DIALOGUE

SOCIETY FOR PERSONALITY AND SOCIAL PSYCHOLOGY

Roy F. Baumeister & Dianne M. Tice, Editors

Volume 9, No. 2: Fall 1994

SPSP Thriving, Will Start New Journal

Last August the Executive Committee and other committees of SPSP met at the APA convention. For about ten hours over two days in a small, sweltering room high up in the Los Angeles Hilton with the shades pulled down to keep out the relentless afternoon sun, the field's current leaders discussed the current issues and planned the transitions and directions for the coming year.

NEW JOURNAL

The most important topic was the plans for the new journal, which are proceeding rapidly. The impressive financial and intellectual success of PSPB over recent years has made it possible for the Society to embark on a new venture. Interest among potential publishers is high. The tentative title will be the Personality and Social Psychology Review.

The new journal will be devoted to conceptual articles: literature reviews and theoretical papers. Although PSPB has officially been open to such manuscripts, in practice it has mainly received empirical papers. Under the new system, the two journals could form a complementary pair, with PSPB devoted to empirical studies and PSPR devoted to theory and integration. In the Society's publication scheme, the new journal will replace the Review of Personality and Social Psychology, which will be discontinued after the forthcoming volume on social development.

The current plan is for the new journal to be distributed free to all members of SPSP. Because of the success of PSPB and the fiscal health of the organization, this can probably be done without increasing the dues beyond the current level of $28 per year. The committee members of SPSP felt that $28 per year would then become one of the best bargains available, since it will cover basic membership plus two journals and this newsletter. The Society may have to operate the new journal at a loss until the institutional subscriptions begin to generate royalties, but several publishers have indicated a willingness to share this initial loss, and the long-term prospects are that it will end up making money just like PSPB.

By distributing the journal to all three thousand members of SPSP, we can ensure that it will quickly become an attractive outlet for authors. The high circulation will confer an immediate, guaranteed visibility that few other journals can match. It is hoped that this will make the new journal appealing enough that authors will begin submitting high quality work.

It is expected that a publisher will be selected and a contract signed by around the end of the year. Plans then call for an editor

Join SPSP! To join the Society for Personality and Social Psychology, fill this out and send it along with a check for $28 (Students, $14) to Harry Reis, Psychology Dept, Univ of Rochester, Rochester NY 14627.

Name_____ Address:

Highest degree earned_____ year_____

Institution_____

Make check out to Society for Personality and Social Psychology. US funds only.

SPSP News, Cont'd

to be selected early in 1995. The editor will begin soliciting manuscripts immediately. The first volume will be published in 1996. Any SPSP members wishing to have input into the editorial selection process or the editorial process itself should contact Al Goethals, the chair of the Publications Committee, at Williams College in Massachusetts.

PSPB EXPANDS

In 1995 PSPB will begin publication on a monthly basis. The rapid rise in the quantity of manuscripts submitted to the journal in recent years indicates that it will be easy to fill the new pages with good quality work; indeed, as of August 1994, most of the 1995 volume was already filled. The publication lag is currently long but should come down quickly once the journal goes to a monthly schedule. Jack Dovidio and the current staff of editors are hard at work on new manuscripts, while Arie Kruglanski's group are finishing up on the revisions and resubmissions from the previous regime.

MEMBERSHIP

SPSP continues to have about 3,000 members. As of August 1994 the official tally was 2,994, with new registrations coming in steadily. There has been a slow, steady shift from APA members to non-APA members, indicating that as people gradually withdraw from APA they are maintaining their membership in SPSP. Thus, our membership remains steady and viable despite defections from APA. The majority of non-student members of SPSP are also still members of APA.

Graduate students are continuing to join SPSP. In 1992, SPSP had 415 student members, but in just two years that figure has risen to 674. The Executive Committee regards this as a healthy sign, because students represent the future of the organization. To attract students, the Society maintains many benefits for students, including convention travel awards, a publication prize, and lower dues (in addition to the usual benefits, which will soon include the new journal). All SPSP members are exhorted to recommend that their students take advantage of these opportunities by joining SPSP.

As part of a general plan to increase international involvements (in recognition of the spread of personality and social psychology throughout the world), there will be a new push to recruit overseas members.

BUDGET

Several years of careful management, good planning, and frugal practices have put the Society back in good financial health. The cash reserves, which had been depleted, have been built back up almost to the target level (of one year's operating budget). Martin Chemers, the outgoing Secretary-Treasurer, predicts that the coming years will see a pattern of steadily rising income from PSPB, which should serve the Society well. For the immediate future, however, continued frugality is required, and any available budget surplus will be kept for starting up the new journal.

CONVENTIONS

Paula Pietromonaco and Steve Neuberg were this year's APA program chairs. Next year's program will be coordinated by Bill Von Hippel and Steve Fein. As always, the APS preconvention will be put together by the president and the president-elect.

In August 1996 the APA convention will be held in Toronto. Later that same month, Montreal will host the World Congress of Psychology. There was some discussion of SPSP arranging a personality and social psychology preconvention for the latter.

OTHER BUSINESS

Concern was expressed over the growing loss of representation of personality and social psychology in APA's main committees. The Awards Committee has no one from our fields, which could mean that our most eminent members could be overlooked for APA's top awards in coming years. The Ethics Committee reportedly has no scientists at all, although APA officials say that that committee mainly deals with the sexual misbehavior of therapists. APA Council is being reformed once again, and several SPSP members estimated that the new Council (APA's governing body) will consist of around 150 members, of whom only about 12 to 15 will be scientists. It seems unlikely that researchers will be heard in that body.

Most concern was expressed about the Publications committee, which will soon have no one from personality or social psychology on it. It was felt that the journals are the most important function of APA (from the researchers' viewpoint) and that it was essential to have our subdisciplines represented on that committee. In particular, the triple editorship entails that JPSP will frequently conduct searches for new editors, and APA rules stipulate that a member of the P&C Committee must chair the search. As a result, many searches for JPSP editors are chaired by individuals who have never even published in that journal.

Lastly, the Society presented special plaques to honor Jim Blascovich and Marty Chemers for their long and distinguished service to SPSP. They will be leaving their present posts at the end of this year, after 15 and 11 years of active service, respectively. The present good health and success of the organization are due in substantial part to the efforts of these two men.

NIMH Introduces 'Triage' for Grant Proposals

by Eliot R. Smith

For the next year, the SGP (Social, Personality, and Group Processes) committee, which reviews most of the social and personality psychology proposals submitted to NIMH, will participate in an experiment aimed at streamlining the review process. The motivation for introducing this "triage" process, as it is called, is the ever-increasing number of proposals being submitted to a stable or declining number of review committees. (Remember the "reinventing government" mandate to reduce the number of Federal employees and committees that we all applauded? Well, NIMH review committees and the employees at the agency are among those being reduced in numbers.) The resulting pressure on the review process has led to the development of a triage procedure.

Several review committees including SGP will use the new procedure as a trial for one year, October 1994 through June 1995. If it is judged successful, it will be adopted throughout the entire NIH (including NIMH), perhaps with some revisions. Its major impact is on the review committee itself. Proposals that have no chance of obtaining funding will no longer be discussed in the committee meetings. Thus, the committee will be able to spend more time discussing proposals that are on the borderline for funding, or whose merits are unclear and whose evaluation may be significantly influenced by the discussion process. Safeguards are built in so that a proposal is withheld from discussion only when all assigned reviewers agree.

The procedure will affect applicants in two major ways. Neither is bad in itself, but there is a danger of misunderstanding that I hope I can head off with this:

1. In recent years, about the top 10-14% of proposals have been funded. Now, roughly the bottom 40-50% of the distribution (i.e., percentile scores above 50-60%) will be designated "noncompetitive." This new descriptor replaces the lower part of the old scale that covered the full range of priority scores from 500 to 100: Acceptable, Good, Very Good, Excellent, Outstanding. New applications will either be rated as "noncompetitive" or given priority scores ranging from about 225 to 100. Please do not confuse the new "noncompetitive" descriptor with the old "Not Recommended for Further Consideration" (NRFC, pronounced "nerf"), which was used for only the worst 3-5% of applications—the ones the Committee judged to lack any significant and substantial scientific merit. Noncompetitive means not fundable in the current financial situation, but it does not mean not meritorious.

2. With all applications, not just those rated noncompetitive, the feedback returned to applicants will now be more detailed. In the past, applicants received a summary statement written by an NIMH staffer that condensed and integrated the reviewers' written comments and major points arising from the committee's discussion. Now applicants will receive the entire written reviews from all assigned reviewers (usually 2), minimally edited. An initial paragraph will summarize the gist of the discussion, and reviewers will be expected to edit their own comments if they change their minds about any points during the discussion. In the cases of applications judged noncompetitive, because there is little or no discussion, applicants will receive only the reviewers' written comments together with a standard cover sheet describing the triage process and the meaning of the term "noncompetitive."

This procedure promises to save the review committee's time and energy, permitting them to focus on those proposals where discussion might make a real difference—and, frankly, those proposals that it's fun and interesting to discuss! Applicants should also benefit from more specific feedback but should beware of falsely assuming that "noncompetitive" is an absolutely terrible rating (like the old "nerf"). It just means there is no chance of funding without significant revision.

In closing, let me note that the SGP Committee members, like many of you in the field, are deeply distressed by the number of absolutely first-rate research proposals that remain unfunded. Of course, the root of this problem is not in the Committee's review procedures but in the overall Federal funding situation. I regularly communicate with my Congressional representatives on the issue of the chronic underfunding of the NIH and NIMH in general and social/behavioral science research in particular. If you want to do the same, you will find useful and relevant points in an article beginning on p. 49 of the Oct 7, 1994 issue of Science.

HELP!

Personality and social psychology need your help, if you are an APA member. When you receive your apportionment ballots, please give many or all of your votes to Division 8. Don't throw the ballot away. Our power in APA is dwindling, and your votes help conserve what we have left.

Social Psychology at NSF

by Leslie Zebrowitz

1. UPDATE ON THE SOCIAL PSYCHOLOGY PROGRAM.

Program Director: Leslie Zebrowitz, 4201 Wilson Boulevard, Room 995, Arlington, VA 22230. Phone: 703-306-1728 Fax: 703-306-0485.

The Social Psychology Program supports research on human social behavior, including cultural and personality differences and development over the life span. The program budget is approximately $3.1 million in Fiscal Year 1994.

Application Guidelines: Grant Proposal Guide (NSF 94-2).

Target Dates for Submission of Proposals: Fall Cycle - July 15; Spring Cycle - January 15.

Review Process for Proposals: The review process takes approximately 6 months. The proposal is sent to 4 or more outside reviewers and it is also evaluated by the Social Psychology Advisory Panel composed of 6 eminent social and developmental psychologists. These evaluations are advisory to the Program Director.

Percentage of Proposals Funded: About 20%. Typical Duration of Projects: 2-3 years.

Funding for each year's support (per grant) recently ranged from approximately $38,000 to $99,000. This amount includes indirect costs paid to the university as well as direct costs to the investigator. Although you should request the amount of funding necessary to complete the project successfully, you should be aware that your budget is likely to be cut to a figure somewhere in the above range. You should also be aware that an excellent application may be rejected if NSF cannot make an award that is adequate to carry out the work in a satisfactory manner. Thus, if the successful completion of your research requires funding that far exceeds the above range, you should seriously consider scaling down the project.

Doctoral dissertation research is funded by the Social Psychology program only in unusual circumstances. No stipends, tuition, or indirect costs. Contact the Program Director for additional information.

2. NEW FUNDING OPPORTUNITIES.

Human Capital Research. NSF anticipates special funds to support Human Capital research. The agenda for the Human Capital research opportunity is based on "Investing in Human Resources: A Strategic Plan for the Human Capital Initiative" (1994). The working groups who wrote the report were charged by NSF to develop research agendas for high priority areas in response to the Human Capital Initiative, launched by professional associations in the behavioral sciences. The principal objective was to create a strategic plan for basic research within the Human Capital Initiative that encompassed the perspectives of the entire social and behavioral science community. NSF seeks to support high quality basic research in six priority areas recommended in the report: Employing a Productive Workforce; Educating for the Future; Fostering Successful Families; Building Strong Neighborhoods; Reducing Disadvantage in a Diverse Society; Overcoming Poverty and Deprivation. Proposals for Human Capital consideration should be well-grounded in relevant theory. Interdisciplinary research is strongly encouraged.

Global Change Research. This NSF initiative funds research that enhances understanding of the ways that human action influences and is influenced by the natural and physical environment. Proposals should be well-grounded in relevant social science theory. Working groups convened at NSF in the fall of 1994 will develop an agenda for research that both addresses basic theoretical questions in psychology and also is relevant to the global change initiative.

Democratization. This funding opportunity supports research that contributes to understanding the formation, stabilization, and maintenance of democratic systems, including research concerning the development of psychological characteristics necessary for effective functioning in a democracy.

Cognitive Science/Intelligent Systems. This initiative funds research that investigates the capacities and processes of the mind, bringing to bear methods and perspectives from cognitive psychology, linguistics, computer science, cognitive neuroscience, and related fields. Interdisciplinary research is strongly encouraged.

Application for these funding opportunities is via the usual NSF application forms and procedures. For further information, contact Leslie Zebrowitz (Phone: 703-306-1728; e-mail: lzebrowi@nsf.gov).

3. INTERESTED IN SPENDING ONE TO TWO YEARS AT NSF?

NSF's division of Social, Behavioral, and Economic Research is recruiting a qualified social psychologist to evaluate psychology proposals, chair meetings of the Social Psychology Advisory Panel, represent NSF at psychology meetings, and develop new funding opportunities for psychologists. This Visiting Scientist position begins August,1995. NSF will match the candidate's expected income with cost-of- living adjustment plus a living allowance. Interested parties should send a vita and the names of three references to: Dr. Leslie Zebrowitz, Search Committee Chair, National Science Foundation, SBER #995, 4201 Wilson Blvd., Arlington, VA 22230.

Advisors Beware: Recommendations May Violate Privacy Act

STOP! Before you write that next letter of recommendation, better check with your university or college attorney's office! The Family Educational Rights and Privacy Act (FERPA) forbids you from discussing a student's educational record without the student's express written consent. Although most undergraduates applying for graduate and professional schools sign a form indicating whether they agree to waive or their right to examine their records, many lawyers feel that this form does not constitute express written agreement to allow faculty to reveal any information about the student. Many colleges and universities are now requiring faculty to obtain an additional, explicit consent form from both graduate and undergraduate students in order to comply with the law. This law was passed in 1974, but recent court decisions have led to much more stringent and far-reaching interpretations.

Educational record has been interpreted to mean not just the student's grade record but also any conclusions you may have drawn from the student's educational performance (such as "she's very bright" or "he's a hard worker"). Even if the student worked for you in a student job, most interpretations of the law forbid any observations regarding the student's job performance ("she's diligent and punctual") without written consent. FERPA forbids faculty from discussing the student's educational record orally as well as in writing, so be careful not to discuss any student with a prospective employer who calls and wants to know if you have any students who fit a job description.

Here are some examples: (1) A colleague from another university calls to say she has funding for a postdoc and asks if you have any eligible students, and you give the name of a graduate student working with you. (2) A student asks you for a letter of recommendation and gives you the address, and you write a letter. (3) Your department chair sends around a memo asking for nominations for student awards, and you write a note nominating a good student who has worked with you. (4) A journal calls to ask whether one of your co-authors has completed his or her Ph.D. yet, and you answer. (5) At dinner at a convention, you say a few words about one of the graduate students in your lab. In all these cases, your actions were probably illegal. Only if you possess a letter written by the student that expressly consents to allow you to divulge information about his or her educational record are you protected.

FERPA has sometimes been misinterpreted by faculty who assume it means that you cannot say anything bad about a student without consent, but the law actually forbids ANY discussion of a student with others outside the university (including, in some cases, the student's parents, prospective employers, and even FBI agents armed with subpoenas). FERPA prohibits you from nominating a student for an award (because your nomination would be based on your knowledge about the student's educational record) without the student's prior written consent. Currently, a considerable range of interpretations of the FERPA laws exists, so check with your institution's attorney's office for complete documentation and your school's policies for complying with FERPA.

In most cases, the law can be satisfied simply by asking the student to sign a written consent form allowing you to discuss his or her educational record before writing letters of recommendation or discussing the student with prospective employers. University lawyers are recommending that faculty require written consent forms from all students who may wish to be nominated, recommended, or discussed early in the process (before nominations and recommendations are due), such as in the beginning of the semester.

FAMILY AND CONSUMER STUDIES: Assistant professor, tenure track. Doctorate required. Primary responsibilities are research and teaching on topics related to Family Policy, such as work-family issues, marriage and divorce, parent-child relations, and/or family interaction. Candidates with interdisciplinary or ecological interests preferred. Salary commensurate with qualifications and experience.

Application deadline is Dec 15, 1994, or until position is filled. Submit full vita and publication reprints, and arrange to have 3 letters of reference sent to: Dr. Ken R. Smith, Search Committee Chair, Dept of Family & Consumer Studies, 228 Emery Bldg., Univ of Utah, Salt Lake City, UT 84112 (E-mail: SMITH@ALFRED.FCS.UTAH.EDU). The University of Utah is an Equal Opportunity/Affirmative Action employer and complies with the Americans With Disabilities Act.

Revising Ethics

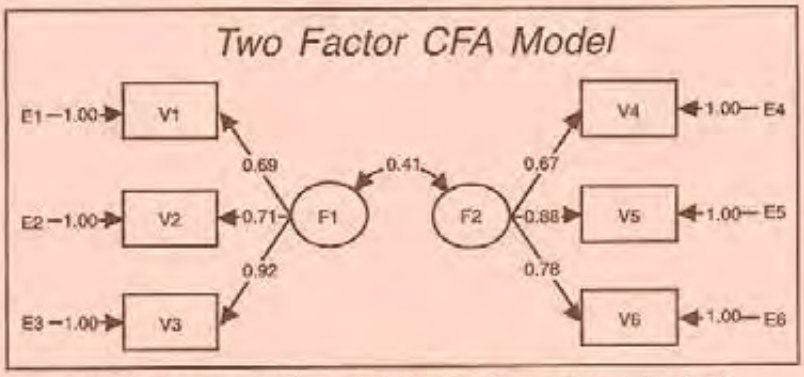
APA is starting a massive revision of Ethical Principles in the Conduct of Research with Human Participants. Task force members include June Tangney (George Mason U), Brewster Smith (UC-Santa Cruz), and Susan Folkman (UCSF).

Peter Bentler will work on your model !

Upgrade Now!

Revolutionary EQS 5.0 with diagram drawer

Path analysis, confirmatory factor analysis, and Lisrel-type models have become dominant in the field of Health Psychology. You can now apply these methods, and **get direct help from Peter Bentler*** when you order EQS for Mac 5.0 or EQS/Windows 4.04.



A few clicks can create a diagram like this using the new diagramming facility.

Using diagram as model input

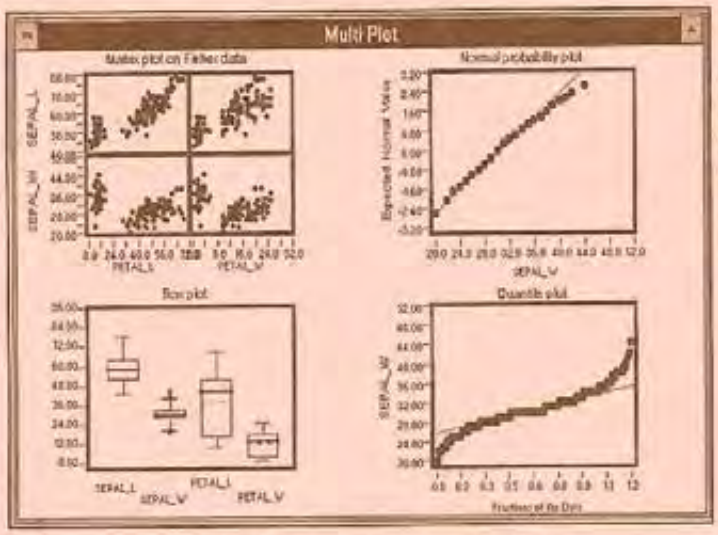
Imagine drawing a diagram on the screen as the input of your model. This is a dream come true! EQS 5.0 allows you to draw a diagram on the screen and generate the EQS commands according to the diagram. **You need no prior knowledge of EQS to build a model.** You can also cut and paste the diagram to your favorite word processor for final production. EQS 5.0 is a giant leap forward in covariance structure modeling.

Supported by EQS developer

Technical support will be provided by the original EQS developer. You will be talking to one of the most knowledgable people in the field, both theoretically and empirically.

Modeling Features

- Diagram drawing facility
- Automatic EQS command generator
- Normal theory estimates
- Estimates with elliptical corrections
- Asymptotic distribution-free methods
- Satorra & Bentler scaled statistics
- Multi-sample analysis
- Analysis of means and covariances
- Polyserial/polychoric correlations to handle polytomous variables
- Multivariate LM test to improve model
- RETEST function for faster covergence
- Effect decomposition
- Built-in simulation facility for Monte Carlo studies
- Cut and paste data from spreadsheet
- Missing value diagnosis and imputations
- Comprehensive data manager (data entry, data transformation, arithmetic case selection, join, merge, split cases and recode data, and sort records)
- Basic statistics (descriptive, frequency, cross tables, t tests, ANOVA, variance and covariance matrix, multiple and stepwise regression, factor analysis)
- Data exploration plots (line plot, area plot, histogram, bar chart, pie chart, quantile plot, QQ plot, normal probability plot, scatter and matrix plot, box plot, error bar chart, and multiple plot)



A multiple plot created by the plotting facility.

Also available on these platforms:

DOS/386, IBM/CMS, IBM/MVS, DEC/Ultrix, VAX/VMS, Sun SPARCstation, SUN/OS, IBM RS/6000, and HP 9000/7xx series.

Call for site licenses, group discounts, or upgrade from all previous versions.

Multivariate Software, Inc.
4924 Balboa Blvd, #368
Encino, California 91316
e-mail: eqs@netcom.com

Tel: (818)906-0740 FAX: (818)906-8205

Order Desk: 1-800-301-4456

* When you order EQS for Mac 5.0 or EQS for Windows 5.0 at regular price. The service consists of 40 minutes of work to prepare your model and 20 minutes phone consultation. Service must be incurred within 3 months of product delivery.

Debate on How to Teach Personality

Editors' Note. Mark Leary's column last issue on the teaching of personality prompted a record number (4) of responses. This is clearly an important and controversial issue. Here are the four replies:

A System-Topics Alternative

by John D. Mayer

Last issue, Leary argued that the theory-by-theory personality course provides students with an outmoded introduction to the field of personality psychology. Theory-by-theory courses are those that sequentially expose students to the viewpoints of such theorists as Freud, Jung, Adler, Horney, and Maslow. Leary argued that such courses can no longer adequately integrate contemporary problems in research. He and others (Craik, 1993) have described an alternative course, here termed a research topics course, that sequentially reviews major research areas of personality such as the unconscious, the self, and traits. This discussion about how to teach personality psychology is perhaps more deeply a discussion of how to think about the field of personality psychology itself. In this deeper sense, both the theory-by-theory and research-topics conceptualizations of personality can be viewed as frameworks for the field.

The framework of an academic field can be defined as an outline for how the work in that field is to be presented. What makes such a framework sublime is that it includes and organizes all the field's important theory and research. As Leary and others have noted, the research findings of today do not always fit well within the theories of yesterday—or even within the theories of today. The research-topics framework solves this problem by covering multiple research areas (e.g., the unconscious, the self, traits) and discusses each area's theories, research, and integrative conclusions. The research-topics approach is extremely flexible because it covers a series of topics that have no particular beginning, middle, or end. As such, it can be extended as needed. But its drawbacks include that it offers no definition of personality and fails to present the person as an integrated, functioning whole.

A third alternative is the system-topics framework (Mayer, 1993). This framework defines personality as a system and sequentially describes (a) its components, (b) how those components are organized, and (c) how those components and their organization function over time. In the systems-topics framework, the components topic covers such parts of personality as faculties (e.g., memory, motives), traits (e.g., extraversion, emotionality), and control mechanisms (e.g., ego, id). The organization topic describes outside control of personality (e.g., situationism), distributed control (e.g., id-ego conflicts), and hierarchical control (e.g., self-regulation). The last, developmental topic covers personality stability (e.g., cross-temporal correlations), cycles (e.g., mood swings), and stages (e.g., identity vs. role confusion). In the system-topics approach, each section builds on earlier sections in a cumulative fashion — from pieces to wholes to the growth of wholes — and discussion of more complex topics is commensurately richer and more complete.

Variants of this set of three topics (i.e., components, organization, and development) were proposed by several psychologists who made earlier attempts to reorganize the field. For example, Sears (1950) employed a version of the three topics in his Annual Review chapter on personality, where he treated the topics as essentially self-explanatory. For a few years thereafter, some reviewers of personality for the Annual Review followed Sears's outline; later reviewers, however, discarded Sears's outline because they said it was unclear. More recently, Pervin (1990, p. 12) suggested that the three topics might form the core of personality psychology, and that the field would benefit from a greater recognition of this possibility. The present, system-topics framework is an explicit clarification and development of the three topics that can be used to represent the field of personality psychology as it exists today. The developed framework integrates the best personality theory and research in such a way as to depict people as whole, dynamic organisms. Because of its many advantages, the system-topics framework may be among our most promising alternatives for conceptualizing, teaching, and researching in the field of personality psychology.

References

Craik (1993). APA symposium
Mayer (1993). A system-topics framework for the study of personality. Imagination, Cognition, and Personality, 13, 99-123.
Pervin (1990). In Pervin, Handbook of Personality, Guilford.
Sears (1950). Personality. Annual Rvw, 1, 105-118.

(More on next pages)

Heritage Has Value

by Robert Hogan

Mark Leary's essay in the last issue inspired the following response in defense of "traditional" personality psychology.

First, psychology has, over the years, demonstrated a remarkable talent for squandering its patrimony, and the consequence is that no one with authority in government or industry takes us seriously. Economists and historians dictate the terms of the national debate on issues that rightfully belong to psychology. For example, economists put together the educational agenda that is being pushed by the Dept of Labor, and historians are leading the public discussion about how to manage a diverse society. In both cases the answer depends on assumptions about human nature, and ideas about the nature of human nature are an essential part of our patrimony — especially in personality psychology.

Second, the articles that appear in JPSP are of interest primarily to other people who publish in JPSP. They are a fraction of the membership of Division 8 and a teeny fraction of the the smart people in American society. Moreover, the articles that appear in JPSP are written more to advance someone's career than they are to advance our knowledge of human nature. Thus, by directing students' attention to recent issues of JPSP, they will learn little about our true patrimony.

Third, as the recent cover article on Time magazine indicates, Freud is, and will remain, news for the educated public. Consider Freud for a moment; he is the only person who has anything interesting to say about prejudice, and that immediately brings our attention to Bosnia, Rwanda, Northern Ireland, etc. Jung is the only person who has something interesting to say about the recent events in Waco, Texas. Adler invented the notion of self-handicapping as a way of understanding how people deal with deficient self-esteem. Karen Horney is essential for understanding the psychology of women. Then think of Erik Erikson and the recent lamentations of V.S. Naipaul.

My guess is that the primary problem with current theories texts is that they simply aren't very good, because they don't establish the relevance and enduring legitimacy of the ideas. And that is so primarily because they take Hall and Lindzey as their model. As you know, the textbook publishing industry won't allow for much deviation—hence the long series of Hall and Lindzey clones of a book that was only okay at the outset.

I would like to suggest that each of the major theories of personality began as a topic, an effort to understand a single problem. For Freud, the problem was individual differences in relations to authority, for Jung the problem was the role of religious belief in mental health, for Adler the problem was how people deal with their feelings of inadequacy, and so on. It was only later that their musings were expanded into full-blown and not very adequate theories.

It seems to me that the question today is, to what degree has the analysis of reactions to authority advanced significantly since Freud, and so on for the rest of them. In a surprising number of cases, the analysis hasn't gone very far—take prejudice or religion as examples. More importantly, what we see in JPSP is people reinventing the wheel — most famously, perhaps, Leon Festinger rediscovering Anna Freud's defense mechanism of undoing — because they aren't very well grounded in the history of their own discipline.

Applying Theories

by Robert J. Wheeler

The Spring 1994 issue of Dialogue contained an interesting and important article by Mark Leary entitled "How should we teach undergraduates about personality?" That article bears on the role of personality psychology, an issue summarized last summer at the annual APA meeting in a symposium chaired by Kenneth Craik. Major personality psychologists voiced concern at that time about the dwindling relevance of personality theory courses and of personality as an academic field.

Personality is typically taught at both the undergraduate and graduate levels as a theory course based on history and emphasizing comparisons of conflicting theories. This not only seems of relatively little importance to most students, but it fails to reflect the current activities in personality psychology and derogates the field as a whole. By stimulating the non-paradigmatic presclentific aspects of psychology, personality is losing its role as the integrator of psychological information and proponent of the scientific view of human nature. Academic advisors and students tend to see the typical personality course as having little applied value and to be taken only as a requirement.

The time has come for the teaching of personality to be reorganized to reflect the role of personality psychology as the foundation upon which applied fields are built. Experience in critical analysis of conflicting theories is academically valuable, however an introductory or only course in personality would better use the time to survey scientific information about human characteristics that have demonstrated usefulness and validity for health, well-being,

and performance. This would be an approach that is functional rather than theoretical or topical.

I have used this approach and found it worked well for an undergraduate personality theory course, and for a human factors course for student pilots. It started with the question "What is personality and what are the human characteristics important for health, well-being, and performance?" The theories started by Allport, Cattell, Eysenck, Murray, and Costa and McCrae were presented with a comprehensive survey of habits, traits, types, and attitudes currently in use. Then the question was asked, "How does personality work and what influences it?" The second section of the course concerned the physiological influences: psychobiology. The third concerned unconscious influences and the "divided self" which involve Freud and the psychodynamic theories. The fourth concerned environmental influences involving learning theories. And the final section concerned cognitive influences including expectancy, existential, personal construct, and actualization theories. By using the time to focus on the portions of theories that have been supported scientifically or demonstrated usefulness, the students left the course with a picture of human nature as being complex and requiring different approaches for different aspects. The emphasis was on synthesis and unification of theories rather than separation and conflict.

Most psychologists now agree that human behavior and cognition are complex, sophisticated, complicated, diverse, situational, and interactional. But most recent personality textbooks disparage synthesis and eclecticism as discouraging competitive advancement or encouraging a lukewarm ambivalence. Patterns are emerging from the prolific, rich, and scattered findings of empirical research that have the potential of providing a scientifically based explanation of human nature. By emphasizing the situational complementarity of various "sub-theories," personality psychology could help fill the philosophical vacuum that is of concern in our society.

A Collage of Self-Discovery

by Randall E. Osborne

As a college educator who teaches courses in both personality and social psychology I have found myself faced with the dilemma of helping students to understand the development of their own personality as well as the development of individual differences within others. Many colleagues have asked me, "How do we help students to experience their own personality without giving them a battery of personality tests?" The answer, it seems, is to aid them in discovering exactly who they think they are. In a related area, it is also useful to help students to appreciate that there may be a large difference between how they see themselves and how others view them. But why would such an exercise be beneficial?

First, I think it is crucial that students be allowed to explore who they are. Anyone who has ever taught the personality psychology class knows that student questions often attempt to bring the material back to understanding themselves better. Whether we teach the personality psychology course as a theories course or as a personality psychology course (as Mark Leary suggested last issue), students will question who they are as they learn more about this thing called personality and all the things that come together to mold and shape the person. If students are engaging in this kind of self-analysis regardless of how we teach the course, it would be helpful for us to give them some guidance in doing so.

Second, students often work from the assumption that "what you see is what you get." The cliche I mention is meant to illustrate the students' assumption that everyone sees them exactly as they see themselves. The fact that others see us differently than we see ourselves can be a humbling experience. But it can be a profound learning experience as well. The fact that we are not perceived exactly as we had hoped, intended, or feared, can teach us a lot about our values and beliefs about who we are. This point also illustrates the importance of "subjective reality." The concept of subjective reality is based on the fact that individuals see their own unique version of reality. If an individual looks at a door and yells "Mom!" and then runs to hug the door, it does him little good for me to challenge his assumption that the door is his mother. Instead, I should be asking myself why he has come to view the door this way. Only if I put aside my own subjective view of reality will I truly be in a position to understand or appreciate how others come to be the unique persons that they are.

In order to aid students in such a learning experience, I suggest using a personality collage. With such a technique, students are asked to take newspaper and magazine photos, comic strips, cartoons, advertisements, headlines and such and make a collage that shows the world who they are. Students are instructed to make a collage that reflects who they are on the inside, not just how they look. A second part of the assignment involves students asking someone who they think "knows them quite well" to make a collage of the student's personality. In a short paper (3-5

pages) students are instructed to reflect on the collages and address 7 questions: What are the major themes of self depicted in your collage? What are the major similarities between the two collages? What are the major differences between how you see yourself and how the partner views you? How did these differences make you feel? Would you want to eliminate these differences, and, if so, what would you do to eliminate them? What did these differences teach you about the other person that you didn't already know? What did these differences teach you about yourself that you didn't already know?

Finally, students are told that their collages will be given a certain number of points just for being completed. After all, I tell them, how can I grade the quality of how you depict your own personality? The paper, then, is graded for quality, complexity, and such. In the end, students often incorporate many of the theories and principles covered in the personality course within their papers. In this fashion, students are allowed to experience their own personalities and discover the importance of subjective reality and other important concepts from the course. Perhaps as Mark Leary suggested, then, we can find ways such as this to integrate an understanding of personality theories into the personality psychology course that also involves the student as an active participant in his or her own learning.

Editorial

Over the years we have edited Dialogue, the greatest volume of responses has come in response to columns about teaching, and the present batch of comments on Leary's column is no exception. It is clear that issues of teaching are extremely important to the membership of SPSP and that they are not adequately discussed in other forums. In that connection, we are heartened to see that the new journal (PSPR) has taken, as one of its missions, the providing of a valuable resource for lecturers.

We cannot resist adding our own thoughts to the debate on how best to teach personality, having spent several years teaching it ourselves and exploring several alternatives. The conclusion we reached about the ideal plan differs from all existing textbooks, unfortunately, but it combines key features raised in Leary's column and the commentaries.

To be precise, we think that a first course in personality psychology should begin with an extended, detailed coverage of Freud and then should leap to the present and cover current research, with some discussion of applications. Clearly this plan is unsightly, in that it begins with one man's theory and then spends the rest of the semester working by topics. Several reasons speak in favor of this plan, however.

In the first place, Freud still represents the point of departure for much current research (and, not incidentally, much clinical work). Moreover, Freud's influence extends beyond psychology itself. Freud is probably the only psychologist whom nonpsychologists expect to know and discuss, and the only one about whom it can be said that an undergraduate education is deficient if his work was omitted.

We also think that exploring Freud in depth and detail is worth more than a superficial treatment of a half dozen theories. Jung, Adler, Erikson, and the rest do have ample merit, of course, but they do not need to be covered in a first course in personality, whereas Freud does. (Actually, we do like to follow Freud with a quick tour of Sullivan, as a contrast and as a transition.) To appreciate Freud's thought, including individual dynamics, social theory, and critical reassessment, takes several weeks and offers the student a valuable foundation. Some genuine understanding, rather than a superficial list of terms, can be reached in that time.

Apart from Freud, however, we agree with Leary and several of the commentators that it is important to teach students what the field of personality encompasses today: individual differences, personality processes, and assessment, along with the debates such as over situationism, the Big Five, and personality change. Covering current research gives students a useful insight into what the field has to offer and should provide some basis for applying research findings to social problems, practical dilemmas, and self-knowledge.

Presenting current research also helps students understand the change in the way the field is approached. A pure theories course leaves many students with the impression that the field of personality is constructed by spinning introspection and personal opinions into grand theories of human nature. The discipline of having to prove one's points is itself a useful lesson.

Dialogue is published twice per year by the Society for Personality and Social Psychology. Contributions are very welcome and are subject to editing, esp. for brevity. Announcements, intellectual perspectives, news, letters, reflections on the field, cartoons, and other contributions are appropriate. Humor columns are needed for future issues. Send material to ***R. Baumeister, Dept. of Psychology, Case Western Reserve U., 10900 Euclid Ave., Cleveland OH 44106-7123.*** *(216) 368-2639.*

Paid advertising is also accepted. Contact ***Harry Reis, U of Rochester*** *(716) 275-8697.*

Deadlines for all material are March 15 and October 1.

Announcements

MURRAY AWARD. The Henry A. Murray Award, established in 1978, is made annually (if warranted) to recognize and encourage those working in the demanding and difficult tradition pioneered by Professor Murray. The awardee receives $1000 and is asked to present a Murray Award Address at the meeting of the American Psychological Association the following year.

The 1994 winner of the Henry Murray Award was Theodore R. Sarbin. Recognized for his "intellectual leadership in the development of narrative psychology," for his "dramaturgical model of role and self theory," and for his "knack for exploring the arts and sciences widely for useful and imaginative connections with...psychological research," he will give an address at APA in August 1995. The committee consisted of William "Mac" Runyan, Dan McAdams, and Jane Loevinger.

The Murray tradition may be characterized as follows: receptiveness to the value of bringing together a variety of disciplines, theoretical viewpoints, and research techniques; use of conceptual tools that lend themselves to integration of the tough and tender in personality research; a theoretical outlook that recognizes intrapsychic structure and the thematic unity of individual lives in the midst of phenotypic diversity; interest in imagination and in biography, literature, and myth as psychological data; interest in the biological, social, and cultural contexts of personality and a style of intellectual leadership that has contributed an outstanding work exhibiting several of these characteristics.

Nominations should include a description of the specific work that provides the basis for the nomination and the nominee's vita. Nominations should be sent, no later than May 20, 1994, to Dan McAdams, School of Education and Social Policy, Northwestern University, 2115 North Campus Drive, Evanston IL 60208.

CAMPBELL AWARD. Nominations are sought for SPSP's Campbell Award, for outstanding career achievement in social psychology. The award is intended for people who are roughly 25 years past their Ph.D. A nomination will remain on file for three years. Send nominating letters to Gifford Weary, Dept. of Psychology, Ohio State Univ., Columbus OH 43210.

The 1994 winner of the Campbell Award was Anthony Greenwald. No details of the award were furnished.

(Continued next page)

PSYCHOLOGICAL INQUIRY
An International Journal of Peer Commentary and Review

Forthcoming for 1995 (Volume 6)

David M. Buss: "Evolutionary Psychology: A New Paradigm for Psychological Science" *Commentaries By:* L. Caporael & M. Brewer, M. Daly & M. Wilson, S. Gangestad, W. Graziano, C. Harris & H. Pashler, C. Hendrick, R. Hinde, K. Hood, D. Kenrick, P. LaCerra & R. Kurzban, R. Masters, S.Scarr, J. Simpson, F. Sulloway

Dean Keith Simonton: "Behavioral Laws in Histories of Psychology: Psychological Science, Metascience, and the Psychology of Science" *Commentaries By:* K. Danziger, R. Evans, G. Feist, L. Furumoto, B. Gholson, D. Robinson, M. Wertheimer

Richard S. Lazarus: "Vexing Research Problems Inherent in Cognitive-Mediational Theories of Emotion, and Some Solutions" *Commentaries By:* S. Andersen, J. Averill, E. deSousa, P. Ellsworth, S. Kitayama, C. Malatesta-Magai, D. Matsumoto, W. Parrott, R. Reisenzein, P. Salovey, K. Scherer, A. Wierzbicka

Carol S. Dweck, Chi-yue Chiu, & Ying-yi Hong: "Implicit Theories and Their Role In Judgments and Reactions: A World From Two Perspectives" *Commentaries By:* C. Anderson, J. Darley, S. Graham, J. Harackiewicz & A. Elliot, A. Kruglanski, M. Lewis, S. Neuberg, C. Peterson, D. Schunk, R. Sorrentino, B. Weiner

Multiple Essay Book Reviews: *The Limits of Family Experience* by David Rowe. Reviews By: N. Brody, R. Lerner, R. Rende, T. Wachs. *Galen's Prophecy* by Jerome Kagan. Reviews By: J. Nesselroade, M. Rothbart, J. Strelau

Subscriptions: $40. *Individuals*
(1995) $195. *Institutions*

Lawrence Erlbaum Associates
Journal Subscription Department
365 Broadway
Hillsdalel, NJ 07642

Announcements Cont'd

SPSP STUDENT PUBLICATION AWARD. The Society for Personality and Social Psychology (SPSP) will award a prize of $200 for the best paper submitted to the Personality and Social Psychology Bulletin during 1993 by a currently enrolled student. The student MUST be the primary contributor to the research as indicated by sole or first authorship. Papers submitted to the journal between January 1, 1993 and December 31, 1993 are eligible for the award. (There will be another award, with similar dates, for 1994.) Papers are eligible for consideration only if the author is a student at the time of submission, and is either a student member of SPSP or has applied for membership at the time of submission. If the prize is to be shared by two or more student collaborators, all must be members of SPSP at the time of submission (or have applied for membership).

To be eligible, papers should have been accompanied by a cover letter noting eligibility and requesting consideration for the award. If you have submitted a paper during the eligibility period without requesting consideration and would like to enter the competition now, please contact the chair of the committee. The winner will be announced at the business meeting of the society in August, and the paper will be published, with suitable acknowledgement, in PSPB.

The chair of the Award committee for 1993 is Harry Reis, University of Rochester (reis@prodigal.psych.rochester.edu). Other members of the selection committee are Roy Baumeister, Jennifer Campbell, Shelly Chaiken and Margaret Clark.

TANAKA AWARD. The J.S. Tanaka Personality Dissertation Award honors the memory of Jeff Tanaka and his numerous contributions to the empirical study of personality and its processes. The awardee will receive a plaque and a cash prize to travel to the Nags Head Personality Conference. To be eligible, the dissertation must have been completed and defended between Jan 1, 1993 and Dec 31, 1994. To apply, send a cover letter, a current CV, and 3 copies of the dissertation abstract by Jan 2, 1995 to Abigail Panter, Dept of Psych, CB #3270 Davie Hall, U of North Carolina, Chapel Hill NC 27599-3270.

GROUPS PRIZE. Division 49 of APA (Group Psychology and Group Psychotherapy) awarded its 1993 dissertation prize ($200) to Dr. Deborah Gruenfeld, who studied at U of Illinois and is currently on faculty at Northwestern. The dissertation was entitled "Status and Integrative Complexity in Decision-Making Groups: Evidence from the U.S. Supreme Court and a Laboratory Experiment."

Anyone who completed a dissertation on small group behavior during 1994 is eligible for the next prize. Submit a brief typed summary (5 pages or less) to Dr. Richard Moreland, Dept of Psychology, U of Pittsburgh, Pittsburgh PA 15260 by March 31, 1995.

EDITOR SEARCHES. The editorial terms of Norman Miller at JPSP:IRGP and Robert Sternberg at Psychological Bulletin are ending, and replacements are sought. Candidates must be APA members and would start receiving manuscripts in 1996 to prepare for 1997 issues. To nominate candidates, send a 1 page statement. For JPSP:IRGP, send it to J.P. Worell, Dept. of Educational and Counseling Psychology, 235 Dickey Hall, U. of Kentucky, Lexington KY 40506-0017 (or fax 606-257-5662). Committee members include Kerr, Reis, Rusbult, and Triandis. For Psych Bull, write to R.M. Suinn, Dept of Psychology, Colorado State U., Fort Collins, CO 80523-0001.

NEW JOURNAL. Women's Health: Research on Gender, Behavior, and Policy will begin publication in March 1995. Original research, theoretical and review articles, methodological articles, and policy analyses are welcome. For subscription info or instructions to authors, write to Kathleen Dolan, Erlbaum Associates, 365 Broadway, Hillsdale NJ 07642.

POLICY FELLOWSHIP. Apply by Jan 16, 1995 for an APA Science Policy Fellowship ($47,000 plus moving expenses) to serve as special assistant in the White House Office of Science and Technology Policy. PhD in psychology and 5 years postdoctoral experience required. Send vita, 1000-word statement of interest, and 3 letters of recommendation to APA Science Policy Fellowship Program, Public Policy Office, APA, 750 First Street NW, Washington DC 20002-4242, or call (202) 336-5932. A Congressional Fellowship on AIDS research is also available.

WORK STRESS CONFERENCE. APA will co-sponsor an interdisciplinary conference on "Work, Stress, and Health '95: Creating Healthier Workplaces" in Washington, Sept 13-16, 1995. Deadline is Jan 27, 1995. Contact Lynn Letourneau, APA, 750 First St. NW, Washington DC 20002-4242, (202) 336-6124.

FEMINIST CONFERENCE. "Creating the Tapestries of Women's Lives: Spinning, Weaving, and Celebrating," Indianapolis, Mar 2-5, 1995. Contact Royda Crose, (317) 285-1293.

MURRAY CENTER. The Murray Center is a national repository of social and behavioral sciences data for the study of lives over

time, especially women's lives, and archives are available for further work. Dissertation awards and visiting scholars in residence awards are offered. Contact the grants administrator, Murray Center, 10 Garden St., Cambridge MA 02138.

HACKERS WANTED. SPSP is interested in exploring possibilities for an electronic bulletin board. Any members with experience in such matters who are interested in participating in investigating and developing such a system should contact Harry Reis at reis@prodigal.psych.rochester.edu.

SELF CONFERENCE. The first Rutgers Symposium on Self and Identity will be held Friday April 21 and Saturday April 22, 1995 on the Douglass campus of Rutgers in New Brunswick, NJ, with leading experts speaking about "Self and Identity: Fundamental Issues." Attendance is free to SPSP members and guests. For info, contact Richard Ashmore at Rutgers (908) 932-2635, ashmore@zodiac.rutgers.edu.

CANCER. Sandra Haber, Chair of APA Division 42 Task Force on Psychooncology, would like to speak with psychologists who have had cancer or experienced cancer in their family, or read their journals. Call 212-246-6057.

COHESION. For a meta-analysis of relationships between group cohesion (with multi-item measures) and any group-level outcome, please send manuscripts, papers, or unpublished findings to: V. Wekselberg, Dept of Psychology, U of Southern Mississippi, PO Box 5025, Hattiesburg MS 39406 (601-266-4617). Studies that did not find any significant relationships are especially sought.

WRITING TIPS. APS wants to include writing tips in its newsletter. Send 3 copies of tips to Bernard Weiner, Dept of Psych, UCLA, Los Angeles CA 90024, or weiner@psych.sscnet.ucla.edu.

LESBIAN & GAY RESEARCH. Grants of $12,000 or more to study lesbian and gay issues, including heterosexuals' prejudices, are available. Contact Placek Award, American Psychological Foundation, 750 First St., Washington, DC 20002-4242.

Convention Report: APA

Attendance at the 1994 APA conference was much below recent years. Personality and social psychologists who did attend asked each other where everybody was, while they enjoyed an excellent program and suffered from a broad assortment of logistical problems and other hassles. Several attendees summed up the sense of being a skeleton crew by pointing out how strange it was that during the social hours one could just walk in, go straight to the bar, and buy a drink, without having to elbow through crowds or wait in line.

It was widely surmised that those who stayed home had somehow anticipated that Los Angeles would prove a less than ideal setting for APA. The Convention Center was an attractive, modern facility with few problems other than the seemingly random changes of lighting during sessions, and many preferred to remain in the Center all day. Outside, the temperatures were over 100 degrees each day, and the streets were mostly empty except for homeless or impoverished locals and APA guests, the latter easily identifiable by their blue and white badges. There was little within walking distance anyway, and indeed those who sought to walk from their hotels to the Convention Center found themselves amid disturbing and sometimes frightening slum scenes. Despite the low attendance, most hotels were filled to capacity, and they were plagued with problems, including failing air conditioning systems, a lack of hot water, complaints about noise, and widespread mishaps with reservations.

A rich assortment of current research was presented. This reporter was struck by the irony of hearing so much praise for the program juxtaposed with so many people saying they would not come here again and even questioning whether it was worth coming to APA at all. Paula Pietromonaco and Steve Neuberg were widely praised and congratulated for their efforts in preparing this year's program.

One favorable change is that APA did allocate some larger rooms to Division 8 programs. Perhaps inevitably the predicting was unfortunate, so that some sessions conformed to the familiar APA pattern in which all seats and floor space were filled and many were unable to gain access to the room, while in other sessions sparse audiences were spread out over abundant seats to create an impression of apathy. Still, it was good to see that not all our sessions had to be held in tiny rooms with grossly inadequate space. (Had attendance been closer to normal, however, the standard overcrowding would probably have been even more common than it was.)

Next year's convention is in New York, and Toronto will host it in 1996. A number of SPSP leaders remarked that these upcoming conventions will be crucial for the future of social and personality psychology at APA, given the danger of a downward spiral of shrinking attendance: fewer attendees, hence fewer eminent presenters, hence even smaller crowds.

PSPB Editor's Message

by Jack Dovidio

On January 1, 1994, a new editorial board assumed responsibility for Personality and Social Psychology Bulletin. The new associate editors are **Jim Blascovich, Galen Bodenhausen, Daphne Bugental, Jonathan Cheek, Oliver John, Antony Manstead, Brian Mullen,** and **Joanne Wood.** Despite the new faces, the procedures and guidelines have not significantly changed. PSPB has grown and prospered during Arie Kruglanski's editorial term. PSPB exists to serve the membership of the Society and the profession at large. We have 3 main objectives:

(1) To support high-quality research in personality and social psychology. We renew the journal's commitment to serving both personality and social psychologists and have selected the editorial board to represent the different perspectives in these sub-disciplines. The term "support" is also critical. Our primary purpose is not to screen out manuscripts but to foster and encourage empirical and conceptual advances in the field. We will also continue to provide detailed and constructive reviews of submitted manuscripts that should help to improve these works in substance and style. We believe that it is in the long-term best interest of both individuals and the profession to provide detailed commentary and guidance that will not only facilitate the presentation of specific ideas but also will support professional development.

(2) To provide access to the publication system as broadly and fairly as possible. PSPB has a unique history. It originated from the Society and is dedicated to serving the membership as a whole. As a consequence, PSPB has been, and will continue to be, a general-interest journal. Our objective is to publish works that are representative of advances across the entire range of personality and social psychology. We believe that recognizing and supporting a diversity of approaches, topics, and people in the journal may have important long-term benefits to the field. The Society is an international organization, and there is international representation on the editorial board. We acknowledge that racial and ethnic diversity is also important for both the content of the journal and the editorial process. We seek to increase the participation of the membership in the operation of the journal through the review process. I invite anyone interested in serving as a reviewer for PSPB to send me a brief note describing your background and areas of expertise, plus two copies of your vita. My address is: Dept of Psych., Colgate U., Hamilton, NY 13346. Reviewing is not simply a service to the profession; it is also an opportunity to develop your own research skills and to become more self-critical. Participation as a reviewer should facilitate an understanding of the editorial process.

(3) To communicate developments and advances in the field in a timely fashion. Long review turnarounds and publication lags have rendered some journals ineffective for communicating cutting-edge work: The ideas are relatively old by the time the article appears. We therefore dedicate ourselves to reducing the review time (but not at the expense of the quality of the reviews) and the publication lag. In many ways, PSPB has been a victim of its own success. Submissions have increased significantly each of the past several years, and the quality of submitted manuscripts has improved. More good papers with the same number of pages available in the journal produces an increase in publication lag. Fortunately there is a solution. Beginning in January 1995, PSPB will become a monthly journal. Each of the 12 issues will be the same length as the current bi-monthly ones. This change will enable us to reduce the publication lag substantially and to deliver cutting-edge research to the readers as quickly as any journal in the field.

In conclusion, the new editorial term represents an opportunity to renew the commitment of the journal to serve the membership of the society and the profession. I look forward to any comments and innovative ideas and to your willingness to contribute your time and expertise to the journal. Please feel free to pass on any of your ideas to me or any of the associate editors.

Abe Tesser's video, announced last issue, has been selling rapidly. To order your copy, use this form:

Please send me ____ copies of the videotape "On Becoming a Social Psychologist."

Name:

Address:

No. of copies: ___ @ $25 = $_____ total enclosed
Enclosed: __personal check __ money order __institutional check

Send to: Harry Reis, Executive Officer, SPSP, Department of Psychology, Univ of Rochester, Rochester, NY 14627.

What Future in APA?

At the 1994 APA convention, many discussions among members of the Executive Committee and other SPSP officers were devoted to the possibility of reexamining the future relationship between the Society and APA. In the words of one top official, "It's time to start thinking about the post-APA world."

Several years ago, when APS was first formed, there was considerable antagonism surrounding APA. Most of that appears to have subsided. APA does not seem to regard APS as a threat and has abandoned its own threatening postures.

This is not to say that APA is on the best of terms with personality and social psychology, however. Given the immense size of the organization and the preponderance of clinicians among the membership, it is perhaps inevitable that APA will be less than fully responsive to the wants and needs of SPSP. As one member of the SPSP Executive Committee said, "I used to think APA was out to 'get' us. Now I think they just don't care." The numbers make such a conclusion plausible. APA now has roughly 125,000 total members (including about 40,000 student members). Division 8 has about 1,586 members, or only about 1% of the total. By even the most liberal criteria (e.g., having published an article in a journal), only about 24,000 members of APA are researchers or scientists.

Budget numbers tell a very different story, however. Journal subscriptions alone bring in more money than the total from APA membership dues, and altogether the publications of APA account for about half of its $54 million operating budget. As many are quick to point out, the journals program is based on the work of scientists and subsidized by universities. Scientists write most of the articles and serve on editorial boards, most of which is done free of charge to APA. Scientists also subscribe to the journals, and university libraries make up the bulk of institutional subscriptions (which cost several times as much as individual member subscriptions). Hence the complaint that scientists donate most of the work that generates half of APA's budget, while most of that money is then spent on concerns that are irrelevant to scientists.

It is generally felt that there is no way to reverse the increasing preoccupation of APA with clinical issues. The first-ever election of someone with a Psy. D. instead of Ph.D. to the presidency of APA was widely commented upon at the recent convention, as a symbol of the second century of APA.

The mood of the discussions at the 1994 meeting was neither hostile nor aggrieved, however. Rather, it was the practical matter of how to continue to operate in relation to APA. How will the journals fare when the organization that publishes them is increasingly dominated by clinical practitioners? Is it even conceivable to replace JPSP with a journal that is not be owned by APA? How can SPSP promote the interests of our field in an organization that is dominated by other interests and concerns? Should the APA convention continue to be the premier meeting and most important open program for presenting new research in personality and social psychology — and if not, what would be a viable alternative?

SPSP Officers

EXECUTIVE COMMITTEE

Susan T. Fiske, President
Nancy Cantor, Past President
John Cacioppo, President-Elect
Jim Blascovich, Executive Officer
Harry Reis, Incoming Executive Officer
Martin Chemers, Secretary-Treasurer
George R. Goethals, Incoming Secretary-Treasurer
Gifford Weary, Member at Large
Shelly Chaiken, Member at Large
Mark Zanna, Member at Large
Carol Miller, APA Council Representative
Barbara Coady, Assistant

OTHER COMMITTEES AND EDITORS

Paula Pietromonaco, Convention Committee
Julie K. Norem, Chair, Convention Committee
James Uleman, Training Committee
Leslie Zebrowitz, Training Committee
George R. "Al" Goethals, Publications Committee Chair
Harry Reis, Publications Committee
Jennifer Campbell, Publications Committee
Richard Petty, Publications Committee
Jack Dovidio, Editor, Personality and Social Psychology Bulletin
Margaret Clark, Series Editor, Review of Personality and Social Psychology
Roy F. Baumeister & Dianne M. Tice, Co-Editors, Dialogue

Advertise in DIALOGUE!

It offers an excellent means of reaching 3,000 colleagues.

Deadlines are March 15 and Oct. 1. Your ad must be received at the editorial office at CWRU by this time.

To place ads, contact Harry Reis, Dept. of Psychology, Univ of Rochester, Rochester, NY 14627 (or call 716-275-8697).

Full page ads should be 10" by 7 1/4" and cost $350 (or $300 per insertion for multiple issues). Half page ads are 5" by 7 1/4" and cost $200 (or $150 for multiples). Job ads can be placed for $1 per word or $50, whichever is more.

MEMORANDUM
To: University Faculty
Re: Travel Policy Update

The following guidelines have now been implemented regarding University reimbursement for official travel. It is anticipated that they will save the University considerable funds, thereby allowing for the hiring of much-needed addditional administrative staff, while maintaining and in some cases enriching the opportunities for faculty to benefit professionally from trips to conferences and other official business.

TRANSPORTATION

Hitchhiking in lieu ot commercial transport is strongly encouraged. A luminescent safety vest wil be issued to every employee prior to his or her departure on University business. A security deposit will be required, redeemable in full upon completion of travel, provided the vest is returned in good condition.

Bus transportation will be used only when the faculty member's work schedule requires a tighter travel schedule. Rail transport may also be utilized but only if a bulk freight rate is available.

The use of a personal automobile for University travel will be approved only if bicycling is clearly impractical (e.g., trips of over 400 miles in heavy snow). Reimbursement for automotive travel will be calculated on the basis of actual gas consumption, not mileage, and only for downhill trips.

Airline travel will be approved only under special extenuating circumstances. The lowest possible airline fares must be utilized. For example, if a meeting is scheduled in Seattle, but a lower rate can be obtained by travelling to Detroit, then travel to Detroit must be substituted for travel to Seattle.

LODGING

All university employees engaged in travel are encouraged to stay with friends or relatives. Weather permitting, public parks and campgrounds may be utilized as temporary lodging sites. Bus terminals, train stations, and office lobbies may provide shelter during inclement weather.

MEALS

Expenditures for meals must be limited to an absolute minimum. It should be noted that certain grocery chains provide free samples of promotional items. Entire meals can be obtained in this manner at no cost whatsoever. Travelers should also familiarize themselves with indigenous roots, berries, and other edibles in their respective destinations.

If restaurants must be utilized, travelers should seek out "all you can eat" salad bars. This practice is especially recommended for faculty traveling in groups, since one plate can be used to feed the entire group.

CONFERENCE REGISTRATION FEES

Henceforth the University will not bear costs associated with conference registration fees or other incidental expenditures. Acquiring the badge or name tag that controls admission to conference proceedings is left to each faculty member's own ingenuity. (Experience suggests that a generic "Hello, My Name Is..." sticker affixed to one's lapel usually suffices for this purpose.)

Adapted and reprinted, with permission, from "ESPN," the Exercise and Sport Psychology Newsletter, Summer 1993. Authorship is anonymous.

Principles to "Come From" By

by D.M. Wegner and R.R. Vallacher

1. Never live by only one principle.
2. Do not list your principles.
3. Always obey the third principle in a list.
4. Reread this principle.
5. Do not follow principles that refer to themselves.
6. Begin every day with a pail of oats.
7. Disregard all other principles but this one.
8. Olde English, we hardly knew ye.
9. Be wary of the last principle in a list.
10. But obey the one before it.