Psychologists Are At Home in NIDA

The National Institute on Drug Abuse (NIDA) is sponsoring some important new initiatives in behavioral science. But the agency has always been a mainstay for behavioral research and is one of the federal agencies psychologists increasingly call "home."

One impressive indicator is that in fiscal year (FY) 1992, there were nearly 300 grants to psychologist principal investigators (out of NIDA's total of 1,300 grants), for a combined amount of more than $86 million (see list on page 5). Another indicator is the broad spectrum of projects in NIDA's behavioral science portfolio, which includes basic brain and behavior research to determine the bases and effects of drug use; cognitive research that helps in the development of effective behavioral treatments of drug abuse; and developmental research related to prenatal drug exposure.

NIDA also has a substantial behavioral portfolio in the area of AIDS research focusing on preventing the transmission of the HIV virus by intravenous drug users who engage in risky behaviors such as sharing needles and unsafe sex.

The breadth of this portfolio may come as a surprise to those who thought NIDA...
NIDA Programs Support Psychology

Richard A. Millstein
Acting Director
National Institute on Drug Abuse

Extraordinary growth and change have characterized the recent history of the National Institute on Drug Abuse (NIDA). And a retrospective look is particularly pertinent as NIDA approaches its twentieth anniversary and we take stock and plan the future.

Growth and Integration

As a consequence of the recognition that drug abuse and addiction are among the nation’s top public health concerns, and that in their wake are a host of problems (e.g., drug abuse-related HIV infections, AIDS, and tuberculosis), NIDA’s budget grew from $85 million in 1986 to just over $400 million in fiscal year (FY) 1993. This growth has expanded significantly NIDA’s ability to support behavioral and biomedical research programs across the country.

In addition to growth, NIDA became part of the National Institutes of Health due to a congressionally mandated transfer that took effect October 1, 1993. This move not only co-located the science on the disease of addiction with the rest of the nation’s premier biomedical and behavioral research enterprise but also reaffirmed the status of drug abuse as a complex biobehavioral disorder which should command the same degree of compassion and scientific dedication—and funding—as any other disease. This is, of course, good news to the multidisciplinary field of drug abuse research in general, and to the behavioral and social science community in particular.

Behavioral Research and More

As the largest research organization in the world devoted to drug abuse research, NIDA has always supported substantial behavioral research related to the etiology, consequences, prevention, and treatment of drug abuse. And since NIDA supports nearly 90 percent of the drug abuse research conducted in this country, if it’s not supported by NIDA, it’s not likely to get done.

It would not be possible to describe NIDA’s extensive behavioral and psychosocial research portfolio in this space, but below are some of the highlights (see also the list of FY 1992 grantees in the article beginning on page 1 of this issue of the Observer):

Treatment Efficacy. Substantial research efforts at NIDA are devoted to improve the efficacy of drug abuse treatment. The majority of this research focuses on behavioral

Correction

In the July/August Observer we omitted three federal agency programs in our list on page 19 of “Agencies Participating in the Special Federal Poster Session” at the APS convention. The omitted programs are:

National Institute on Neurological Disorders and Stroke — Div. of Convulsive, Developmental, and Neuromuscular Disorders (Sarah Broman, 301-496-5821)
National Institutes of Health — AIDS Program and the Office of AIDS Research (Paul Gaist, 301-496-0358)
National Institute of Mental Health — Office on AIDS in the Office of the Director (Willo Pequegnat, 301-443-7281)
Drug Abuse Research Effort Pushed by HCI

The Human Capital Initiative moves ahead with third out of six research psychology initiatives

The Human Capital Initiative (HCI) (see February and November, 1992, Observer) is moving into the development of its third specific research initiative, “Combatting Drug Abuse: Behavioral Research to Enhance the Public Health.” Spawned directly by the “drug and alcohol abuse” section of the HCI, the Combatting Drug Abuse initiative will draw broadly from basic and applied research in the psychological, cognitive, and bio-behavioral sciences.

The National Institute on Drug Abuse (NIDA) is supporting the development of the initiative, which will be the latest in a series of HCI projects, all of which have been supported in part by federal research agencies. According to Milt Hakel, chair of the HCI Coordinating Committee, “Combatting Drug Abuse” will describe current knowledge about problems of drug abuse, identify key topics that need to be—and feasibly can be—investigated within the next decade, and summarize the potential benefits of such research in addressing “real world” problems.

Launched in July, when a drafting committee met in Washington, DC, the initiative’s planners include: George Bigelow, Johns Hopkins University; Celia Wolk Gershenson, University of Minnesota; Lewis Seiden, University of Chicago; and Maxine Stitzer, Johns Hopkins University.

Just Say “Yes”

A “Call for Participation” has gone to the organizations represented in the original HCI process, plus numerous other groups and individuals whose areas of research are relevant to the drug abuse initiative. Participation can take the form of providing written input, sending a representative to a mid-November, 1993, workshop, and/or designating a reviewer for the draft document. Two specific initiatives have been completed in the past year. The Changing Nature of Work: Research Initiatives Concerning Productivity in the Workplace and Vitality for Life: Psychological Research for Productive Aging will be sent to all APS members as part of upcoming issues of the Observer. Several other initiatives are getting underway, or are planned, and they address the areas of mental health, schooling and literacy, health and behavior, and crime and violence.

NSF Grant for the HCI

In a related development, the National Science Foundation has awarded the HCI a small grant to support the inclusion of basic behavioral research in the various HCI initiatives.

For further information about the Human Capital Initiative, and for copies of HCI documents, please contact APS.

APS Turns 5, Reaches 15,000

August 12th marked APS’s fifth anniversary! In those brief five years, APS also has reached a remarkable landmark—15,000 members! Any way you slice the cake, APS has made made phenomenal progress in a short period. Watch for the musings of Steven Hayes, an APS founder and the first editor of the Observer, in the November Observer.

Dues Increase $3

APS membership dues will increase by 3 dollars in 1994. Dues renewal notices are currently in the mail. Dues for members will rise from the 1993 level of $95 to $98 for 1994 ($106 with a Current Directions subscription). Student dues go from $20 to $23 ($31 with Current Directions). The APS Board of Directors approved the increase at its June, 1993, meeting in Chicago, in order to cover increased postal rates for nonprofit organizations that will take effect in 1994.

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and pharmacological treatments for cocaine and heroin abuse as well as on the effects of methadone maintenance on drug using behavior. Many studies are examining the effects of behavior therapy, cognitive behavioral therapy, and psychotherapy on drug using behaviors.

As part of the Institute’s commitment to developing the most effective treatments for drug addiction, NIDA is launching a Behavioral Therapies Initiative in FY 1994. The fact is that, although many forms of therapy exist, most were not developed or tested specifically for drug abusers. This initiative builds on the knowledge gained from basic behavioral studies to identify, formulate, and systematically test promising existing psychotherapeutic, behavioral, and counseling interventions, as well as to develop and test new therapeutic modalities.

Cognitive Impacts. Other NIDA funded studies are investigating the impact of illicit drug use on learning, memory, awareness, judgment, performance, and the variables that modify cognition, such as arousal, motivation, and attention. Studies are attempting to characterize the acute effects, as well as the chronic and residual effects, of abused drugs. Animal models are allowing for studies of the neural circuitry involved in these behaviors and are facilitating an understanding of how drugs interfere with performance in the workplace.

Developmental Research. One of the most important areas of behavioral drug abuse research at NIDA has been concerned with the effects of parental drug use on the developing fetus. Exposure to drugs gestationally, perinatally, or neonatally due to drug use by the parent(s) may induce long-term cognitive and behavioral deficits. NIDA studies focus on delineating the cognitive and behavioral impact of gestational drug use, as well as the biological basis for these effects.

NIDA also supports studies on the environmental factors associated with parental drug abuse and the effects on children. For instance, because of their drug-abuse lifestyle, drug-abusing parents may increase stress, psychopathology, and violence in the home environment and engage in inadequate childrearing practices that place their children at risk for intellectual, behavioral and social impairment.

Studies in both humans and animals are helping differentiate the effects of parental drug use on developmental outcomes from other pre- and post-natal factors, such as nutritional and health status, drug abuse lifestyle, neglect, and child abuse. A determination of the relative effects of each of these various factors is critical to developing effective strategies for helping drug exposed children and their families.

Biological Bases of Behavior. NIDA devotes substantial research efforts to understanding the biological bases of drug using behaviors, such as craving and drug seeking. Much of this research uses animal models, but some of the studies, particularly those that involve brain-imaging technologies, use human subjects. In FY 1994, in recognition of the importance of behavioral neuroscience to drug abuse research, NIDA is undertaking a Human Neuroscience Initiative which will include the development of neuroimaging approaches to allow for the correlation of neuro-anatomical, chemical, and physiological parameters with behavioral and psychosocial assessments.

Craving. For several years, NIDA has been funding studies focusing on the development of a model to explain craving and drug seeking behavior. This model uses the relationship between behavior and neurobiological processes to explain the rewarding nature of drugs, and is helping explain drug-seeking behavior and guide the development of effective behavioral interventions. Ongoing studies continue to expand and refine this model.

HIV-related Research. NIDA’s portfolio includes research focusing on HIV risk-taking behaviors, and interventions to change such risk behaviors. Much of this research examines correlates of risk behavior and how psychological and social factors mediate and moderate risk. NIDA also supports research to examine HIV risk-taking behaviors and interventions for reducing such behaviors. These studies focus on reducing such behaviors in the community setting, in intravenous drug users and their sexual partners, as well as in populations at special risk or need, including women and racial and ethnic minority groups and individuals residing in the inner cities.

Scientific Community Helps
The research NIDA supports is comprised of a broad spectrum of approaches and disciplines. No small part of the Institute’s research effort has been, and will continue to be, focused on behavioral and psychosocial approaches to understanding, preventing, and treating drug abuse and addiction. As part of our efforts for the future, NIDA is enthusiastic in our support of APS and the other organizations which have joined with it in ongoing development of the Human Capital Initiative report, Combating Drug Abuse: A Behavioral Research Agenda for Improving the Public Health.

I look forward to the results of these efforts and to the continued interest and support of the behavioral and social science community for NIDA’s programs and priorities. It is only through partnerships such as these that, working together, NIDA, APS, and its membership will ultimately be successful in our joint efforts to overcome drug abuse and addiction and their accompanying behavioral and biomedical consequences which touch the lives of so many Americans.
NIDA Grantees from Page 1

Behavioral research programs consisted only of behavioral pharmacology and an annual national survey of patterns of drug use. The institute’s behavioral science programs are subject to the month’s “Presidential Column” by guest columnist Richard Millstein, acting director of NIDA (see page 2).

Understanding Drug Use

APS Executive Director Alan Kraut told the U.S. House Appropriations Committee in testimony earlier this year that NIDA’s behavioral research programs are essential “to better understand why certain individuals initiate drug use, what treatments work and why, and the behavioral effects of long-term drug abuse, including developmental effects resulting from fetal exposure to drugs.”

“NIDA must continue to give priority to basic and applied behavioral research in such areas as motivation, peer pressure and other social influences, risk taking, memory, and cognition in order to increase understanding of the basis of drug-use behavior and to develop effective treatments,” said Kraut in his statement to the Committee.

“Clinical Trials”

NIDA is now in the early stages of developing a “clinical trials” approach to using psychological interventions in drug treatment. As a first step, the Institute has issued two program announcements: Development of Theoretically Based Psychosocial Therapies for Drug Dependence (PA 92-110) and Psychotherapy.

Behavior Therapy, and Counseling in Drug Dependence Treatment (PA 93-27). These are designed to enable the development of diagnostic systems based on behavioral factors in drug use and addiction, which in turn will form the foundation for a program announcement—to be published this fall—to support wide-scale pilot testing of new interventions.

The behavioral interventions initiative “is one of the two new initiatives NIDA is currently undertaking. That’s a clear demonstration of the Institute’s commitment to behavioral research,” according to Timothy P. Condon, head of NIDA’s science policy branch.

Psychologist and APS Charter Fellow Richard Bootzin is part of an ad hoc committee helping NIDA evaluate the incoming proposals stimulated by the two program announcements. These initiatives are “welcome and long overdue,” said Bootzin, and he also believes they are an important opportunity for psychology researchers.

“It appears that NIDA is quite serious in trying to fund the development of new, innovative psychological approaches to treatment,” said Bootzin. He believes it is imperative for the behavioral science community to respond strongly, in part to help ensure NIDA’s continued commitment to behavioral research. “Behavioral scientists have to respond with proposals,” he said. Otherwise, “this opportunity may slip by, and there is no assurance that it will occur again.” (For further information, contact Dr. Lisa Onken, Treatment Research Branch, NIDA, 5600 Fishers Lane, Room 10A-30, Rockville, MD 20857, Tel.: 301-443-4060.)

Combatting Drug Abuse

NIDA also is funding the development of a behavioral science research initiative under the Human Capital Initiative (HCI) program. The HCI is a national behavioral science research agenda created under the auspices of APS by representatives of 70 scientific societies.

A broadly crafted outline of the contributions and potential of behavioral research in solving national problems, the HCI has spawned specific agendas in several different areas, including one on aging and one on productivity in the workplace. “Combatting Drug Abuse: Behavioral Research to Enhance the Public Health” will be the subject of a workshop in mid-November in Washington, DC. The co-chairs are Celia Gershenson, University of Minnesota; Maxine Sitzer, Johns Hopkins University; George Bigelow, Johns Hopkins University; and Lewis Seiden, University of Chicago. (See related story on page 3.)

Take a Closer Look

Following is a list of the 275 grants NIDA awarded in FY 92 to psychologist principle investigators (PIs). Keep in mind this does not represent all the psychologists involved in NIDA grants, just the PIs. This list also is a good snapshot of the broad array of topics covered in NIDA’s behavioral science portfolio. (If you are not listed here and should be, it may be that NIDA doesn’t have you recorded as a “psychologist.” Let us know, and we will publish your name in the next issue.)

NIDA Psychology Grants in FY 1992

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What Does Science Know About Child Abuse?

First National Research Council Report to Review the State of Our Knowledge

“We know the rough shape of the problem of child abuse and neglect, but we really don’t have the answers we need to help prevent and treat it,” said APS Charter Fellow Anne C. Petersen, a professor of adolescent development and pediatrics. She chaired a 16-member panel which produced the 362-page research agenda and report, Understanding Child Abuse and Neglect, to be published by the National Research Council (NRC) this month.

The report is the first the United States government has commissioned focusing primarily on research gaps in connection with child abuse and neglect, according to Petersen, who is Vice President for Research and Dean of the Graduate School at the University of Minnesota.

Doubts, Duties, and Data

The report casts a skeptical scientific eye on some of the most widely held notions about the causes and consequences of child abuse—for example, the “intergenerational” explanation that sexually abused children become sexually abusing parents. One problem there, the report states, is that retrospective reports may not be reliable. Another is that we lack longitudinal studies that permit inferences about the percentages of abused children who become quite adequate non-abusing parents, compared to those who perpetuate the cycle of abuse.

Meanwhile, many of the most urgent child abuse questions go unanswered. The concerns of proponents and opponents of foster care for sexually abused children “are areas with many real-world problems that we as psychologists should feel some responsibility to help address for society,” explained Petersen.

The NRC report identifies more than 40 areas where research is most needed. They range from research methodology to investigations applied to prevention, interventions, and treatment.

The report also recommends a restructuring of child maltreatment research along broader, but better integrated, lines so that research can be correlated and compared. It emphasizes the need for a central focus and urges a boost in federal funding to twice the current $15 million a year level.

The NRC charged the panel to design a research agenda that would yield fundamental insights into the causes, identification, incidence, consequences, treatment and prevention of child maltreatment. The NRC study was commissioned by the Administration on Children, Youth and Families, the arm of the Department of Health and Human Services responsible for the National Clearinghouse of Child Abuse and Neglect, the Children’s Bureau, and Head Start.

Scope of the Problem

More than two million cases of child abuse and neglect were reported to social service agencies in 1990. About 2,000 child deaths and 160,000 serious injuries connected with child abuse were recorded that year. Yet child maltreatment has never gained anything close to the amount of attention or dollars of research support that many other less frequent child problems or disorders have received, Petersen said.

Research Fragmentation and Neglect

“The federal research focus [on child abuse] has tended to change from one year to the next, with no systematic accumulation of knowledge,” Petersen said. Overall, the studies have been “dispersed and uneven,” definitions of abuse and neglect are not comparable across studies, there have been many methodological deficiencies, and rigorous peer review has been lacking, she said. “So when you bring the studies together they don’t add up to a coherent body of knowledge,” Petersen explained.

The NRC report deplores both the fragmentation of existing research within the child abuse and neglect areas and the separation of those areas from many inextricably linked issues of the family, the social environment, and the culture in which abuse and neglect occur.

In current research, physical and sexual abuse are usually “addressed in narrow slices,” Petersen pointed out, and psychological abuse and neglect are separate categories, if researchers attend to them at all.

Developmental Perspective Urged

To raise the level of consistency among future studies, the panel advises that a developmental perspective be incorporated in new methodologies and theories of child maltreatment. The panel suggests that an ecological (or social environmental) developmental approach offers opportunities to consider the interaction of multiple factors, rather than focusing on single causes or short-term effects.

The NRC report also recommends that child maltreatment be viewed as the “central nexus” of more comprehensive research activity. It stresses that child abuse studies are critical to understanding other social problems such as juvenile delinquency, substance abuse, and violence.

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Bad Kids, Bad Environments, or Both?


Kids these days! Dropping out of school, getting involved in sex, drugs, crime and violence—what is wrong with them? According to a report released in June by the Panel on High-Risk Youth of the National Research Council (NRC), much of the blame for these life- and health-threatening behaviors can be traced to the social settings in which children and adolescents grow up.

APS Charter Fellow Richard Jessor (Professor of Psychology at the University of Colorado-Boulder), a member of the NRC panel, explained "There has been excessive concentration in the past couple of decades on individual factors in adolescent and child development. Recognizing that the role of the social context has not been sufficiently emphasized, one of the panel's major decisions was that it was time to right the balance."

The panel, housed within the NRC's Commission on Behavioral and Social Sciences and Education, was chaired by Joel F. Handler, a professor of law at UCLA, and included specialists in public policy, education, labor, social welfare, pediatrics, and psychiatry. Its report describes the economic and demographic changes—in the past two decades—that have resulted in deteriorating families, neighborhoods and schools, and that have exposed weaknesses and deficiencies in our systems of health care, job training, job placement, law enforcement, and child welfare.

Poverty Roles

The report identifies poverty as the single most important factor in the erosion of environments for adolescents. Between 1973 and 1990, the median inflation-adjusted income for families with children and headed by a parent under 30 dropped by 32%. The overall poverty rate for families headed by an adult aged 25-34 in 1991 was 23.1% (18.6% for whites, 38% for Hispanics, and 46% for blacks). The poverty rate for children has increased by one third in the last 15 years.

Poverty not only means that families cannot buy the goods and services they need, but the concomitant stress also means they have less energy and patience for nurturing and guidance. This is especially true in single-parent families, most of which are headed by women, and which have increased 140% since 1970 to over 6,800,000 in 1991. At the same time there has been a 75% increase in the number of census tracts with concentrated poverty, and a 331% increase in the number of "underclass" neighborhoods, where there are few good role models, and many adolescents lose hope of finding a legitimate niche in society.

The U.S. health care "system" is no system at all, says the panel, especially for adolescents. Not only is there often no consistent primary care and follow-up, but many of the health needs of adolescents are not covered by insurance. As for the narrowly targeted programs to reduce teen health problems in relation to drugs, alcohol, sexually transmitted disease, and

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pregnancy, the report finds them ineffective at best, and leading to increased acting out at worst.

School Rules
As neighborhoods have decayed, schools have followed, because schools are mostly funded by local property taxes. In 1991, large urban school districts spent $5,200 per student, while suburban districts spent $6,073. The additional money available in the suburban districts is typically enough to hire an aide or do significant classroom improvements. Include the fact that city schools often are forced to spend more of their budgets on health care and social work, and the effective gap widens.

The report attacks the educational practices of grade retention, ability grouping, and Chapter 1 programs that pull students out of regular classes to give them special help. They find that these strategies decrease the performance of the low-achieving students, through a combination of stigmatization and lowered expectations. For the 75% of high school graduates who will not finish college, there is no adequate system of job training and placement, and most vocational education programs resemble dumping grounds rather than training grounds.

Law, Violators, and Victims
Involvement with the juvenile or adult criminal justice systems can be devastating to one’s chances in life, and here the panel criticizes the current trend away from rehabilitation and toward punishment. The approach has not reduced crime rates, and may have provoked even more counter-productive hostility. This is especially true for young black males, who are often victims and violators, and hence often suspects.

Being routinely treated as a suspect often leads to a hostile attitude toward the police, and suspects with such attitudes are treated more harshly. Racial and ethnic discrimination are found in all aspects of life, but their effect in the justice system is perhaps the most explosive, because the system is supposed to be scrupulously fair.

Solutions
What can be done? “Knowledge about which programs work and why is painfully limited,” says the NRC panel, but in general the effective programs are not of the narrowly targeted type that the federal government seems to prefer. Rather comprehensive projects that provide access to a range of social services, and programs that strengthen families and communities and enhance their ability to nurture and guide young people seem to be most effective. The Job Corps, which combines basic skills training, work experience, occupational training and job placement services, gets high marks, as do community centers where adolescents can participate in group activities, take responsibility, earn respect, and gain access to a variety of services. Economic growth will not be enough to remedy the deficiencies, says the report, but some income transfer will be necessary. Other countries’ examples should be studied, as many of them have built successful programs to cope with these problems.

Who’s the Audience?
Who should read and heed this book? Jessor says he is “not overly optimistic” about the report’s likely impact on social change, although he qualified that with “We do the best we can in making the data accessible and translating knowledge into language more understandable to policy makers.”

The panel was more optimistic that its work will “encourage psychologists to give more attention to the context of behavior, and that populations not traditionally engaged by psychological research, including minorities, the disadvantaged, the poor, will become engaged,” Jessor said. Because to allow so many adolescents to lose their will or ability to contribute is a major threat to society. Once the committee arrived at the focus for its work, said Jessor, “there was complete consensus and conviction that this was an important thing to do.”

- Paul M. Rowe
Sheldon White: Chairs New National Academy Board and New Head Start Advisory Committee

“It comes up again and again like a sad song—our inability to measure and ask about many elements of child development. We just don’t have the tools,” APS Charter Fellow Sheldon White says from his New Hampshire retreat.

His brief stay there could hardly be called a rest from his two new roles in Washington, DC, and a full teaching load at Harvard. Role #1: White has been appointed Chair of the newly established Board on Children and Families that the National Academy of Sciences (NAS) and the Institute of Medicine christened in June. Role #2: White also heads the research subcommittee of the new 50-member Advisory Committee on Head Start Quality and Expansion in the U.S. Department of Health and Human Services (HHS). This Advisory Committee is reviewing the current evidence of Head Start’s effectiveness and is suggesting ways in which research can be used to improve Head Start and its 1,300 centers.

National Academy Board on Children and Families

As chair of the NAS Board, which held its first meeting in July, White has a lot on his computer and on his mind. Much of it has to do with what he considers the lack of tests to measure social development in children and families or to monitor programs that promote social development.

“We have lots of rhetoric...but we haven’t come up with indices to measure change in any scientific way that we can defend against attacks,” he says. “Many, many [social and intervention] programs are evaluated poorly” as a consequence, he says.

At the top of the agenda for each of his two new Washington roles is the development of testing instruments “that don’t fall apart when their validity comes under attack” in the rough and tumble adversarial procedures that are just routine in government, he says.

The NAS Board he chairs has 15 members which include medical people, social scientists, and psychologists, notably Aletha Huston of the University of Kansas, and Deborah Stipek of UCLA. The project officer of the board is Deborah Phillips, on leave to the National Research Council from the University of Virginia.

Public Policy and Social Programs

The last 25 years have been hard ones for social programs. “Under the Nixon Administration there was a big move away from services toward income programs,” White said. There was a feeling that poverty programs had not worked and the thing to do was to get the federal government out of offering services to people. After Nixon, things got worse.

When Reagan took office he built up a big wall around social programs and put a sign on it saying “Nothing Works—Losing Ground,” and proceeded to try to dismantle as much as he could behind the wall, White says. Most of the upper layers of the federal bureaucracy dealing with domestic policy were savaged.

Social and Emotional Development

“Twenty-five years ago we already had outcries for tests of social development, we had to have tests of emotional development,” White notes, recalling his early involvement in Head Start and other programs including Follow Through, Sesame Street, and Title I of the Elementary and Secondary Education Act. He was then just starting his treks between Cambridge and the nation’s capital that have continued over the past two and a half decades.

“We never developed those tests then,” White avows, “but we may be able to do so now—because research is further along. Twenty-five years ago we had practically no research on emotional development. Now there’s an enormous amount of research on that and social development, too. We have a better chance of finding an instrument because we know more. It’s a real-world example of how we often need the basic research in order to develop an instrument.”

Head Start

Head Start poses different research problems for evaluation and program monitoring that White’s subcommittee is hoping to resolve. The subcommittee members include J. Lawrence Aber of Columbia University, Luis Laoa of the Educational Testing Service, Robert McCall of the University of Pittsburgh, Deborah Phillips, of the University of Virginia, Craig Ramey of the University of Alabama, and Diana Slaughter-Defoe of Northwestern University. Urie Bronfenbrenner of Cornell University has also been working closely with the subcommittee.

“Many assume that Head Start is one program and that it was dreamed up in
NIH FROM PAGE 1

standard definition of behavioral science research and social science research. Then, using that definition, it will assess and report on current levels of funding for those areas. The Office also will be responsible for identifying promising areas of research and areas where public health needs require increased attention. (See p. 1 of the July/August Observer for further details on the new office.)

Hill Vets

The two key congressional staffers on this issue, both with considerable experience on the Hill and in health research policy—E. Ripley Forbes, senior staff associate with the health subcommittee of the House Energy and Commerce Committee, and Van Dunn, senior health policy adviser with the Senate Labor and Human Resources Committee—shared their views on the Behavioral Office in a recent conversation with APS’s Alan Kraut and Sarah Brookhart, and with Amy Schultz from the Center for the Advancement of Health—and another important Washington player in the office’s creation.

Ripley Forbes has been working for Rep. Henry Waxman (D-CA), chair of the House Health and Environment Subcommittee, since 1979, and has been the lead staff in the House of Representatives on many NIH legislative issues. Van Dunn, a general internist with particular interest and expertise in children, prevention, and training issues, works for Sen. Edward Kennedy (D-MA), chair of the Senate Labor and Human Resources Committee.

Common Understanding

Both Kennedy and Waxman have in the past expressed strong support for behavioral research, and both are seen as the primary congressional players on NIH policy. Their congressional committee colleagues are the two that share responsibility for “authorizing” the NIH, which is the way Congress creates the programs and policies that are then implemented by NIH.

The new Behavioral Office “arose out of concern from the behavioral science community that NIH was, if anything, going backwards on behavioral research,” Forbes said. He and Dunn both said the main problem is that even though Congress has directed NIH to increase behavioral science, it has not been able to determine how much is actually being done. APS, the Center for the Advancement of Health, and other outside groups

CONTINUED ON NEXT PAGE

Here’s What Else They Said …

Below are the comments of congressional staffers E. Ripley Forbes and Van Dunn on various issues relating to the NIH Office of Behavioral and Social Science Research.

Behavioral and social science research at NIH: “Our feeling on the Senate side is we really would like to see the NIH take some positive steps to increase behavioral research. I’m hopeful that the NIH director will place emphasis on strengthening NIH’s ability to do research in this area. And I would hope over time to see improvements in the number of grants being funded and the amount of funds that are going from the Institutes to researchers. Those would be my measures for whether or not the NIH is committed.” - Van Dunn

The need for a standard definition of behavioral and social science: “We had to have a definition or we’d essentially be replicating past mistakes, where Congress would tell NIH that more behavioral research should be done, and NIH would respond that enough is being done. So as long as each individual institute is able to define behavioral research as it prefers, it is impossible to determine if progress is being made. [A standard definition] at least gives everyone a level playing field so we’ll know if NIH is making progress or not.” - Ripley Forbes

The role of outside organizations: “Part of the problem is that behavioral scientists have been excluded from the process. This is an opportunity with a new office and a new Director of NIH to refocus NIH’s attention on the importance of behavioral research. And in order to come up with an agenda, you need to include outside groups to provide input. I would hope the NIH would be responsive to their recommendations.” - Van Dunn

What’s going to happen: “It seems to me they have very little clout, the Office Director or even the NIH Director, to change the historical funding patterns or biases of the individual Institutes. The value of this office is that it establishes a paper trail…[that the community should use] to make the case that NIH is ignoring vital areas of health research, to make the case to Congress and let Congress decide what to do.” - Ripley Forbes

“I agree that getting the Institute Directors to ‘do the right thing’ is going to be difficult even if the Director of NIH is supportive of behavioral research. But the Office can provide Congress with documentation that the individual Institutes are not responsive to the needs around research in this area. This Office has the important role of ensuring that the Institute Directors develop a research agenda that clearly intensifies and expands behavioral research efforts. And if the Director of the Office is unable to do that, a report back to Congress will be helpful during the process of reauthorizing the Institutes or making changes before the reauthorizations come up.” - Van Dunn

The way it should work: “From our viewpoint, our goal is to listen to what the outside groups are saying about what the needs are, get NIH to give us a description of what their agenda will be for the coming years, and try to get a sense of whether or not they’re being responsive to the needs of the researchers rather than continuing the policies of the past. And Congress needs to monitor that response, and to participate in the process rather than sit on the sidelines and wait.” - Van Dunn

Down the road: “If NIH is going to make progress, fine. If not, Congress can determine if it is necessary either to go to a set-aside or endorse the call from some who have suggested that maybe behavioral science is just incompatible with NIH and there needs to be a new agency for behavioral research. That would be regrettable because there is such a close relationship between behavior and illness. But NIH has not been historically committed to that area. They have to be persuaded to move more in that direction.” - Ripley Forbes
raised concerns that many of the National Institutes defined behavioral and social science research differently, and included inappropriate areas of research, thus painting an inaccurate picture of the level of behavioral science research.

Without "some common understanding as to what behavioral research is," said Forbes, "it would not be possible to say whether we were achieving progress in this area or not." Both staffers also said they had seen a similar situation when Congress wanted NIH to increase its disease prevention and health promotion activities. NIH tried to define prevention to include "biomedical bench research," said Dunn, and then tried to make the case that enough prevention was being done. "So if you increase the amount of vitamin A in a petri dish and then inhibit a cell, that was considered prevention," he explained.

The similarity might not be mere coincidence. Many at NIH treat behavioral research and prevention research as synonymous. While there is overlap in the more applied areas, this view excludes basic behavioral research.

Big Stick
The new Office could turn out to be Congress "speaking softly" before using a "big stick." Down the road, say Forbes and Dunn, if no progress is seen, Congress might consider mandating a set-aside for behavioral and social science research.

"That's one of the things we were considering during discussion around the conference report," said Dunn, referring to the joint House-Senate conference to reconcile different versions of the NIH legislation.

"I think that Congress is trying to make an effort to bring it to the attention of the agency first," he said, "and if there's progress, then the Office will be successful. If not, according to Dunn, "then I think Congress will take another look. It may require a set-aside of funds in order to increase the amount of behavioral research that's being done. We would hate to have to do that because our goal is not to 'micro-manage' the NIH. But in some cases, we feel we have to correct some wrongs that have occurred through inadequate funding and inadequate attention."

Dunn indicated that behavioral research will be among the issues discussed when the Kennedy committee holds confirmation hearings on Harold Varmus who was recently nominated for Director of NIH. [Psychologist Judith Rodin, provost at Yale University, reportedly was the runner-up in the selection process.] Both Forbes and Dunn indicated that Congress expects NIH to respond with a meaningful assessment of its behavioral science portfolio and to improve its level of support for behavioral research.

In Our Court
There is also a message from Congress for psychology researchers. "The disciplines," Forbes said, "need to help Congress evaluate NIH's reported commitment to behavioral and social science research, and determine what more needs to be done." He especially feels that "at this point the ball's in the court of the community." He predicted that "if the behavioral science community drops it after Congress establishes the framework to identify problem areas or identify areas of great promise, if they don't follow through with the NIH Director, then the status quo will likely remain."
Paul Rozin’s emotion research both disgusts and delights audience
At the Chicago APS convention Bring-the-Family address

If I remove a fly from your drink as I pass it to you, would you drink it?
You’re afraid of the germs? But this fly is germ free—it has been sterilized. I assure you. You still say “no thanks”? Most likely.

But now the fly in your glass is not a fly at all—it’s an artificial plastic fly that looks quite real. Will you drink? You, and many like you, would still decline.

Now, how about some rich chocolate fudge—in the form of dog #$/% &@!? [Any good chef knows, it’s all in the presentation!]

Is this getting disgusting? Is this psychological science? It’s both, Rozin’s full-house audience seemed to agree, and it’s uproariously funny, too.

It was “family night” at the APS June convention in Chicago, and kids enjoyed seeing the University of Pennsylvania scholar meddle with “yucky” substances that adults find disgusting but which kids—or some, at least—apparently don’t or don’t yet find so. Rozin suggests that disgust emotions and reactions don’t harden in children until they are six to eight years old.

In any case, the point about the dog stuff and flies in drinks, Rozin said, is that what he calls “core disgust” relates to body products, animals, and food. A disgusting substance of this sort is thought of as a contaminant, and even invisible or untastable traces of it induce irrational feelings of revulsion.

“Contamination,” according to Rozin and colleague Carol Nemeroff, is a prominent feature of disgust and is a major aspect of magical belief systems in primitive cultures. For example, in some societies anthropologists have described a kind of “law of contagion” believed to operate between two objects which contact each other. A second principle in “sympathetic” magic relates to similarity: like produces like. In western culture today we witness a form of this in a “law of similarity.” The fudge described above is shunned by most experimental subjects in preference to fudge in a disk shape, according to Rozin.

**Disgust; What Is It?**

“I’m going to claim without proof that disgust is basically a food emotion; in fact, it’s the only basic emotion related to a basic biological function,” Rozin said.

“Our other emotions are more general, like fear, for example.”

He presented three pieces of evidence that core disgust is food-related: “Disgust” means “bad taste” in English and some other languages. Second, its physiological manifestation is nausea, which causes the cessation of eating. And third, the universal disgust facial expression “involves the jaw gape which would cause oral rejection and also a nose wrinkle which would keep you from smelling something. That’s what disgust may have started as—it is clearly for the rejection of bad tastes,” Rozin said.

“I got interested in disgust because it is... the ignored emotion, the basic emotion least studied” and is in a research vacuum, Rozin said. Not even those who provide research grants think it should be ignored, as Rozin has received grants for his research from the National Institute of Child Health and Human Development, the John D. and Catherine T. MacArthur Foundation, and the Whitehall Foundation, Inc.

Only two major papers had been published on disgust before Rozin and his colleague April E. Fallon got started over 10 years ago: One paper by Charles Darwin in 1872 and the other by the psychoanalyst Andras Angyal in 1941.

**Measuring Disgust Scientifically**

“It’s puzzling to me—all this ignorance of disgust or ignoring of it—because it’s the easiest emotion to elicit in the laboratory in a legitimate way. If you put a cockroach on someone’s food you can be pretty sure they will get disgusted,” but trying to reliably elicit anger in subjects in a laboratory context is much less successful, said Rozin.

Though disgust is a universal emotion, it is culturally variable, Rozin pointed out. Most cultures elaborate disgust into a complex moral emotion elicited by violations of social and sexual codes, and Rozin and his research colleagues have documented the responses of Japanese, Spanish, and English speakers through interviews and a questionnaire, the Disgust Scale, a 32-item measure of individual sensitivity to examples of the three major kinds of disgust Rozin describes below. [APS audience members used the D-Scale to test themselves individually for disgust sensitivity.]
People

Recent Promotions, Appointments, Awards...

Leonard Berkowitz, an APS Charter Fellow, was among 195 Fellows and 35 foreign honorary members elected to the American Academy of Arts and Sciences in May. He was elected to the Social Relations section. Berkowitz is affiliated with the University of Wisconsin-Madison.

William E. Collins was awarded the Aerospace Medical Association (AsMA) President's Citation for original research contributions to AsMA's scientific programs during each of the past 30 years. He received the award for stimulating scientific participation by others, and for his work as an associate journal editor, and work on numerous AsMA committees and boards. The award was presented at the Association's 64th annual meeting in Toronto, Canada, in May. A Charter Fellow of APS, he is Director of the Federal Aviation Administration's Civil Aeromedical Institute in Oklahoma City. Collins also was elected a Charter Fellow of the Aerospace Human Factors Association at the meeting.

The Institute of Psychology at Aarhus University, Denmark, awarded its Honorary Doctorate of Psychology to Ulric Neisser of Emory University. Neisser, an APS Charter Fellow, was honored for his contributions to shaping the "cognitive revolution" in modern psychology, and for keeping alive the discussion of basic problems of theory and methods in cognition and the cognitive sciences. These contributions continue to be important for the understanding between European and American psychology. The Aarhus Institute is the leading Danish research center in several areas of psychology, both theoretical and applied.

APS Member Catherine A. Riordan was recently appointed Director of Management Systems at the University of Missouri-Rolla (UMR). Management Systems is a new undergraduate degree program drawing its core courses from psychology, computer science, management and economics. "Students develop an understanding of information technology while learning the social, behavioral, and economic principles that influence the technology's impact and effectiveness," explained Riordan. "The success of the degree will depend on students' ability to integrate and synthesize the disciplines, largely on their own."

Riordan has done research with the Navy Research Personnel Research and Development Center in San Diego on the use of computers for personnel testing. She joined the UMR faculty in 1979.

APS Charter Member Joseph S. Rossi was promoted this year to Director of Research at the Cancer Prevention Research Center at The University of Rhode Island. He is also currently an Associate Professor (Research) in the Department of Psychology. Rossi led the Rhode Island Sun Smart project, a skin cancer prevention research program conducted each summer at Rhode Island beaches, as its director and principal investigator. He received his PhD in Experimental Psychology in 1984 at The University of Rhode Island. His research interests include models of health behavior change and health promotion, multivariate statistics and research methodology, psychometric measurement and instrument development, and expert computer systems.

Milton F. Shore received the Alfred M. Wellner Memorial Award for his work in design, development and evaluation of consultation programs children, youth and family; and promotion of innovative work in intervention.

Shore is an APS Fellow and maintains a private practice in Silver Spring, Maryland. He has been a Clinical Professor of Psychiatry and Behavioral Sciences and of Child Health and Development at the George Washington University Medical School since 1977 and has been an adjunct professor at the Catholic University of America and American University since 1971 and 1977, respectively.

APS Charter Fellow Larry R. Squire was elected President-Elect of the Society for Neuroscience. He will assume the one-year term of president in November 1993 at the Society's annual meeting. Squire's research investigates the organization and neurological foundations of memory. His work involves the study of memory-impaired patients and nonhuman primates, and combines the traditions of cognitive science and neuroscience.

"There is a tradition of a long line of psychologists who have served as president of the Society," Squire explained to the Observer. "Coming to mind immediately are Patricia Goldman-Rakic, Bob Doty, Mortimer Mishkin, Bob Wurtz, and Neal [E.] Miller," said Squire, "and this record attests to the eclectic nature of modern neuroscience." Squire will head the Society's 14-member council and has high hopes for enhancing the proactiveness of the Society's public policy and press offices.

Squire is Professor of Psychiatry and Neurosciences at the University of California-San Diego and is Research Career Scientist at the VA Medical Center-San Diego. He also is an elected member of the Society of Experimental Psychologists.

People News Welcomed...

The Editor invites readers to submit announcements of noteworthy promotions, appointments, and the like for possible publication in the People news section of future Observer issues. Send suggestions to: APS Observer, 1010 Vermont Ave., NW, #1100, Washington, DC 20005-4907

September 1993
Donald E. Broadbent (1926-1993)

The sudden, unexpected death of Donald Broadbent on April 10, 1993, means that Experimental and Engineering Psychology has lost one of its most distinguished researchers of the past 50 years. He was among the small group of investigators who shaped the cognitive revolution in psychology during the 1950s. In particular, his book *Perception and Communication* (1958) was instrumental in an explosion of experimental work in the area which has since become known as Human Performance theory which included topics like selective attention, short-term memory, environmental stress, choice reaction time, and vigilance.

The combination of basic and applied interests was a main characteristic of Broadbent's work: It was not uncommon for him to start with a practical problem—like radio communication in the cockpit—from which he then derived theoretically relevant questions open to experimental analysis. He was firmly convinced that there should be a strong bond between applied and basic research, and he worked hard to accomplish this during his directorship of the Medical Research Council’s Applied Psychology Research Unit in Cambridge, England, from 1958 to 1974. At the end of this period he wrote his second major book, *Decision and Stress* (1971), which provided a summary of the progress in the field as of 1958.

In 1974 he decided to give up the directorship and to leave Cambridge, since he had hardly any time left to pursue his own research interests. He moved to Oxford and worked there with a small group until his retirement in 1991. The scope of his work widened during that period to problems of supervisory control, more emphasis on the analysis of individual differences, and the study of stress in industry. Altogether he has published four books and some 200 articles; he was elected to a fellowship of the Royal Society (1968), and he was awarded a CBE (1974). He also received honorary degrees from various universities.

In addition to these considerable scientific merits, he was also much appreciated as a person. He was a promoter of the field in the real sense of the word, since he knew how to motivate other people. He always had a sincere interest in the ideas of young researchers and was ready to discuss and appreciate them on any occasion. I was a guest at Cambridge in 1958—as a student rather than a researcher—and there I had my main opportunity to learn from him. Then, during the 1960s, I used to make a brief yearly pilgrimage to Cambridge, which was invariably stimulating and refreshing. Donald was an open-minded and enthusiastic person with a great sense of humor and a strong social interest. He was basically humble; his judgment about other people was mild and never harsh, while he made high demands upon himself. Yet, he also knew how to convey a message if something deviated too much from his wishes. It was this combination which laid the basis for the large group of researchers who owe very much to him for their scientific development and career.

While easy-going and witty, it still was not easy to get to know him and to become closer to him. On a couple of occasions, though, I had the honor to discuss more personal affairs. Donald Broadbent has had some very difficult periods in his life which left their marks and shaped him in a very personal and emotional sense. Perhaps these periods made him so humble and likeable. Undoubtedly, many colleagues were very
Obituaries  

Edward E. Jones died July 30, 1993, of an aortic aneurysm. Ned was a vigorous person, active in research, active on the tennis court, and helpful to his colleagues. To his many colleagues in psychology and allied fields, his death is tragic. His seeming vigorous health, up to the day of his death, made his death shocking.

Ned Jones’ career was dedicated to finding the complexities and subtleties of social interaction. He was a pioneer in the study of self-presentation, self-promotion, and attribution. He had a talent, unusual even among social psychologists, for identifying life’s ironies and applying the methods of experimental social psychology to study them. One thinks here of his work on self-handicapping, in which a person who attempts to ward off esteem-damaging conclusions creates the conditions for further failures. Ned often functioned as an experimental story-teller, informing the rest of us of the fascinating and adroit ways that people go about the business of social interaction.

Ned was educated at the Park School in Buffalo, New York, and then attended Swarthmore College briefly. He interrupted his undergraduate years to serve in the U.S. Army in World War II, and returned to earn an undergraduate degree at Harvard in 1949. He also earned his PhD from Harvard in 1953; his thesis advisor was Jerome S. Bruner. His first academic position was at Duke University, where he served for 23 years. Ned moved to Princeton in 1977, where he held the Stuart Professorship of Psychology.

He accumulated a number of honors and awards during his career. In 1977 he received the Distinguished Scientific Contribution Award from the American Psychological Association (APA). In 1987, he was the recipient of the Distinguished Scientist Award from the Society of Experimental Social Psychology. Among his many honors, Ned was a Fellow of the American Academy of Arts and Sciences, and APA, and a William James Fellow of the American Psychological Society.

Ned published more than 70 articles in the major social psychological journals along with numerous book chapters. He is the author, editor, or co-author of five books. His first book, Ingratiation (1964), was an award-winning treatise that showed us the complexities of one particular kind of self-presentation. This was followed in 1965 by his influential chapter, written with Keith Davis, “From Acts to Dispositions,” which laid out the first theoretical treatment of social attribution. With Hal Gerard he wrote the text Foundations of Social Psychology (1967) which was one of those special textbooks that had an influence on the thinking of research social psychologists as well as students.

His edited book on Attribution: Perceiving the Causes of Behavior (1971) was a seminal statement of thinking in that area, as was Social Stigma (1984). Both of these books grew from his two years as a Fellow at the Center for Advanced Study in the Behavioral Sciences, years that he himself identified as central to his intellectual progress. His last book, Interpersonal Perception (1990), provided a deeply personal retrospective account of the issues he had found compelling in 25 years of research on attribution, person perception, and social interaction. In it he returned to a theme he and John Thibaut had first advanced in 1955; that interpersonal perception and social action were intertwined and needed to be studied in concert.

Ned’s influence on social psychology was enormous. One first thinks of the students he trained and the colleagues he influenced. And no one can work in social psychology today without being affected by the concepts he generated and the research areas he created. Such notions as attribution, ingratiation, self-handicapping, and the correspondence bias have become part of the structure of social psychology.

When asked what he did, Jones had an unhesitating answer. “I train social psychology students.” He did it well. He was beloved as an advisor of graduate and undergraduate students, and as a colleague and a friend to many of us. We will remember his characteristic sense of humor, vigorous and unfettered.

As the shock of his death wears off, many of us are finding solace in telling and retelling stories of his escapades. Gardner Lindzey, with characteristic generosity, told one on himself. Some years before Gardner had found Ned wearing a golf cap of singular gracelessness, and Gardner explained to Ned, in several increasingly colorful ways, the many perspectives from which Ned looked idiotic in it. Some time later, when Gardner was wearing his own distinguished fedora, Ned snatched it from his head, stamped on it, and threw it under a passing car, thus communicating to Gardner his assessment of Gardner’s assessment of his golfing cap and that it was unwise to assume that the ever-competitive Ned Jones would forget any previous put-down. The golfing cap hangs today on the coat rack in Ned’s office and was pointedly worn on every rainy occasion. Gardner was right, Ned did look ridiculous in it. And Ned knew it—he told the hat story on himself with great glee every time he wore it.

Andries F. Sanders  
Department of Psychology  
Free University, Amsterdam

Renowned Social Psychologist  
Edward “Ned” E. Jones (1926-1993)

Joseph Cooper  
John Darley  
Department of Psychology  
Princeton University

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From page 7
White from Page 11

Washington and then disseminated in the 1,300 centers. But that is not the case,” White says.

“There is no one Head Start curriculum. Each program is free to do whatever it can within the limits of very broadly defined performance standards. Furthermore, the centers now serve a surprisingly diverse community of small kids—the majority of centers are multicultural and some have as many as 10 different cultural groups. And it’s not just a preschool program, it’s a comprehensive intervention, including services such as health, family intervention, community action, nutrition and dental care.

Maintaining Decentralization While Enhancing Quality Control

“What you really have and want is a flexible program that can adapt to the needs of the customers. Decentralization is its great strength ... but the price you pay is quality control. There is unevenness, evidence that some kids are not getting their shots or other important services. The standard recipe for correcting this is to tighten up—regulate, supervise, simplify, standardize—and many are proposing this. But not I,” White says.

“New usages of research must be an important part of the answer,” White believes. The challenge is “to design research systems that will take advantage of what is good in some centers and present it to other centers to help them improve their own operations, and to design systems that allow non-obtrusive monitoring,” White states.

This will require “much closer contact between the academic community and Head Start, to allow information to flow back and forth,” White says. So, rather than turning Head Start into a heavily regulated environment “you try to keep a decentralized system while creating an information grid so that the centers can improve,” White says.

There are no existing university centers connected with Head Start, but White believes they can and must be developed.

“Nobody wants this contact between researchers and Head Start centers more than the Head Start Association, a grassroots group of center directors,” White says, “and I’m convinced that if we can keep the attention of the Administration on this, we can [eventually] bring it about.”

Ed Zigler, a founder of Head Start, is a member of the Head Start research subcommittee, the member White mentions first (see November 1992 Observer). “If he weren’t there at Yale doing what he’s doing, you’d have to invent him—he’s enormously important. I think he has done a tremendous amount of good because of his investment in Head Start, his great integrity, and his ability to keep on top of the most complex issues,” White says.

“But part of the problem now is that not just Head Start but the HHS and many other agencies look bombed out. They’ve lost many senior people. Furthermore, because of the deficit it’s not likely that the federal government will build up the staff, so there is not the same capacity as there used to be. Another part of the picture is that we are a hell of a lot poorer country that we used to feel we were in Lyndon Johnson’s term. So it may be that we simply can’t afford to provide services as much as we used to.”

New usages of research must be an important part of the answer . . .

Sheldon White

National Academy Board on Children And Families

As for his role as chair of the Board on Children and Families, White said, “We talked [at the July meeting] about the need for some kind of Academy-sponsored research effort and developed a kind of shopping list of 23 points or projects.” It is hoped that many of the projects will gain foundation and corporate funding. Brief summaries of several research proposals follow:

- Explore the psychological consequences of dynamic economic process, sliding downward, on the health and well-being of the family systems: What happens to families and to children in them as they get poorer?
- Develop a new two-generational evaluation strategy for exploring changes in welfare policy.
- With discussions of health care reform now fixated on the explosive issues of financing and service utilization, find some way of focusing more attention on children and exploring consequences for children as a serious issue.
- Conduct a cross-national study of the elaborating impacts of immigration on children and family systems.
- Bring together researchers and television people to define better what “educational” means and what possible constructive roles media can play, given the recent federal demand that television must offer educational and information programs for children.

White recalls “an eye opener” in his first few years working on federal programs. It occurred when, in 1973, he plunged into the many years of history of federal programs for disadvantaged children. The information was in the second chapter of a three-volume study done with the help of an outside team of historians, Federal Programs for Disadvantaged Children, Review and Recommendations.

An almost mystical flash made him aware that the history of psychology, which he had been teaching for a half-dozen years, “ran together with the historic stream of the federal programs for disadvantaged children.” But all of this was hardly touched upon in the ubiquitous history of psychology, Edward G. Boring’s A History of Experimental Psychology, a marvelous though limited work.

White had been teaching it “cover to cover.” The experience made White aware that “psychology has a social history, one that is much more relevant as psychology’s mission, organization, and meaning than most people realized.”

Across the years he has held to that vision of psychology’s mission. Today he says, “As a psychologist I enjoy working on real things—it gives you a sense of what we are all fighting for. D.K.


Obituaries  FROM PAGE 18

"Toward a Workable Psychology of Individuality"
Leona E. Tyler (1906-1993)

The above title was that of Leona Tyler’s presidential address for the Western Psychological Association in 1958. The title she gave her presidential address for the American Psychological Association (APA) in 1973 was “Design for a Hopeful Psychology.” Both convey her concern for psychology and a desire to help fashion an improved condition for humankind. She was a humanist but also an empiricist. She knew many people through a life-time of teaching, research and counseling, and through a lifelong love of music and literature. Leona’s kindness and concern for helping others was balanced by realistic strictness in the pursuit of evidence and a penchant for organizing ideas. She sought clarity of thought expressed well and even poetically.

Leona Tyler was a Charter Fellow of the American Psychological Society. She had been the eighty-first president of APA in 1972-73—only the fourth woman in that office. Almost 87 years old, she died of heart failure in Eugene, Oregon, on April 29, 1993. She was born in Chetek, Wisconsin, on May 10, 1906. From 1940 her professional base of operation was the University of Oregon where she started as an Instructor and ended as Professor and Dean Emerita.

In a strange way, Leona Tyler, though trained in the “dustbowl empiricism” of the University of Minnesota, can be considered a descendent of the founder of American psychology, William James. One of her Minnesota mentors in the late 1930s, Richard “Mike” Elliott reflected the lingering influence of James at Harvard where Elliott obtained his PhD after James died in 1910. Elliott taught one of Leona’s favorite courses—his wide-ranging exploration of the physiological and philosophical foundations of psychology—called “Human Behavior.” Mike Elliott and Leona were professional friends the rest of his life, and, as editor for the Century Psychology Series of Appleton-Century-Crofts, he encouraged and edited many of Leona’s early books. Leona was also impressed by James’ ideas, such as those expressed in the famous lines from the Principles (1890, pp. 288-289, 309-310): “The mind is at every stage a theatre of simultaneous possibilities,” and “[W]ith most objects of desire, physical nature restricts our choice to but one of many represented goods ... I am often confronted by the necessity of standing by one of my empirical selves and relinquishing the rest.” Leona quoted these lines in her books and elaborated on them in what became her fundamental viewpoint—what she called “possibility theory.”

Tyler’s possibility theory, though embedded in general systems concepts, emphasized the cognitive structures involved in processing choice. The basic ideas relate to the inexorable fact that human beings have limited time and resources, but they may, and can, when encouraged, perceive many alternatives for action, from which they must choose. The ideas of multiple possibilities and the necessity for choice emerged from her practical experience in counseling as well as academic study. Theory interacted with practice and teaching with research throughout her life.

Another of Leona’s significant mentors at the University of Minnesota was Donald G. Paterson. He recognized her talent in a summer course she took. After growing up on the Mesabi Iron Range of Northern Minnesota and following her baccalaureate at Minnesota at age 19, Leona had taught English in junior high schools for 13 years. Observing the development of young people and reading countless essays, she had become increasingly interested in what formed an important theme in her professional life—life choices, individual differences, and individuality.

Paterson, a prominent figure in the field of individual differences, encouraged Leona to enter graduate work in psychology at Minnesota. With Paterson, she built on her earlier fascination with science and mathematics. She was also influenced by the well-known developmental psychologist, Florence Goodenough, whose textbook she later revised.

In the fall of 1940, Leona Tyler came to the psychology department at the University of Oregon. She taught many courses, but her specialties were individual and group differences, testing, and counseling. Graduate students sought her, not only because of interest in her content areas, but also because of her knowledge of statistics and methodology and her helpfulness. She was the advisor for more masters and doctoral dissertations than any other faculty member during her time in the department.

Ever concerned about peace, she counseled conscientious objectors during WWII, and as the war ended, she organized a veterans counseling service, which evolved into the University Counseling Center. All the years she was teaching, Leona continued to counsel students vocationally and personally. She believed the purpose of counseling was to encourage natural lifelong development. In 1965 she was asked to be Graduate School dean—one of the first women (if not the first) in the nation to be a graduate dean. She retired in 1971 at the then mandatory age of 65, still very active intellectually and professionally.

Leona’s theoretical and research ideas moved from vocational interests to broad considerations about the various selves which the person might actualize. Her longitudinal research on the development of children’s interests revealed that dislikes, or avoidances, were more important than likes. The usual gender differences were evident early in school children’s lives, though she felt her own career was little hindered by her gender. A Fulbright award to the Netherlands in 1962-63 allowed a cross-cultural test of her ideas and methods about choices. Later studies expanded research to values, daily activities, and future time perspectives of adolescents in India and Australia—all oriented toward understanding personal cognitive possibility structures which underlie choice. Leona was an excellent writer, able to summarize complex material in a deceptively simple manner. Her nearly 100 publications made their influence felt through their clarity and aptness. Most widely known and used were three editions each of The Psychology of Human Differences (1947, 1956, 1965), The Work of the Counselor (1953, 1961, 1965), and Clinical Psychology (with Norman Sundberg and Julian Taplin, 1962, 1973, 1983). Her last books, Individuality (1978) and Thinking Creatively (1983), effectively brought together her ideas and research in the field.

Along with her teaching, counseling, research, and writing, Leona was involved in community service and administration.

See Tyler on Page 32
For the Textbook Author... 

How to Write a Textbook

Or, “What to consider before preparing a textbook.”

Ross Vasta
SUNY-Brockport

This article examines some of the issues involved in preparing a major textbook in psychology. Although some of it is also relevant to the writing of smaller, paperback volumes on circumscribed topics, the focus is on large market texts for standard undergraduate courses.

One day it may happen. A colleague or student will suggest you write a textbook. Or, better yet, you will be urged to do so by a publisher’s sales rep making a routine call at your office. Whatever the source, your thoughts will probably immediately race to several highly successful texts that you know have brought their authors prestige, wealth, and a secure place in the annals of the discipline. Why not you? Wouldn’t this be a great way to gain recognition and respect in your field, to learn an enormous amount about your area, and, of course, to make a bundle of money?

If the lure of writing a textbook has brought you to the point of seriously considering the possibility, it is important that you get the whole story. Colleagues and sales reps may be well-intentioned, but keep in mind it is you who will be taking the gamble and doing the work.

A Reality Check

While most prospective authors are naturally a bit starry-eyed, being out of touch with reality is a prescription for disappointment. Before doing anything, then, you need to come to grips with a few basic truths.

Writing a textbook requires an enormous amount of time and energy. Disabuse yourself of any notion that you will “do it on the side.” If your book is going to be up-to-date—important for most books and critical for some—you will need to complete it in a relatively short period of time (typically, 2 to 4 years). This won’t happen if you only work on it on Saturday mornings. Besides, writing a book in brief, spaced-out pieces may drag out the project interminably, given the need for repeated start-up and revision time. Plan to have the project become a prominent part of your professional and personal life.

You’re not likely to get rich. The competition among textbooks and publishers is fierce. Even if your book is reasonably successful, the amount of money you make—when spread across the many months of effort you put into it—will hardly feel like a windfall. (One of my colleagues tells me he calculated his earnings to be about 70 cents per hour on his first edition). Substantial monetary reward is usually only realized if the book goes on to a second or third edition, where the ratio of time investment to financial gain is much lower. But since many textbooks, even those written by well-known scholars and published by first-rate houses, do not survive beyond the first edition, you must be prepared for the possibility that the payback for all your effort will end after 3 to 4 years.

Textbooks rarely catapult authors to fame or spur rapid career advancement. The academic world displays a good deal of ambivalence toward textbook writing. In fact, at more well-known schools, the writing of a survey text may not even be viewed as scholarship but rather as a commercial enterprise that is largely nonintellectual. Another successful author-colleague has estimated it to be worth “about a minus two” in most major departments. This is less true, however, at many less prestigious colleges and universities and also at institutions that view this kind of work as a pedagogical contribution to the discipline.

The previous caveat raises the more general question of whether this is the right point in your career to write a book. The time spent on the project will undoubtedly subtract from time you would otherwise devote to other scholarly activities. It’s important to be sure that you are in a position to make this sacrifice. Textbook writing by untenured faculty members may be viewed warily by senior members of your department, and it would probably be wise to first float the idea past a few of them and maybe even your dean.

Your professional age also may affect the perspective you can bring to your writing. Most of us emerge from graduate school somewhat narrower and more dogmatic than we are 10 years later. Having a broader, more tolerant view of the field can often be an asset when preparing a textbook designed to appeal to a wide audience.

In short, writing a textbook is a long, tough road. It is crucial to have your eyes wide open before starting.
A Viable Idea?

If the realities of the task have not completely discouraged you, there is still one major preliminary question. Is your basic idea viable?

For a textbook to be successful it must get adopted. Writing a book that your colleagues read, admire, and cite, but that they are not willing to use in their courses, may stroke your ego but it won’t get you to a second edition. In publishing terms, you need to write a book that is marketable.

Satisfying this criterion requires doing some homework. Perhaps the best source of market information is the competition. Get hold of the current textbooks from the leading publishers and try to determine how your market divides itself. Undoubtedly, one division will involve level. There will be long, detailed books marketable to some schools and briefer books marketable to others. Some markets also are partitioned by text organization—e.g., personality books are organized by theories or by research areas, clinical books are organized by therapy techniques or by problem areas, developmental books are chronological or topical.

First, decide where you want your book to fit into the existing scheme. Level is crucial—too high, and it will only be used by professors to write their lectures; too low, and your colleagues (even at two-year schools) will complain that you have overlooked significant information or have diluted important issues. On the other hand, it is the rare book that can appeal to the entire spectrum. Your choice is actually between writing a text that is middle-upper level or middle-lower level. Many authors make this decision based on the level of their own institution. It is easiest to write at the same level and scope as you are teaching. Decisions regarding organization, theoretical orientation, and the like are more dependent on personal preferences but should certainly take into account where you believe the field is going.

At this point you face what may be the most formidable challenge of the entire process. Textbook adoptions are strongly governed by the principle of inertia. Having set up a course and a series of lectures around a given textbook, the typical instructor will generally need a compelling reason to abandon that book. Your job is to provide that reason.

Publishers will tell you that the ideal new book is about 70% conventional and 30% innovative. If you expect instructors to turn their course organizations upside-down or to cover vast amounts of new information, it’s probably not going to happen. But you do need to get them excited (or at least intrigued) by what you have to offer that is new and different. This clearly is tricky business and precisely how you accomplish it will vary from situation to situation. In general, though, lower-level markets often are searching for more effective pedagogical techniques, whereas upper-level ones are likely to be wooed by a new thematic approach or the inclusion of a chapter on some hot new area of research.

Finding a Publisher

A crucial step in the book-writing process involves securing a contract with a publisher. For several reasons, it is generally best to do this early rather than after much of the project is completed.

First, publishers will not invest in a project unless they are convinced it has a market and a reasonable chance of success. And since they know much more about these things than you do, it pays to heed their advice on this score (in fact, you may have no choice).

Second, the publisher can make your job easier by providing support, such as grant money to cover expenses, outside reviews of early chapters for feedback, and detailed information on competitors.

For some authors, a third role of being under contract is motivational. The publisher will have a vested interest in keeping the project moving along and this can’t hurt on days when you’d rather be working on your latest research idea or spending time on the golf course.

Assuming, then, that you’ve educated
it is culturally variable, Rozin pointed out. Most cultures elaborate disgust into a complex moral emotion elicited by violations of social and sexual codes, and Rozin and his research colleagues have documented the responses of Japanese, Spanish, and English speakers through interviews and a questionnaire, the Disgust Scale, a 32-item measure of individual sensitivity to examples of the three major kinds of disgust Rozin describes below. [APS audience members used the D-Scale to test themselves individually for disgust sensitivity.]

While disgust can be traced to a basic food-related emotion, Rozin and colleagues (Jonathan Haidt, University of Chicago, and Clark McCauley, Bryn Mawr College) have found that there are four kinds of disgust elicitors.

**Disgust Elicitors**

**Core disgust** elicitors focus on issues of food and things that can contaminate food—things like rats, flies, and cockroaches, and feces, urine, sweat and blood. One hallmark of core disgust is contamination sensitivity. If object A is disgusting and it touches object B, object B becomes disgusting, too, and people will avoid it. Rozin hypothesizes that contamination may have originated as an evolutionary adaptation for humans living with microbial threats.

**Animal-reminder disgust** elicitors include “inappropriate” sexual behavior, body violations, death, and poor hygiene. Scorned sexual behavior, variable from culture to culture, may include incest and cases of other inappropriate sex partners. Body envelope violations deal with body piercings and other gory sights and events. Death concerns are about contact with corpses, human and animal. And hygiene concerns are about standards of cleanliness—“not changing one’s underwear for a week,” as Rozin put it. The point about this type of disgust is that it reminds humans that they are animals, because all these elicitors involve properties common to animals and humans. People do not like to think of themselves as animals, and Rozin, Haidt, and McCauley suggest that the animal property most threatening to humans is mortality.

**Socio-moral disgust**, the third category, concerns use of the disgust term for certain people and events that might be called immoral. Examples include rape and certain violent crimes. Rozin and his colleagues are not yet certain how to circumscribe the domain of moral violations that elicit disgust in American or other cultures.

**Interpersonal disgust**, the fourth category of elicitors, involves contact with unknown or undesirable others. A clear example is disgust at the prospect of wearing a sweater previously worn by an unsavory person. Interpersonal disgust is particularly salient in Hindu India.

**Cultural Role**

Thus, though disgust’s origins relate to “bad taste and harm to the body, it ends up as a response of harm to the soul, harm to the future of the self that is not actually a physical threat,” Rozin said. “This process occurs through a well-known biological process called ‘preadaptation’ and is a part of cultural evolution. In preadaptation, a process or structure that evolved for one purpose is applied to another. “In this case, through cultural evolution this get-it-out-of-the-mouth response becomes the generic way of getting something out of the self.” Although disgust has a precursor (i.e., the gape or to the body, it becomes a source of pleasure, a source of social interaction, a moral substance in some certain situations and an aesthetic one.

Rozin believes the dearth of research on so fundamental an aspect of our lives is due to the complex role of culture and psychologists prefer not to bring “the whole of society and its institutions into their research. But I am foolishly willing to...,” said Rozin. “One of the particularly attractive aspects of studying food is that there is a biological basis for it; it’s fundamental to us, and there is also a tremendous amount of cultural influence. So if you are interested in the relationship of biology to culture this is a natural place to look.”

“You might say food originally stands for nutrition, ... biologically. But as humans use it, it becomes a source of pleasure, a source of social interaction, a moral substance in some certain situations and an aesthetic one.
Decisions regarding organization, theoretical orientation, and the like are more dependent on personal preferences but should certainly take into account where you believe the field is going.

Seeking a publisher is not the same as submitting a manuscript to a journal. Don't hesitate to send it simultaneously to a number of publishing houses.
presumably writing on a topic about which you were already expert), consider what lies before you.

Time may be the biggest challenge. Day-to-day demands will always be there, so if you let them supplant your writing time, you are lost. Set aside inviolable time to work on the book.

Space can also be important. It helps to have a place where materials can be spread out and left undisturbed until you return. Don’t plan to work at your office desk in between visits by students and colleagues—find a place to hide.

The order in which you do the writing reflects personal preference, but other considerations may play some part in this decision. In most books the material builds on the foundation of the early chapters, which would argue for preparing the book from beginning to end. However, first-time authors may discover that their style evolves as they go along. One common pattern is to include too much detail in the initial chapters, making them longer and denser than those that follow. Preparing chapters out of order can help even out this tendency across the book. Some authors prefer to begin with those chapters with which they are most conversant. This approach particularly makes sense with regard to the sample chapters you plan to submit. If being up-to-date is crucial, it may be wise to identify those chapters whose material is advancing most rapidly and save these until the final stage of writing.

Throughout the project you will maintain contact with the publisher. As mentioned earlier, batches of completed chapters will usually be sent out for review and thus provide feedback for subsequent writing. Your editor may also offer suggestions based on the reviewers’ comments, and it is worth considering them because editors at major houses tend to be savvy.

One of the more disillusioning aspects of the process, however, also may be encountered at this point. Publishing being a competitive business, the goals and priorities of your editor will probably not be precisely congruent with your own. Sometimes this disparity becomes evident in what you might view as issues of academic integrity. For example, a particular controversy may have many points of view that require a good deal of exposition. But budgetary and market constraints may make it impossible for the editor to allow you free rein. Alternatively, there may be an area of research that you feel is outdated or poorly conceptualized, and so choose to ignore it. But if reviewers point out its absence, the editor may put pressure on you to override your reservations and cover the material. These sorts of disagreements need not be common on your project. But keeping in mind the different priorities of the academic and business worlds may help minimize the frustration caused by such conflicts.

Conclusion

Much of the preceding discussion has urged caution, vigilance, and skepticism in making the decision to write a text. But the news is not all grim. Writing a textbook can be an exciting and rewarding experience. At the very least, you will learn a great deal about your area, the world of publishing, and yourself. And maybe you will even realize some of those goals involving fame and money. Many successful authors will tell you that if they had known how difficult the task was going to be when they began, they probably wouldn’t have written the first word. On the other hand, they will also tell you they now have no regrets.

Writing a textbook can bring a number of professional and tangible rewards. But maybe the most satisfying is simply the feeling you get when you go to a conference and a colleague tells you, “I’m using your book and my class loves it.” Yeah.

Ross Vasta is Professor of Psychology at SUNY-Brockport. He has authored a number of books in psychology, the most recent being Child Psychology: The Modern Science. New York: Wiley, 1992 (with M. M. Haith and Scott A. Miller). He also is the Series Editor of the Annals of Child Psychology. Send correspondence to:

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Message from the President . . .

The APS Student Caucus (APSSC) has begun its fifth year and currently boasts a membership of 5,500 students. The caucus is the representative body for student affiliates of APS and acts as a service organization for graduate and undergraduate students. Keep in mind that all student affiliates of APS are necessarily members of the APSSC. The APSSC mission statement, which follows this article, fully explains the caucus’s goals.

Some of the caucus activities related to these goals are: (1) the student research competition; (2) travel funds for attending the APS annual convention; (3) a local conference matching-funds program; (4) chapter recruitment; (5) an email system for students (APSSCnet); and (6) a mentorship program.

This year the APSSC executive council hopes to expand the visibility of the APSSC so that more students join APS. As membership and participation in the caucus grows, we will be able to create and develop more services for our members.

As the representative of the executive council, I thank all affiliates for their support of the caucus, welcome new members, and invite others to join. In this issue of the Student Notebook you can check out the bio’s of some of the people who help run our organization. Also in this issue is a spotlight on this year’s winner of the APSSC Outstanding Chapter Award. Be sure and ‘stay tuned’ via the Notebook and APSSCnet to see how you can participate and take advantage of the benefits of APS membership. We can have a great year together!

Dianna Newbern

Meet Your APSSC Executive Council . . .

Here’s your opportunity to get to know your APSSC executive council. (Watch for the November Student Notebook where you’ll meet the APSSC committee chairs.) Brief comments from each of us and information about how we individually got involved with APS follow. Feel free to contact any one of us to talk about an issue or to just become acquainted.

President
Dianna Newbern: Dianna will receive her PhD in 1994 from Texas Christian University. Her research interests are cognitive aspects of collaborative/cooperative interaction. Dianna has been involved with the caucus since her first year of graduate school. Dianna says she joined APS because of a desire to increase her general awareness about behavioral science activities at the national level, and she felt that the APS was the best way to stay abreast of the current research in her field.

Secretary
Kim Delemos: Kim is in her last year at the University of North Carolina-Chapel Hill. Her research interests lie in mechanisms of vibrotactile adaptation. She is currently investigating adaptation to complex vibratory stimuli. Kim is also a relative new comer to the APSSC, having first become involved at the APS San Diego convention in 1992. She was initially interested in starting a chapter but soon decided to pursue more responsibility with the organization in order to promote APS.

Treasurer
Jennifer Bugg: Jennifer is in an experimental psychology masters program at the University of Colorado-Colorado Springs and expects to finish sometime next spring. She has studied spatial memory in rats, but her current research interests lie in cognitive psychology and the study of decision making. Jennifer is another new comer to the organization, having joined just this spring. She initially joined to be part of a national organization and became more involved after receiving a travel award and helping out with the convention activities.

Past-President
Bonnie Eberhardt: Bonnie has just finished her qualifying exams and is starting her fifth year at Pennsylvania State University. Her research is in the area of atypical depression, particularly with women suffering from post-partum depression. Bonnie first became involved with APSSC in 1990 because of her interest in the science of psychology.

Correction
In the “Ask Aunt Kenn” column in the July/August Observer we published the wrong phone number for the National Institutes of Health Division of Research Grants and Information. To request the “General Information Package” and the NIH “First Award” information for graduate students and recent PhDs, respectively, the correct number is 301-594-7248.

Student Caucus Mission

As the representative body for the Student Affiliates of the American Psychological Society (APS), the APS Student Caucus (APSSC) is committed to the goals of that organization: to advance the discipline of psychology, to preserve the scientific base of psychology, to promote public understanding of psychological science and its applications, to encourage the giving away of psychology in the public interest, and to enhance the quality of education of the science of psychology.

APSSC is a service organization founded to act as a forum for graduate and undergraduate student issues, as a voice for students in APS policy decisions, and as a national networking and informational resource.

APSSC develops and enacts programs aimed at meeting the needs of both students and APS as a whole. Specific program goals are to promote student research, to provide opportunities for contact between students and psychologists in the field, to make policy recommendations to APS about student concerns, to assist in students’ professional development through activities such as arranging funding for travel to conferences, to promote extracurricular educational participation via local chapters of the national student organization, and to disseminate information about the educational and scientific opportunities available to students.
Outstanding Chapter of the Year:
Central Michigan University

As mentioned in the July/August Student Notebook, the APSSC Chapter at Central Michigan University (CMU) received APSSC’s Outstanding Chapter Award for its unique activities during the year. They have done some fantastic work there and provide a great model for any chapter aiming to promote the APSSC and student involvement in chapter activities.

In addition to helping another university establish an APSSC chapter, their recruitment activities included a “Welcoming Committee” to attract incoming graduate students. This committee sent personalized letters to each new student in hopes of attracting them to the APSSC. In an effort to become more visible, the CMU chapter managed a successful publicity campaign which included participation in local campus events and maintenance of a bulletin board which contains information on APSSC membership and chapter activities.

The CMU chapter also manages a successful fund-raising division. In order to raise money so members could attend the 1993 APS convention, the chapter held sandwich sales, sponsored a book drive, and set up a means of collecting returnable bottles. They also successfully solicited the University for a donation to support student travel and lodging.

The chapter’s research activities are also quite commendable. Not only do they boast an impressive list of presentations and publications, they also manage to vigorously publicize funding opportunities for student research. Their attempt to offer a presentation on how to secure a research grant. At their bi-weekly meetings, members have the opportunity to present their research and receive feedback from both faculty and students. They also had a discussion on “tips for successful conference presentations” and one on “how to get published,” both led a panel consisting of faculty and experienced students.

Again, congratulations from the Executive Council to the CMU Chapter for its impressive accomplishments.

Student Notebook Editor
Stephen Fiore: Stephen just finished his first year at the University of Pittsburgh. Macro-spatial memory is the area in which he plans to finish his master’s sometime this fall. Stephen first became involved with the Caucus at the convention in San Diego. He has experience with national associations and wanted to do his part to bring the benefits of a large organization to his fellow graduate students.

Graduate Advocate
Kenn White: Kenn, in his fourth year of graduate school at the University of Maryland-College Park, hopes to finish next year. He conducts research at the National Institutes of Health. His area of research is cognitive neuroscience, specifically the study of event-related brain potentials relating to attention and affect. He first became involved with APS in 1988 at the first APS convention, in fact, Kenn was present at the “birth” of the Student Caucus. Kenn began as Undergraduate Advocate, served as President of the Caucus and is currently in his second term as Graduate Advocate.

Co-Undergraduate Advocate
Rachel Jo Pallen: Rachel is a senior at the University of Wisconsin-Steven’s Point. Her interest is in clinical psychology, and she’s considering moving into child psychology. She joined the APS in January of this year when one of her professors recommended she look into APS to take advantage of the benefits of APS membership.

Co-Undergraduate Advocate
Rosendo Tansinsin: Rosendo is presently a senior at Wabash College. His research interests are in personality, social, and identity psychology. Rosendo attended this year’s convention in Chicago and decided to become an active member. He wanted to learn more about the organization, and he felt that the APS would help him gain a broader view of the entire field of psychology.

The APS Student Caucus represents all the Society’s student affiliates. It is not an honor society. All chapter chairs are additionally recognized as members of the APSSC national Advisory Committee. For information about APSSC school chapter applications contact:
Suni Reilman
PO Box 18134
Colorado Springs, CO 80935
Tel.: 719-577-1098

When applying, student chapter founders are asked to provide information about the institution, department, and students, and to designate a faculty sponsor.

APSSC Officers * 1993-1994 *

All the officers welcome students and others who wish to contact them about concerns particular to their own offices.

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Letters to the Editor

[Editor’s note: APS for several years has been committed to assisting less fortunate scientific colleagues in other countries. Direct donations of journals and published solicitations for such have been relatively inexpensive, yet effective, means to this end. And, they are much appreciated...]

From Russia, with Love

Dear Editor:

I want to express the feeling of gratitude for the generous gift of your society to the Russian psychologists in Moscow. We have received the complimentary copies of Psychological Science and Current Directions in Psychological Science. They will be placed in our Institute library and will be accessible for all the local psychology researchers. We are so moved by this gesture of good will and understanding of our local problems with scientific information from abroad (we hope these problems are temporary). We will not forget your friendly assistance to us and wish all the best to your society.

Sophia Meshcheryakova
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TYLER from Page 21

She was on many local, state, and national committees and boards. She was successively elected president of the Oregon Psychological Association, the Western Psychological Association, the Counseling Division of APA, and the APA. She was honored by numerous awards, including distinguished achievement awards from the universities of Minnesota and Oregon and, in 1990, the American Psychological Foundation’s Gold Medal for Life-Time Achievement in the Public Interest.

Leona Tyler was committed to both empiricism and idealism and was an optimistic person. In her APA presidential address (“Design for a Hopeful Psychology”), referred to above, she noted progress toward healing the split between the professional and scientific wings of psychology, and she noted a decline in elitist views of research and service.

However, in a note to me in October, 1990, she wrote, “Reading it [the presidential paper] was not an altogether happy experience. Psychology since 1973 has not been moving in the directions I emphasized, and the future looks less promising to me than it did then.” As we approach the year 2000, her doubts need to be faced. She believed that the American Psychological Society was moving toward fulfilling her ideals.

Through a humane and well-organized life building on legacies from William James and many others, Leona Tyler left a legacy of important and useful ideas and programs. The lives of many colleagues, students, friends, and counseled clients are richer because she lived.

NORMAN D. SUNDBERG
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APS OBSERVER

September 1993
Organizational Profile

Origins and Purpose

The International Society of Political Psychology (ISPP) was founded in January 1978 as an interdisciplinary organization devoted to promoting the study of political behavior and events with the tools and perspective of psychological science.

ISPP has established a tradition of scholarly excellence at its annual meetings. Each meeting since the first (New York City, September 1978) has brought together more than 300 conference attendees in a four-day program of intensive workshops, panel discussions, invited addresses, and special events. Society meetings generally offer over 70 panels, roundtables, and workshops with more than 200 research presentations.

Membership

There are two major classes of membership: regular ($65) and student ($25). Members receive the journal, discounted registration rates at the scientific meetings, and ISPP News, the Society’s newsletter. The Society has approximately 1,300 members worldwide.

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

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BACKGROUND

Founded by Jeanne N. Knutson of the Department of Psychiatry and Biobehavioral Sciences, University of California-Los Angeles, ISPP grew within months of its founding to include members representing the disciplines of psychology, political science, psychiatry, sociology, history, economics, and anthropology. Also joining were individuals from government, the media, and public life who shared this area of scholarly interest.

The Society’s quarterly journal, Political Psychology, has become a standard-bearer in a fast-growing interdisciplinary field. Together with Ohio State University, the Society sponsors a graduate training program in political psychology. The Society also facilitates the development of national political psychology societies.

Outstanding contributors to political psychology are recognized with three annual awards and one occasional award: The Harold D. Lasswell Award for Distinguished Scientific Contribution to Political Psychology, The Nevitt Sanford Award for Distinguished Professional Contribution to Political Psychology, The Erik H. Erikson Award for Early Career Achievement in Political Psychology, and The Jeanne N. Knutson Award for Distinguished Service.

Since its inception, the Society has attracted the leadership of outstanding scholars. The first president, Robert E. Lane of Yale University, was succeeded in office by Seymour Martin Lipset, Philip E. Converse, Morton Deutsch, James MacGregor Burns, Vamik D. Volkan, Stanley Hoffmann, Herbert C. Kelman, Hans-Dieter Klingemann, Margaret G. Hermann, Ralph K. White, M. Kent Jennings, Roberta Sigel, John Mack, and Tom Bryant. In 1993, Betty Glad became the sixteenth President of ISPP.

Annual Meeting

This year’s annual meeting was held July 6-10 at the Charles Hotel in Cambridge, Massachusetts. The theme of the meeting was “Exploring the Future of Human Dignity and Self-Esteem in Politics.” In 1994 the Scientific Meeting will be held July 11-15 in Santiago de Compostela, Spain, with the theme “World in Transition.” In 1992 and 1993, respectively, the ISPP meeting was held in San Francisco, California, and in Cambridge, Massachusetts.

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