher's dream play world for over three months, the promised article is finished. Befitting *The General Psychologist*, I will be quite broad and general about some critical issues concerning the perplexing phenomena that we call *play*. I think that play should be more commonly discussed in a wide range of psychology courses from biopsychology to social, cognitive, motivation, emotion, perception, and general experimental as well as developmental, child, comparative, and animal behavior where they are most frequently covered, at least briefly.

Evolutionary Psychology and the Problem of Play

Evolutionary psychology is a popular field at this time with many courses offered, much student interest, and a growing stream of textbooks, edited books, and monographs not to mention journals and societies. The history of this movement is fascinating and to some extent problematic, but that is not my concern here. But what is evolutionary psychology? It is the application of Darwinian principles to psychological and behavioral phenomena in humans. Specifically, it is based on three assumptions. The first is that much of human behavior contains features inherited from our vertebrate ancestors. Thus non-human primate studies are often used in searching for commonalities and differences. The second is that much of our psychology has evolved to deal with recurrent behavioral demands such as finding food and mates, protecting ourselves from human and non-human enemies, and rearing offspring. The third is that this psychology involves modular rather than general purpose processing mechanisms. For example, people seem better able to learn about social cheating than about the equivalent problem in a more abstract context.



Gordon Burghardt

Unfortunately, most of the "new wave" of evolutionary psychologists actually seem minimally conversant with comparative psychology and ethology and often largely discount the role of our ancient vertebrate behavioral legacy, although grudgingly accepting a possible link to apes and other primates. Indeed, they focus on the role of natural, and particularly sexual, selection in shaping the behavior of protohominids and early humans in the millennia before the advent of literacy and agriculture. Evolutionary psychologists have largely ignored play. You will find nary a mention of play in major textbooks or current research programs.

On the surface this seems strange, since play (and recreation in general) is common in people and, as in other species, can consume large amounts of time and energy. Indeed, play may be engaged in much more frequently than fighting, sex, and even eating. I think one reason for this neglect is that play appears to lack "seriousness" either in its proximal manifestations or in its adaptive value or function. Perhaps scientists, including evolutionary psychologists, anthropomorphically and unconsciously view play as a non-serious topic or evolutionarily unimportant. An additional important factor is that there is much confusion, even among those studying play, that needs sustained attention before a scientific approach to play will be successful. There are signs that this is happening now on several fronts and what follows is an attempt to deal with some of the outstanding problems in the analysis of play.

Where Does Play Come From or Who Was the First Player?

I approach the study of play first as a person who enjoys watching animals and people play

and as an ethologist interested in the evolution and ecology of behavior in all sorts of animals. But my first loves were snakes and reptiles in general. They were my first pets, as we lived in a flat in the south side of Milwaukee where dogs and cats were not allowed. I have gone on to focus on reptile behavior, particularly the developmental aspects. And in all my years of studying young reptiles I never saw anything that seemed like play. Not surprising, however, since most authorities in the 20th century restricted play to the “higher” mammals. But my curiosity was aroused. Why was play so taxonomically limited? The first thing I did was read some history.

Play has been recognized in non-human animals for many centuries, but the study of animal play, like so much animal behavior, really did not develop until after the writings of Charles Darwin and the rise of natural history, comparative psychology, and, in the early 20th century, ethology. It is useful at this point to mention that play in animals is generally categorized as locomotor play (jumping, leaping, twisting, swinging, running), object play (biting, mouthing, manipulating), and social play (chasing, wrestling). These are not completely independent as all three can occur at the same time when, for example, two dogs chase after an object, both grab it, and proceed to do a tug-of-war for possession.

While some early authorities claimed that play occurred in a wide variety of animals, even crabs, ants, and fish, these were based on anecdotal evidence in the days before film and video documentation. With the rise of behaviorism play soon became identified as a phenomenon largely limited to humans and other “intelligent” mammals such as monkeys, apes, dogs, and cats. Furthermore, by early in the 20th century play was viewed by many, especially educators, as existing in order to aid animals in learning how to survive in adulthood. Indeed, the view of Karl Groos, that play is a necessary means for animals to develop and perfect their instinctive behavior (finding food, fighting conspecifics, repulsing predators, courting and mating, building nests, etc.) became the major theoretical assumption, although with many variants. Associated with this was the position that the benefits of play are delayed until adulthood. Although play may appear to be fun or enjoyable, that was not where its meaning was to be sought.

Although there were some alternatives to this “play as practice for the future” view, such as those of the Freudians (e.g., Winnicott), the claim that play is linked to intelligence, large brains, and prolonged parental care seemed to support the practice-delayed benefits notion. True play

was most common, if not exclusively, to be found in “higher” mammals. Other species’ playlike behavior was largely dismissed as misidentified or misfiring “instincts.” Even the acceptance of play in birds was suspect in authoritative writings into the 1980s. Robert Fagen, in his seminal volume on the biology of animal play, concluded that play occurred in some birds, but remained skeptical of play in non-warmblooded animals. He did advocate the view that play may have immediate benefits for animals, not just benefits delayed until adulthood and *serious* tasks in life. For example, he promoted the idea that juvenile play is important in the development of muscles, coordination, and physiological performance in general. The problem remained, however, that none of these benefits, immediate or delayed, had been empirically confirmed with careful experimentation in either human or nonhuman animals of any species. It could be that the meaning of play lies elsewhere than in a stark utilitarianism or obvious appearing functionalism (play fighting leads to better fighting, play with objects in cats leads to better hunting ability, play with dolls leads to better mothering, etc.).



A Definition of Play

But I discovered a more fundamental problem. A careful analysis of the literature of play in animals uncovered no clear criteria for identifying play in them other than an uncritical anthropomorphic extrapolation from human play coupled with leaky post-hoc “definitions.” As there is still much ambiguity on what constitutes human play, as documented by Brian Sutton-Smith, the reed of humanity is not very strong against evolutionary currents. How then, can one identify play where it has not been thought to exist? This is even a problem with human play in some contexts.

We may all agree on what is play in a dog or a monkey, but it turns out that we typically do so by identifying the behavior and its underlying emotion with our own assumed feelings when performing a similar behavior. But what about turtles, fish, frogs, indeed the lizards and snakes

that so fascinated me in elementary school down to the present day? If we want to determine how ancient and basal play is in human behavior and psychology, it is imperative to find out if play is, like endothermy or enlarged frontal lobes, a recent evolutionary innovation, as championed by some writers, or if it also occurs in much older, more "primitive" animals. To cut to the chase, I came up with a set of five criteria, all of which must be met before we can confidently assume a behavior is play. These can be summarized in this sentence. *Play is repeated behaviour that is incompletely functional in the context or at the age in which it is performed, and is initiated voluntarily when the animal (or person) is in a relaxed or low-stress setting.* Initiated voluntarily could involve pleasure, fun, excitement, rewards, or other emotional attributes, of course, but these are not explicitly included since they may be hard to ascertain in animals we are less prone to view as similar to us such as turtles or fish.



With this set of criteria as a tool we can see that much of our behavior from gourmet cooking to masturbation can be viewed as play. More importantly, applying the criteria allows us to see play in the behavior

of many animals other than birds and placental mammals, as extensively documented in my recent book. Here are some examples.

Examples of Play

Many marsupials such as kangaroos, wallabies, Tasmanian devils, and wombats are playful, though as a group they have nowhere near the richness of playfulness one sees in dogs, monkeys, and otters. Even the egg-laying monotreme, the duck-billed platypus seems to play. In fact, data strongly suggest that some animals from many other groups, including fishes, insects, molluscs, and reptiles can and do play. Since this may seem a rather bold, if not unsettling, claim, here are a few examples. We studied the first Komodo dragon hatched in the Western World at the National Zoo in Washington, DC. This species is the largest lizard in the world and is a deadly carnivore, capable of hunting and eating deer and

water buffalo. This lizard, when several years old, would explore objects such as old shoes, small boxes, even soft drink cans and grab and shake them like a dog with a slipper. And like the dog, the lizard would not try to eat the object. She would also engage in tug-of-war games with her favored keeper and remove handkerchief or notebooks from a keeper's pocket and try to run a way with them. A large adult aquatic turtle at the same zoo, given a basketball, repeatedly and for years, would bang it around his tank. A large Nile crocodile liked to chase and attack a large ball attached to a rope thrown around and pulled by a keeper outside his large naturalistic enclosure. Great white sharks will do something similar. Several species of fish push around balls and balance them on their snouts, knock around a bottom weighted thermometer, or cavort in bubbles in an airstream. A cichlid fish will engage in behavior with a larger less agile fish that looks, objectively, similar to what we would term teasing when seen in kids or even a dog. Play fighting is the well-studied type of play in animals and is especially the focus of literally hundreds of studies in laboratory rats. Comparable documented observations have been made of dart poison frogs, young turtles, some fishes, and also wasps. Octopuses have been documented performing complex manipulations with Lego blocks and using their water jet abilities to repeatedly "bounce" floating balls. Honey bees engage in practice take off behavior before their first successful flights. Freshwater stingrays are so attracted to balls that sink to the substrate that two will engage in a "game" of keep-away.

As diverse as these examples are, it is important to note that most species in these and other groups have not been recorded as playing, nor do they all play in the same way or to the same extent. Social, locomotor, and object play are all very much found in humans. Others types of human play, such as construction, social-dramatic, language, pretense, and games are certainly more complicated, but rudimentary versions of all may be found in other species as well. The main point is that from an evolutionary perspective, play has originated numerous times in animals throughout evolutionary history and has altered course in many ways, even in the most playful mammals. Thus adult play in monkeys can differ in type and amount dramatically even in closely related species. Furthermore, sex differences are pronounced in many species and these may themselves be related to evolutionary history and behavioral ecology including mating systems, foraging and fighting modes, type of predators and other dangers, amount and extent

of parental care and protection, and so on. Thus, a satisfactory play ecology of humans needs to take into account much of the basic evolved psychology of our species. Unlike many phenomena studied by evolutionary psychologists, however, play taps into ancient behavioral systems that manifest themselves in many species.

Another point derived from comparative studies is that the importance of play and its role in an animal's life and development may differ greatly, even at the simple level of its causal mechanisms and developmental consequences. Such differences can even occur in the same species. I had difficulty with handling these differences conceptually and theoretically until I realized that the mechanisms and consequences of play can be categorized into three groups, though, of course in reality a continuum most likely exists. Thus, we can have *primary process play* that is somewhat atavistic and due to boredom, low behavioral thresholds, immature behavior, excess metabolic energy, and other factors with no necessary long-term effects, good or ill. We can have *secondary process play* that helps maintain the condition of the animal physiologically, behaviorally, and perceptually. For example, physical exercise may be necessary for maintaining cardiovascular functioning and body flexibility and mental games may aid in slowing the effects of senile dementia. Finally there is *tertiary process play* that may be crucial for reaching developmental milestones, cognitive accomplishments, social skills, and physical abilities. The problem is that we do not yet know which play in human or non-human animals rightfully falls under which rubric and at which times in life. Nor do we know what specific consequences there are to different kinds of play. Do play fighting and competitive games foster war and aggression or a sense of fairness and the necessity of rule following? Such questions may not be easy to answer, but the field needs to keep an open mind on them and help provide answers and not accept assertions that fit our respective ideologies.

The Meaning of Play

Rather than search for the "true" or "real" meaning of play, as if it is a unitary phenomenon, the conceptual framework outlined above suggests that we look for the factors in both the environment and the organism that facilitate the performance of play. Some kinds of play are more individually or socially adaptive than others. Thus we must not forget that hazing, bullying, animal cruelty, gambling, risk taking, compulsions, and addictions of many kinds can have their origins in play. Ironically, it was my work on reptiles, which

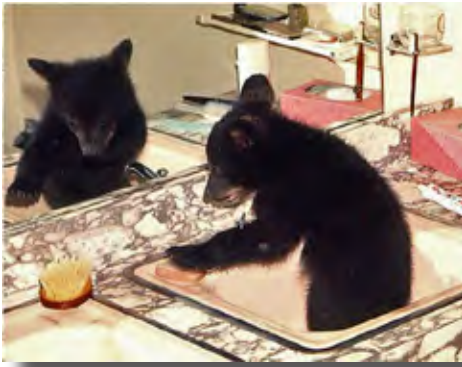
did not seem to play much if at all, that, led me to the ideas underlying Surplus Resource Theory. Reptiles, lacking parental care, must largely survive on their own with little parental care providing them with nutrition, protection, and time to engage in behavior not directed towards immediate ends. Furthermore, reptiles have a physiology that is generally not conducive to the sustained vigorous behavior often seen in play. Reptiles also do not possess the rich behavioral repertoire of limb, body, facial, and other body parts of many mammals and usually operate on a slower time scales, having a metabolic rate averaging only 10% that of the typical mammal. Still, as noted above, some reptiles do play, as do fish and other "lower" animals. By examining those that do and do not play, and also looking at the great extent of play diversity in mammals and birds, one sees that several major groups of factors underlie the surplus resources that allow animals to play, to engage in behavior not totally needed for current survival demands.

I cannot discuss all these at length here, but some organismal factors facilitating play are good health, a physiology conducive to vigorous and sustained activity, and a diet and environment that can sustain such behavior. Developmental factors such as the presence of parental care allowing the animal to explore and play in relative safety and a sufficient time to do so are also important, as is the possession of a rich repertoire of instinctive and motivational resources. Ecological factors such as weather, potentially dangerous environments (trees, water, predators), and foraging styles along with social factors such as type and number of potential play partners and social openness/rigidity affect play in other species and certainly do so in people. Individual differences in play propensity and skills are found in human and non-human alike. Such differences provide the raw variation needed for natural selection, including sexual selection, to operate its transformative magic.

Evolutionary and ecological considerations thus help explain why some species play and other less so or not at all, as well as variation within the same species in play. But what are the les-



sons of this comparative knowledge for encouraging "useful" play in human children and adults? Some lessons seem straightforward and based on common sense. Children will play more if they are healthy, have good diets, feel (and are) safe, and have the prior experiences (social, motor, etc.) to engage in diverse and innovative play rather than in repetitive and prosaic behavior. Rich environments with objects and social partners that encourage open-ended activities of various types may be more successful than elaborate facilities devoted to a single sport. Studies have shown that the same environments may elicit different kinds of physical and imaginative play depending on gender, social class, and parental involvement and support for play (the latter include reading books, allowing children to mess up their environments, develop their own games with "found" objects, etc.). Such approaches can also be applied in using play to foster activities and rehabilitation



of the brain-injured, long-term ill, or elderly. Play workers (a wonderful professionalized "occupation" dealing with all kinds of populations in Great Britain) also need to be attuned to what is really play, especially social play involving several children, and how children can play in unexpected ways with equipment designed for different purposes. Another feature of play is

that it may serve to arouse strong, biologically centered emotions in a "safe" or controlled environment. Thus amusement park rides such as roller coasters and the more risky organized sports such as whitewater kayaking and rock climbing may stimulate "virtual" emotions of fear and relief commonly experienced by all people in the past but which are often missing in our current lives buffered from more primal survival risks.

Finally, being so concerned about avoiding risks in play or play fighting that activities such as tree climbing, "wilderness" exploration, or wrestling are eliminated may compromise the value of active play. The problem of assessing issues of making type I or type II errors is not easy to resolve in an era where children of uptight and controlling parents mingle with those more flexible, or perhaps simply inattentive. Related to this are recent moves to eliminate competitive athletic games that some less coordinated students may not do well at. This is a mistake, IF the children want to participate. We do not want to eliminate

chess tournaments or crafts because some children are not good at these activities. Free play is not the same as physical education or art classes. On the other hand, we may want to encourage children to just try out novel activities and a major task may then be in arranging environments to accomplish this for various populations. In the final analysis, encouraging a great diversity of play types involving various levels of social and solitary activity, role playing, pretense, construction, games, art, etc. as possible may be beneficial. Nevertheless we lack scientific precision as to which of these activities lead to what outcomes at what costs and this eventually will need to be assessed.

I have primarily discussed play in its behavioral manifestations. These are the most easily studied in humans, especially young children, and other animals. But much of our play may be performed without much overt behavior. We play with ideas; imagine scenarios or creative outcomes prior to, or even without, actual performance. Just as gestures, so common during human speaking, suggest that gestures were prior to linguistic vocal communication, so could behavioral play be the essential precursor to "mental" play and, by implication, be a major force in the evolution of human cognitive and emotional abilities. It is possible that primary process play that initially had no adaptive consequences became useful to the individual and was transformed via selection to serve both secondary and tertiary functions in development and reproductive fitness as well as providing variation from which novel and complex behavior was facilitated more rapidly than through selection of the more fixed functional aspects of an animal's behavioral repertoire. In this way the cognitive and emotional life of animals, and especially hominids, was pried open and transported to new adaptive peaks. If so, then the analysis of play and its origins may prove crucial to understanding the evolution of human mentality and should be a central, not peripheral, subject in evolutionary and cognitive psychology.

Concluding thoughts

In the final analysis we may be able to learn where play "comes from" and its evolutionary impact, but not the original player. This is not just due to a lack of sufficient fossils or intermediate (transitional) organisms. It is due to the fact that the first players may have been a type of organism we do not even know existed or, if we do know about such putative ancestors we certainly know little about their behavior. If both vertebrates and invertebrates play, then the potential for play goes back to the common ancestor of these groups, if

not even earlier. This could be, arguably, 1.2 billion years ago. The first players are lost in the mists of time.

Finally, although we may have little direct knowledge of how other species, or even various human populations, experience their play, on a behavioral level there are compelling commonalities that tap ancient systems in the brain that repeatedly emerge in certain contexts. At this stage of our knowledge we may best continue to carefully observe and follow, with due caution, the biological and evolved propensities humans have to play, accepting that the most important aspects of play may be that it be fun, provide memories (consciously remembered or not), give children varied experiences, and enhance the ability to negotiate the world successfully and enjoyably. For adults, opportunities to play may be a prime motivator for "work" and the experiences during play a primary characteristic of a life worth living.

Further reading

Burghardt, G. M. (2005). *The genesis of animal play: Testing the limits*. Cambridge, MA: MIT Press.

Fagen, R. (1981). *Animal play behavior*. New York: Oxford University Press.

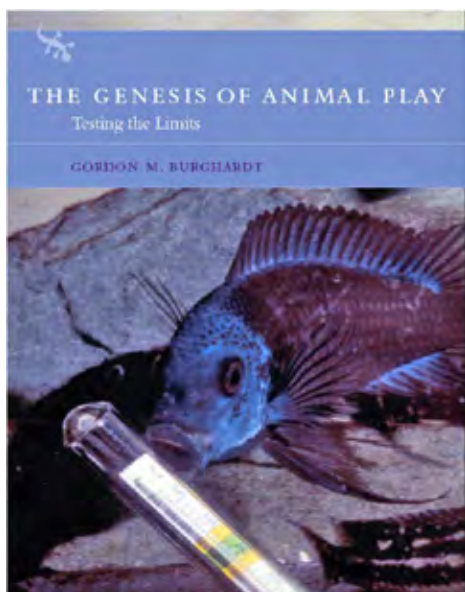
Groos, K. (1898). *The play of animals*. New York: Appleton.

Pellegrini, A. D. and Smith, P. K. (1998). Physically active play: The nature and function of a neglected aspect of play. *Child Development* 69: 577-588.

Pellis, S. M. and Iwaniuk, A. N. (2000). Adult-adult play in primates: Comparative analyses of its origin, distribution, and evolution. *Ethology* 106:1083-1104.

Sutton-Smith, B. (1997). *The ambiguity of play*. Cambridge, MA: Harvard University Press.

Note: Portions of this article appeared in iP-D!P magazine.



Arthur W. Staats Lecture for Unifying Psychology

(American Psychological Foundation Award coordinated by Division 1)

The 2009 Arthur W. Staats Lecture will honor Bruce Overmier, University of Minnesota, for his integrative approach to research. This work spans specialties of learning, memory, stress, and psychosomatic disorders (and their biological substrates) and with both animal (fish, birds, mammals) and human client volunteers (with Down's Syndrome, Korsakoff's Syndrome, or Alzheimer's Disease). Dr. Overmier will present the Staats Lecture at the American Psychological Association Convention in Toronto.



Bruce Overmier

C. Alan Boneau Award

The Boneau Award for Outstanding Service to the Society for General Psychology is given upon occasion to a member who has made outstanding contributions to the division. This year the committee (President, Thomas Bouchard, Past-President, Harold Takooshian, and President-Elect, John Hogan) nominated Nancy Russo for her outstanding organization of the many Division One awards. The award was confirmed by the Executive Committee.



Nancy Russo

Technology and the Internet: Its Impact on APA and Its Members of All Ages

edited by Harold Takooshian

with Tony F. Habash, Scott Plous, Ani Kalayjian, Mathilde Salmberg, Nabil H. El-Ghoroury, Vicki V. Vandaveer, and Sandra Tars



Harold Takooshian

How are rapid changes in technology and the internet impacting the APA and its members? Does such changing technology alter how older and younger psychologists “mentor” one another? This pair of questions is part of the 2008 APA Membership Board’s Strategic Plan now under consideration. On the positive side, technology surely makes all sorts of communication easier and more powerful—including publications and information retrieval. On the negative side, technology adds new financial and communication challenges. Moreover, as APA members’ average age inches above 60 years, many older psychologists are internet-illiterate, unfamiliar with Facebook and iPods, and welcome a younger “mentor” to reconnect with their own field. In just the past 10 years, it has become inconceivable to picture an APA officer who has no email address.

At the 2008 APA in Boston, the APA Membership Board and the APA Society for General Psychology convened a symposium and conversation hour to bring together several experts from different areas to review the age factor in the embrace of technology, and the significance of this for APA and its membership. This includes six presentations by eight leaders in the field.**

1. Pressing Issues of Age and Technology Applied to Psychology - by Harold Takooshian, Fordham University

In his science fiction novel *Childhood's end* (1953), Arthur C. Clarke foresaw an odd future world where roles would reverse, as children had to explain bold new technologies to their elders. Of course that world is now here, for anyone who has seen a savvy five-year-old at their computer, patiently trying to explain email and the internet to not-so-savvy grandpa. As futurist Alvin Toffler warned us in his documentary *Future shock* (1970), the personal computer changes everything—including psychology.

APA knows this. In 2008, APA shifted from a smaller Membership Committee to a now-larger APA Membership Board, in part to apply empirical methods to probe increasingly complex issues of APA membership. On 6 April 2006, Membership Chairperson John Robinson hosted the first-ever APA Membership Summit in Washington DC, where over 50 leaders of U.S. psychology convened for two days to focus on membership issues, including age: Why is APA “graying,” and how can APA adapt to attract younger psychologists, whose increase in numbers is not reflected in APA membership rolls? As a result, APA is now considering a detailed 40-page Membership Strategic Plan to address such issues.

Similarly, APA Division One, the Society for General Psychology (SGP), has faced the age factor since 2005, when then-President George W. Albee discovered that out of 2,000 SGP members, the number under age 30 was one—Matthew

Goodwin, who kindly agreed to become the Society’s webmaster. When SGP officers Bonnie Strickland, Susan Whitbourne, and Harold Takooshian conducted focus groups with Early Career Psychologists (ECPs) and students at University of Massachusetts in 2006, the age factor was unmistakable at several points. For example, young people said not only they did not value hard-copy journals as a benefit of APA membership, but they saw this as a deterrent, and joked they would pay extra to NOT receive journals. The APA website and internet access were all these young psychologists need or want. At the other extreme, President Albee encouraged APA to offer some sort of tutorial for elder leaders like him who need help to use the internet to stay connected with their own changing field. SGP appointed a task force on “coping with technology,” and chairperson Richard Velayo published a practical report on how to avoid email overload (Velayo & Blank, 2007).

2. www.apa.org: Reshaping the Portal into APA - by Tony F. Habash, American Psychological Association

APA past-CEO Raymond Fowler noted that when the APA first registered its domain name in the 1980s, www.apa.org, only 400 civilian websites were registered on the internet. Of course, the internet and technology have greatly accelerated the past 25 years, to become a defining feature of all organizations, including psychology. After many years, the APA in 2006 created a new executive position of Chief Information Officer (CIO), to coordinate this crucial function (Cynkar, 2007). As of 2006, the APA website was actually a set of 39 semi-connected websites, each using varying descriptors that made searching imperfect. APA made it a priority to develop one seamless website, and allocated an estimated 7 million dollars for this renovation. This revamped website has become a major element within the APA Strategic Plan. There seems to be a clear age factor at work here, as the increasing importance of www.apa.org to all psychologists and others seems especially true of younger users, who are more accustomed to using web technology. The next major revision of www.apa.org is set for early 2009. The APA goal is to position www.apa.org as the trusted source for psychology content for our members, institutions and the public at large, and to be a community hub for anyone with interest in any aspect of psychology through relevant use of Web 2.0 community solutions.

3. Psychology on the Internet: New challenges and solutions - by Scott Plous, Wesleyan University, and www.socialpsychology.org

The conveners of this symposium asked panelists to address two key questions about psychology and the Internet, and also asked me to briefly discuss new challenges and solutions. My response appears below.

Question 1: "How are rapid changes in technology and the Internet impacting the APA and its members?" Changes in information technology have long had a significant impact on APA—on its budget, internal coordination, publications, policy, and revenue—and this impact will only grow over time. Indeed, just as the Internet has profoundly affected commerce, news media, and presidential politics, it is now playing an increasingly central role in science and education. For example, next year's estimated budget for the National Science Foundation's Office of Cyberinfrastructure is \$220 million—almost as large as the entire budget of NSF's Directorate for Social, Behavioral and Economic Sciences.

Although Internet technologies are expensive, APA members expect the Association to: (a) keep up with other disciplines (even better funded ones); and (b) offer a leading web destination in psychology, if for no other reason than APA's status as the world's largest psychology association. Thus, APA faces challenges not only in dealing with rapid changes in technology and covering the expense of web operations, but in meeting the expectations of members and prospective members.

Question 2: "Does such changing technology alter how older and younger psychologists "mentor" one another?" Studies of technology adoption continue to find large generational differences in Internet usage, and APA must address these differences. Consider just a few recent findings: (a) Nine out of the top ten teen web sites are either Facebook-style social networking sites, or sites that offer some combination of social networking content and tools; (b) More than half of all online teens in the U.S. have created a social networking profile on sites such as Facebook or MySpace; and (c) online teens in the U.S. are 50% more likely to send daily messages through social

networking sites than by email. Among these online teens—many of whom will be graduate students in five years—email is no longer the primary channel of daily electronic communication!

In light of such findings, I believe that the most important generational difference in psychology is not that young people are online and older people are not, but that young people are immersed in "Web 2.0" technologies such as social networking, blogging, and wikis, whereas older people rely more heavily on email and Web 1.0 technologies.

Recommendation. Although any solution to these challenges will necessarily be complex, multifaceted, and subject to change as new technologies emerge, my general recommendation is for APA to embrace these new technologies and enlist young people to assist in the process. This is the approach I have tried to take in developing Social Psychology Network (SPN), a set of interlinked web sites that have collectively received more than 140 million page views (see [SocialPsychology.org](http://www.SocialPsychology.org)).

The latest example of our effort to embrace emergent technologies is "**PsychWidget**," a free software utility, so new that its public debut is right here during this APA symposium on August 15, 2008. PsychWidget is a small software application that can run on your computer's desktop rather than the web (a "widget" designed for students, professionals, and members of the public interested in psychology). With this widget, you can see the latest psychology-related news stories from around the world, search thousands of psychology web links and news items, visit interactive forums, and more. SPN just released PsychWidget on August 13, 2008, and within its first week, it was downloaded more than 2,000 times. To obtain your own free copy, visit: <http://www.PsychWidget.org/>. Enjoy!

4. Mentoring: A Two-way Street - by Ani Kalayjian, Fordham University, & Mathilde Salmberg, Georgetown University

Soon after the APA Division of International Psychology (52) was formed in 1997, it began to award an annual International Mentor Award, to recognize the importance



At the August, 2008 APA meeting in Boston, the panel on "Technology and the internet: Its Impact on APA and Its Members of All Ages," (l to r): Sandra Tars, Scott Plous, Ani Kalayjian, Mathilde Salmberg, Tony Habash, Vicki Vandaveer, Nabil El-Ghoroury.

of mentoring cross-nationally. Like APA CEO Ray Fowler, many of us see mentoring as especially crucial in international work: "It is our hope that [APA]...will promote collaboration and interdependence among psychologists across national boundaries" (Fowler, 1996, p. 7). In 2005, the division formed a formal international mentor program, to help develop mentoring relationships between psychologists, early career professionals, students and affiliates globally (Packard, 2007). The program aims to facilitate international connections, research, teaching, publications, outreach, career development, and networking by connecting mentors and mentees from different countries and regions based on professional interests, experience, cultural expertise, and location. Since mentoring relationships have traditionally taken place between mentors and mentees in close proximity, this program illustrates how technological advances have changed the way psychologists of all ages and backgrounds interact and learn from each other. The internet, e-mail, Skype, SMS, social networking sites like Facebook and MySpace, have allowed mentors and mentees to easily establish and maintain productive relationships across great distances which have taken international psychology and mentoring to new levels.



An annual questionnaire was given to all mentors and mentees, and revealed that the pairs met on an as-needed basis. The frequency of their meetings ranged from a single contact to daily contact online, over the phone, or in person. Although some pairs met in person, online communications such as e-mail was identified as the most common way of connecting. The members reported that they had focused on identifying resources for research and collaboration, securing doctoral and post-doctoral training and internships, improving language and research skills, leveraging I/O background to international experience, forming international networks and other forms of professional development. The ease of developing and sustaining such fruitful relationships has been simple, inexpensive, and effective thanks to current technology. This has markedly altered the way mentors interact, and has assisted in implementing the program's motto: "When one helps another both are made stronger."

5. Collaborating Across Generations - by Nabil H. El-Ghoroury, Metrohealth Medical Center, & Vicki V. Vandaveer, The Vandaveer Group

Like others in APA governance, we two have been able to collaborate and mentor each other with regard to technology and its uses. What is unique about our situa-

tion is that we differ so much in our generation and experience. One of us (Nabil) is an early career psychologist who completed his doctorate in clinical psychology six years ago, while the other (Vicki) has over 30 years' experience in consulting and I/O psychology. We have discovered that mentoring regarding technology can be bidirectional, as each of us teaches the other what we know and use.

One interaction between us highlights the generational differences, but also what we can teach each other. At a break in one of our meetings, Vicki pulled out her new Blackberry and started typing away at the small keyboard. Nabil stepped up to her and inquired, "What are you doing?" "Checking my email," Vicki replied. Nabil answered back, "That's a difference between our generations. We're texting each other instead of emailing on our phones!" Vicki said, "I can text. But I prefer e-mail because texting limits the number of characters I can use." Nabil said, "That's another difference!" He then coached her on essential shorthand acronyms for texting. Vicki now texts – especially to younger generations. She finds her own kids respond much more quickly and often to text vs e-mail.

Between us, mentoring has occurred in both directions. Traditionally, more experienced individuals advise less experienced colleagues. In this manner, Vicki has helped Nabil with typical mentoring issues. As Nabil has faced some career transitions, Vicki has been a great resource, and this communication primarily occurs via email, telephone and face-to-face. These discussions have included helping Nabil with decision making about his career, as well as negotiation and assertiveness. In addition, Nabil was able to see the utility of having email on his cell phone, and eventually purchased a smart phone to have that ongoing access.

Collaborating and mentoring has also developed in the opposite direction. Nabil has introduced Vicki to a variety of social networking sites, and the usefulness of being on these sites. For example, after an introduction to Facebook and a discussion of how the younger generations are using these sites more frequently than email, Vicki joined Facebook. Nabil has also encouraged Vicki to use Facebook by sharing posts with her, such as articles on how social networking sites have made job searching easier. Vicki had been on LinkedIn, a business social networking site, for several years, but had never actually used it. Nabil taught her how to use the features on LinkedIn, including how to join the APA group on that site. We have learned how much there is to learn from both generations, and current and future technologies will continue to enhance the opportunities for such collaboration. Maintaining relationships across generations ensures that both can benefit from each other.

6. Discussant Commentary - by Sandra Tars, Chair, APA Membership Board

I thank our panelists for these thought-provoking presentations, along with Sonja Wiggins of APA and my co-chair Harold Takooshian for pulling together this unprecedented panel. One of the first benefits *and* challenges represented by today's technology is embodied in this publication – from convention presentation to Division publication in less than a month. What does this mean for conventions of the future? Do we still need conventions, in the sense of gathering together in one place in a large

city, especially if the sessions most important to any given participant are available in either print or on-line form within a month? What options does the internet present for providing wider access to our conventions, or for creating a different sort of gathering place? Some questions for the Membership Board and Board of Convention Affairs to ponder in conjunction with our CIO.

Yes, the APA Membership Board is in the midst of a strategic planning process, emanating from the 2006 Membership Summit. Internet technology plays such a central role in APA member recruitment, retention, and engagement, that three of the five strategic plan recommendations listed as critical and implemented in advance of the rest of the planning process focused on technology. These include the development and launch of the new APA web site and associated efforts which Tony Habash has referenced in his discussion; the development of a variety of web features targeted to serve ECP's; and making the web site accessible in Spanish and other languages (in process). A critical future element, as noted by Habash, is to experiment with how best to use Web 2.0 solutions to address the needs of members across the age span. One area for further exploration by the Membership Board and the CIO lies with how APA can best address the technological literacy gap among its members. This gap is not only age-related, as suggested by our contributors, but is likely also related to employment setting. Institution based members have access to training and support in use of new web technology which is not equally available to private practitioners and others who are self-employed or part of small workgroups.

All of our contributors have highlighted various aspects of mentorship in relation to technology. Kalayjian and Salmberg note how advances in internet technology enable rich mentoring relationships to develop across long distances, making cross-national mentorship possible. Differences in technological literacy are definitely changing the nature of mentorship to make it much more of a two-way street. Tech-savvy members of mentorship pairs or groups can bring much more than the teaching of how to use a given technology or web solution. Each technological innovation also brings changes in how work is done, possibilities for conducting research, and information retrieval. What each member of a mentorship pair or group contributes and receives will accordingly change in very complex ways. El-Ghoroury, Vanderveer, Kayajian and Salmberg have all spoken to various aspects of these new relationships. Again, this provides a focus for further exploration by APA governance, Divisions and SPTA's.

In closing, let me turn to the generational differences in use of technology highlighted by Scott Plous. The implications of this technology generation gap are enormous for APA and the profession. One clear message to APA governance groups, is the importance of including APAGS members and ECP's in planning and discussion. Without their input, we cannot adequately develop member products and services to meet the needs of either this generation of psychologists or the future.

References

APA Membership Board (2008). *APA Membership Board Strategic Plan*. Unpublished document, APA.

Cynkar, A. (2007, April). Carving out a new technology path. *Monitor on Psychology, 38*, 48-49.

Fowler, R.D. (1996). Editorial: 50th anniversary issue. *American Psychologist, 51*, 5-7.

Packard, E. (2007, May). International alliances. *Monitor on Psychology, 38*, 86-87.

Velayo, R.S., & D. Blank (2007, Winter). A profile of the efficient e-mail user. *The General Psychologist, 42* (1), 24-26. <http://www.apa.org/divisions/div1/news/Winter-Spring2007/Winter-Spring%202007%20TGP.pdf>

Clarke, A.C. (1953). *Childhood's end*. New York: Ballantine.

Toffler, A. (1970). *Future shock*. New York: Random House.

**This article summarizes a symposium and conversation hour at the APA in Boston 15 August 2008. Direct any comments or inquiries to the individual panelists:

Harold Takooshian, PhD (Fordham) is past-chair of the APA Membership Committee, and past President of APA Division One. [takoosh@aol.com]

Tony F. Habash, DSc is the Chief Information Officer for APA, overseeing the redesign of the new www.apa.org, launched in 2008. [thabash@apa.org]

Scott Plous, PhD (Wesleyan) is the founder and Executive Director of Social Psychology Network (SocialPsychology.org), one of the oldest and largest sites devoted to psychological science [splous@wesleyan.edu]

Ani Kalayjian, EdD, RN (Fordham) and **Mathilde Salmberg, PsyD** (Georgetown) head the successful new Mentoring Committee for APA Division 52, www.InternationalPsychology.net. [kalayjiana@aol.com , mas238@georgetown.edu]

Nabil H. El-Ghoroury, PhD (Metrohealth Medical Center, Cleveland OH) and **Vicki V. Vandaveer, PhD** (The Vandaveer Group, Houston TX) have worked together on early career psychology (ECP) and professional issues within APA. [nelghoroury@metrohealth.org , v3@vandaveer-group.com]

Sandra Tars, PhD (APA) is the Chair of the new APA Membership Board, which oversees the pending APA Membership Strategic Plan. [sandratarsphd@gmail.com]



Becoming a Master Teacher: Research and Revelations

by William Buskist - Auburn University

Bill Buskist is the immediate past-president of the Society for the Teaching of Psychology, which is also Division 2 of the American Psychological Association.

Near the end of the introductory chapter in his classic *Teaching Tips*, Bill McKeachie (2002; McKeachie & Svinicki, 2006) noted that "It may be that Great Teachers are born and not made, but anyone with ability enough to get a job as a college teacher can be a good teacher" (p. 6 – emphasis in the original). In other words, all college teachers—regardless of their graduate training, content expertise, and the type of institution at which they work—can learn to become good teachers. That is certainly good news: There is some comfort in knowing that we each have the potential to teach well. I am sure we would all agree that good teaching is essential to helping our students learn more about psychology and how that knowledge might be applied to their lives.

But what about those teachers who are not satisfied with being merely good teachers and who wish to take their teaching skills to a higher level? Can they become better than good? And if so, how much better than good might they become—can they ever achieve excellence in their teaching?

Although we may agree with McKeachie that the truly Great Teachers are born, not made, there is no reason to suspect that through personal desire and sheer hard work, some, perhaps many, teachers might achieve some degree of excellence in their teaching. Consider, for example, the many psychology teachers who have won teaching awards at the local or national level. We would probably not place all of these individuals into the "Great Teachers" of all time category, but we would nonetheless recognize that these individuals are "better than good" at their craft and thus deserve the awards that recognize their teaching as such.

I have spent more than a decade studying what we call, for lack of a better term, "master teach-

ers"—teachers who have won teaching awards or whose teaching has been recognized in other ways as being excellent.

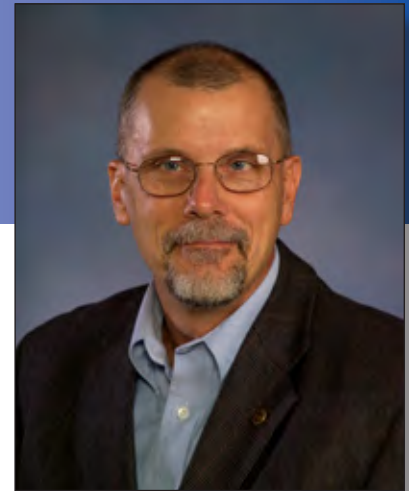
Some of these teachers are psychologists, but many are not. Some work at Research I institutions, others work at community colleges and small liberal arts schools. I've interviewed some of these teachers and watched them teach in the classroom, laboratory, or studio; others I have surveyed from afar using simple paper and pencil instruments. I've also read the essential books and research on teaching. In what follows, I briefly summarize key findings of this work and attempt to paint an overall picture of what I have found excellence in teaching to be.

The Master Teaching Literature

The literature on master teaching consists primarily of four parts: the musings of master teachers (e.g., Eble, 1988; Beins, 2003) and other writings on key elements of teaching excellence (e.g., Brookfield, 1995; Palmer, 1998), studies of teaching awardees (e.g., Lowman, 1995), studies of student evaluations (e.g., Feldman, 1976), and studies of master teachers (e.g., Buskist, 2002; Bain, 2004)

Much of this literature can be reduced to lists of the key characteristics and behaviors of master teachers. For example, consider the list that Baiocco and DeWaters (1998) generated from their study of peer perceptions of teaching awardees: Peers judged teaching awardees to have

- a strong work ethic and commitment to teaching
- an enthusiastic and personable disposition
- strong communication skills
- creative classroom environments
- concern for their students
- knowledge of their subject matter
- an engaging and patient teaching style
- humanistic values



Bill Buskist

- rigorous academic standards
- students who like them.

Likewise, consider Feldman's (1976) list, which he created from his study of student evaluations: Students described their best teachers as being

- caring
- clear
- comprehensive
- enthusiastic
- fair
- stimulating
- understanding
- warm
- well organized
- well prepared

Interviews with Master Teachers

In an attempt to learn firsthand about what makes master teachers tick, at least in the classroom, I took a sabbatical to interview, and when possible, observe in action about 40 teachers renown for their classroom excellence. I traveled along the U. S. east coast starting in Greenville, South Carolina where I interviewed Charles Brewer (Furman University), and ended up in London, Ontario, Canada where I interviewed and observed Michael Atkinson (University of Western Ontario) and interviewed Nick Skinner (King's College). Although my bookends for this road trip were psychologists, in between I interviewed all sorts of college professors across a variety of disciplines, for example, biology, chemistry, economics, geology, history, sociology, and zoology (and of course, a few more teachers of psychology). When I returned home, I transcribed my audio tapes and reviewed my notes in order to determine characteristics common to all the teachers I had interviewed and interviewed/observed. I found 10 such qualities and added another list to the long list of lists that comprise the master teaching literature (Buskist, 2004). In short, I found that master teachers tend to

- focus on teaching critical thinking skills rather than only facts and figures
- stay up-to-date on their subject matter and related areas of study
- be highly enthusiastic about their work as teachers
- make learning fun but not necessarily stand-up comedy
- monitor the effects of their teaching on their students and make appropriate adjustments when necessary
- show a sincere interest in their students' college experience
- take calculated risks in experimenting with new teaching methods, demonstrations, and classroom activities
- use tests and other assessment activities as both an instructional tool and an evaluative tool

- have high standards for their students' academic performance, and
- exude a profound and seemingly fathomless sense of humanity

I saw and heard many remarkable things in the 6 weeks I was on the road, but let me share one experience that stands out above all the others. I observed Mike Atkinson teach in his 2,000 student lecture section of introductory psychology. The class was held in a coliseum-like building where students sat stadium-style facing a large runway and platform. Springing up from the rear of the platform was a huge screen upon which Mike (or more precisely, his technical crew) projected images (both still and video) during the lecture. The setting seemed more fitting for a rock concert than for a lecture. When the lecture was over, I turned to my right and asked the young woman sitting next to me whether she liked the class. She said she loved it. When I asked her what it was about the course that made her feel that way, she said, "I feel like Dr. Atkinson is speaking to me—I feel like I am the only person in the room. I am graduating soon and in all the courses I've taken so far, he's the only teacher who has made me feel that way." Perhaps that it is what master teaching entails—a teacher arousing the soul of a student in deep and personally meaningful ways. By the way, after hearing Mike's lecture, I understood perfectly what the young woman meant.

The Teacher Behavior Checklist

My interest piqued by what I learned about master teachers from my interviews, I decided I wanted to continue with this line of research. Specifically, I wanted to learn more about how students' viewed master teaching and to what extent faculty shared this view. So, with several graduate student colleagues I set about the task of developing an instrument that tapped student and faculty perspectives on the qualities and behaviors that master teachers possess (Buskist, Sikorski, Buckley, & Saville, 2002; Schaeffer, Epting, Zinn, & Buskist, 2003; Keeley, Smith, & Buskist, 2006). The upshot of this research is that we developed an instrument called the Teacher Behavior Checklist (TBC), a 28-item behaviorally-anchored scale that is both valid and reliable, with two subscales: (a) caring and supportive and (b) professional competency and communication skills (see Keeley et al., 2006).

We also discovered that students and faculty largely agree on the top 10 qualities and behaviors of master teachers. Both students and faculty at a Research I institution rated the following items in their top 10: (a) realistic expectations/fair, (b) knowledgeable about topic, (c) approachable/personable, (d) respectful, (e) creative/interesting, and (f) enthusiastic about teaching (Buskist et al., 2002). Research at the community college (Schaeffer et al., 2003) and baccalaureate college levels (Wann, 2001) and in Canada (Vulcano, 2007) replicated these findings. What students and faculty

did not agree on (that is, items in students' top 10 that do not fall in the faculty top 10 and vice-versa) centered on two different sets of variables (e.g., Buskist et al., 2002; Schaeffer et al., 2003). Students tended to emphasize the social psychological factors present in the classroom (e.g., understanding, encourages/cares for students) whereas faculty focused more on teaching techniques (e.g., promotes critical thinking, master communicator).

One interesting sidelight to these findings is that faculty universally placed the teaching of critical thinking skills in their top 10, but students did not (e.g., Buskist et al., 2002; see also Schaeffer et al., 2003). Faculty rated the teaching of critical thinking third, right behind being knowledgeable about the topic and being enthusiastic about teaching. In contrast, students rated it almost rock bottom (23.5). As Bain (2004) showed in his study of master teachers and these data confirm, teachers understand that getting students to think carefully and analytically is a central charge of their mission. Students, though, realizing that learning to think critically is the really hard work involved in becoming an educated citizen, are not quite as enthusiastic about it. Hence, in the attempt to minimize this sort of challenge, teachers hear the all too-often asked question: "Do I have to know this—is it going to be on the test?"

In addition to identifying the qualities and behaviors of master teachers, the TBC also is useful as a training tool for graduate teaching assistants (GTAs) and new teachers (or for that matter, any teacher) with respect to their teaching. Accordingly, teachers receive feedback on each of the 28 items and the two subscales. Because the TBC is behaviorally anchored, teachers can identify specific behaviors that need improvement. In fact, in using the TBC to evaluate our graduate student teachers at Auburn University, I have found that TBC-based feedback is useful in improving their subsequent teaching and teaching evaluations. We currently are conducting more formal studies of how such feedback improves specific teacher behaviors.

Most other teaching effectiveness scales are not behaviorally anchored, making it considerably more difficult to pinpoint specific actions teachers may undertake to improve their teaching. For example, consider TBC Item 2: *Approachable/Personable* (smiles, greets students, initiates conversations, invites questions, responds respectfully to student comments). If a teacher receives low marks on this item, he or she can try, among other things, to smile more during class and during other interactions with students, arrive to class early and talk to students, say hello to students as they arrive to class, ask a few more direct questions of students while they are speaking in class. Simple actions such as these often have remarkable consequences

in terms of building student-teacher rapport and enhancing students' receptivity to our message as teachers (Buskist & Saville, 2004; Benson, Cohen, & Buskist, 2005).

General Principles of Excellence in Teaching

As I have reflected over the master teaching literature, including my own research on the topic, and my work in training GTAs to teach at the college and university levels, I've come to believe excellence in teaching rests on five general principles. With one exception (enthusiasm/passion), these principles transcend specific attributes of the teacher and center on the process of becoming a master teacher and the kinds of outcomes that stem from teaching excellence. In other words, developing the attributes of a master teacher is not wholly a function of merely the attributes themselves. Instead, the principles govern both the process of becoming a better teacher as well as the consequences of skillful teaching. I will describe these five principles in the remainder of this essay.

The Pathways to Excellence are Many Since the American Psychological Foundation and the Society for the Teaching of Psychology started giving out national awards for teaching, well over 100 psychology teachers have been recognized as being excellent teachers or contributing in other substantive ways to furthering the teaching of psychology. These individuals serve as our standard bearers for excellence in teaching and represent all those noble things that come to mind when we think about what the phrase "excellence in teaching" truly means.

The phrase "excellence in teaching," though, is a bit pesky because "excellent teaching" assumes a seemingly infinite number of forms. I can point to one teaching award winner and say, "She's an excellent teacher." I can point to another teaching award winner, and say the same thing, but for entirely different reasons. The same can be said for any two award-winning teachers, which brings me to the first major point I would like to make about excellence in teaching: The pathways to excellence in the teaching of psychology are as unique and diverse as the people who travel them—there is *no* one way of becoming an excellent teacher.

A corollary to this point is that excellence in teaching knows no physical boundaries. It is not specific to specialty area or academic level. It is not limited by classroom walls or institutional property lines. Excellence in teaching is an attribute of the individual and not the setting. The setting may provide the occasion for excellence in teaching—the so-called teachable moment—but it is the individual who must recognize that occasion and rise to it, wherever it may be and whenever it might occur. If

excellence in teaching has limits, they are ones imposed only by one's lack of imagination and ability to work hard.

Excellence in Teaching is a Choice The second general point I would like to make is that excellence in teaching is a choice. No one ever achieves excellence in teaching by accident. Sure, it may be true that some of us may have natural propensities that lend themselves to good or even excellent teaching, but it is no less true that excellence in teaching requires extraordinary effort and hard work.

For teachers, the choice is never about whether to become a teacher in the first place; rather, it is about what kind of teacher to become. It is about seeking the answer to one question and one question only: How can I become a more effective teacher? Asking that question is where the *conscious* quest for excellence in teaching begins. Seeking answers to that question is how we first discover the unique pathways by which we might become excellent teachers. Acting on those answers *are* the pathways to excellence. Once we discover those pathways and travel along them again and again, we begin to understand what Aristotle meant when he said "We are what we repeatedly do. Excellence then, is not an act, but a habit." Nonetheless we need to temper Aristotle's perspective by taking to heart a point that Barney Beins (2002) made in an essay on teaching a few years ago: "...excellence is a process, not a product. ... As I strive toward excellence in my teaching, I need to remember that the moment I think I have attained it is the moment I will have lost it"

Passion is the Heart and Soul of Excellent Teaching How should we begin to attempt to answer the question, "How can I become a more effective teacher?" A particularly useful starting point is the vast and wonderful literature on master teaching (as I noted earlier), which is scattered across empirical journals, magazines, newsletters, and the burgeoning number of books on teaching. However, across all this literature, we find only one universally common theme regarding what constitutes the heart and soul of effective teaching, and that is passion, or as some authors prefer to call it, enthusiasm, which is my third general point about excellence in teaching. Passion for our subject matter, for our students, and for teaching itself is the fuel that propels us along our individual pathways to excellence in teaching. The importance of enthusiasm to excellence in teaching is underscored by psychologist and master teacher Charles Brewer (2002, pp. 504-505) who noted that passion "is the principal ingredient that separates adequate from exceptional teachers."

Of course, the master teaching literature also tells us that effective teachers are well-organized

and prepared, on time to class, good listeners, ethical, approachable, personable, considerate, respectful, sensitive, flexible, and so on. These are all good things to be, or to aspire to be; but they are unlikely to cause effective teaching all by themselves. Instead, they are more likely to be the effects of being a passionate teacher. Being passionate about something means that you care deeply about it and that you will do everything in your power to master it.

The Most Important Outcome of Excellence in Teaching is Influence If we are passionate about our subject matter, our students, and our teaching, we will learn to do many things well, and we will have an enjoyable time in the process. We will fall in love with teaching and will work at it with pleasure that borders on play. We will look forward to going to work each day, preparing for our courses, engaging our students, and taking pride in their successes (Brewer, 2002; McKeachie, 2002). These are not the only outcomes of excellent teaching—they represent only the surface of what excellent teachers achieve.

Of all the possible products of excellence in teaching, the greatest is influence. In reflecting over his ground-breaking career as the first African-American to play modern baseball, the late great Brooklyn Dodger, Jackie Robinson, once remarked: "A life is not important except in the impact it has on other lives." I believe that this metric is the truest gauge of the quality of a teacher's life. Influence is our way of passing the academic torch—of sharing our academic values, curiosities, enthusiasm, and encouraging students to embrace these values, and to make them their own. Teaching is not about being dispassionate dispensers of facts and figures. Teaching is about influence. It is about caring deeply about ideas and how those ideas are derived, understood, and expressed. It is about caring deeply for a subject matter and for the students with whom we share it.

It is through such passionate caring that we influence students to follow in our footsteps and seek careers in psychology. The next generation of psychologists will be our doing—the future of psychology is in the hands, hearts, and minds of the students we teach today. Consider the simple question, "Where do graduate students come from?" They come from undergraduate programs, of course, but the truth is that the answer is more complex than that. Somewhere in their undergraduate experience, a professor, perhaps even a graduate student, taught them that psychology is interesting, relevant, and intellectually engaging. These lessons figured prominently in their decisions to take their study of psychology seriously and to apply to graduate school. Think about the undergraduate teacher or teachers who influenced your decision to attend

graduate school. Think about those graduate school instructors who played a role in your decision to become academic psychologists. These individuals altered your future—and that's what all excellent teachers do, or as Charles Brewer (2000) put it, excellent teachers "bend twigs and affect eternity." Thus, my fourth general point simply is that influence is the hallmark of excellence in teaching. To me, what distinguishes the adequate, and even the good teacher from the truly excellent teacher is the ability to influence students' lives.

Excellence in Teaching Doesn't Preclude Excellence in Research My fifth and final point about excellence in teaching is that excellence in teaching does *not* preclude excellence in research, or for that matter, excellence in any other academic arena. Allow me to backtrack just a bit and provide a rationale for why this point is so important. Any decision related to what kind of academic career pathway to follow ultimately involves making a decision about the audience for our work. As academics, we most often appear before two distinct audiences: students and peers. Most of us fall prey to the temptation of asking which audience matters more, as if addressing one audience automatically preempts addressing the other.

That question—Which audience matters more?—has been at the heart of the insidious "teaching versus research" controversy that has raged since research began to overtake teaching as a primary function of the academy following World War II. It is a question that encourages a false dichotomy because most academics are required to do both. Although we often speak in terms of having either a teaching or a research career, the plain truth is that most academics have a teaching *and* research career. Clearly, both audiences matter—in order to become tenured, promoted, and earn merit increases, academics must meet the standards of their peers by both teaching well and doing research. As we all know, though, the powers that be in many comprehensive research universities reward research activities more highly, presumably because of the mistaken belief that the potential sphere of influence for research is greater than that for teaching.

The question, of course, is how to use limited temporal resources to maximize both teaching and research effectiveness, especially for those individuals who work at research-centered institutions. That it can be done is certain. Consider a few "household names" in the field: Diane Halpern who is an excellent teacher and a prolific researcher and successful author, or Dave Myers, who is an excellent teacher and a successful author and spokesperson for psychology in the public interest, or Randy Smith, who is an excellent teacher and the Editor-in Chief of *Teaching of Psychology*. And, of course, consider Bill

McKeachie, who is an excellent teacher who has devoted his career to championing excellence in teaching through his research and his 12 editions of *Teaching Tips*.

How one successfully marries a teaching career with a research career is not quite so discernable and at this point is purely speculative. Certainly mastering both domains requires extraordinary time management skills as well as effective organizational skills. It also likely requires a deep and abiding commitment to being successful in both domains—overcoming the challenges to becoming successful in either domain, let alone one area, cannot be achieved without large doses of resolve and intention. Clearly, the question of how individuals excel at both teaching and research remains in need of definitive research.

Final Thoughts

In the end, becoming an excellent teacher, like so many other things in life, is more about the journey than the destination. This truth is the result of the transformational nature of becoming a master teacher—it is not merely one's teaching that changes, but oneself as well. Master teachers begin their teaching careers determined to teach their subject matter to their students in the most effective way possible, and in the process they learn that the task involves more than merely transmitting information from one person to another (e.g., Eble, 1988; Roth, 1997; Bain, 2004). They learn, among other things, that teaching less is more effective than teaching more when it comes to the quantity of subject matter, teaching students to think critically about a subject matter is at least as important as the subject matter itself, and excellent teaching prompts students to change their lives for the better by providing them insight to how the subject matter connects to their lives. Perhaps the most important lesson learned, though, is that striving to be an excellent teacher is a dynamic and perpetual process that unfolds anew each academic term as one labors to tweak one's teaching so that it is just a little bit better than the last time.

References

- Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.
- Baiocco, S. A., & DeWaters, J. N. (1998). *Successful college teaching: Problem-solving strategies of distinguished professors*. Boston: Allyn & Bacon.
- Beins, B. (2003). The landscape of excellence in teaching. In W. Buskist, V. Hevern, & G. W. Hill, IV, (Eds.). *Essays from e-xcellence in teaching, 2002* (Chap. 9). Retrieved July 14, 2008 from the Society for the Teaching of Psychology Web site: <http://teachpsych.lemoyne.edu/teachpsych/eit/index.html>

- Benson, T. A., Cohen, A. L., & Buskist, W. (2005). Rapport: Its relation to student attitudes and behaviors toward teachers and classes. *Teaching of Psychology, 32*, 236-238.
- Brewer, C. L. (2000, November). *Bending twigs and affecting eternity*. Paper presented at Creighton University, Omaha, NE.
- Brewer, C. L. (2002). Reflections on an academic career: From which side of the looking glass? In S. F. Davis & W. Buskist (Eds.), *The teaching of psychology: Essays in honor of Wilbert McKeachie and Charles L. Brewer* (pp. 499-507). Mahwah, NJ: Erlbaum.
- Brookfield, S. D. (1995). *Becoming a critically reflective teacher*. San Francisco: Jossey-Bass.
- Buskist, W. (2002). Effective teaching: Perspectives and insights from Division Two's 2- and 4-year awardees. *Teaching of Psychology, 29*, 188-193.
- Buskist, W., & Saville, B. K. (2004). Rapport-building: Creating positive emotional contexts for enhancing teaching and learning. In B. Perlman, L. I. McCann, & S. H. McFadden, *Lessons learned: Practical advice for the teaching of psychology* (pp. 149-155), Vol. 2. Washington, DC: American Psychological Society.
- Buskist, W., Sikorski, J., Buckley, T., & Saville, B. K. (2002). Elements of master teaching. In S. F. Davis & W. Buskist (Eds.), *The teaching of psychology: Essays in honor of Wilbert J. McKeachie and Charles L. Brewer*. (pp. 27-39). Mahwah, NJ: Erlbaum.
- Buskist, W. (2004). Ways of the master teacher. *APS Observer, 17*(9), 23-26.
- Eble, K. E. (1988). *The craft of teaching* (2nd ed.). San Francisco: Jossey-Bass
- Feldman, K. A. (1976). The superior college teacher from the student's view. *Research in Higher Education, 5*, 243-288.
- Keeley, J., Smith, D., & Buskist, W. (2006). The Teacher Behavior Checklist: Factor analysis of its utility for evaluating teaching. *Teaching of Psychology, 33*, 84-90.
- Lowman, J. (1995). *Mastering the techniques of teaching* (2nd ed.). San Francisco: Jossey-Bass.
- McKeachie, (2002). Ebbs, flows, and progress in the teaching of psychology. In S. F. Davis & W. Buskist (Eds.), *The teaching of psychology: Essays in honor of Wilbert McKeachie and Charles L. Brewer* (pp. 487-498). Mahwah, NJ: Erlbaum.
- McKeachie, W. J. (2002). *Teaching tips: Strategies, research, and theory for college and university teachers* (11th ed.). Boston: Houghton Mifflin.
- McKeachie, W. J., & Svinicki, M. (2006). *Teaching tips: Strategies, research, and theory for college and university teachers* (12th ed.). Boston: Houghton Mifflin.
- Palmer, P. J. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco: Jossey-Bass.
- Roth, J. K. (Ed.). (1997). *Inspiring teaching: The Carnegie professor of the year speak*. Boston: Anker.
- Schaeffer, G., Epting, K., Zinn, T., & Buskist, W. (2003). Student and faculty perceptions of effective teaching: A successful replication. *Teaching of Psychology, 30*, 133-136.
- Vulcano, B. A. (2007) Extending the generality of the qualities and behaviors constituting effective teaching. *Teaching of Psychology, 34*, 114-117.
- Wann, P. D., (2001, January). *Faculty and student perceptions of the behaviors of effective college teachers*. Poster presented at the National Institute for the Teaching of Psychology, St. Petersburg Beach, FL.

Author Notes

1. I presented portions this essay as the Harry Kirke Wolfe lecture at the 2005 Annual Convention of American Psychological Association in Washington, DC.
2. A copy of the TBC may be obtained from the follow Web site: <http://www.auburn.edu/~buskiwf/checklist.htm>
3. Correspondence regarding this essay may be addressed to B. Buskist, Psychology Department, Auburn University, AL 36849-5214; e-mail: buskiwf@auburn.edu



Psychologists Are Redefining Retirement as a New Phase of Life

by Diane F. Halpern - Claremont McKenna College



Diane Halpern

It's been described as a "pig moving through a python." The Japanese call it the "Silver Century." Whatever the metaphor, the baby-boomer generation is approaching the age group developmental psychologists euphemistically call the "young-old." The very large cohort of approximately 78.2 million people (in the United States) who were born between 1946 and 1964 has already begun to redefine aging. If you want to know the future you don't need tea leaves or a palm reader—all you need are some good population data. There is a bulge in the population for traditional retirement age individuals that is unprecedented in history. The "Graying of America" is clearly depicted in Figure 1 which shows that the number of people 65 and older has increased sharply and is expected to rise even more dramatically in the next two decades. The United States and most other industrialized countries are aging societies. The oldest of this generation turned 60 in 2006, but by no means are they alone. According to projections, 7,918 baby boomers will celebrate their entry to the 60+ age range every day, which is approximately 330 every hour (U. S. Census Bureau, 2007). By the middle of this century, the mean age for all of the United States will be older than Florida is today (Longman, 2004).

The baby boomers are joining the largest cohort of older adults in the history. The fastest growing group among those over 65 is in the oldest age categories, with the number of adults over 85 increasing at the fastest rate and those over 75 increasing at a faster rate than those over 65. Another way to think about the aging of society is to compare the percentage of the population older than traditional retirement age

of 65. In 1900, 6.9% of the population in the United States was over 65, by 1950 the percentage rose to 8.1%, by 2000 it was 10%, but it is projected to be 22% by 2050. It is critical that psychologists in all of our subdisciplines and society as a whole be prepared to handle this new phenomenon of an aging population.

Depending on one's perspective, the future is either gray or silver. Despite overwhelming data showing that we are about to experience a tsunami of older adults, there have been relatively few efforts to prepare for the changes that will affect every aspect of how we live and work. One reason that we have largely ignored the impending changes is that our image of aging has changed dramatically. The American Association of Retired People has featured such timeless oldsters as Paul Newman, Harrison Ford, and Jane Fonda as the "poster children" for growing old. With images of aging like these, it is no wonder that as a country and as a discipline, we have not prepared for the coming decades when increasing numbers of people reach and exceed the traditional retirement age.

The definition of retirement has changed. Most dictionary definitions of retirement include

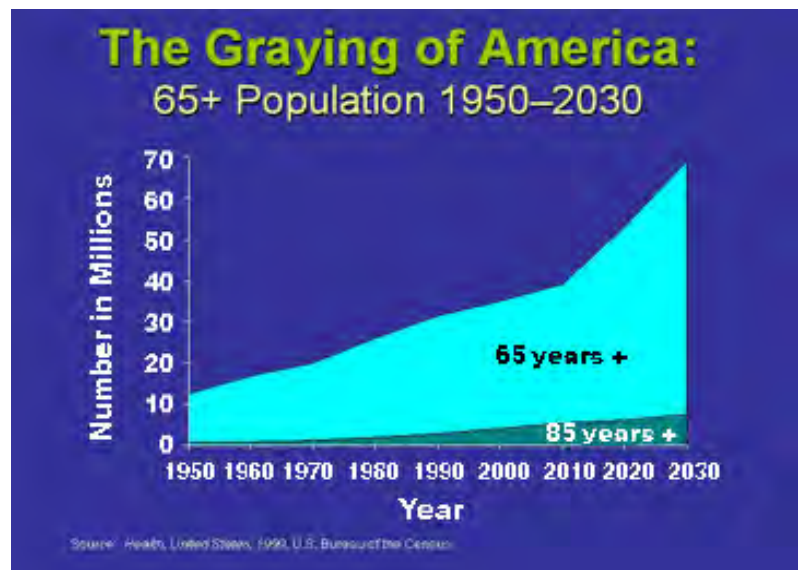


Fig 1. New York State Office for the Aging. *News and Events*. Retrieved September 12, 2005, from <http://aging.state.ny.us/news/gifs/Slide2.JPG>.

terms like “withdraw,” “retreat,” and “recede” (e.g., Houghton Mifflin.Com). The baby boomer generation has created a new meaning for retirement that is out of step with the dictionary definition of retirement. For current baby boomers retirement is more likely to mean a change in jobs, or reduction in number of hours worked, or a change to flexible work hours, or volunteer (i.e., unpaid) employment, than the older model of stopping work and withdrawing from the world of work. Retirement has become an extended or continuous process rather than a single event. It sometimes means a temporary “stop out” from work or a change in type of employment. For some, it means a change from paid status to volunteer status. There are bridge job that ease retirees from their full time employment into retirement and other consulting type jobs that are only available to retirees because they do not pose a threat to the employment of the people with whom they are consulting.

An Additional Three Decades of Life

At the start of the last century—that is for those born in the year 1900, the life expectancy (averaged for all races and men and women) in the

United States was 47.3 years. For those born 50 years later—at the height of the baby boom, life expectancy increased dramatically to 68.2 years, and for those born at the start of this century in the year 2000, life expectancy is an average of 77.0 years (National Center for Health Statistics, 2006). This phenomenal increase is shown in Figure 2. It is an increase in expected life span of 30 years! Because life expectancies are calculated from date of birth, the life expectancy is even older for anyone who has already reached an adult or older age. If you were born in 1950 (or around there) and you live to be 65 (which you will be in 2015—which is not too far away), your remaining life expectancy in years is 13.9! Thus, for everyone born in 1950 and who lives to be 65, half of this large group can expect to live to be 79 and older! Similar additional years for those born in 1960 are 14.3 and 15.2 for those born in 1970.

In the last century, we have added a new stage in the life span, almost without noticing. Infancy and the toddler years have remained unchanged. Perhaps as a culture we extended childhood somewhat, and we extended young adulthood as we added additional schooling. But most of the additional decades have created a young-old

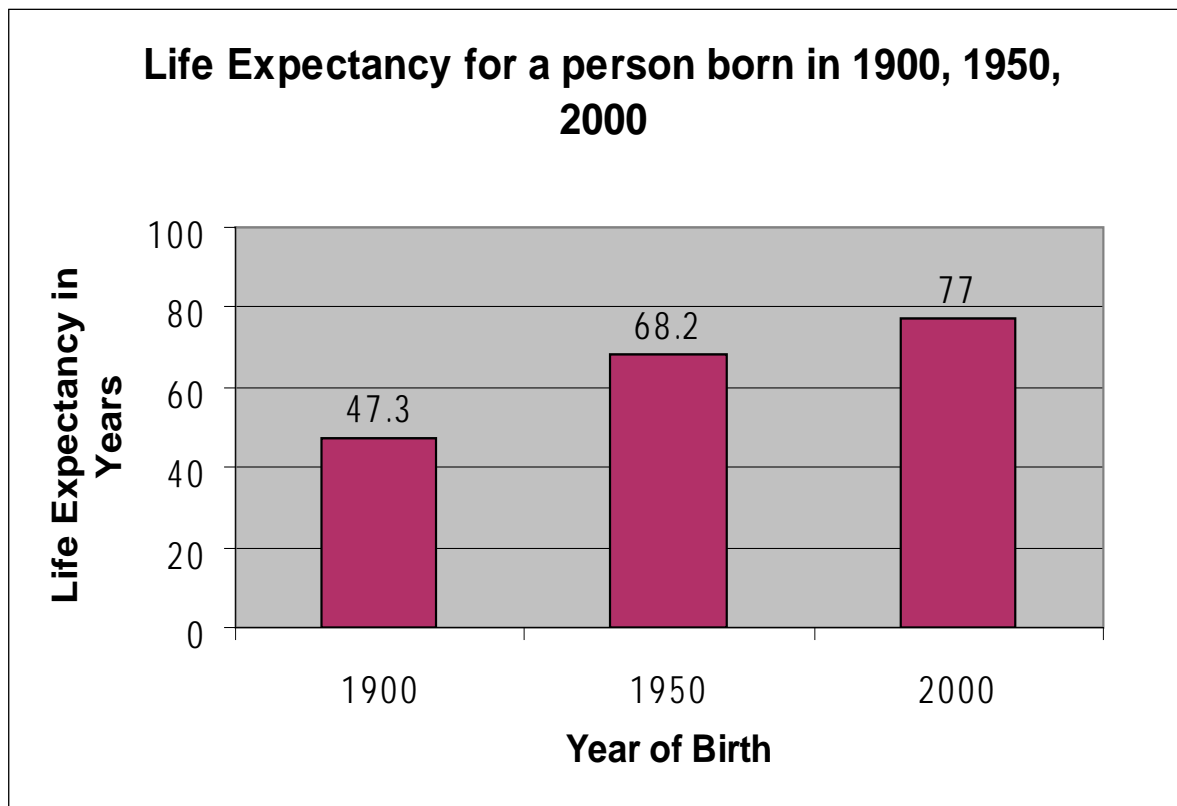


Fig 2. On average, Americans have added an additional three decades of life in the last century. Data from the Center for Disease Control . Retrieved January 12, 2005 from www.cdc.gov/nchs/data/hus/hus04trend.pdf#027.

period when women, perhaps for the first time in history, have decades of life when (if they are fortunate) they are still strong and healthy and not burdened with primary childcare responsibilities. Similarly, men, though not at the physical prime of their youth, are still in good physical shape, assuming good health. In some ways, this new period in the life span is a "bonus" that precedes old age—a healthy longevity; This new stage in the life span are years that can be spent in *Positive Retirement*, a term created to be similar to its distant cousin, traditional retirement in that it is inextricably tied to aging. The term was selected for its relationship to the growing literature on positive psychology, which seeks to understand health and well-being instead of the more negative flip-side, illness and poor health (Seligman & Czikszentimihalyi, 2000; Seligman, Steen, Park, & Peterson, 2005). An example of the lens that positive psychology provides for examining critical life issues can be seen in a study by Levy, Slade, Kunkel, & Kasl (2002). These researchers found that when people endorsed positive aspects of their own aging (e.g., "As I get older things are [better, worse, or the same] as (sic) I thought they would be"), they lived an average of 7.5 years longer than their more pessimistic peers, even when the evaluation of their views about their own aging was made as long as 23 years earlier. A positive assessment of one's life as we get older predicts additional years in which to enjoy it.

Retirement is the time in the lifespan that is part of the bridging process that connects the life one knew as an adult with the unfamiliar life of the aged that lies ahead. Unfortunately, the rich benefits of positive retirement are not universally available. The poor, the sick, and those who have lived at or below poverty most or all of their lives will not have the choices that are available to those of us who can choose a positive retirement.

Retiring Psychologists

During my term as president of the American Psychological Association (APA) in 2004, I was concerned about the aging membership of our organization. To help with this issue, the Retiring Psychologists Committee was formed with a diverse group of experts who helped with this project. Like the rest of American society and most industrialized societies around the world, a large number of the members of APA are turning silver. The modal age for members and fellow is 55-59 and 70+, respectively. In 1972, the median age of members was 41.6 (Boneau & Cuca, 1974). The aging of APA is shown in Figure 3. What do we know about this large aging cohort? What do

they know and what could we learn from them that could inform the field of aging? The questions about the aging of APA membership are relevant for every organization and business in the United States and other countries that are facing the same aging issues, which includes most of the industrialized world. We are not aging alone. A study of major corporate employers in the United States found that 42% identified the aging workforce as a major business issue, but 80% of the same employers have not determined the intentions of their older employees (Corporate Voice for Working Families, 2007). We know relatively little about the work and retirement plans and desires for a major sector of the workforce.

There are societal-wide implications to the burgeoning demographics of aging for which psychologists need to be prepared. APA also needs to be prepared to meet the needs of a large number of our own members who will be making changes—or at least thinking about making changes—in how and how much they work and how to use their knowledge and skills as they age. What are the problems and opportunities for psychologists as we reinvent the process of working as we grow older during a time when the nature of retirement is changing? What information and services do psychologists want as they plan for and make decisions such as selling a practice, making gradual reductions in an academic career, closing an animal laboratory, or leaving a long-time position at an institution, to name just a few possible examples? How can psychologists continue to use their skills and abilities in ways that make a difference into old age? What is your identity when, after a 30-year career, someone with a familiar face greets you at the market with, "Didn't you used to be Dr. Garcia?" And, perhaps the first question the near 55 and better crowd is asking, "Can I afford to reduce the number of hours I work as I grow old?" There will be many different paths through retirement, and for many psychologists, social and financial security will mean continued employment into old age.

Retiring psychologists, as a group, should be in a good position to take advantage of this new phase of life. The additional 3 decades of life that we have gained during the last century makes it less likely that retirement at age 65 will mean an abrupt stoppage of work brought on by or followed soon after by the problems of an aging body. Thus, we turned to a sample of our membership to answer questions about retiring psychologists. Because our sample consisted of members of our national association, everyone

was highly educated and had made a choice to maintain their membership in APA. Thus as a group, we can assume that their professional identity as a psychologist is a salient aspect of their lives. There is already good news for this elite group. There are very large longevity and health effects for the highly educated. For example, 25-year olds with a high level of education have a life expectancy of 82, for the less educated at the same age, life expectancy is 75 (Meara, Richards, & Cutler, 2008). Education is good for your health, especially if you want a long life, as a group, retiring psychologists are already ahead of the odds.

Earlier research on the work and retirement choices of older adults has shown that when people reach an age at which work is less normative, they have the latitude to make work-related choices including whether to work, how much to work and how long to work (in years), but these choices are available only for those who are healthy enough to continue working and financially secure enough to retire or reduce their work hours (Herzog, House, & Morgan, 1991). Previous research found that the number of hours older adults work has little effect on mental or physical health outcomes, but specific work-related variables are important. Decision latitude, which is the ability to control one's work life is an important variable for positive mental health

outcomes and stress-at-work bears a similar, but negative relationship. Karasek's (1979) job-demand-control theory is based on the idea that work-related stress results from the inability to control events at work. A large research literature has shown that across a diverse range of occupations, control is a critical determinant of health outcomes (Bishop et al., 2003; Ganster, Fox, & Dwyer, 2001). Not surprisingly, when work is negative, retirement has positive benefits to health and well-being. Thus, we would expect different effects and intentions regarding retirement from people in stressful jobs where they have little control when compared with those in jobs that are more meaningful and allow workers to control the way they work. Psychologists, especially those who identify with their profession enough to join a professional society, fall into the latter category of meaningful work and high control.

Our Study

To find what retiring psychologists had to say about retirement, we emailed a link to an on-line survey to 1000 APA members whose records in our data base indicate that they reported that they had retired. We also surveyed an additional 1000 members over the age of 55 regardless of their work status to ask about their work and retirement plans. Participants were asked to click

Membership in American Psychological Association by Age

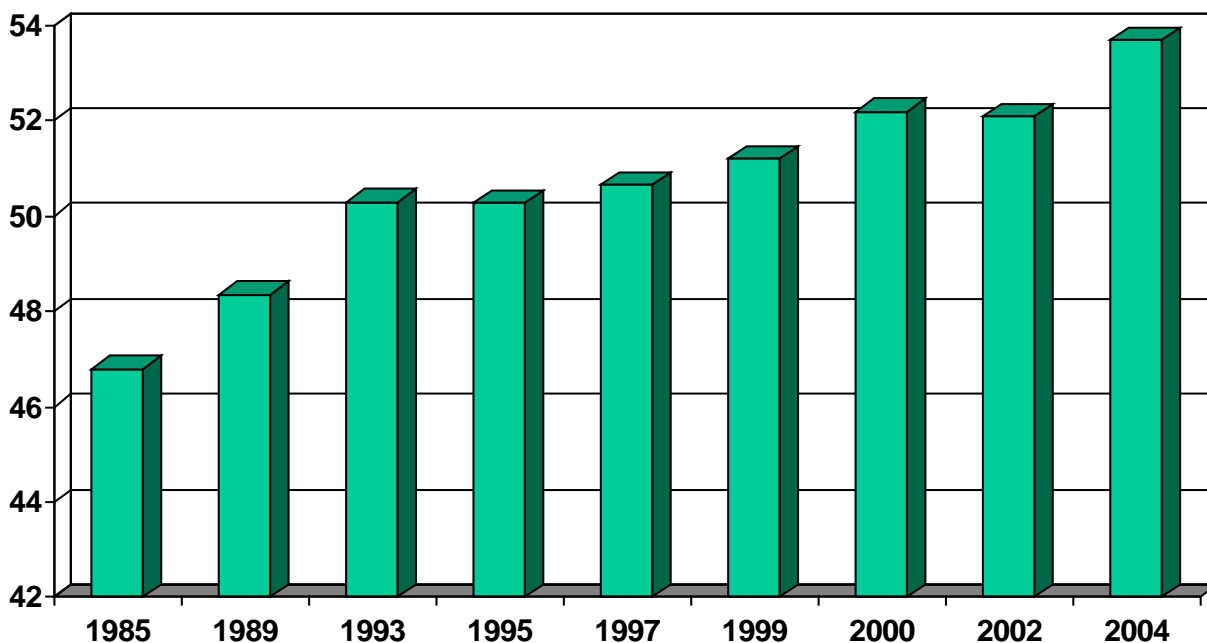


Fig 3. Membership in the American Psychological Association has grown substantially older over the last two decades. Data from APA Research Office.

on a link to a web site to complete the survey that asked both closed and open-ended questions. We also asked questions of chairs and members of APA's committees and boards about retirement-related issues, so that we deliberately sampled a broad range of psychologists because committee and board chairs and members represent all types of psychological interests. Committee and board members tend to be older psychologists because it usually takes years to develop the professional expertise and reputation necessary to be elected or selected to these positions of leadership, although they are not necessarily near traditional retirement age or retired. Committee and board members were asked about the age-related issues that would be important to the groups they represented.

Complete and usable survey data were received from 728 of the psychologists who received an email to participate (36.4%). Of the 2000 sent, some had invalid email addresses, others returned incomplete surveys, so the overall return rate was relatively high for survey data. Respondents ranged in age from 50 to 96, with a mean age of 68.8 years. The sample was 68% male. Thirty-seven percent of the respondents said that they were currently working for pay. Although it is common practice to categorize psychologists into scientists or practitioners, in fact, it is not possible to group psychologists into two mutually-exclusive categories because of the frequent overlap of practice and science. Twenty-five percent of the respondents replied that their primary employment setting was a university. In addition there was a mix of independent practice (13%); medical school (2.7%); other human services (4.4%); several other categories, and not specified (30%) that makes it difficult to say exactly what proportion was clinical or science oriented. On average, these psychologists reported 33.1 years of work experience.

Data were analyzed using quantitative and qualitative methods. We examined the frequency of different types of responses, answers to questions where there were multiple choice alternatives, and likert-type scales, and constructed responses where our respondents gave advice to others and wrote about their feelings and experiences in what must have been a moving and giving experience for many of them.

Results clearly showed that their personal identity as a psychologist was important to these older psychologists. In response to the question, "How important is your role as a psychologist to your personal identity?" 26% responded *extremely important*, 40% *quite important*, 25% *somewhat important*, 8% *not too important*, and only 1% *not*

at all important. Open-ended written responses also showed that it was important to the respondents that they be identified as psychologists in their retirement. Many of the plans for retirement and those already in retirement included working part time for pay or as a volunteer, either in psychology or in an area or areas outside or psychology.

Of those who responded that they do not plan to retire, which was 35% of the sample, they cited personal satisfaction with work (89%) and reasons related to income (59%) and reasons related to health insurance coverage (25%) as the three most frequent reasons why they will never retire. Many may have responded to this question with the traditional notion of retirement in mind—which was to abruptly stop working. Financial concerns were two of the three reasons for continuing to work. It is important to keep in mind the selective nature of this sample. Even for this elite sample, income during retirement and old age is an important reason why they intend to continue working.

Some of the most interesting quantitative data came from a factor analysis of a long list of items that respondents were asked to rate on a 3-point scale to indicate how much interest they had in each item. The list of items was generated by many people, including the members of a taskforce that was assembled to address the issue of retirement, and did not have an overarching theoretical structure behind it. The items were selected to represent a wide range of topics that might be of importance to older psychologists—items such as information on how to stay employed, where to find retirement communities, and how to handle cognitive and physical declines as we age.

The variables loaded on three factors with high factor loadings, which cumulatively accounted for 60% of the variance in the data. The first factor represented the idea of "keeping my identification as a psychologist." The importance of this professional identity came through in the forced choice question that was asked in an earlier part of the survey. The first factor included items such as wanting to know about retirement communities for psychologists, information on volunteer activities that would use the skills and talents of psychologists, and a desire for a website to exchange ideas among psychologists, including an area for conversation. The importance of maintaining a professional identity came through in the open-ended responses as well as can be seen in these sample answers: "I wish I had known more about coping with being viewed as an unemployed retiree and a disabled individual.

The change in roles is made more difficult by societal attitudes." Another respondent wrote: "Losing the sense of power, prestige, and influence that was part of the job is difficult for the male psyche once one is retired." Numerous responses include the theme that loss of one's identity as a psychologist is a major concern.

The second factor was labeled "winding down, but remaining employed." It included items such as information about part-time jobs and how to stay employed. An open-ended response that captures this idea is "I wish I had known of ways in which I could pursue my professional interests on a part-time basis with enough flexibility so that I could also enjoy my strong and satisfying non-career interests." And, "I was able to gradually phase down."

The third factor was focused on losses associated with aging and old age. It included financial planning for old age and information about cognitive and physical decline in old age. A sample open-ended response for this category: "I wish I knew more about the extent of the physical deterioration in the aging process."

The real treasure trove in the data was found the lengthy comments the respondents wrote in response to open-ended questions, such as: "What do you wish you had known about retirement or the aging process before you retired?" The answers are lengthy because the respondents had much to say. A content analysis of the answers was conducted using Atlas ti software for qualitative/semantic analysis (Scientific Software Development GmbH, 2003) to tag response themes and search for key words. The qualitative analysis was checked by a second rater to ensure consistency in assigning categories of meaning to the responses. Although there are multiple ways of grouping categories, a few distinct themes emerged to support the quantitative data. Concerns about finances, loss of one's professional identity, and aging were clearly seen across responses.

The Privilege of Positive Retirement—Advice from Those Who are Living It

The new phase in the life span, which we have named *positive retirement*, is a privilege. It is enjoyed by those with good health. Older adults in poor health cannot enjoy the young-old period of life that has become the new retirement where the nature of work is changed or reduced, but still meaningful. There needs to be adequate income for the young-old or else they do not have the option of reducing or changing how they work and they lose the longevity benefits associated with living well above poverty. A fourth category

emerged from the qualitative analysis of the written responses, which was just as important as finances, and concerns about aging. Respondents identified the need for a strong social network. In short, they told us that to be poor, sick, and lonely is not the way to grow old. The good news is we know what to do to prolong this wonderful new gift—this new phase in the life span. Here is some advice from older psychologists (identifying information has been removed):

"... We moved to a Continuing Care Retirement Community when I was ___ years old and my husband was ___. We became very much involved in the life of the community and continued active involvement. He died at age ___, and I continued to be active. ... The volunteer work I referred to above has been in this community!"

As seen in this response, the psychologist created and maintained a social network before and after her husband died, and she has been active by volunteering for others. Others said, "I learned that family and friends are more important than work." Another respondent wrote: "As a full-time academic during my years of teaching, I wish I had better understood how much our society could (can) benefit from a greater understanding of basic psychology. Now, doing volunteer work in my community I have many opportunities to use (explain, teach) some fundamentals to individuals and/or apply basic principles in working with youths and adults. George Miller was right! We need to make the general public more aware of what we have learned. My wife now works with victims of rape, child abuse, and domestic violence. APA has some wonderful resources we can apply in such cases for the assessment, diagnosis, and treatment of victims. Police and Social Workers need to better understand this area, as do lawyers and judges, who are often woefully ignorant of such matters despite years on the bench (or at the bar). I do some work with adolescents, and they, too, can benefit from more understanding of psychology and basic principles of learning, social psychology, personality theory, and especially such areas as conflict resolution, the ramifications of love and sex, and the growing problems of male and female violence."

Another respondent provided these reflections: "I believe I reached a saturation point engaged in private practice for 45 years and at 75 realizing that life doesn't go on forever. I wanted to do something else that didn't confine me to the office. For years I have been writing about what was effective treating patients and wanted to publish a self-help book. At present that is my immediate plan. Toward the end of my time in office, I had been thinking of another challenge

other than continuing private practice. To that end I took three courses related to post traumatic stress disorders connected to crisis intervention. I am currently 77 and still available to anyone in need of my assistance such as old patients. I believe there are a lot of psychologists my age that could be called upon to help with many of the ills of society just for the motivation of continuing to be useful and helpful. If a committee could be formed to elicit the help of retirees I am certain many would be happy to help. We have a wealth of experience and could bring a lot to the table in colleges, industry, and with the general public. In the area of public speaking alone we are a tremendous asset." Do psychologists, as a group, have better insight into retiring and aging than older adults from other careers? By listening to their experiences, it seems that they do have wisdom that they can share with the rest of us.

Discussion

Virtually every aspect of life in the United States and many other countries will be affected by the demographics of aging. With such a huge bulge in our population reaching older ages, and too few younger workers to support those who are retiring, it is a matter of simple economics to realize that the retirees will be needed to remain in the workforce longer. Collectively, older workers have a massive accumulation of knowledge, skills, and general information that cannot be replaced with the relatively thin workforce comprised of younger generations. There has been increasing concern that the massive retirement of baby-boomers will create a knowledge drain with potentially disastrous consequences because employers will be unable to find enough qualified workers to replace the retirees (Kiger, 2007). As seen in these data, a large percentage of psychologists plan to work up to their death. This is, of course, an unrealistic plan for most people because as people move into older age groups they can expect to have a period of illness that makes it difficult or impossible to continue working, but such realities are not in the plans for these dedicated psychologists.

If these data can be extrapolated to the general workforce, which may be questionable given the highly selective nature of our sample, then we could conclude there will be not be sudden and massive retirements by a large proportion of people who are currently employed. Reasoning from these data, the finding that health insurance and income are important to decisions regarding retirement, it is likely that many people, who are employed in fields where incomes tend to lower than those made by psychologists and health insurance is not ensured during retirement, will also continue to work beyond the traditional re-

tirement age. A study of executives conducted by the consulting firm Korn/Ferry provides supports the generality of these findings (Straczynski, 2007). Researchers found a large increase in the percentage of older executives who are using their prime years that comprise the 6th decade of life and later to "re-career," a term used to describe changes in careers that are made late in life. The executives, like our sample of psychologists, were well-educated and had the health, financial resources, and the desire to take advantage of the opportunity to engage in new and meaningful work late in life.

The massive study on work and retirement conducted by the National Institutes on Aging (2007) reported that baby-boomers with higher levels of education plan to retire at older ages than those with less education. Thus, it seems reasonable to conclude that, other things being equal, people with more meaningful work are more likely to remain in the workforce than those with jobs that are less meaningful. How these decisions will influence the ongoing process of retiring is difficult to predict, but here is one sure thing: perhaps ironically, the greatest growth field of all will be in those fields that deal with aging—cognitive processes of aging, grieving and loss, keeping healthy and active, and adapting the workplace to accommodate older workers.

The advice gleaned from the qualitative responses make a strong case for seeking social support in older age. The massive literature on health and well-being has shown that throughout life, the size and closeness of one's social networks is important in predicting health and mortality (Berkman, & Syme, 2001; Kiecolt-Glaser, McGuire, Robles, & Glaser, 2002). In an earlier study of fears about retiring, older adults who were shy and lonely, and had or expected to have little control over their lives following retirement had the highest level of retirement-related fears (Fletcher & Hansson, 1991). The repeated advice from psychologists who have already retired to find a community where people are supportive during the retirement years is supported by a large research literature. This is good advice for anyone who is contemplating retirement, and probably for the rest of the population as well.

It has been said that 65 is the new 45. Perhaps it time to change the lyrics in the classic song Paul McCartney (1967) wrote in honor of his father's 64th birthday to "Will you still need me; will you still feed me... when I'm 64?" to 84?

References

- Berkman, L. F., & Syme, S. L. (2001). Social networks, host resistance, and mortality: A nine-year

- follow-up study of Alameda County. *Advances in Mind-Body Medicine*, 17, 5-8.
- Bishop, G. D., Enkelmann, H. C., Tong, E. M. W., Why, Y. P., Diong, S. M., Ang, J., & Khader, M. (2003). Job demands, decisional control, and cardiovascular responses. *Journal of Occupational Health Psychology*, 8, 146-56.
- Boneau, C. A., & Cuca, J. M. (1974). Overview of psychology's human resources. *American Psychologist*, 29, 821-840.
- Corporate Voices for Working Families. (2007). Corporate Voices for Working Families Finds 42% of Employers Believe Aging Workforce is an Important Business Issue While 80% of Companies Have Not Determined Intent of Mature Workers. Washington, DC: Author.
- Fletcher, W. L., & Hansson, R. O. (1991). Assessing the social components of retirement anxiety. *Psychology and Aging*, 6, 76-85.
- Ganster, D. C., Fox, M. L., & Dwyer, D. J. (2001). Explaining Employees' Health Care Costs: A Prospective Examination of Stressful Job Demands, Personal Control, and Physiological Reactivity. *Journal of Applied Psychology*, 86, 954-964.
- Herzog, A. R., House, J. S., & Morgan, J. N. (1991). Relation of work and retirement to health and well-being in older age. *Psychology and Aging*, 6, 202-211.
- Karasek, Jr. R. A. (1979). Job demands, job decision latitude and mental strain: Implications for job redesign. *Administrative Science Quarterly*, 24, (285-307).
- Kiecolt-Glaser, J. K., McGuire, L., Robles, T. F., & Glaser, R. (2002). Psychoimmunology: Psychological influences on immune function and health. *Journal of Consulting and Clinical Psychology*, 70, 537-547.
- Kiger, P. J. (2007). The coming knowledge drain. *Workforce Management*. Retrieved May 15, 2007 from <http://www.workforce.com>.
- Levy, B. R., Slade, M. D., Kunkel, S. R., & Kasl, S. V. (2002). Longevity increased by positive self-perception of aging. *Journal of Personality & Social Psychology*, 83, 261-270.
- Longman, P. (2004, May 10). The effects of global graying. The Baltimore Sun. Retrieved May 15, 2006 from http://www.newamerica.net/publications/articles.2004/the_effects_of_global_graying.
- McCartney, P. (1967). *When I'm 64*. on Album Sgt. Pepper's Lonely Hearts Club Band. Capitol Records.
- Meara, E., Richards, S., & Cutler, D. (2008). The gap gets bigger: Change in mortality and life expectancy, by education, 1981-2000. *Health Affairs*, 27, 350-360.
- National Center for Health Statistics. (2006). What's new. Retrieved on September 7, 2006 from <http://www.cdc.gov/nchs/>.
- National Institute on Aging (2007). Growing older in America: The health and retirement study. Washington, DC: National Institutes of Health. Retrieved August 6, 2007 from http://www.nia.nih.gov/NR/rdonlyres/D164FE6C-C6E0-4E78-B27F-7E8D8C0FFEE5/0/HRS_Text_WEB.pdf.
- Scientific Software Development GmbH. (2003). Atlas ti Software. Berlin, Germany.
- Seligman, M. E. P., & Csikszentmihalyi, M. (Eds.), (2000). Positive psychology [Special issue] *American Psychologist*, 55, (1).
- Seligman, M. E. P., Steen, T. A., Park, N., & Peterson, C. (2005). Positive psychology progress: Empirical validation of interventions. *American Psychologist*, 60, 410-421.
- Straczynski, S. (2007, April 30). Retired, but not out of the workforce. Performance Newsletter.: U. S. Census Report. (2007). U. S. interim projections by age, sex, race, and Hispanic origin. Retrieved August 6, 2007 from <http://www.census.gov/ipc/www.interproj/>.

Author Notes

Requests for reprints may be sent to Diane F. Halpern, Department of Psychology, Claremont McKenna College, 850 Columbia Ave., Claremont, CA 91711. E-mail: Diane.Halpern@cmc.edu.

I sincerely thank the members of the 2004 Presidential Taskforce on Retiring Psychologists, especially Bob Johnson, Ph.D., at Umpqua Community College, who served as Committee Chair; Judith Sugar, Ph.D., University of Nevada, Reno; and Jerry Rudmann, Ph.D., Irvine Community College, both of whom assisted with writing survey items; and the staff in the APA Research Office who coordinated data collection and provided expert advice on survey design, Jessica Kohout, Ph.D., Marcos Salazar, Ph.D., and Jessica Frincke. I also thank Melissa Carsten, Ph.D., Claremont Graduate University for assistance with data analyses.

Sincere thanks also to the psychologists who participated in this study and the many others who provided guidance and encouragement, especially the members of the APA Committee on Aging and the many psychologists who participated on the Retiring Psychologists Listserve.



General Psychology and the Unification of Psychology: The Candidates Respond



MaryLou Cheal

by MaryLou Cheal, Arizona State University

For several years, the Society for General Psychology (Division One of APA) has offered a column planned to increase interest and voting in the APA presidential election. In addition, it offers a format for the candidates to discuss their goals for unifying APA across the many psycho-

logical disciplines. This column continues that venue with contributions from the five candidates below (printed in the order received).

So what is meant by unifying psychology? In Division One, we think it means that psychologists will meet and discuss their varying areas and try to support each other, such as understanding the need for science in practice, and the need for practice to benefit from science.

Division 1 continues to support voting in this election, but does not feel it is in the best interests of the organization to support any one candidate for the office of President of APA. Thus, do vote and do remember the Hare system used by APA in which you must 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.

The governing bodies of APA, including the President, Secretary, Treasurer, and all of Council are essential to continuing the recognition of the importance of all areas of psychology. Thus, in the brief statements below, each candidate tells how s/he would work to unify psychology if they are elected.

As in our recent columns about the election, the five candidates for President of APA were asked if they would contribute a short piece (≤ 500 words) for the Division 1 newsletter. They were asked **“to address the importance of unity within psychology and how you would encourage unity as president of APA.”** They could also provide **“comments on the importance of a general psychology,”** if desired. The responses are presented in the order received.

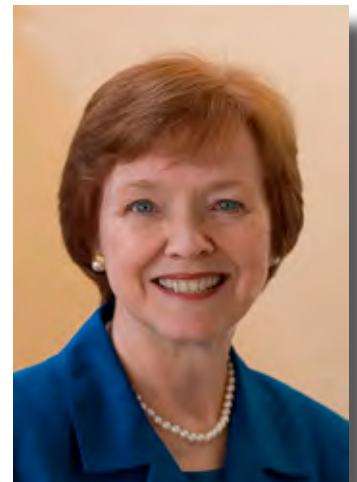
Carol D. Goodheart

It is essential that we remain united as a discipline and professional association. My campaign platform and my lifetime work heartily support the goals of Division 1: “encouraging members to incorporate multiple perspectives from psychology’s subdisciplines into their research, theory, and practice.” You have an opportunity to elect a president with the breadth of experience and the vision to facilitate a progressive unifying agenda for psychology.

Platform: As President, I will propose the development of a new think tank, an *Institute of Psychology*, to be on a par with the Institute of Medicine. It will provide a unified structure to advance psychology and enhance psychology’s influence. It involves a true partnership among diverse constituencies. I am committed to a platform of economic strides, advocacy, partnerships, diversity, technological development, and responsiveness.

Background: My career integrates practice, scholarship, and service. I practice in Princeton, NJ, specializing in the treatment of people with physical illnesses and disabilities. I have served for many years at Rutgers University’s Graduate School of Applied and Professional Psychology as a clinical supervisor, contributing faculty, and committee member. I am an author and editor of seven books, as well as many articles and chapters on health, women and the practice of psychology. Honors include: APA Fellow, distinguished practitioner in the National Academy of Psychology, APA Presidential citation, Division 29 Distinguished Psychologist Award for lifetime contributions, Division 17 Best Practice Award, and Distinguished Psychologist of the Year awards from Division 42 and the New Jersey Psychological Association.

Leadership: Please consider my track record of collaborative leadership and of forging consensus to accomplish common goals. For example, I served as the APA Treasurer, with



APA Presidential Candidates Respond

expertise in finance policy and the use of resources, and was on the Board of Directors for the past six years. In so doing, I represented *all* constituencies of APA and helped us find means to support the priorities of *all* Directorates. As Chair of the 2005 Presidential Task Force on Evidence-Based Practice, I sought out and worked effectively with diverse perspectives; as a group we were able to achieve consensus on a complex set of concerns. The result was passage of our Task Force-recommended policy by the APA Council of Representatives, which allows APA to speak with one voice on Capitol Hill. It is a meaningful policy that is protective of the public and furthers the discipline. My service also includes such diverse leadership activities as: co-chair of the CEO search committee that culminated in the hiring of Norman Anderson, member of the 2003 Presidential TF on Unity, chair of the Policy and Planning Board, senior advisor to the Advisory Council on Genetics, Division President, and member of the Council of Representatives from both a Division and a State.

We have the potential to achieve great strides in APA, but only if we work together on great common goals that advance our field and the public we serve.

I ask for your # 1 vote. For more information about my progressive agenda see: <http://www.CarolGoodheart-ForAPAPresident.com>

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 cultural, ethnic, educational, philosophical, 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 as psychologists.

I have two overarching Presidential goals that are built upon this tradition: first, "All Psychologists must work together to have a strong, coordinated, articulate approach to advocating for 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 are inter-related – 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 and help build our future.

As a member and Fellow of Division 1, I appreciate the importance of unity across all of Psychology. Thus, I am a scientist-practitioner who has integrated the roles of funded researcher, practitioner, teacher, and academic administrator whose service to Psychology includes chair of both APA's Boards of Educational Affairs & Professional Affairs and serving on the APA Council and APA 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.

Jack Kitaeff, PhD, JD

In a 1967 Clint Eastwood Western film, *The Good, the Bad, and the Ugly*, Eastwood faced four gunslingers intent on killing him. He then shot all four men dead and survived without a scratch. A cowboy who witnessed the shootout asked him, "How'd ya know which one would draw first?" He answered, "The guy on the right had nervous eyes, so I figured he was too scared. The two in the middle were slightly behind the other two; they wouldn't have had clear shots. The guy on the left kept twichin' his fingers. I knew he'd be the first to draw."

APA Presidential Candidates Respond



What does this have to do with unity within psychology? Well, it metaphorically expresses how many psychologists in “science” feel about clinical practitioners. Where is the empirical peer-reviewed research? Where is the scientific skepticism? Where is the verification? For those in the science of psychology, the inability of clinicians to adequately respond to these ques-

tions reflects one reason for the divide within psychology. Further adding to this division is the fact that most training in the “clinical” areas of psychology now takes place at professional schools of psychology where science may not have a place, dissertations may not be required, and most faculty are part-time practitioners.

I understand these conflicts. My original graduate education was in experimental psychology. My courses were in sensation and perception, memory and cognitive processes, learning, motivation, emotion, and experimental methodology. I read Titchner, Wundt, Hull, Spence, Watson, Tolman, Fechner, Helmholtz, Köhler and Wertheimer. I have never forgotten my experimental roots and I count this initial exposure as the “basic sciences” of my psychology education. It is an unfortunate truth that most graduate education in psychology does not offer these basics.

What can be done about this? We know that a house divided cannot stand. The choices then are (1) compel the house to unite; (2) construct another house; or (3) impede the division within the house and initiate unification. For psychology, it is too late and unreasonable to force the first course, and the second has already occurred in the form of the American Psychological Society. The only remaining alternative is to pursue the third course and slow down the serious division within psychology and take steps towards a reasonable degree of unification.

How do we do this? One possibility is a dialogue among moderates from both sides of the house. Practitioners should be encouraged to open themselves up to empiricism. Empirical journals should include more clinicians as reviewers, and practice-oriented journals should include more empirical researchers as reviewers. As APA president I would specifically ask Division 1 (psychology’s “first” division) for assistance in this endeavor as it represents general psychology. I would also utilize the annual convention as well as other venues to stress the commonalities between science and practice (e.g. the value placed on solving individual and societal problems, the

belief in the dignity of the person). I would encourage respect for the contributions that each discipline can make to the other.

Robert McGrath

Psychology can sometimes seem to be an unwieldy mix of topics and professional identities, but I believe this diversity is evidence of the field’s vibrancy rather than its diffusion, and the different branches of the field offer tremendous opportunities for cross-fertilization. My career reflects a number of these branches. As a clinical scientist I have been a faculty member at Fairleigh Dickinson University, where I currently direct two graduate programs, teach, supervise students, and conduct research in measurement and assessment. As a clinical psychologist I am pleased that scientific method has finally come to play a central role in deciding which therapeutic hypotheses are helpful and which should fall by the wayside. I am particularly intrigued by the role cognitive science and neuroscience are beginning to play in my field (e.g., Etkin, Pittenger, Polan, & Kandel, 2005). As a researcher, I am very aware that much of the interest shown by the public in psychology reflects the contributions we have made to understanding and treating emotional and behavioral disorders.

These are challenging times for psychology, and the divisions among us contribute to those challenges. Competition for research funding is increasing, and this trend is likely to accelerate under a fiscally restrained administration. The healthcare system is evolving, and psychologists are at risk of being excluded from the collaborative care systems of the future.

To address these challenges, several events must occur. First, psychologists must recognize we are much more simply psychologists than otherwise. We must set aside our differences and work together for the benefit of the public and our discipline. I am uniquely qualified to fill that role as President of APA because of the variety of hats I have worn.

I have been a teacher and administrator, a healthcare provider and researcher, a psychotherapist and statistics geek, a political advocate and community activist. Through these experiences I have developed a respect for a broad range of the constituencies that make up psychology. I have been effective at bringing together scientists and practitioners on a



APA Presidential Candidates Respond

variety of projects, because I have a deep appreciation of the values of each.

Second, we must become more effective at making the case for psychology with the public and with legislators. We have a great deal to offer as an objective source of empirically based information about social issues such as domestic violence and incarceration of the severely mentally ill. We also can be more effective at helping legislators understand why they should continue to support psychology as a research and clinical discipline.

Finally, we must deal with the harm a small number of individuals have brought to our reputation as an ethical discipline. I would like to see us lead the way in the development of multidisciplinary mechanisms for identifying abusive treatment of prisoners and exposing it before rather than after people have suffered.

I ask you for your vote for President of APA. If you would like to learn more about me or my platform, please visit my website: bobmcgrath.org.

Steven J. Reisner

As candidate for APA President, I have been asked on several occasions about the value of diversity in the APA and how to strengthen it. But this is the first time I've been asked about the value of unity and what I would do to foster it.

For me the real question is, can we offer a vision of psychology that unites psychologists and moves us forward, while welcoming an increasingly diverse pool of professionals, students and recent graduates?



I recently attended an APA Council meeting, at which a proposal for a new association Mission Statement was presented. The Board offered three versions for consideration; yet all three offered some variation of the same statement "The Mission of the APA is to apply psychological

knowledge to benefit society." The emphasis on society, rather than the dignity and welfare of the individual, intrigued me, as a focus on the larger "societal good" has been a major shift in emphasis of APA leadership in the past eight years.

Council members raised a host of objections. Clinicians asserted that clinical work often focused on the uneasy interface of individuals and society; such work sometimes

challenges, rather than benefits, the social order. Scientists in the room objected to the emphasis on benefiting society over the value of pure science, arguing that, since Galileo, scientists have stood for independent, value-free research, in order to produce objective knowledge. Others added that elevating the needs of society over duty to the individual was a questionable priority for a health association's mission statement.

Watching the process, I found the diverse positions exciting. The question for me was, how do we give voice to difference in the profession while maintaining a unified vision? I wondered how to unite our diverse vision and goals as psychologists? I concluded that our values unite us, particularly those embodied in Principle 'A' of the Ethics Code: "Psychologists strive to benefit those with whom they work and take care to do no harm." We take the Hippocratic Oath a step further than physicians do: we aspire not only to 'do no harm,' but to do good, for the individual as well as society.

I am running for APA President because certain core APA values recently have been compromised by our organization with divisive consequences. I am referring to APA policy supporting the role of psychologists in military and intelligence interrogations at sites where basic human rights and international law are being violated. This policy has been justified by prioritizing Principle 'B', "responsibilities to society" over Principle 'A', "to safeguard the welfare and rights of those with whom they interact."

I will work to restore unity among psychologists by re-establishing the ethical values that unite us. We have a truly diverse profession and can draw on the widest range of scientific knowledge, clinical, teaching and research expertise. But these can best come together upon a foundation of shared values in support of both individual human welfare and the broader social good.

www.reisnerforpresident.org

Now the rest is up to you! VOTE! VOTE! VOTE!
(After reading these remarks, you may wish that you could vote three times, or more!)

—mlc

Minutes of the Executive Committee Meeting

August 14, 2008



Richard Meegan

by *Richard Meegan*
Masconomet Regional School District

Sheraton Boston
Hotel
August 14, 2008, 7:00
– 10:30 PM

Present: Thomas Bouchard, Don Dewsbury, Harold Takooshian, John Hogan, Bonnie Strickland, Richard Meegan, Laura Meegan, Richard Velayo, Wade Pickeren, Alexandra Rutherford, Mark Sciutto, Mary Lou Cheal, Doug Candland, Brian Stagner, Nancy Segal, Jason Young, Rivka Bertisch-Meir, Artemis Pipinelli, Ani Kalayjian, Mark Terjesen, Richard O'Brien (IRB Committee Chair)

1. The meeting was opened by Tom Bouchard at 7:15 PM. Tom introduced the incoming president, Don Dewsbury, and the new president-elect, John Hogan. Don Dewsbury made some introductory comments. He reviewed the names of all of the chairs that he has appointed for next year (see attached roster). As a clarification, it was pointed out that the president would chair the selection of the Boneau and Hilgard award. The president, president-elect, past president and the Awards coordinator would select the recipient of the Staats Award. The chosen recipient's name would be forwarded to the A.P.F. for their approval and funding of the award.
2. Stephen Breckler of the Science Directorate came to the meeting with other Directorate members to speak to the Board of the Directorate's mission and the query the Board of any concerns of which the Directorate should be aware. Tom Bouchard voiced concerns about the APA policies relating to the I.R.B.'s. A discussion ensued with members of the Board and Dr. Breckler.
3. A motion was made, seconded, and approved to rescind the November 2007 approval of the Board to pay for award members to speak at local meetings. This was based on the high expense level we have had in the past two years.
4. A motion was made, seconded, and approved to rescind the November 2007 approval of the Board to increase the honorarium of award winners. The monetary awards will remain at \$1000.00.
5. After discussion, it was moved, seconded and approved to separate the positions of Secretary and Treasurer. Donald Dewsbury will make the appointment of a new Secretary and Richard Meegan will continue as Treasurer.
6. The budget was reviewed and amended. It was moved, seconded and approved that no expenditures would go above any budget level without the approval of the Executive Committee.
7. It was moved, seconded and approved to contribute \$100.00 to the Archives of the History of Psychology and another \$100 to The Federation of Behavioral Sciences on an annual basis, beginning in September of 2008.
8. It was proposed that the treasurer should set up an informal finance committee to oversee the budget. As this will be an informal committee, no vote was taken, with the treasurer agreeing to the committee.
9. Bruce Overmeir proposed that the Newsletter go to electronic publishing to save some money. It was moved, seconded and approved that future newsletters will primarily be available electronically. This will not apply to the Fall 2008 newsletter. There will be a statement in the next newsletter included in a box on page 1 indicating that "After this issue TGP will only be published electronically. Individuals with special needs can request individual copies." Any member who needs to have a print copy will be

Exec Minutes: August 14, 2008

responsible to contact the secretary to have one mailed to him or her.

10. It was moved, seconded and approved to name the award for the best poster the Anne Anastasi Award.
11. It was moved, seconded and approved that an honorable mention citation will be given to the runner-up of the William James Award.
12. Publications Committee Report – Douglas Candland & Bruce Overmeir

It was pointed out that after much misunderstanding with APA and their Divisional accounting firm (CBIZ), both the Journal Editor and Bucknell received their payments for this year. Douglas thanked Bruce Overmeir for all of his work on behalf of this committee. Douglas was thankful for the excellent work of the reviewers whom he feels have significantly contributed to the success of the Review of General Psychology. His complete report was included in the appendix of the meeting agenda.

13. It was moved, seconded and approved to request APA to accept an increase in the journal size from 400 to 500 pages per year.

14. Report from the Program Committee – Nancy Segal and Jason Young

The following are this year's statistics: 35 student poster sessions; 5 symposia; 3 major talks; 2 paper sessions; 1 conversation hour; 8 suite conversation hours. The program chairs were authorized to develop hospitality suite conversation hours in addition to our main program.

15. Division Operations Manual report – Gloria Gottsegen

Copies of the updated manual as constituted were distributed to the officers. Gloria made suggestions as to other topics that should be covered in the manual. It was requested that ideas for other changes be submitted to Gloria.

16. Awards Committee Report – Mary Lou Cheal

Mary Lou reported that she and Nancy Russo are updating the awards handbook and this handbook will also be included in the manual. She also pointed out the winners of this and next years awards as listed in the appendix for the meeting.

17. Membership Committee Report – Brian Stagner

Brian pointed out that the numbers of members are still dropping and recommended that we not increase dues for the next year. We currently have 1,035 members. The mean age of the members is 66. In APA it is 59. Brian pointed out the need for us to continue to reach out to early career psychologists. As a way to increase membership, it was moved, seconded and approved to have the Program

Committee consider offering sessions with C.E. credit attached in the future as a way to provide service to our members, especially clinicians.

18. Web Master Report – Laura Meegan

Laura reported that things seemed to be moving along well. She also reported that she has established a group page on "Facebook" for the division as a means to stimulate interest and discussion among young psychologists.

19. Historian's report – Don Dewsbury. Don reported that all official papers are continuing to be archived and requested that officers and chairs submit pertinent material to him for possible archival.

20. Other Issues and Discussions:

A. It was decided to leave the chairmanship of our Evolution Psychology Committee vacant for now.

B. Bonnie Strickland discussed some of the issues of the APA Council. They will be discussing in more depth a resolution regarding the use of torture in interrogation of prisoners. The resolution would state that the APA is against such uses of psychologists. She also discussed the fact that information relating to multi-cultural issues will be included on the listserv. Further a new mission and vision statement for the APA will be forthcoming soon. She also reported that APA was operating with 600 employees and an operating budget of \$115 million and that the association had \$240 million in equity. Lastly, the divisions will no longer be responsible to pay for the travel of presidents-elect to the leadership conference. These costs will be picked up by APA

C. Tom Bouchard led a discussion relating to IRB's. He will write a letter to Norm Anderson addressing his concerns.

D. New Fellows Committee – There were no new fellows this year. The new Chair, Antonio Puente has been sent the names of possible people to be named as fellows next year.

The meeting adjourned at approximately 10:45 P.M.

Respectfully submitted,

Richard Meegan, Secretary/Treasurer



"I move that we adjourn."

Minutes of the Business Meeting

August 16, 2008

by Richard Meegan

Masconomet Regional School District

August 16, 2008

Boston Convention and Exhibition Center

1. The meeting was called to order by President Tom Bouchard at 9:00 A.M.
2. It was moved, seconded and approved to accept the minutes of the 2007 Business meeting in San Francisco.
3. 2008 Program Chairs report – see Exec. Committee Meeting
4. Past President Harold Takooshian reported on the work that he had done the past year relating to the development of the speakers bureau noting that about 200 members have volunteered to be part of the bureau.
5. President's report (Tom Bouchard) – Awards for service to the division were presented to:
Bob Johnson for the Newsletter; Rivka Meir for hosting the winter Executive Board meeting; Bruce Overmeir for his assistance in representing the needs of the Review of General Psychology to the APA; Nancy Segal and Jason Young for the 2008 convention program; Michael and Rivka Meir for hosting the 2007 division suite program at the San Francisco convention; and Harold Takooshian for his organizational assistance to the president.
6. President-Elect (Don Dewsbury) – Don reported on the James Book award, the new committees and the new chairs he had set up.
7. Journal Editor's report (Doug Candland) – Doug summarized his printed report. He pointed out the large number of submissions that the journal is receiving, and due to this he had to reject a large number of papers. He also pointed out a meeting was held with Susan Harris (APA Journal Services) August 15. The meeting was attended by Don Dewsbury, John Hogan, Bruce Overmeir, Doug Candland, Bob Johnson and Dick Meegan. At that meeting, APA agreed to increase the size of the journal by 25% by changing the size format of the journal to 8 ½ X 11. He also pointed out he was to receive so many international submissions. This has allowed him to print the journal with about 35% international papers.
8. Newsletter Editor's Report (Bob Johnson) - Bob reported that the new editor of the newsletter would be Gina Brelsford and Kim Miller would be the associate editor. He thanked the group for all of the support has received as editor.
9. Treasurer's report (Dick Meegan) – Dick reported that a budget had been set for 2009 and made available to budget/ expense report for the past two years.
10. Membership Report (Brian Stagner) – Brian pointed out that we are losing members, but not at as fast a pace as in the past. There are currently 1,035 members in the division.
11. Awards Committee (Mary Lou Cheal) – Mary Lou mentioned that the handbook was being updated and would be included in the division manual. She listed the award recipients for this year and next year's awards. She also noted that at the poster session there were 26 actual submissions posted and that Jess Kim was awarded this year's Anastasi Award. Six other submissions were recognized with Honorable Mentions
12. APA Council (Bonnie Strickland) – Bonnie reported on the major issues the Council was dealing with including issues of diversity and torture.
13. President Tom Bouchard turned the meeting over to incoming President Don Dewsbury who presented Tom with a gavel in commemoration of his year as president.
14. New Business:
Rivka Meir suggested that the division request that its members "adopt" a psychologist from abroad to assist them financially in attending the APA national conventions, similar to what Division 52 is doing. No decision was made on the proposal.
15. The meeting was adjourned at 9:55 A.M.

Respectfully submitted,
Richard Meegan
Division 1 Secretary/ Treasurer



“Although we may be short of finances, as you can see, the budget is long.”

Minutes of the Executive Committee Meeting

August 16, 2007

by Richard Meegan
Masconomet Regional School

16 August 2007, 7-10 pm
San Francisco Marriott

President Harold Takooshian called the meeting to order at 7:20 pm

Present: Harold Takooshian, Bonnie Strickland, Thomas Bouchard, Donald Dewsbury, Richard Meegan, Nancy Russo, Gloria Gottsegen, Douglas Candland, Robert Johnson, Matthew Goodwin, Rivka Bertisch Meir, Brian Stagner, J. Bruce Overmier, Michael Wertheimer, MaryLou Cheal

1. Minutes of the 2006 Executive Committee and Business Meetings were unanimously accepted.
2. Past President Bonnie Strickland mentioned that the 2008 Hilgard award will go to Nancy Eisenberg.
3. A discussion was held relating to the success of the November Board meeting in New Jersey. A discussion followed to see if we could offer an award in honor of Ann Anastasi. Harold will look into this more and report at the November meeting.
4. Committees for next year:

Tom Bouchard announced the list of new chairs. See the Division 2008 Roster of Officers and Chairs for names.

5. It was announced that the Fall Exec. Board meeting would be held at Rivka Meir.
6. Harold Kurtzman from the Science Directorate spoke to the group and asked for any input. Mike Wertheimer mentioned that he would like to see the directorate focus on the behavioral implications of world problems such as Pollution and Global warming.
7. Bob Johnson gave a report on the Newsletter and let it be known that he was open to suggestions and would like to receive more committee reports for inclusion in the newsletter.
8. Pat Coburn from the Science and Government Relations committee of the APA discussed the issue of the need to revise some of the peer review system and welcomed comments.
9. Division One Journal: Doug Candland and Bruce Overmier reported on the journal. Doug mentioned his report to the Board was sent via email. Bruce reported on the fact the journal account was in debt by approximately \$218,000, but it has been making money this year. As Earlbaum is not interested in maintaining the contract, Bruce will seek other possibilities and report on that at the fall meeting. Doug asked about having his contract renewed.
10. Membership: Brian Stagner reported that in 2005, 32% of our memberships were 70 or older and that there were

Editor's Note:

These minutes should have been published in the Fall 2007 issue of The General Psychologist.

only 5% under the age of 50. The number of members has been decreasing. The current membership is 1,861.

11. Fellows Report: Harold reported for Richard Valayo. We currently have 172 fellows. Harold complimented Richard for all of the work he had done in recruiting new fellows. He mentioned that Richard will not renew his term of office.
12. Awards: Nancy Russo listed the awards (which will be sent to everyone) and mentioned that Harold was instrumental in changing the form of the actual certificates. She mentioned that the award winners would also be posted on the website.
13. Early Career Psychologists: Matthew Goodman reported that complimentary membership was offered to all A.P.A.G.S. and E.C.P. new members. He also discussed the poster session that would be held at the 2007 Convention. He also mentioned that the best poster would be awarded a \$100 award. He also mentioned that the division might want to develop a statement for members of A.P.A.G.S. and E.C.P. as to why they should join the division.
14. Listserv: Matthew Goodwin reported that there are about 1,131 members who subscribe to the listserv, which is about 60% of the membership. He mentioned that fewer people subscribed this year. He also mentioned that he had only received enough material for nine postings this past year.
15. Council Representative: Bonnie Strickland stated that the council approved funds to relaunch the APA website.
16. Historian's Report: Don Dewsbury requested that outgoing officers send him all of the materials they had collected while in office so that he could archive those.
17. Pioneers in Psych Series: Don Dewsbury reported that there were 247 issues of Volume 7 sold. He mentioned the following possibilities for dealing with the lack of a future contract with Earlbaum:
 - a. End the series
 - b. Raise money, about \$15,000 to get another one published
 - c. Publish on-line

Don pointed out that the sales do not support the cost of printing future volumes. Don also mentioned that he would seek a co-editor for the series.

The meeting was adjourned at approximately 10:00 pm.

Respectfully submitted,
Richard Meegan
Secretary



Minutes of the Business Meeting

August 18, 2007

by Richard Meegan

Masconomet Regional School District

18 August 2007, 9:15 – 10:00 am
San Francisco Marriott

Harold Takooshian, President, called the meeting to order at 9:15 am

Present: Harold Takooshian, Thomas Bouchard, Don Dewsbury, Richard Meegan, Bonnie Strickland, Rivka Bertisch Meir, Michael Meir, Nancy Russo, Michael Wertheimer, Robert Johnson, Douglas Candland, Brian Stagner, MaryLou Cheal, Peter Merenda, Mark Koltko-Rivera, Anie Kalayjian, Laura Meegan

1. The 2006 meeting minutes were approved.
2. Nominations and Elections Committee: Bonnie Strickland report on the nominees for the open positions.
3. President's Report: Harold Takooshian discussed the efforts of the division for recruitment, retention, and engagement of members. He also mentioned that he had formed a new committee, the Humor Committee to be chaired by Joe Palladino, and a Science-Practice Committee to be chaired by Mark Koltko-Rivera. He also thanked Nancy Russo and Richard Velayo for their work on the part of the division. He also pointed out to the membership that A.P.A.G.S. members are given free membership in our division.
4. President-Elect Report: Tom Bouchard discussed some new committees he was looking to form in the areas of Publications, Operation Manual and Handbook, and Outreach. He requested that anyone with any suggestions for the division.
5. Journal: Douglas Candland expressed his gratitude to submitters, reviewers, and the Editorial Board. He noted that the work of these people makes the journal so successful. He also noted that there has been much international attention to the journal and submissions are being received from overseas. He stated that the theme for next year would be Humanities and Neuropsychology.
6. Newsletter: Robert Johnson noted that the publication has been well received. He asked for submissions, noting that the standards for publication in the newsletter were far broader than those for the journal. He also mentioned that he would like to do a series on evolutionary psychology to compliment the 2008 program theme.

Editor's Note:

These minutes should have been published in the Fall 2007 issue of The General Psychologist.

7. The Alan Boneau Award for Distinguished Service to Division One was presented to Robert Johnson by President Harold Takooshian.
8. Treasurer's Report: Richard Meegan presented the report to those present and entertained comments.
9. Membership Committee: Brian Stagner noted that our membership was dropping. It is down about 10% over the past five years.
10. Awards Report: Nancy Russo listed next year's award winners. See her report for details.
11. Fellows: Harold reported that since 2001, there have been 172 new fellows elected.
12. Council Representative: Bonnie Strickland reported that the key agenda item dealt with a request for a moratorium on the interrogation by psychologist of Iraqi detainees.
13. Practice/Research Initiative: Mark Koltko Rivera reported that he intended to have an initiative proposal for discussion at Boston in 2008. He requested input from members. He also discussed the IRB approval process changes. A great deal of discussion ensued.
14. Pioneers in Psychology: Mike Wertheimer mentioned that the Executive Committee wishes to pursue ways to continue the series.
15. New Business:
 - a. Mark Koltko-Rivera suggested that the name of Division One be changed to "Society for Unified Psychology". This will be taken under advisement.
 - b. Harold presented a Presidential Citation for "Promoting General Psychology". Citations were given to Nancy Russo for her work with our awards committee and Bonnie Strickland for writing our By-Laws.
16. Harold passed the gavel to incoming President Thomas Bouchard.

The meeting adjourned at approximately 10:00 am.

Respectfully submitted,
Richard Meegan, Secretary



Report of the Scientific Integrity Committee

by Richard M. O'Brien - Hofstra University



Richard O'Brien

Although there were relatively few presentations on Institutional Review Boards at the 2008 APA Convention in Boston, the Division One offering was particularly apropos for the site of the first American resistance to intrusive government regulation. This report will be confined to the three major events occurring at the convention: 1. a Division One panel raising questions about the constitutionality of the Institutional Review Board laws in light of the first amendment, 2. an APA panel featuring the Acting Director of the Office for Human Research Protections at the Department of Health and Human Services and 3. the establishment of a Division One IRB Oversight Committee to help researchers respond to unreasonable IRB actions. This report, then, covers those three events.

1. Are IRB Laws Unconstitutional?

At the Division One Symposium on IRB oversight, noted constitutional law scholar, Phillip Hamburger spoke about the unconstitutionality of IRB Laws. He is the Maurice and Hilda Friedman Professor of Law at Columbia Law School. Previously, he was the John P. Wilson Professor at the University of Chicago Law School. Professor Hamburger writes on religious liberty, freedom of speech and the press, and other questions of constitutional law and its history. His books include *Separation of Church and State* (Harvard 2002) and *Law and Judicial Duty* (Harvard 2008). His First Amendment articles include: "Getting Permission," *Northwestern Law Review* (2007); "The New Censorship: Institutional Review Boards," *Supreme Court Review* (2004); and "More is Less," *Virginia Law Review* (2004).

Professor Hamburger spoke about "The Unconstitutionality of the IRB Laws." He focused on the laws that generally apply the Common Rule to human subjects research, and he explained that these "IRB Laws" violate the First Amendment.

Although the IRB laws conflict with many First Amendment doctrines (including the doctrines on vagueness, overbreadth, and content discrimination), their most egregious violation of the First Amendment is their licensing requirement. Licensing of speech or the press is a requirement that one get prior permission for speaking, printing, publishing, etc., and nothing was more centrally and emphatically forbidden by the speech and press clause of the First Amendment.

There are two elements of a First Amendment licensing violation, and the IRB laws satisfy these elements. The first element is a requirement that speech or the press be licensed. The Common Rule, the Belmont Report, and other government publications make clear that although the licensing conducted by IRBs is aimed at "research," this is defined in terms of speech and the press and, indeed, in terms of publication. As if this were not enough, IRBs are required under the IRB laws to license the acquiring and sharing of information. In both ways--on the surface of the laws and through an analysis of what they require IRBs to do--it becomes apparent that the IRB laws require licensing of speech and the press. The second element is that the licensing must be imposed by the force of law, and as it happens, the IRB Law imposes the licensing in at least three ways: through unconstitutional conditions, through state negligence law, and through state statutes. It thus is difficult to avoid the conclusion that the IRB laws are unconstitutional.

Professor Hamburger then examined whether a compelling government interest could plausibly justify the IRB laws. Although the First Amendment barred licensing of speech and the press, regardless of government interests, Supreme Court doctrine suggests that a sufficient government interest could justify the government in imposing licensing. The IRB Laws, however, cannot be justified in this way.

In exploring this point, Professor Hamburger observed that there is no scientifically serious empirical evidence that the human subjects research regulated by the IRB laws is particularly dangerous. Research on new drugs and devices, which is governed by FDA regulations, can be very dangerous. The research, however, that is regulated by the laws at stake here--the laws that generally apply IRBs to human subjects research--are another matter. In fact, the primary evidence usually recited to suggest the dangers (such as Beecher's 1966 article and the notorious studies at Tuskegee, Willowbrook, etc.) do not reveal any danger from human subjects research in general. Instead, they reveal a more specific

danger--that which arises when doctors (or others holding themselves out as providing medical care) work with government to do research. Professor Hamburger also observed that there is no evidence that IRBs overall reduce harms. On the contrary, the evidence suggests that they do enormous harm by discouraging or more directly barring research.

Professor Hamburger concluded that the IRBs are profoundly dangerous, that they are reminiscent of the licensing used against Galileo, and that they are utterly unconstitutional. Although he afterward answered questions, he declined to speculate about the potential liability of universities, their administrators, or IRB members. For a more detailed version of his argument, see his article "Getting Permission" at: <http://www.law.northwestern.edu/lawreview/v101/n2/405/LR101n2Hamburger.pdf>

2. The APA Sponsored Symposium on Institutional Review Boards.

The APA Board of Scientific Affairs and the APA ad hoc Committee to Advance Responsible Research presented an officially sanctioned symposium entitled: *IRBs and Psychological Scientists-Working Together to Protect People and Advance Research*. From my perspective, this symposium represented APA's "Go along to get along" approach to dealing with regulators in Washington. The symposium was chaired by Sangeeta Panicker, Ph.D. of the Science Directorate. The lead speaker was Ivor Pritchard, Ph.D., Acting Director of the OHRP at the Department of Health and Human Services in Washington.

Dr. Pritchard tried to present a kinder, gentler OHRP. Apparently Dr. Panicker asked him to help the membership understand why behavioral research must be included in the OHRP jurisdiction. He trotted out the same tired examples of controversial research: Milgram, Wichita Jury, and Zimbardo. He went over the problems with IRBs suggesting that yes, some IRBs are too rigid and don't really know the rules. In his view the problems are that the IRB members are poorly trained, researchers don't know the regulations, administrators don't oversee the process effectively, compliance officers are not on top of the regulations and their IRBs etc.

When they took questions, I was politely ignored until Dr. Panicker mentioned that "Dr. O'Brien has wanted to ask a question for awhile." I observed that I liked the softer, warmer approach and then pointed out that Dr. Pritchard had blamed everyone for the problems with the system, except Washington.

I followed with a question that resulted in something that was quite remarkable. I noted that he had taken a position suggesting that some boards could be too stringent and others were not careful

enough. I said I was familiar with the Virginia Commonwealth sanctions and several other cases where IRBs had been punished for being too lenient in their evaluation of research projects. I asked if there had been any IRBs that had been sanctioned for being too stringent or too much of an obstacle to research?

A very long pause followed as Dr. Pritchard looked around the panel for help. He finally said, "No." He then turned to Dean Gallant, Harvard's Assistant Dean for Research Policy. With nervous laughter he said something to the effect of: "Can you imagine the Harvard lawyers if we did that, they'd be all over us!"

So we now know that the institutional lawyers are the ones making the decisions about what research can be done. Since lawyers make their living off other people's anxiety, they are devoted to making sure nothing bad happens. Real research occurs only when you don't know what is going to happen, so lawyers hate it. It is risky and anxiety provoking. If the university lawyers had their way nobody would do any research.

As John Mueller of the University of Calgary noted, it is frightening how many people think that protecting the institution is an appropriate objective for the IRB, although few are willing to put it in writing. In fact, the Belmont Commission put forth dual goals of protecting subjects and facilitating research for the benefits of future generations. An IRB that is blocking research to protect the institution is not following the recommendations of the Belmont Report.

3. Establishing the Division One IRB Oversight Committee.

The purpose of the Division 1 symposium on IRBs was to establish a committee to help researchers in their struggles with arbitrary and capricious Institutional Review Boards. Given space limitations, the description of the goals and procedures for this committee will appear in the next issue of TGP. I should note however, that the IRB Oversight Committee is looking for volunteers to serve on the board and act as fact finders if investigations are warranted. You may contact the committee through me at: Richard.M.O'Brien@hofstra.edu.

The IRB Oversight Committee is still in its formative stage but it is not too early to report a particularly egregious Institutional Review Board action. Such reports should come to me at the email address above. We may not have the stationary printed up yet but that wouldn't take very long if we need to send a letter to let an IRB know that somebody is looking at their actions.





The Society for General Psychology
Division One
American Psychological Association

Call for Nominations for Awards for Year 2009

Deadline: February 15, 2009

The Society for General Psychology, Division One of the American Psychological Association, is conducting its Year 2009 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 Career Contribution to General Psychology, the George A. Miller Award for an Outstanding Recent Article on General Psychology, the Student Poster Award and the Arthur W. Staats Lecture for Unifying Psychology, which is an American Psychological Foundation Award managed by the Society for General Psychology.

All nominations and supporting materials for each award must be received on or before February 15, 2009.

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-2004 and available in print; b) the vita 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 John D. Hogan, PhD, Psychology Department, St. John's University, Jamaica, NY 11439.

For the Ernest R. Hilgard Award, nominations packets should include the candidate's vita 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 Thomas Bouchard, PhD., Psychology, N249 Elliott Hall, University of Minnesota, 75 E. River Road, Minneapolis, MN 55455.

For the George A. Miller Award, nominations packets should include: a) four copies of: a) the article being considered (which can be of any length but must be in print and have a post-2004 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 Donald Dewsbury, WJBA Award chair, Department of Psychology, University of Florida, Gainesville, FL 32611-2250.

The 2010 Arthur W. Staats Lecture for Unifying Psychology is to be announced in 2009 and given at APA's 2010 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 Harold Takooshian, PhD, Psychology-916, Fordham University, New York NY 10023.

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

General comments may be made to Dr. MaryLou Cheal, Awards Coordinator, 127 E. Loma Vista Drive, Tempe, AZ 85282.

2008 Awards Announcement

The Society for General Psychology

The Society of General Psychology (Division One of the American Psychological Association) is pleased to announce its 2008 award recipients.

These award recipients were recognized at the Society's business meeting at the APA convention in Boston, and are invited give an Awards Lecture at the 2009 APA convention, where they will receive \$1000 check to defray travel expenses. They are also invited to submit an essay in 2008 to *The General Psychologist*, the Division's magazine.

George A. Miller Award



Linda Gottfredson

The winner of the 2008 George A. Miller Award for the outstanding journal article in general psychology across specialty areas is the article "Intelligence is it the epidemiologists' elusive 'fundamental cause' of social class inequities in health?" published 2004 in the *Journal of Personality and Social Psychology*, 86, 174-199 by Linda S. Gottfredson, University of Delaware.

This article was the unanimous choice of the awards committee, which was chaired by Thomas Bouchard and included Bonnie Strickland and Wendy Johnson. Please address inquiries to Thomas Bouchard, PhD., Miller Award Chair, Psychology, N249 Elliott Hall, University of Minnesota, 75 E. River Road, Minneapolis, MN 55455.

WINNER: This article by Dr. Gottfredson exemplifies the criteria for Division One's George A. Miller Award by its successful integration of three major sub-disciplines, individual differences in

mental ability, health psychology, and epidemiology. It puts forward a strongly supported causal model designed to explain, in part, a puzzling feature of modern societies; even those with near universal health care. The model makes numerous predictions and is thus empirically refutable. The paper is one facet of a highly productive, comprehensive, integrative, long-term research program that crosses numerous research boundaries.

Linda S. Gottfredson is Professor of Education at the University of Delaware, and Co-director of the Delaware-Johns Hopkins Project for the Study of Intelligence and Society. A Fellow of the American Psychological Association and the Association for Psychological Science, she has won two Mensa awards for excellence in research.

Ernest R. Hilgard Award for Career Contributions to General Psychology



Danny Wedding

The winner is **Danny Wedding, PhD, MPH**, Director of the Missouri Institute of Mental Health.

The Society thanks the seven distinguished judges who kindly served as the 2008 Hilgard Award committee, chaired by Society past-President Harold Takooshian: Florence L. Denmark (Pace University), Diane F. Halpern (Claremont Graduate School), Paul J. Lloyd (Southeast Missouri State), Edmund J. Nightingale (West Saint Paul, MN), Ann M. O'Roark (St. Augustine FL), John D. Robinson (Howard University), Nancy Felipe Russo (Arizona State). Please address inquiries to Takoosh@aol.com.

WINNER: Like the legendary Ernest R. Hilgard, Danny Wedding's extraordinarily diverse work shows him to be a psychologist for all seasons: researcher, teacher, practitioner, consultant, author, editor, advocate, and elected fellow of five APA divisions: General, Clinical, Health, International, and Pharmacotherapy. Since completing his PhD in 1979 at the University of Hawaii, and his MPH in 1994 at Saint Louis University, Danny seems to have done it all, including service as an award-winning teacher, international

2008 Awards Announcement

lecturer, author of several books, administrator, practitioner, Congressional Fellow for Health Policy (1989-90) and Science Policy (1990-91).

Danny has also been a US Air Force medical corpsman and later Captain in the US Navy Reserve (1976-1996), a US Fulbright Senior Scholar and Distinguished Lecturer (1999, and 2008-2009), and, since 1991, he has served as the Director of the Missouri Institute of Mental Health. As the Editor of APA's *PsycCRITIQUES* (2005-2010), under his direction, the previous *Contemporary Psychology: APA Review of Books* has been dramatically transformed into a bold new on-line weekly journal and database, tripled in its coverage, extended its international influence, and greatly expanded across non-print media (including DVDs and films). Psychology is indeed in Danny's debt for his many and great contributions across specialty areas. We thank you Danny Wedding.

William James Book Award (WJBA)

The winner is *The Lucifer Effect: Understanding How Good People Turn Evil* (New York: Random House, 2007) by Philip Zimbardo, Ph. D. of Stanford University.

The runner-up is *Mistakes Were Made (but Not by Me): Why We Justify Foolish Beliefs, Bad Decisions, and Hurtful Acts* (Orlando, FL: Harcourt, 2007) by Carol Tavris and Elliot Aronson.

The William James Award selection committee, composed of Lise Abrams, Greg Neimeyer, and Donald Dewsbury (chair) met and, although it is a cliché, believed that a number of the books submitted were worthy of the award but discussed the matter and reached its decision.

WINNER: In *The Lucifer Effect* Zimbardo takes readers behind the scenes of the Stanford Prison Experiment, describing the radical transformations that occurred among college students playing randomly assigned roles of prisoners and guards in a mock prison created at Stanford University. He then applies the material to discuss classic and contemporary social science research and the underappreciated power of social situations. Zimbardo does so in an integrative way by drawing from a wide variety of disciplines within and beyond psychology to develop an intellectual framework grounded in research and social theory. It is a scholarly book with over 50 pages of endnotes. At the same time, Zimbardo strives to reach a general audience and propose practical, effective, and humane ways to address some of the most challenging problems facing society today.

Zimbardo notes that "From a conceptual point of view, (*The Lucifer Effect*) contains several novel elements such as the extended metaphor of 'bad apples' (disposition variables), 'bad barrels' (situational variables), and 'bad barrel makers' (system variables); 'the banality of heroism;' and an original taxonomy and analysis of the psychology of heroism." To reach the widest possible audience, Zimbardo also developed a unique companion web site with extensive resources and interactive features (LuciferEffect.com).

Philip Zimbardo is a professor emeritus in the department of psychology at Stanford University. He has several other appointments and has received four honorary degrees. Zimbardo is a past president of the American Psychological Association He has received many awards for teaching, writing, and research, including Division 1's Ernest Hilgard Award for Lifetime Contributions (2000).



Philip Zimbardo

For general inquires about the Society's awards program, contact Dr. MaryLou Cheal Awards Coordinator, Society for General Psychology, Arizona State University; cheal@asu.edu

General Psychology and General Psychologists: What Are We, Who Are We, and Where are We Going?

BY DONALD A. DEWSBURY, UNIVERSITY OF FLORIDA

Defining General Psychology

I have on several occasions been asked just what "general psychology" is. For some reason, I seem attracted to fields that are hard to define. I struggled with a definition of comparative psychology for the many years I worked in that field. Now, like others, I struggle with "general psychology." So, how has it been defined? I examined the volumes on my own bookshelves. "General Psychology" was not defined in Baldwin's 1901 *Dictionary of Psychology and Philosophy* or English and English's 1958 *A Comprehensive Dictionary of Psychological and Psychoanalytic Terms*. One wonders if the earlier psychologists thought that the field could be anything other than general.

Some definitions don't work for our present understanding. Warren (1934) provided a definition that may be unique: "the branch of psychology which seeks to discover what is true of individuals in general rather than of one individual or class of individuals" (p. 113). Wertheimer (1996) quoted an earlier definition from the U. S. Department of Labor suggesting that general psychologists investigate psychological phenomena "for use by administrators, lawmakers, educators, and other officials engaged in predicting and controlling behavior in society" (p. 24). The *APA Dictionary of Psychology* (VandenBos, 2007, p. 404) provides a definition but it is one that includes a laundry list of most of the areas and perspectives of scientific, and only scientific, psychology.

I turn to three approaches that work a bit better in capturing our essence. According to our Society bylaws, "The Society shall concern itself with the general discipline of psychology considered both as a science and as a profession. Its concerns include such areas as: (1) historical, systematic, and methodological aspects of psychology as a whole; (2) scientific and professional developments, especially as they cross specialty boundaries; (3) the relationships of psychology to other areas of human knowledge; and (4) relationships among specialties of psychology."

Cheal (2007, p. 1) wrote "What does general psychology mean? The historical intent was to keep the generality of psychology together; to give a place where psychologists of different orientations can meet and learn from one another; and to provide an opportunity for psychology to remain a unity in which all contributors to the field are rec-

ognized and valued. At a recent Division 1 meeting, it was suggested that General Psychology was where psychology begins and where it ends."

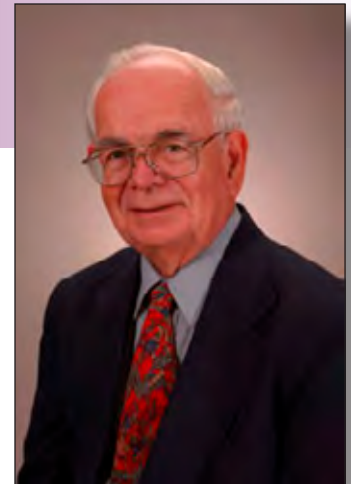
The early editions of Corsini's *Encyclopedia of Psychology* have no entries for general psychology but the forthcoming fourth edition will include such an entry. There, Michael Wertheimer and I write that "The mission of this division was and is overarching and integrative; it became a microcosm of the entire APA, endeavoring to deal with "the general problems of psychology considered both as a science and as a profession" as well as with the "relationships among specialties in psychology" and the "relationships of psychology to other areas of human knowledge."

By now, you get the drift. As with comparative psychology, it is hard to provide a straight-forward definition but we all have a pretty good idea of what it entails.

So Who Are We— Really?

How well do we fulfill the ideals expressed in these quotations? Are we really as diverse as we like to believe? I operationalized those questions in an examination of our membership. The division services office at the APA provides excellent information at (<http://www.apa.org/about/division/profiles.html>). I have used those data to follow up similar analyses by Boneau (1986) and Overmier (2003). I use data from 2005, 2006, or 2007 as available.

With respect to size, our total membership in 2007 stood at 1,748. That included 133 associates, 1,087 members, and 528 fellows. That makes us a mid-size division, ranking about 14th among the 54 divisions; between the 5,413 in Division 42 (Independent Practice) and the 274 in Division 23 (Consumer). That is pretty good. What is alarming, however, is the change in our size. We peaked in 1988 when we were the largest of the divisions with 6,234 members. We are now down about 70% from that peak— easily the biggest drop among divisions during that



Division 1 President
Donald Dewsbury

President's Report: Dewsbury

period; the next closest divisions are down about 50%. This change would seem to be the result of the increasing specialization of psychology, the competition from other organizations such as the Association for Psychological Science, and the aging demographic of the APA and our division.

With regard to demographic data, about two-thirds of our members are male. The balance has improved somewhat over time; in 1979 just 23% of our members were women; this increased to around 32% in 1987 but has varied within a tight range since then. By race/ethnicity, we are about 85% white with 9% not specified. We are an aging division; about one-third of our members are aged 70 or older. Only about 2% of members are under 40. By contrast, in 1985 31% of our members were under 40 and just 5% were 70 and over (Boneau, 1986). Clearly, we need to attract more young members. Appreciation of general psychology appears to increase with age. As one might expect, we are concentrated somewhat in the Middle Atlantic, Pacific, and South Atlantic Regions. Over 80% of our members hold the PhD degree; about 7% hold the EdD or PsyD degree.

About 60% of our members are employed in some kind of academic setting (university, college, medical school, four-year college, and other); a little less than one-quarter are in hospitals, independent practice, and clinics. In 1985 about 40% of our members worked in an academic setting; about 35% in hospitals, private practice, and clinics.

As much as we like to think of us as general, almost all of us have some kind of specialization within psychology. So are our interests and specialties really as diverse as we like to claim? According to the APA classification, some 43% of our members are in "health service provider subfields," 31% of whom are in clinical psychology subfield. Of the remainder, 41% are in "research and other subfields" and 9% are in other fields; some members are unclassified. None of the subfields in the latter two groups accounts for more than 10% of our members (e.g., 8% experimental; 6% social, and 5% developmental).

The proof of our claim to generality may lie in our other division memberships. Division 1 shares members with **all** other divisions; indeed no division has fewer than 20 members who are also members of Division 1. (Note that Division 1 members hold 1,728 division memberships; some members belong to multiple divisions; many APA members belong to none.) This strengthens our case as a true microcosm of psychology as a whole. The highest shared division memberships are with Divisions 3 (Experimental 14%), 8 (Personality and Social 13.5%), 2 (Teaching 12%), 26 (History 10%), and 42 (Independent Practice 9%). These numbers are close to those reported by Overmier (2005). We are truly a diverse group in at least this respect.

How diverse and representative is our executive committee? The 9 doctorate-level members hold a total of 72 division memberships, or a mean of 8 per member. Admittedly, this is skewed by the activities of Gloria Gottsegen and Frank Farley. The 9 members also represent a total of 36 of the APA's 54 divisions—two thirds. The strongest overlaps are with 26 History (4 members), 2, 12, and 35 (Teaching, Independent Practice, and Women respectively with 3 members each). We are a group of joiners and come from the wide spectrum of psychology.

So Where Are We and Where Are We Going?

I refer those interested in how we got to where we are not to Michael Wertheimer's (1996) history of Division 1. I will focus on the present.

I am honored to have been elected president of this division. When I examine it carefully, as I have done in recent months, I see many strengths upon which we can build. We have a journal, the *Review of General Psychology* (RGP), which, under the leadership of Peter Salovey and Doug Candland, has emerged as a first-rate publication. Electronic access to RGP has increased 54% over the last four years; the journal is now making money. Our manuscript rejection rate is higher than we would like but we have just negotiated a 20% in space allotment. This will take the form of an increased page size to the standard for APA journals. The citation rate for RGP ranks in the top 20% of all psychology titles; this is remarkable for a division journal. Our impact factor is 2.33.

Bob Johnson has been able to build on the work of earlier editors to develop *The General Psychologist* (TGP) beyond any of our expectations. What started out as a division newsletter has evolved into something well beyond that. After this issue the editorship will be taken over by Gina Brelsford with the assistance of Kim Miller. We all owe Bob a huge debt of gratitude for his efforts and TGP's success.

Our convention programs have been strong and generally well attended. In recent years we have added an award for the Best Student Poster at the convention. This has been a strong success and helped to interest students and, we hope, begin to broaden the age distribution of our membership. We are now publishing the abstracts of these posters in the TGP. Last year president Tom Bouchard elected to try a themed program and attracted an excellent group of papers in evolutionary psychology and behavior genetics. For the Toronto meeting program chair Wade Pickren and I are electing to return to the traditional format in an effort to attract a broad range of papers, symposia, and invited addresses. We welcome suggestions, inquiries, and submissions.

Our awards program has honored some of the leading psychologists in the field. We welcome nominations for the

President's Report: Dewsbury

William James Book Award, the Ernest R. Hilgard Award for a Career Contribution to General Psychology, the George A. Miller Award for a Recent Article in General Psychology, and the Arthur W. Staats Lecture for Unifying Psychology. Please see the division web site for procedures.

We have a strong set of hard working officers and committee chairs, listed elsewhere in this issue, who are working hard to make the division as strong as it can be. I cannot properly thank them all here but their names are listed elsewhere in this issue.

Despite all of these successes, we have some problems. Perhaps foremost is that of membership. This problem is not unique to us. Between 1988 and 2006 32 of the 45 divisions active in 1988 suffered membership losses. We need to stem the loss of members and, especially, find a way to attract young psychologists to the division. Membership Chair Brian Stagner will welcome any suggestions and effort in solving this problem.

I have a broad concern for the future of psychology and the diversity of approaches within the field. The increased specialization that we see is leading to a serious decline in the fields of psychology that do not either serve a health-care role or generate grant funds. Some of the fields of psychology, such as those that do not fit tightly within the four directorates of the APA are being squeezed out. Perusal of the job openings in psychology yields very few mentions of general psychology and some of these other fields. The trend is exacerbated as devotees of these approaches age and retire and universities are unwilling to replace them with faculty who do not either help clients or generate funds. This is partially because of the increased trend of running universities more like businesses but I believe that we psychologists share complicity in this. I plan to address these issues in my presidential address in Toronto.

Related to the membership problem is the budget. After a deficit in 2007, it looks like we will be able to work with a very tight, but balanced budget for 2008 and 2009. If we have decreased income from membership dues, dividends and interest, and royalties in 2008 and 2009, the budget will be strained. Treasurer Dick Meegan and I are working on this problem as best we can.

I am making a major effort to improve the ways in which we budget, record and transmit information, and systematize our procedures. This is the third division that has honored me with its presidency and I have worked with all three as a long-time historian/archivist. A continuing problem that I see is that of institutional memory. Most officers serve terms of just 1-3 years. New officers come on board and sometimes don't have access to the information that is needed to provide continuity. We are working to improve and develop manuals for the program, awards,

treasurer, and other committees and offices. Gloria Gottsegen is developing a comprehensive manual. The fruits of these efforts may not be visible to the average member of the division but this may be the primary contribution that I can make to its functioning at this point in its history. In essence, as much as I hate trends that make the running of universities more business-like, and less cerebral, we need to run our division along more business-like lines.

Conclusion

I hope this provides a comprehensive overview of Division 1 as it stands today. Both I and the other officers and committee chairs welcome input from the membership. We are working to maintain and even improve on the stellar efforts of our predecessors. Suggestions are always appreciated.

References

- Boneau, C. A. (1986, Winter). Membership under the microscope. *The Division 1 Newsletter*, No. 44, 408.
- Cheal, M.L. (2007). General psychology, the unification of psychology, and the election of the APA president. *The General Psychologist*, 42(2), 1.
- Overmier, J. B. (2003). Messages from society president Overmier. *The General Psychologist*, 38(1), 3-4.
- Warren, H. C. (1934). *Dictionary of psychology*. Boston: Houghton Mifflin.
- VandenBos, G. R. (Ed.) (2007). *APA dictionary of psychology*. Washington, DC: American Psychological Association.
- Wertheimer, M. (1996). A history of Division 1 (General Psychology). In D. A. Dewsbury (Ed.). *Unification through division: Histories of the divisions of the American Psychological Association* (pp. 9-49). Washington, DC: American Psychological Association.
- Wertheimer, M., & Dewsbury, D. A. (in press). The Society for General Psychology, Division One of the APA. In I. Weiner & E. Craighead (Eds.) *The Corsini encyclopedia of psychology* (4th ed.). New York: Wiley.



Passing the gavel

Society Launches Psychology Speaker Network

Starting in fall, 2008, our Society for General Psychology has joined with two other APA divisions (teaching, and international) to launch a new psychology speaker network, so students and community groups around the USA can easily identify expert speakers in their region. This network of nearly 200 speakers is arranged by zip code, covers all parts of the USA, and is on our homepage: <http://www.apa.org/divisions/div1/div1homepage.html>.

The speakers are all experts on their topics. Most are among the 4% of APA members elected a “fellow” of APA, based on their “unusual and outstanding” contribution to psychology. These include some of the premier psychologists in the USA--many leaders in their field, textbook authors, and at least a dozen past-Presidents of the Association or our Society.

Their topics span the full range of psychology—science, practice, teaching, consulting, advocacy. Some topics are general—such as stress, aging, sexuality, child-rearing, faith. Other topics are very specific—such as crib death, airport screening, sleep inertia, laterality. Still others are highly practical for students and professionals—such as licensure, careers, teaching, ethics, publishing. Some are more off-beat--such as “How to fire your therapist.”

The network also includes instructions for international and US speakers who plan to travel--describing how they can locate a contact person at schools on their itinerary where they might offer to speak. This uses the zip-code websites listing 1,200 campuses registered with the two APA-affiliated honor societies, Psi Chi and Psi Beta.

Both APA and its divisions increasingly seek to actively “engage” their members in the work of the Association, this new network is a work-in-progress, designed to achieve several goals. Besides helping the experts themselves to accurately “spread the word” about psychology to students and the public (in contrast to “pop psychology”), it actively engages these experts in a new way in the work of the Association.

This network was made possible by two mini-grants from CODAPAR, the Committee on Division-APA Relations. Based on an evaluation of experiences with the network this fall, it may be expanded in size and purpose in 2009. This network also includes links to more specialized speaker networks—such as mental health (www.nationalregister.org/legacy_speakers.htm), human factors (www.hfesnem.org/speakers), and high schools (www.apa.org/ed/topss/speakerbureau.html). The web also offers regional lists of 1,100 campuses registered with www.psichi.org, and 150 two-year colleges registered with www.psi.beta.org.

** Note: This network was constructed by Beverly Stevens (Illinois State). It was implemented by Richard S. Velayo (Pace) and Shay C. Mann (VCU), Micheline Meyers (APA), Jeffrey Stowell (EIU). It was kindly funded by two mini-grants from the APA Committee on Division-APA Relations (CODAPAR) to the Presidents of three APA Divisions--International Psychology (Michael J. Stevens, Uwe P. Gielen), Teaching (William F. Buskist), and General Psychology (Thomas J. Bouchard, Harold Takooshian). The developers warmly thank many folks for their kind assistance, particularly Troy Booker of APA, Emily Leary of TOPSS, Lisa Mantooth of Psi Chi, Jerry Rudmann of Psi Beta. Direct any inquiries or suggestions to the current Director, Harold Takooshian, at 212-636-6393.

New TGP Editor Appointed

Please welcome Gina Brelsford, who will become editor of *The General Psychologist*, beginning with the Spring 2009 issue. Division One's Executive Committee made the announcement in August. Dr. Brelsford received her BA in Psychology from Penn State University in 1997 and then attended Bowling Green State University where she received her Master's Degree and subsequently her PhD in clinical psychology in 2003. She completed her predoctoral internship and postdoctoral fellowship at the Kennedy Krieger Institute in Baltimore. She then worked at Loyola College in Maryland in the Pastoral Counseling Department as an affiliate professor while also teaching adjunct classes at Johns Hopkins University and McDaniel College.



Gina Brelsford

Gina currently works as an assistant professor of psychology at Penn State Harrisburg. She is also a licensed clinical psychologist in the state of Pennsylvania with a focus on families and children. Gina has longstanding interests in family relationships, particularly parent-child relationships. She is also fascinated with the psychology religion, particularly how religion and spirituality function in close personal relationships and how religion is related to individual and familial flourishing. Gina is also a member of Division 36 (psychology of religion) and Division 43 (Family psychology) of APA.

She hopes to encourage an exchange of ideas between all divisions as the new TGP editor. As a member of Division 1 she believes it is essential to see the similarities between psychologists practicing in different settings as researchers, teachers or practitioners. These similarities will facilitate a dialogue amongst the divisions to encourage the best possible practices for psychologists in all contexts.

On a personal note, Gina is an avid animal lover and is actively involved in educating others about responsible animal ownership and compassionate treatment of animals. In her free time Gina also enjoys reading, watching movies and taking Pilates classes. Gina shares her home with her wonderful husband Matt, her precious daughter Elise Marie and her 5 adoring cats.



Kim Miller

Kim Miller, a student at Temple University, will serve as Dr. Brelsford's associate editor. Kim will also serve as the Student Representative for Division One.

Editorial

I have asked to step down as editor of *The General Psychologist* after the current issue—and after four years. During that time, my TGP “press card” has put me in contact with many interesting, gracious, and supportive people within APA, including many of my psychological heroes. What an opportunity it has been!

I have received much reinforcement for my efforts. But I must publicly reveal the debt I owe to three people. First, to Bonnie Strickland, who convinced the division leadership to take a chance on me. Second, to Alan Boneau, who, for nearly twenty years, edited a TGP that I had always found to be a valuable resource. (My teaching files are laced with articles torn from old Division One newsletters.) And third, I owe a debt to Rebecca Graham, my daughter and a graphic designer, who showed me how to use the new software that makes the current incarnation of TGP so visually appealing. She is the wizard behind the curtain.

I am only reluctantly tossing in the editorial towel because of time pressures from some other commitments and aspirations. As you may know, I am involved in an all-consuming introductory text with Phil Zimbardo and Vivian McCann. I'm also interested in what Shakespeare knew about psychology, and I hope to mold a large stack of notes into a book.

I thought I could slip out of all my Division One obligations, but I have been persuaded to stay involved as the Chair of the Publications Committee, which includes not only *The General Psychologist* but *The Review of General Psychology*. It feels like the perfect way to stay connected with Division One.

As you will see in the adjacent column, the Executive Committee has selected Gina M. Brelsford, Ph.D., of Penn State, Harrisburg, to take over TGP's editorial duties, along with her associate editor, Kim Miller, a student at Temple. Gina and I have communicated extensively in recent weeks: She is enthusiastic about the job and will work with me on the Fall issue. It will be exciting to see where her vision takes *The General Psychologist* next.

—Bob Johnson



APA Council of Representatives Meeting

by Bonnie R. Strickland, University of Massachusetts

The 2008 Fall Council meeting was held in conjunction with the APA convention in Boston, MA. Council met all day on Wednesday, August 13, and half a day on Sunday, August 16. I also attended three of the Caucuses associated with Council, the Coalition for Academic, Scientific, and Applied Psychology, the Public Interest Caucus, and the Women's Caucus. Each of these Caucuses discussed agenda items of interest to their constituents.

Council began with recognition of those APA members who had deceased since the last Council meeting in February. Special consideration was given to Dr Toy Caldwell-Colbert and Dr. Laura Toomey who had both been active members of the APA governance.

CEO Norman Anderson gave an update on the status of the Association. APA continues to be financially strong. Our two buildings close to Capital Hill are valued at \$240M and both generate a steady revenue stream in rental income. We have \$67M in long term investments. Overall, the equity in our buildings and our cash and investments give us assets of \$234M. Our operating budget for 2008 is \$111,056,500 and \$115,884,400 for 2009.

Dr. Anderson announced that the Association had received two Distinguished Awards during 2008. The TOBY Award (Office Building of the Year) is one of real estates most prestigious Awards recognizing excellence in building management, operational efficiency, and community input. The second Award, the C10 1000 is given to the top 100 organizations distinguished for their information technology.

Dr. Anderson then gave an update on our web rebuild which is proceeding well. This \$7.6M initiative consolidates, integrates, expands and upgrades the various APA websites into a single site that will be user friendly and the portal to the world of psychology for both APA members and the general public. Dr. Anderson finished by discussing the work of the on-going efforts of the organization's Task Force on Strategic Planning. During the meeting, Council actually worked on the wording for a Mission statement and a Vision statement. A proposal for the Mission Statement was "The mission of the American Psychological Association is to advance the creation, communication, and application of psychological knowledge to benefit society and improve people's lives."

Council received several Task Force Reports:

- The Report of the Task Force on Mental Health and Abortion
- The Final Report of the Board of Educational Affairs Task Force on Strengthening
- The Teaching and Learning of the Undergraduate Psychological Sciences
- The Report on Teaching, Learning, and Assessing in a Developmentally Coherent Curriculum

- The Report of the Presidential Task Force on Institutional Review Boards and Psychological Science
- The Report of the Task Force to Recommend Changes to the Convention that Would Appeal to Scientists
- The Report of the Task Force on Evidence-based Practices with Children and Adolescents
- The Report of the Task Force on Gender Identity and Gender Variance



Bonnie Strickland

The Council of Representatives approved the Resolution on Transgender, Gender Identity, and Gender Expression Non-discrimination.

The Council adopted Principles for the Recognition of Proficiencies in Professional Psychology and Criteria for the Evaluation of Quality Improvement Programs and the Use of Quality Improvement Data.

Council approved \$50,000 to support the 2009 Presidential Summit on the Future of Psychological Practice. To keep expenses equitable across the various Leadership conferences, Council also approved \$20,000 to reimburse lodging for participants in the Division Leadership Conferences.

In what was perhaps one of the most important agenda items, Council approved funds to support the sustained contribution of psychology to the revision of the Mental Health Chapter of the international Classification of Disorders and related Disorders (ICD) These funds will support the services of a psychological consultant to the Union of Psychological Sciences (UPsyS) in the World Health Organization (WHO). Psychiatry ordinarily represents mental health for the ICD and this is the first time that psychology has been invited to the deliberations.

Some members of Council remarked on the narrow defeat of the By-Laws change to approve 4 new seats that will be allocated to representatives from psychological organizations representing the interests of ethnic psychologists (i.e., the Association of Black Psychologists, and groups representing Asian American Psychologists, Hispanic/Latino psychologists and American Indian psychologists). Council proposes to mount an education campaign around the various issues and resend the article to the membership.

Respectfully submitted,

Bonnie Strickland

Division 1 Council Representative

Change is Coming for the *Review of General Psychology* and *The General Psychologist*

The *Review of General Psychology* is about to get bigger and better and *The General Psychologist* is going al(most) electronic. At the recent APA convention, Division One officers learned from the APA publications office that the *Review of General Psychology* could grow to the full APA page size (comparable to the *American Psychologist*)—for essentially no cost to the division.

This is especially good news in view of a report by Doug Candland, editor of *RGP*, that space limitations were forcing him to reject many quality manuscripts that were suitable for publication in the journal. The new page size will allow an approximately 25% increase in material published by the journal—the equivalent of moving from 400 to 500 pages per volume.

Expect to see the *Review of General Psychology* in its new, larger size, beginning in 2009.

Changes are coming for *The General Psychologist*, too. Looking at expenses for printing and mailing, the Division One Executive Committee also decided to make electronic delivery the “default” mode for *TGP*. That is, beginning in 2009, members receive their copies of *The General Psychologist* by download from the division’s Web site: <http://www.apa.org/divisions/div1/newspub.html>. (You will be notified when new issues have been posted.) Paper copies will still be available to members who request them. If you would like to stay on the “paper” list, please contact the new *TGP* editor, Gina Brelsford, at gmy103@psu.edu.

The move from paper to electronic copy is expected to save Division One thousands of dollars a year in postage and printing expenses.



Introducing John D. Hogan: Division One President-elect

John Hogan, the president-elect of Division One, has been a member of the division (and later fellow) for more than 25 years. He was trained as a developmental psychologist, with a PhD from Ohio State University in 1970. Currently, he is Professor at St. John’s University in New York. In addition to APA, he has been very active in regional and state psychology organizations.

In the last twenty years or so, John has become increasingly involved with international psychology and the history of psychology. He considers the latter to be his primary specialty now. He was program chair for the division in 1991-92, and still considers that one of the high-points in his career.

“A friend and colleague, Virginia Sexton, was president-elect of the division that year,” he said. “She gave me full rein to invite anyone I wanted for the program. I was like a kid in a candy store.”

Among the people he invited to present at the APA Convention in 1992 were Arthur Jensen, the controversial writer who had recently published an article on the equally controversial Cyril Burt; Raymond Fancher, the prominent historian of psychology, who spoke on Galton and the Darwins; and William Pollack, who was just beginning to become known for his work on men and masculinity. Fancher had been critical of Jensen’s writings but the two had never met until they attended the reception sponsored by the division.

“They were perfect gentlemen,” John said. “It was a good lesson for me. No matter how much they disagreed, they treated one another with respect. They chatted and, most important, they listened to one another.”

John has written three chapters for the *Portraits of Pioneers in Psychology*, the book series sponsored by the division. In fact, he felt he was there at one of its formative moments.

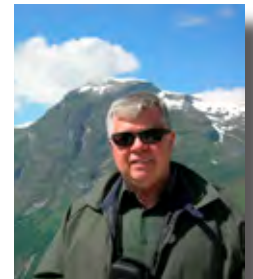
“The division held a mid-winter executive committee meeting in San Diego, probably in 1992,” he said. “I was in awe of the people there – Gregory Kimble, Alan Boneau, Michael Wertheimer, Charles Brewer, Kenneth Little. The first volume of the *Pioneer* series had already been published and one late night, in the dark kitchen of our hotel, we got to wondering if the series could be extended. We began throwing out possible names for chapters. It was almost mystical. By the time we got done, we knew that the series could have a very long life.”

John was a founding member (and later fellow) of APA Division 52 (International Psychology). His book with Virginia Sexton *International Psychology: Views From Around the World* (1992) was one of the standard reference works in the area for many years. He continues as historian for the division.

“Virginia Sexton and Henryk Misiak, her frequent co-author, were ahead of the curve on international psychology,” John said. “They knew that globalization was coming and that psychology would ultimately benefit from it. It took longer than they thought, but I was pleased that they encouraged me to work in the area. Many of the goals of international psychology are the same as those of division one.”

John, and his partner Cathy Casella, are passionate travelers. They’ve literally been around the world, including visits to dozens of places relevant to the history of psychology. Cathy is Director of Human Resources for Carnegie Hall so they also attend many of the cultural events New York City has to offer.

“The older I get,” John said, “the greater appreciation I have for culture and the arts. I hope I can bring some of that perspective to my leadership of the division!”



John Hogan

Officers of The Society for General Psychology

President and Historian

Donald A. Dewsbury
University of Florida



tee

Frank Farley
Temple University



Past President

Thomas J. Bouchard, Jr.
University of Minnesota



Gloria B. Gottsegen
Boca Raton, FL



President Elect

John D. Hogan
St. Johns University



Alexandra Rutherford
York University, Toronto



Representative to Council

Bonnie R. Strickland
University of Massachusetts



Awards Chair

MaryLou Cheal
Arizona State University



Secretary

Robin Cautin
Case Western Reserve University



Editor, *The General Psychologist*

Robert Johnson
Roseburg, OR



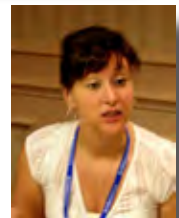
Treasurer

Richard Meegan
Masconomet Regional School Dist.



Webmaster & Listmaster

Laura Meegan
Health & Education Services, Inc.
Boston, MA



Editor, *Review of General Psychology*

Douglas K. Candland
Bucknell University



Student Representative

Kim Miller
Temple University



Members-at-Large of the Executive C

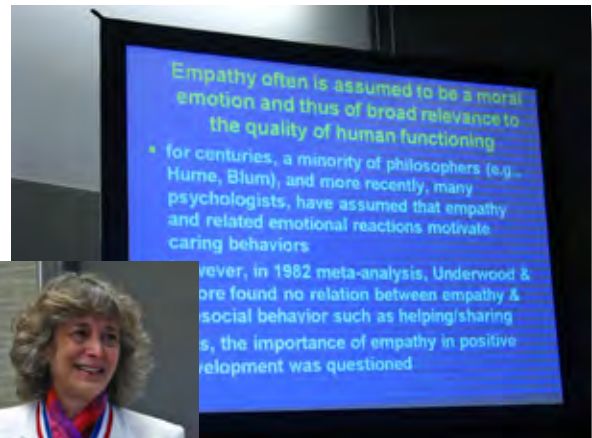
TGP Editorial and Design Group

Prize-winning Addresses

The General Psychologist is a publication of The Society for General Psychology, Division One of the American Psychological Association.

Editor

Robert L. Johnson
Roseburg, OR
bjohnson@dcwisp.net



Nancy Eisenberg

Associate Editor: *RetroReviews*

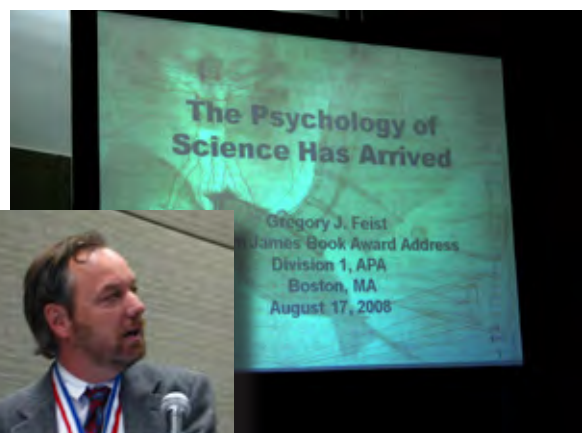
Ian Nicholson
St. Thomas University
Fredricton, New Brunswick
Canada



Mark Koltko-Rivera

Editor-to-Be

Gina Brelsford
Penn State University, Harrisburg



Gregory Feist

Design Consultant

Rebecca Graham
Impact Design & Consulting
rgraham@createimpact.com



Allport's The Use of Personal Documents in Psychological Science: The Case Study Book That Wasn't

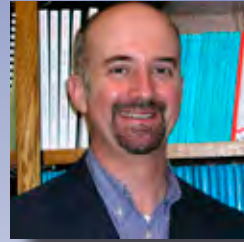
by Nicole B. Barenbaum
University of the South



Nicole Barenbaum

Within the last 3 decades, psychologists have shown a growing interest in autobiographical writings, diaries, correspondence, and other personal documents, developing a diversity of approaches to such sources of data. Methods range from qualitative interpretations of documents to quantitative studies based on codified systems of content analysis applied to letters, life stories, and other narrative materials (e.g., McAdams & Ochberg, 1988). Indeed, since "the coming of age of narrative psychology" (Howard, 1994) in the 1990s, psychological studies of personal documents have flourished (e.g., Bolger, Davis, & Rafaeli, 2003). Today, it may be difficult for many psychologists to imagine a time when most psychologists questioned the value of studies using personal documents or rejected them outright.

Dating from this earlier age and perhaps still the best-known defense of personal documents is Gordon W. Allport's *The Use of Personal Documents in Psychological Science*, first published as a bulletin by the Social Science Research Council (SSRC) in 1942, reissued in 1947 and again in 1951, and still widely cited today (As of this writing, PsycINFO lists 78 titles published since 2000 that cite this work). As the title suggests, Allport reviewed a wide range of studies and raised methodological questions concerning reliability, validity, and interpretations of autobiographies, verbatim records, diaries, letters, and other types of personal documents. However, he also used this work to mount a spirited defense of case studies, emphasizing the scientific value



Ian Nicholson

Although "narrative psychology" is a relatively new research specialty, psychologists have had a long standing scholarly interest in letters, diaries, and other types of "personal" data. In this article, Nicole Barenbaum of the University of the South explores the most famous consideration of the place of personal documents in psychology, Gordon W. Allport's *The Use of Personal Documents in Psychological Science* (1942). Allport was once described by Hans Eysenck as the "patron saint of personality," and in this article his dedication to the study of lives is apparent. Dr. Barenbaum examines the personal and disciplinary context of Allport's landmark investigation, highlighting the book's significance to a wide range of psychologists.

not only of personal documents but also of "third-person" case studies written by psychologists (Allport, 1942, p. xii), and more generally of an "acquaintance with concrete individuals" (p. 56). Indeed, ever since it appeared, Allport's bulletin has been cited frequently for its advocacy of case studies alone, and his private remarks suggest that promoting studies of individuals, rather than personal documents *per se*, was his central concern in undertaking the work. Drawing on some of Allport's own "personal documents," this article attempts to shed light on some little-known aspects of his work on the bulletin, and suggests that it served as his "case study book that wasn't."

Historical accounts (e.g., Hevern, 1999) generally trace the origins of Allport's (1942) study to the work of the SSRC's Committee on Appraisal of Research (CAR), which sponsored critiques of representative works in several social sciences during the late 1930s. The best-known of these was Blumer's (1939) critique of *The Polish Peasant in Europe and America* (Thomas & Znaniecki, 1918-1920), a sociological study that featured letters penned by Polish immigrants as well as one extensive autobiographical statement. This study, which proclaimed such personal life-records "the perfect type of sociological material" (vol. 2, p. 1832), had inspired widespread use of personal documents and interviews in sociological research during the 1920s and 1930s. However, during this same period, many sociologists were becoming increasingly interested in quantitative methods and in emulating the standards of the more prestigious natural

RetroReview: Allport

sciences (Thomas, 1978). Blumer's (1939) critique questioned the representativeness of the cases and documents the authors had selected, as well as the validity of their interpretations. To encourage further examination of these controversial questions, the CAR sponsored another series of studies to appraise the use of personal documents in psychology, history, sociology, and anthropology. Allport's (1942) study was published as the first of these appraisals.

However, Allport's own correspondence reveals that there is more to the story. First, having been asked to recommend an author for such a study in psychology, Allport (1940a) responded that to his knowledge, he was the *only* psychologist who had taken a systematic interest in methods of studying personal documents. Indeed, at the time, psychologists were far more skeptical of personal documents and, more generally, of case studies than were sociologists, and for many years Allport's efforts to promote the study of individual lives (e.g., Allport, 1937b, 1940b) had met with limited success (Barenbaum & Winter, 2003). Allport apparently saw his appraisal of the use of personal documents in psychology as an opportunity to advocate intensive studies of individuals, and especially to promote (indirectly) the writing of "third-person" psychological case studies.

A closer look at Allport's correspondence concerning the SSRC report and at the report itself supports such an interpretation. Describing his own work on personal documents, Allport mentioned not only his "prolonged study of a series of 350 letters from one individual, and of a remarkably suitable diary many volumes long," but also two seminars he had taught in 1938 and 1940, focusing on life histories and personal documents (Allport, 1940a, quoted in Barenbaum, 1997, p. 744). However, the main focus of these seminars, and Allport's central concern, was really "the writing of scientific case studies" (Allport, 1940a, quoted in Barenbaum, 1997, p. 746). In fact, he asked whether the SSRC intended the report to include case studies written by third parties, as well as first-person documents, and although the answer was no, his report devoted substantial attention to third-person case studies. In the introduction, he noted,

First- and third-person documents. . . both deal with the *single case* and on this question will stand or fall together. Since they have this basic affinity it will not greatly matter that I have confined myself to an inspection of the role that the first-person document plays in psychological science. If we find this role justified, we shall have validated in essence the use of third-person documents as well. (Allport, 1942, pp. xiii-xiv)

Allport's review of "critical and experimental studies" of personal documents included a study by a former seminar student, Norman Polansky (1941), that focused exclusively on various modes of writing third-person life histories. A central argument of Allport's "case for personal documents" (1942, p. 143) was that they could "aid in meeting . . . the three critical tests of science: *understanding, prediction, and control*" (p. 191; emphasis in original)—an extension of the argument he had used in his presidential address to the American Psychological Association in favor of research on "the single case" (Allport, 1940b, p. 6).

Allport's correspondence reveals further evidence suggesting that his SSRC Bulletin served in part as a substitute for a book on case studies. Allport had hoped to follow his pioneering textbook in personality psychology (1937b), which advocated intensive studies of individuals, with a book on case studies that would include methodological guidelines and examples (Allport, 1937a). In his seminars on "the life-history" and "case study method" (the topics listed in the Harvard course announcements for 1938 and 1940), he and his students had generated a set of rules for writing scientific case studies (Barenbaum & Winter, 2003); late in 1940 he showed the rules and sample cases to his publisher, suggesting his idea for a book. Soon after Allport heard of the SSRC's plans to publish appraisals of personal documents, however, Allport's publisher answered that although the case materials were fascinating (his wife had especially liked a case called Michael Flynn), he believed a book on case studies would not be marketable (MacMurphey, 1941). Responding immediately, Allport (1941) called himself "the victim of an obsession" and said he felt compelled to finish the case study book whether or not it could be published. Soon afterward, however, he formally accepted the assignment to write the SSRC bulletin on personal documents, where he used some of the materials originally intended for the case study book—including a brief description of a dramatic student autobiography by "Michael" (the Michael Flynn case; see Allport, 1954)—to make the case not only for personal documents but also, indirectly, for third-person case studies.



Gordon Allport

Finally, Allport's correspondence concerning his completed SSRC report reveals his own view of the work as his case study book that wasn't:

As a review I felt that it was adequate, but the burning central problem was left unsolved, and I did not even feel that I had pushed the solution very far forward. To render the logic of the case method acceptable to hard-headed American empiricists is a long and difficult job. (Allport, 1941, quoted in Hevern, 1999, p. 14)

Allport's comments reflect in part his difficulties in writing the report under great time pressure, amid competing demands from defense work. However, by SSRC standards, it was quite a success, outselling other bulletins, and garnering several positive reviews (see Hevern, 1999). Although most of these were written by sociologists, rather than psychologists, in subsequent years Allport's report became an important reference for authors from the rapidly emerging field of clinical psychology, who cited it not only in defense of their use of projective methods and other personal documents (e.g., Sargent, 1945), but also in a debate concerning clinical versus statistical prediction that flourished during the 1950s (e.g., Meehl, 1954).

Allport continued throughout his career to promote both the use of personal documents and the writing of "third-person" case studies. Much of this work took place "behind the scenes," in his teaching and in his job as editor of the *Journal of Abnormal and Social Psychology* (Barenbaum & Winter, 2003). For example, he added to the journal a regular issue of case studies and published "Letters from Jenny" (Anonymous, 1946),

RetroReview: Allport

which he expanded into book form late in his career (Allport, 1965). Interestingly, at this time again Allport proposed a larger book of case studies, but his editor chose to focus on Jenny alone (Campbell, 1963). Although Allport's promotion of case methods proved unconvincing during a period when most psychologists equated science with quantification and operationism (Barenbaum & Winter, 2003; Hevern, 1999), he would no doubt be pleased to see the proliferation in the last 30 years of research on personal documents (e.g., Bolger, Davis, & Rafaeli, 2003; Martin & Alexander, 2006) and on individuals (e.g., Hurlburt & Heavey, 2006; Runyan, 1982; Schultz, 2005)—much of it citing his own classic work (Allport, 1942).

References

- Allport, G. W. (1937a). Letter to R. C. Cabot, 29 September. Gordon W. Allport Papers, Harvard University Archives, Cambridge, MA.
- Allport, G. W. (1937b). *Personality: A psychological interpretation*. New York: Henry Holt.
- Allport, G. W. (1940a). Letter to A. T. Poffenberger, 23 December. Quoted by permission of Ardys Allport.
- Allport, G. W. (1940b). The psychologist's frame of reference. *Psychological Bulletin*, 37, 1-28.
- Allport, G. W. (1941). Letter to R. H. MacMurphey, 22 January. Gordon W. Allport Papers, Harvard University Archives, Cambridge, MA.
- Allport, G. W. (1942). *The use of personal documents in psychological science*. New York: Social Science Research Council. Bulletin 49.
- Allport, G. W. (1954). Letter to N. A. Polansky, 8 November. Gordon W. Allport Papers, Harvard University Archives, Cambridge, MA.
- Allport, G. W. (1965). *Letters from Jenny*. New York: Harcourt, Brace, & World.
- Anonymous (1946). Letters from Jenny. *Journal of Abnormal and Social Psychology*, 41, 315-350, 449-480.
- Barenbaum, N. B. (1997). The case(s) of Gordon Allport. *Journal of Personality*, 65, 743-755.
- Barenbaum, N. B., & Winter, D. G. (2003). Personality. In I. B. Weiner (Series Ed.) & D. K. Freedheim (Vol. Ed.), *Handbook of psychology: Vol. 1. History of psychology* (pp. 177-203). New York: Wiley.
- Blumer, H. (1939). An appraisal of Thomas and Znaniecki's *The Polish Peasant in Europe and America*. Critiques of Research in the Social Sciences: I, Social Science Research Council, Bulletin 44. New York: Social Science Research Council.
- Bolger, N., Davis, A., & Rafaeli, E. (2003). Diary methods: Capturing life as it is lived. *Annual Review of Psychology*, 54, 579-616.
- Campbell, R. (1963). Letter to G. W. Allport, 31 January. Gordon W. Allport Papers, Harvard University Archives, Cambridge, MA.
- Hevern, V. W. (1999, August). *Allport's (1942) Use of Personal Documents: A contemporary reappraisal*. Paper presented at the annual meeting of the American Psychological Association, Boston, MA.
- Howard, G. S. (1994). Two views of *The Stories We Live By*: The coming of age of narrative psychology. *PsycCRITIQUES*, 39, 356-357.
- Hurlburt, R. T., & Heavey, C. L. (2006). *Exploring inner experience*. Amsterdam, Netherlands: John Benjamins.
- MacMurphey, R. H. (1941). Letter to G. W. Allport, 21 January. Gordon W. Allport Papers, Harvard University Archives, Cambridge, MA.
- Martin, K. A., & Alexander, I. E. (2006). A study of personality stability and change in autobiographical narratives. *Individual Differences Research*, 4, 253-271.
- McAdams, D. P., & Ochberg, R. L. (1988). *Psychobiography and life narratives*. Durham, NC: Duke University Press.
- Meehl, P. E. (1954). *Clinical versus statistical prediction: A theoretical analysis and a review of the evidence*. Minneapolis: University of Minnesota Press.
- Polansky, N. A. (1941). How shall a life-history be written? *Character and Personality*, 9, 188-207.
- Runyan, W. M. (1982). *Life histories and psychobiography: Explorations in theory and method*. New York: Oxford University Press.
- Sargent, H. (1945). Projective methods: Their origins, theory, and application in personality research. *Psychological Bulletin*, 42, 257-293.
- Schultz, W. T. (Ed.). (2005). *Handbook of psychobiography*. New York, NY, US: Oxford University Press.
- Thomas, E. A. (1978). Herbert Blumer's critique of *The Polish Peasant*: A post mortem on the life history approach in sociology. *Journal of the History of the Behavioral Sciences*, 14, 124-131.
- Thomas, W. I., & Znaniecki, F. (1918-1920). *The Polish peasant in Europe and America* (Vols. 1-5). Chicago: University of Chicago Press.

TGP Available to Your Students

Please consider recommending articles in *The General Psychologist* to your students. The publication is available online to anyone—members and nonmembers of the Society of General Psychology alike—at <http://www.apa.org/divisions/div1/newspub.html>.

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.

I prefer to receive *The General Psychologist* (check one): ____ by e-mail ____ by regular mail

The Society for General Psychology
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242

Non-Profit
Organization
U.S. Postage
P A I D
Washington, D.C.
Permit No. 6348

