

dialogue

SOCIETY FOR PERSONALITY AND SOCIAL PSYCHOLOGY

Roy F. Baumeister & Dianne M. Tice, Editors

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New Format for APA Conference

The 1996 APA convention (in Toronto in August) will experiment with a new format. The goal is to make the event more useful and productive for the scientists and researchers who attend. The new format is in part a response to suggestions and complaints made by Division 8 in recent years.

The main innovation is to concentrate the entire programs of several science divisions, including Division 8 (Personality and Social Psychology), into three days. In recent years, the program has been spread out over the 5-day convention. As a result, many personality and social psychologists missed out on colleagues who attended the same convention. For example, someone who was pre-

senting on the first day would often have gone home by the third day, while someone else who presents only on the fourth or fifth day would only arrive on the third day.

In the new format, the personality and social psychology program will run from Sunday through Tuesday. Seven other science divisions will also participate in this experiment and condense their programs into those same three days. There will be no Science Weekend. Sunday will be the big day for major APA events.

Attendees may plan their travel accordingly. To save on airfare, it may be desirable to travel to Toronto on Saturday.

William Howell, APA Executive Director for Science, says that the

idea of a 3-day concentrated science conference "has been kicking around for years." At one point a task force was appointed to seek ways to improve the convention, and it urged the adoption of the 3-day format. Resistance by some divisions thwarted the plan then.

Melanie Trost, of Arizona State U., will be the chair of the personality and social psychology program. Mark Schaller, of Montana, will be co-chair.

ANALYSIS. The 3-day convention format represents a major effort by APA to make its convention more appealing to scientists. APA has recently been much more open and accommodating to the needs of Division 8 and other science divisions. At this year's Ex-

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APA Cont'd

ecutive Committee meeting, there was broad consensus that APA is sincerely trying to be good to us. This is a welcome change from the impressions of indifference and even antagonism that have predominated in past years. Researchers who have held negative attitudes toward APA may want to give it another chance.

The 3-day format offers several potential advantages. It should reduce the feeling of being a handful of researchers scattered amid a sea of clinicians, because the researchers will all be there together. It should improve attendance at symposia and other program events. It will improve the social hours in two ways: First, there should be more people at each social hour, and second, it will not be necessary to have social hours on all 5 days (as in past years), which is costly in terms of money and program hours.

The main drawback would seemingly be that more sessions will be scheduled at the same hour, increasing the difficult choices for people who wish to attend many sessions. Given the size and diversity of the program, this is not likely to be a serious drawback. Another potential concern regards the exhibits, which have usually terminated on Monday at noon. At this point it is not clear whether exhibitors will stay longer this time, and so scientists may have to make certain to find the time on Sunday.

The 3-day format is promising. It is however just an experiment. To make it a success, it is desirable that many scientists attend. Expectations and hopes are high, and they are boosted by the fact that Toronto is generally considered to be a very desirable, attractive location to hold the convention. If attendance is poor or if the format flops, we may not get another chance.

For personality and social psy-

chologists, the implication is that this is an especially good year to attend APA. If your policy is to attend APA only occasionally, make 1996 one of those years.

Also, when registering for the convention, indicate Division 8 as your primary division. This helps with the allocation of convention hours for future years.

Other SPSP News

This past August, meetings were held in New York for the Executive Committee of SPSP, the Executive Committee of Division 8, and the Publications and Convention committees. Apart from the announcement of the new APA convention format, there was little cause for excitement.

John Cacioppo, president of SPSP, noted that several bureaucratic issues had been resolved. SPSP's status as a separately incorporated organization is solidly documented and up to date. Only some minor questions about insurance remain. Cacioppo added that Bill Howell at APA has been a trustworthy and reliable friend to our division and the other scientists in APA.

PUBLICATIONS. Erlbaum will publish the new journal, *Personality and Social Psychology Review*. The editor, Marilyn Brewer, at Ohio State (Columbus 43221) is now actively reviewing manuscripts. The editorial board was approved at the August meeting. The first issue will appear in 1997, and all SPSP members will receive it at no cost.

It is imperative however that the new journal be adopted by libraries. Please tell your university library to adopt PSPR. The library cost is only \$135, which is far less than most journals cost. SPSP is taking a loss to finance the journal during its start-up period, but this cost cannot be born for long. If libraries do not adopt the journal, it will be necessary either to raise

membership dues for SPSP or to terminate the journal.

The cost that SPSP must pay for the new journal is (inversely) proportional to how many library subscriptions there are. It is necessary to reach 700 library subscriptions for the SPSP cost to drop to zero.

The mission of PSPB has been modified because of the new journal. In the past, PSPB was open to all kinds of manuscripts. Henceforth, theoretical papers and literature reviews should be submitted to PSPR, while empirical reports should go to PSPB.

There was some discussion of whether to continue the blind review policy of PSPB. At present, the plan is to make blind review optional rather than required. That is, reviewers will remain anonymous, but authors can choose whether to be anonymous or identified.

ELECTIONS. Mark Zanna is the new president-elect of SPSP. Carol Miller is one new Member-at-Large. The other Member-at-Large spot was a tie between Todd Heatherton and Dan McAdams. McAdams will serve this year and Heatherton will start next year.

Members are advised to vote in the elections. The fact that there was a tie symbolizes the potential power of a single vote. Indeed, the fourth-place finisher was only 9 votes behind. Only 657 of 2300 eligible voters participated in the last election.

MEMBERSHIP. As of August 1995, SPSP had 3024 members. Surpassing 3000 members was greeted as a milestone. The recent drive to increase international membership was a big success. Overall, about half the members of SPSP belong to APA.

The number of fellows of SPSP is rising. Mark Leary, John Bargh, Russ Fazio, Dan McAdams, and John Holmes are new Fellows.

He Did It, He Did It Not:

Mental Dynamism While Awaiting the Simpson Verdict

by Robin R. Vallacher,
Kimberly Sussman, &
Patricia L. Jarman, FAU

The O.J. Simpson verdict provided an opportunity to observe people's minds in motion as they awaited the resolution of a national obsession. To gain insight into the mental states associated with the impending announcement of the jury's decision, we quickly adapted a procedure that Vallacher & Nowak (1994) recently developed to capture the intrinsic dynamics of people's judgments. By intrinsic dynamics we mean internally-generated patterns of change that occur in the absence of external influence or new information. This procedure asks people to express their moment-to-moment feelings about a target by positioning a computer mouse-controlled cursor with respect to a small circle representing the target in the middle of the screen. The more positive they feel about the target, the closer they should position the cursor to the target circle. If their feelings change, they should move the cursor toward or away from the target to express the change in feeling. This procedure has proven useful in tracking the moment-to-moment trajectory of thought-induced evaluative polarization concerning positive and negative targets and in revealing the temporal pattern of judgment associated with ambivalence (Vallacher et al., 1994). In all cases, the temporal patterns show complexity yet considerable temporal structure.

We adapted this procedure for the verdict study by instructing 20 white, middle class participants to think about Simpson's guilt vs. innocence and to position the cursor vis a vis the circle to reflect their judgments. The more they felt he

was innocent, the closer they were to position the cursor to the circle. They then used the mouse task to express their moment-to-moment feelings about his guilt for a two-minute period. We divided this period into three 40-second intervals, and for each one we computed the following measures: average distance from the circle, variability in distance, rate of change in movement (speed), change in speed (acceleration), and the amount of time without movement (time at rest). After performing the mouse task, participants responded to a questionnaire on Simpson's guilt and the impending verdict. They also indicated the degree to which they had mixed feelings about his guilt vs. innocence. All participants were run within 90 min prior to the public announcement of the verdict.

Analysis of the self-report items revealed a clear split in assessment of Simpson's guilt, with 14 participants indicating strong belief in his guilt and the remaining 6 indicating strong belief in his innocence. This bias toward guilt (70%) approximates the predominant sentiment in the white population as assessed by public opinion polls. Interestingly, none of the "guilt" participants expressed mixed feelings about their judgment, whereas 4 of the 6 "innocent" participants expressed highly mixed feelings. This covariation between belief in Simpson's innocence and mixed feelings ($r = .60$, $p < .005$) could reflect ambivalence associated with an attitude that is out of step with one's reference group.

We next examined whether the "guilt-nonambivalent" (G-N) and "innocent-ambivalent" (I-A) groups differed in their respective temporal trajectories of judgment

in the mouse task. Results of t-tests revealed the following: (1) distance was greater for the G-N group and this difference grew larger over time, reflecting polarization (toward guilt) on the part of G-N participants; (2) the indices of dynamism (variability in distance, speed, acceleration) decreased over time for the G-N group as these participants converged on a single polarized judgment (guilty), whereas these indices remained relatively high over time for the I-A participants, reflecting judgmental instability and ambivalence on their part; (3) time at rest was greater for the G-N group and this difference in judgmental stability between the two groups increased over time.

These findings are consistent with theory and research on the intrinsic dynamics of social judgment (Vallacher & Nowak, 1994) and confirm the suggestion of earlier work that different temporal trajectories of judgment are associated with evaluatively consistent vs. ambivalent mental states (Vallacher et al., 1994). The verdict data also suggest the utility of the mouse procedure for tracking the time course of these differential judgment tendencies. Assessing ambivalence through self-report is useful, of course, but this traditional approach does not provide insight into the moment-to-moment changes in thoughts and feelings associated with divided mental states. The most immediate implication of our data, though, concerns the role played by social factors in promoting single-mindedness vs. ambivalence in judgment. The subjects in our impromptu study who expressed an opinion counter to that of their reference group were those who ex-

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OJ & the Mouse cont'd

perienced heightened ambivalence regarding that opinion. Unfortunately, the opportunistic nature of this study (we literally prepared the study within two hours of the verdict's announcement) precluded a more complete test of the social support interpretation. Had we been sufficiently forewarned, we would have recruited a sample of African-American participants to see whether those who felt Simpson was guilty experienced the most ambivalence and dynamism in their judgment trajectories. With luck, perhaps we can do such a study for the next trial of the century!

References

- Vallacher & Nowak (1994). Dynamical systems in social psychology (pp. 251-277). Academic.
Vallacher, Nowak, & Kaufman (1994). Intrinsic dynamics of social judgment. *JSPSP*, 67, 20-34.

Awards

CAMPBELL AWARD. The SPSP Donald T. Campbell Award for Distinguished Research in Social Psychology is given annually and recognizes the continuing contributions of social psychologists whose research has had a major impact on the field. Award winners give an address at either the APS or APA convention and receive travel expenses to the convention, an honorarium, and a plaque. Recent winners include Robert Rosenthal, Bernie Weiner, Marilyn Brewer, Alice Eagly, and Anthony Greenwald.

The Society is pleased to announce that the 1995 winner of the Campbell Award is Shelley Taylor. She will present her address at the 1996 APS convention.

Nominations for the 1996 award are now sought. Nomina-

tions should include a description of the nominee's work that provides the basis for the nomination, as well as a vita. Send to Shelly Chaiken, Dept. of Psych., 6 Washington Place, New York U., 10003.

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 1995 winner was Abigail Stewart.

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 the intrapsychic structure and 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 style of intellectual leadership that has contributed to 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 as soon as possible to Dan McAdams, School of Education and Social Policy, Northwestern University, 2115 N. Campus Drive, Evanston, IL 60208.

STUDENT PUBLICATION

AWARD. SPSP will award a \$200 prize for the best paper accepted for publication in *PSPB* or *PSPR*

by a currently enrolled student (who must be first or sole author and must be primary contributor to the research). Papers accepted between Jan 1 and Dec 31, 1995 are eligible. Author must be student at time of submission and be a student member (at least applied) of SPSP.

Authors should note eligibility at time of first submission. If you submitted without that note but would like to enter the competition, contact the chair of the committee, James Olson, Univ. of Waterloo (olson@sscl.uwo.ca). The winner will be announced in August and the publication will include acknowledgement.

APA AWARDS. Nominations for Distinguished Scientific Contribution Award, DSC for Applications of Psychology, and DSC for Early Career Contribution to Psychology are due Feb. 1. Contact Suzanne Wandersman, APA Science Directorate, 750 First St., NE, Washington DC 20002-4242. 202 336 6000.

GROUPS RESEARCH. Division 49 of APA recognizes Dr. Kathleen O'Connor of U. of Illinois, now at Rice U., with its 1994 dissertation award.

Division 49 will sponsor the same prize again this year. Any dissertation on small groups is eligible, regardless of group type, method, or phenomenon. Submit 5-page double-spaced summary of dissertation to Dr. Richard Moreland, Dept. of Psychology, U. of Pittsburgh, Pittsburgh PA 15260.

COMMUNITY DISSERTATION AWARD. Division 27 of APA, Society for Community Research and Action, announces competition for annual dissertation award. Contact Krys Kaniasty, Dept. of Psych., Indiana U. of Pennsylvania, Indiana PA 15705 (kaniasty@grove.iup.edu).

Personality and Social Psychology at UC Davis

The Psychology Department at UC Davis has expanded in recent years, and we are eager to inform faculty and prospective students from other universities about our enlarged personality/social program. Davis has an unusually large, diverse, and active faculty in the personality and social areas, which provides students with an opportunity to work on several kinds of research using a wide variety of methods. This year we are recruiting for an additional faculty member with interests in social/personality development. The Department encourages research within psychology that combines disciplinary specializations, and we participate in several organized interdisciplinary programs, such as evolutionary psychology, applied behavioral science, feminist theory, and critical theory. We offer students a stimulating and congenial work atmosphere; excellent laboratory, computer, and library facilities; and good colleagues in adjacent areas of psychology, biology, social science, and the humanities. Davis itself as well as neighboring cities and the surrounding countryside offer a wealth of intellectual, cultural, and recreational opportunities.

FACULTY

Alan C. Elms (Ph.D., Yale University, 1965): Psychobiography; Personality and Politics

Robert A. Emmons (Ph.D., University of Illinois, 1986): Personality; Personal Goals; Emotion; Health Psychology

Karen Paige Erickson (Ph.D. University of Michigan, 1969): Reproductive Health; Personality Theory; Gender

Albert A. Harrison (Ph.D., University of Michigan, 1967): Organizational and Environmental Psychology

Gregory M. Herek (Ph.D., University of California, Davis, 1983): Attitudes and Stigma, Lesbian and Gay Psychology; Psychosocial Aspects of AIDS

Joel T. Johnson (J.D. Harvard University, 1971; Ph.D. Harvard University, 1981): Social Cognition; Psychology and Law

Phillip R. Shaver (Ph.D., University of Michigan, 1970): Close Relationships; Emotion; Cross-Cultural Comparison of Conceptions of Emotion

Stephanie A. Shields (Ph.D., Pennsylvania State University, 1976): Emotion; Gender; Social Development

Dean Keith Simonton (Ph.D., Harvard University, 1975): Genius; Creativity; Leadership; Esthetics

Robert Sommer (Ph.D., University of Kansas, 1956): Environmental Psychology; Action Research

Niels G. Waller (Ph.D., University of Minnesota, 1990): Behavioral Genetics; Psychometrics and Personality

Faculty from other programs in the Department whose interest areas overlap with personality and/or social psychology include: Linda P. Acredolo (gestural communication in infancy), Michael S. Gazzaniga (neural bases of emotional experience), Gail S. Goodman (child abuse; children's eyewitness testimony), William A. Mason (primate social behavior), Sally P. Mendoza (behavioral neuroendocrinology; primate social relationships) Robert M. Murphey (animal social behavior), Donald H. Owings (animal communication; anti-predator behavior), Carol Tomlinson-Keasey (longitudinal study of male and female achievement).

For application materials, write to: Psychology Department, University of California, Davis, CA 95616-8686. Write to any of the faculty members listed above, at the same address for information about particular research projects. We welcome your interest and inquiries.

Advanced Survey Course on Current Research

by Dianne M. Tice
& Roy F. Baumeister

Over the past five years, we have augmented our roster of graduate social psychology seminars with one that is based on reading recent issues of JPSP (or sometimes PSPB). Because faculty at other schools are experimenting with versions of this format, we thought we would share our ideas and experiences. We teach this course every semester. It can also be done as a brown-bag or research seminar, although we prefer having it as a formal course. The students have been quite enthusiastic, and noninvolved social faculty and postdocs also generally want to attend.

Each semester focuses on one recent volume of JPSP (or PSPB). There are 12 issues per volume: one per week. Each week, the students are assigned to read all the abstracts in a given issue, plus any two of the articles. That is, the student first reads all the abstracts and then selects two articles. One article is to be based on some theme chosen by the student early in the semester, such as a particular topic or method. (If no article in the issue fits the theme, then the student finds an article elsewhere.) The other article is simply whatever strikes the student's interest or fancy. When we began this course, we devised complex procedures to ensure that different students would read different articles, but there turned out to be little need for that. (Everyone agrees that each issue only has a couple really good and important articles, but there is almost no agreement as to which articles those are!) People just naturally choose different ones.

In class, we discuss the ar-

ticles by having students describe their selections. Everyone has read the abstract, and often some who did not read it skimmed it. (It turns out that many students end up reading, or at least skimming, more than the two articles assigned.) After going around the room and covering all the selected articles, we briefly cover the remaining ones. Originally we went through the journal issue sequentially, starting with the first article, but we discovered that the early articles received far more discussion than the later ones. It therefore seemed best to start with the students' favorites.

This is thus a course that has no topical theme. That lack is compensated by the benefits of familiarizing students — and faculty — with the full spectrum of the latest research in the top journals. By the end of the semester, the student has read the abstract of every article in an entire recent year of JPSP (or PSPB). Because the other students are reading the same, they are able to discuss the current innovations and latest findings throughout the field, even outside of class. The course exposes students to current issues, theoretical debates, and recent innovations in statistical or research methods. When students attend conferences, they know the names and recent work of many other attendees, including the younger researchers who are relatively easy to meet. By the time a student completes the graduate program, he or she is quite familiar with everything that is going on in the top journals over the past half dozen years, which is very helpful in starting a new job.

We usually schedule one other aspect to the class other than the journal, although there is generally no problem in filling a 2 hour seminar discussing the ar-

ticles in one issue. These may be student presentations of research ideas or findings. Another approach is to use the course to socialize students into the profession, such as by focusing each week on a topic such as how to review a manuscript, how to organize a symposium, how to apply for grants, how to write a literature review, and how to act on a job interview.

Although we emphasize the benefits to students, the benefits to faculty are also substantial. Teaching or even just attending this course provides a good way to keep up with the literature. Reading the journal for interest, rather than just looking for a specific article, is a stimulating and refreshing experience and often reminds many of us of why we went into this career in the first place.

It is best to limit the course to students who have already had a graduate course in social psychology, although we sometimes waive that requirement for first-year social students or for the occasional advanced undergraduate who intends to go to graduate school in social or personality. Students are told to keep an annotated file of their readings, which by the end of a couple semesters constitute a very helpful data base of notes on current readings that fit the student's interest areas. We also assign a term paper that proposes a new study.

Dialogue is published twice per year. Submit material to R. Baumeister, Dept of Psychology, Case Western Reserve U., Cleveland OH 44106-7123. Deadlines are Oct 1 and March 15. For ads (\$350/page; \$200, half page) contact Harry Reis at address on front page.

Student Winners

by Julie Norem, Chair, SPSP Student Travel Award Committee

These are the winners of the 1995 SPSP Student Travel Awards:

Diana Odum Gunn, Kansas
Elizabeth M. Ginexi, GWU
Diane Kobryniewicz, Kansas
Cheryl L. Rusting, Michigan
Oliver C. Schultheiss, Erlangen
Tara MacDonald, Waterloo
Magda T. Garcia, NYU
Lisa Sinclair, Waterloo
David DeSteno, Yale
Jennifer S. Lerner, UC Berkeley
Kerry Kawakami, Toronto
Mark Muraven, CWRU
Richard H. Gramzow, UNC
Daniel J. Whitaker, Georgia
Sara Pollak, U Mass Amherst
Connie Wolf Tesh, SUNY - Buffalo
Valerie H. Carver, SUNY - Buffalo
Carla A. Hackworth, Oklahoma
Kurt A. Boniecki, Florida
Joseph M. Boden, CWRU
Stephanie A. Goodwin, UMass

APA By-Laws Change

by Harry Reis

By now those of you who are APA members should have received a ballot concerning changes in APA's proportional representation system. Although the changes are somewhat confusing, one thing is clear: approval of the proposal will further reduce the voice of science within APA governance. If you agree that maintaining a credible presence for science in APA is important, you should vote "NO" on the ballot.

Announcements

SEEKING FELLOWS. Nominations for Fellow status in SPSP are now sought. Nominators should contact Shelly Chaiken, Dept. of Psych., 6 Washington Place, New York U., New York 10003 (chaiken@xp.psych.nyu.edu) by Jan 1., 1996. Committee review takes place in March.

WEB-SWINGERS AHOY. Mark Mitchell of Clarion College deserves many thanks and compliments for setting up a world-wide web address for personality and social psychology. It is <http://cssc.clarion.edu/mitchell/spsp.htm>

COGNITIVE WEB SITE. Eliot Smith has established an archive of social cognition papers and other resources. Papers and abstracts welcome. The URL is <http://www.psych.purdue.edu/~esmith/scarch.html>. Or contact Eliot at esmith@psych.purdue.edu. He is also willing to give advice and technical assistance to anyone else who wants to set up a topic-specific web site.

SOCIAL PSYCHOLOGY POSITION. The Center for Organizational and Behavioral Sciences of the Claremont Graduate School announces a search for a tenure-track faculty position in social psychology beginning Fall 1996. Rank is assistant professor or higher. Ph.D. required. Candidates should have research, teaching, and work experience in some applied aspect of an area such as health, community, intergroup relations, knowledge utilization, or a research methodology such as program evaluation. Send vita and two sample publications to Robert Gable, The Claremont Graduate School, 123 E. 8th Street, Claremont, CA 91711. As an Equal Opportunity/Affirmative Action employer, women and minorities are encouraged to apply.

EDUCATION. New international journal, *Social Psychology of Education*, will publish education research falling into the social psychological ambit. Contributions now solicited for first volume. For details or Instructions for Authors, contact Bruce J. Biddle, Center for Research in Social Behavior, Univ. of Missouri, Hillcrest Hall, 1507 East Broadway, Columbia MO 65211, USA. Tel. 314 882 7888, fax 314 884 4023 or socpsyed@mizzou1.missouri.edu.

RELIGION AND WELL-BEING. Perhaps the most potent and enduring force for both good and evil in human affairs has been religion. The sweeping scope of its influence is undeniable, and social psychology must deal with it as an ever-present aspect of human affairs. To this end, the *Journal of Social Issues* is publishing an issue on "Religious Influences on Personal and Societal Well-Being," edited by Ray Paloutzian and Lee Kirkpatrick. Ten substantive papers address topics such as the relation of religion to coping, mental health, physical health and longevity, alcohol and substance abuse and recovery, religion-related and satanic ritual child abuse, prejudice and right-wing authoritarianism, HIV infection, the well-being of adolescents, and the well-being of the elderly. A closing paper summarizes pathways through which religion might contribute to the solution of problems and notes some of its dangers as well. In light of current events, this issue (March 1996) is especially timely and promises to be a valuable resource. The journal is free to SPSSI members, or contact Plenum (233 Spring St., New York 10013) for single copies.

MINORITIES IN APA. New program offers free APA membership to ethnic minorities. Contact Linda

Announcements Cont'd

Castro, APA, 750 First St, NE,
Washington DC 20002-4242, fax
202 336 5568.

MURRAY CENTER. Grants and visiting scholar research opportunities available for studies of women. Contact Murray Research Center, 10 Garden St., Cambridge MA 02138. 617 495 8140.

POLITICAL PSYCHOLOGY. The 6th annual Summer Institute in Political Psychology will take place at Ohio State, July 14-Aug 9, 1996, covering theories and research findings from psychology and political science. Intended for grad students and junior faculty. Contact Margaret Hermann, Mershon Center, Ohio State U., 1501 Neil Ave., Columbus OH 43201 (dwituski@magnus.acs.ohio-state.edu).

WOMEN'S HEALTH. New multi-method interdisciplinary journal, Women's Health, concerned with all processes affecting women's health and with effects of gender on health behaviors and illness. Reviewers & manuscripts needed. Contact Serena Chen, Box 335, CUNY Graduate Center, 33 West 42nd St., New York NY 10036-8099, or call 212 642 2533. ewh@cunyvm1.gc.cuny.edu.

MEN'S DIVISION. APA announces Division 51, Society for Psychological Study of Men and Masculinity, complete with newsletter and convention program. For membership, contact Stacy Lusterman, 856 McKinley St., Baldwin NY 11510 (fax 516 623 0078). All other inquiries contact Jim O'Neil, School of Family Studies, U. of Connecticut, Storrs CT 06269 (203 486 4281).

EDITOR SEARCH. Nominations are sought for new editor of JPSP:

WANT TO HELP?

The Society for Personality and Social Psychology is the main organization that represents these overlapping fields. You can contribute to the success of SPSP, and thus to the success of personality and social psychology in general, in several ways.

First, pre-pay your dues for several years in advance; this saves the Society's mailing and bookkeeping costs. (It also protects you against possible dues increases and saves your own time.) Second, if you belong to APA, give all 10 of your apportionment votes to Division 8, since our "clout" in APA depends heavily on these votes. Third, if you attend APA, list Division 8 as your primary division. The number of program hours allotted to each division depends directly on how many of these primary division members attended the previous year.

Fourth, encourage your library to adopt the new journal, Personality and Social Psychology Review. Library subscriptions will improve both the intellectual impact and the financial success of the new journal. Unless we can reach at least 700 library subscriptions,

the Society will have to continue subsidizing it, which could necessitate a dues increase.

Fifth, you can become active in the Society, such as by joining the Publications Committee, serving as Program Chair for APA, or running for office. Send a vita and a letter expressing interest to Harry Reis at U. of Rochester (Rochester, NY 14627).

Sixth, donations of money are very welcome and helpful. The Society's budget is always tight as it tries to accomplish many things for the field, including publishing journals, organizing programs at the APA and APS conventions, promoting personality and social psychology, communicating with granting agencies and other research organizations, giving awards to recognize good work in the field, and helping graduate students do research and attend conventions. The Murray and Campbell awards have separate endowments; all else figures in the Society's overall budget. As you make charitable and humanitarian contributions this year, please consider SPSP as a possible recipient. You might also consider making a small bequest to SPSP in your will as a final contribution to the field in which you have worked all your life. To arrange donations, contact Harry Reis or Al Goethals.

PPID. Send suggestions (including self-nominations) to David Rosenhan, Stanford U., c/o P&C Board Search Liaison, Room 2004, APA, 750 First Street NE, Washington DC 20002-4242. Search committee includes Nancy Cantor, Oliver John, Susan Fiske, Mark Snyder. Review of nominations begins in December 1995.

AGING RESEARCH. Nat'l Institute on Aging, Adult Psychological Development section, funds research and research training concerned with environmental, social,

and behavioral influences on cognitive functioning, personality, attitudes, and interpersonal relationships over the life course. NIA supports the traditional R01 research grant, FIRST awards, minority dissertations, small business research, and training awards to established investigators. Contact: Jared B. Jobe, Ph.D., Chief, Adult Psychological Development Branch, Gateway Building, Room 533, 7201 Wisconsin Avenue, MSC 9205, Bethesda, MD 20892-9205; (301) 496-3137; email: Jared_Jobe@nih.gov

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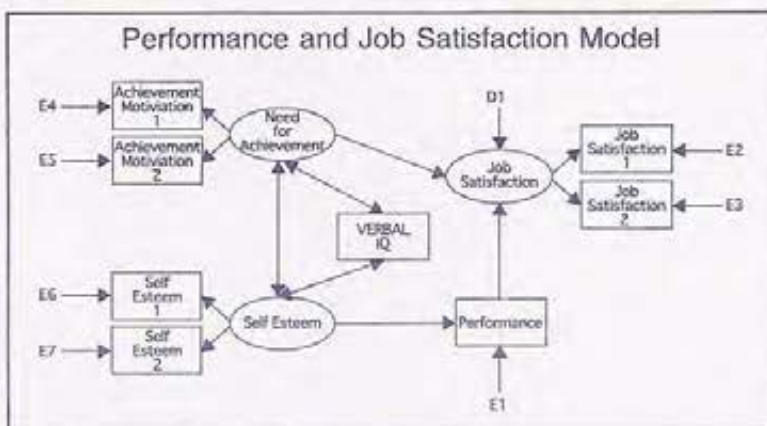
Path analysis, confirmatory factor analysis (CFA), and Lisrel-type models have become dominant in the Social Sciences. You can now easily perform these analyses with *Diagrammer*, EQS' new modeling tool.

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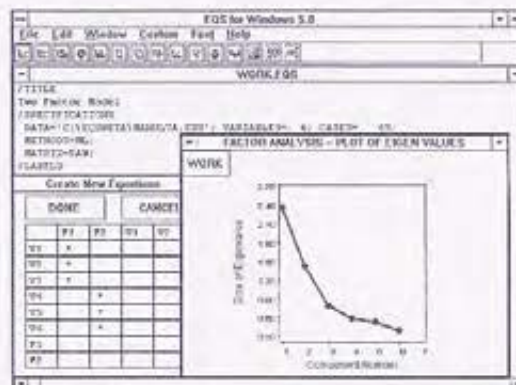
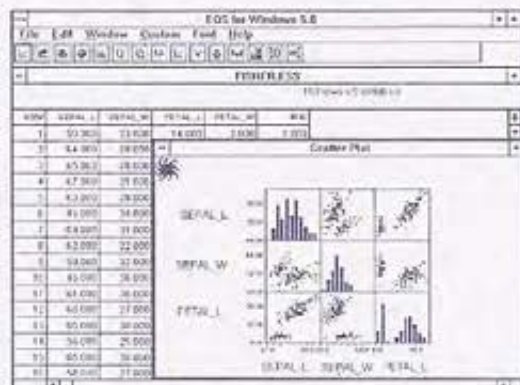
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Underbelly cont'd

that when the student finally shows up for football practice, he's tired and distracted and can't give 100% like some of the others. You feel sorry for these kids and want to cut them some slack."

Added to this is the fact that many sycophantic coaches are eager to curry favor with famous professors whom they idolize. College sports coaches (often intellectual wannabes themselves) spend much of their free time in the offseason reading the scholarly publications by their university's faculty. They feel starstruck when one of their heroes calls to request special treatment for a favorite student, and they are only too happy to oblige.

Reformers have suggested closer scrutiny and tighter standards for college athletic participation, but last year these proposals elicited vehement protests from an unexpected source. The National Caucus of Jewish Basketball Coaches threatened a boycott, saying that the proposed athletic reforms could mean the death knell for the hoop dreams of many Jewish boys and girls. They noted that, historically speaking, intellectual ability has been the only way that many Jewish students could gain access to a university, where they can finally obtain a meaningful opportunity to play basketball.

In the end, so what? Who is the loser? Of course the reduced quality of play means that the teams lose, as well as the fans, the media, the advertising sponsors, and many others. But most of all it is the student athletes themselves who suffer the consequences. These disgraceful shenanigans ultimately undermine a university's ability to prepare students for real life. Under such a system, they end up leaving the

university with good academic credentials but quite unprepared to compete athletically. As one athletic director in the ACC put it: "I don't care how good you are at chemistry, your starting salary won't be one-tenth of what they get in the NFL or NBA. If we relax our standards to let people play sports in college when they aren't capable or ready, they won't be ready to compete in the real world."

The same individual went on to put the matter in its proper perspective: "Math and literature are fine in their place, especially in an ivory tower. But all you have to do is to pick up a newspaper or turn on the TV to see that what really matters in America today, out in the real world, is sports." It will be a national tragedy if our nation's universities lose sight of this truth.

Conferences

SPSSI AT 60. Special convention at Univ. of Michigan campus will honor 60th anniversary of Society for Psychological Study of Social Issues, May 31-June 2, 1996. Program proposals due Jan 5, 1996. Contact SPSSI Central Office, PO Box 1248, Ann Arbor, MI 48106-1248, or call 313 662 9130. e-mail SPSSI@umich.edu.

CONSUMER PSYCHOLOGY. Division 23 of APA and Society for Consumer Psychology will hold annual conference in Toronto, Aug 9-13, 1996. Paper and symposium submissions welcome; include name, title, institution, APA status, phone, fax, e-mail address, 500 word summary of each paper. Deadline is Jan 5, 1996. Send research paper submissions to Robert Kent, College of Business and Economics, 012 Purnell Hall, U. of Delaware, Newark, DE 19716 (302 831 1780). Send symposia to

William Ratcliffe, Millward Brown International - Canada, 2 Sheppard Ave East Suite 300, North York, Ontario Canada M2N 542 (416 733 4466).

RELATIONSHIPS. The 8th International Conference on Personal Relationships will be held Aug 4-8 in Banff, Alberta, Canada. Call for Papers is in ISSPR Bulletin. For info contact Program Chair B. Fehr (uowbaf@ccm.umanitoba.ca) or Local Arrangements Coordinator Susan Boon (sdboon@acs.ucalgary.ca).

SASP. 25th annual meeting of Society of Australasian Social Psychologists will be May 2-5, 1996, in Canberra, Australia. For info about discount air fares, program participation, registration, contact Barbara David (Barbara.David@anu.edu.au), or write Alex Haslam, Dept. of Psy., Australian Nat'l Univ., Canberra, ACT 0200.

WOMEN'S HEALTH. APA will sponsor conference on women's health, Sept. 19-21, Washington DC. Proposal deadline Jan 15, 1996. For info contact Women's Health Conference, APA, 750 First St., NE, Washington DC 20002-4242 or call 202 336 6070.

MEDIA PSYCHOLOGY. Division 46 (media psychology) announces APA convention program on theme of "The Media as the Messenger." Submit program proposals to Joni E. Johnston, 3519 Dickason Ave., Suite 100, Dallas TX 75219 (214 521 7715).

EUROPEAN CONFERENCE ON PERSONALITY will be held in Ghent, Belgium, July 8-12, 1996. Contact Prof. I. Mervielde, University of Ghent, Henri Dunantlaan 2, B-9000 Gent Belgium. email is ecp8@rug.ac.be; web is http://allserv.rug.ac.be/~ivanmerv.

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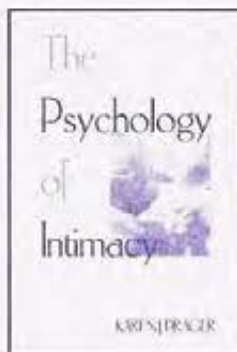
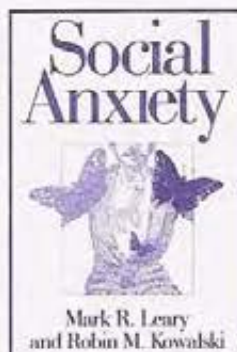
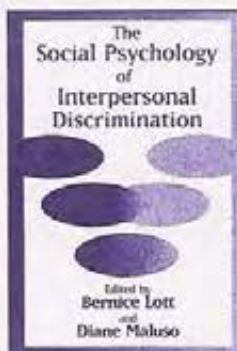
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Exposing The Sleazy Underbelly of the Student Athlete Myth

by Roy F. 'Muckraker' Baumeister,
Ace Reporter

A new scandal has shaken the foundations of American universities. At several major colleges, a stunning web of cunning arrangements, of covert pressures and under-the-table payoffs has resulted in a disgraceful sham that makes a mockery and indeed exposes the fulsome, tawdry fraud of the student-athlete ideals that these institutions so self-righteously proclaim in their insufferable official statements.

There have long been allegations that some coaches put pressure on professors to lower academic standards for top athletes. Scarcely a word has been said, however, about the opposite problem: professors putting pressure on coaches to allow brainy but athletically inept students to play for the varsity teams. Now it turns out that the latter is the more serious and widespread problem. Sometimes even the outcomes of bowl and tournament games have been altered because a coach yielded to faculty influence and gave a starting assignment to someone whose classroom performance may have been brilliant but who lacked the ability and background to perform effectively in sports.

At bottom, of course, the fierce competition among American universities for top students does create some understandable concerns on the part of the faculty and administrators. If these students are not permitted to play in the sports they desire, they might drop out or transfer elsewhere, and the university could lose its competitive edge. Professional careers of professors, vast sums

of potential donations by alumni, and competitive rankings of university academic programs depend on the classroom performance of these top students, and if letting them start at power forward is necessary to retain their academic services, some university officials turn a blind eye.

"Competition to recruit National Merit Scholars is more intense now than it has ever been," observed one university spokesperson. "I think most coaches are fair and honest about it, but I can't deny that pressures exist to allow some of these top students to play on the sports teams when they really haven't earned it. It wouldn't surprise me if there are some abuses."

The scandal first came to light at a Big Ten university three years ago. Several players on the football team complained to a reporter that such covert pressures were responsible for their being relegated to the bench in favor of another athlete who they felt lacked the requisite athletic ability. The student had achieved perfect scores on all math aptitude and achievement tests but was, at 5 foot 4 and 113 pounds, the smallest linebacker in the Big Ten and in fact made zero successful tackles despite starting in eight games. Critics also pointed out that this "student athlete" walked with a limp and was extremely near-sighted. Said one of the other members of the team, "I think the reason she was given the starting linebacker job had more to do with her being a math whiz than with her abilities to play football." The head coach declined to comment, but one of the assistant coaches angrily voiced sharp criticism that the academic competition at

American universities had gotten out of hand and was threatening the integrity and compromising the very mission of the sports programs.

Administrations share the blame, especially if they fail to vigorously uphold the importance of the athletic program and the autonomy of each coach. The worst problems have arisen at schools where there is undue emphasis on big-time intellectual work, such as certain Ivy League schools. The excessive clout wielded by top smarty-pants professors at such institutions enables them to exert strong influence on the sports programs, who are often powerless to resist. One coach observed, "You want to treat every athlete equally and only play the ones who perform best. You tell yourself, fair play is the very foundation of sports. Whoever earns it in practice gets to play in the big games. But then you start getting the angry phone calls, the hate mail, the subtle pressures from even your friends saying 'Why can't you just let so-and-so play more minutes?' and of course these are always about someone who's got straight A's in physics. You never get that kind of pressure over a sociology major with a C minus average."

A few voices have defended these coaches as merely being sympathetic to students who are in a difficult situation. The heavy demands of top-level schoolwork cannot help but take vital time and energy — some critics say too much — away from sports. Said one coach, "I mean, you take somebody who's trying to graduate from Princeton with 'summa' in chemistry, it's like a full time job. Classes every day, long hours in the lab, homework every night, weekends too, review sessions, trying to publish. It's no wonder

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