

SOCIETY FOR PERSONALITY AND SOCIAL PSYCHOLOGY

# DIALOGUE

SPRING 1992

*Roy F. Baumeister & Dianne M. Tice, Co-Editors*

## Society Back On Solid Footing, Looking Ahead

The Executive and Publications Committees of the Society for Personality and Social Psychology (SPSP) met in Washington, DC in February. Although problems and challenges remain, the overall tone of the meeting was extremely positive. The Society is in good shape.

One important sign of the Society's health came in the membership report delivered by Marty Chemers and Jim Blascovich. Membership is up another 13.4%, continuing the recovery from the drop in membership that accompanied the APA reorganization fiasco several years ago. At that time, dissatisfaction with APA led many members to resign from the Association, and many of them left the Society too. Since then, however, some disaffected APA members have (re)joined the Society as independent members, and mean-

while joint APA-SPSP membership has also recovered. Blascovich and Chemers project that membership in SPSP will surpass 3,000 by later this year.

The budget is also in good shape, as reported by Executive Officer Blascovich. Although our cash flow has been in good shape since the new deal with Sage was signed, the Society has been suffering from a lack of cash reserves. The reserves were depleted during the crisis with APA, partly because APA threatened legal action to prevent its independently incorporated divisions (such as SPSP) from claiming their assets and breaking away, and so SPSP had to begin preparing a legal defense. The depletion of reserves left the Society vulnerable to severe difficulties and even potential stoppages if a crisis were to arise. The reserves are now being rebuilt and should reach a safe, accept-

able level by next year.

With a solid foundation, SPSP can now begin looking toward its future. One exciting area concerns conference plans. The SPSP independent preconference at APS last year was a great success, and similar events are planned for the next few years. The APA program was also a great success, and of course in its role as Division 8 the Society plans to work for continued good meetings at future APA conferences. One concern was the possibility that SPSP's programs at the APA and APS conventions would show too much overlap, especially because the same invited speakers may be in demand for both. SPSP is forming a committee to oversee the coordination of convention programs in order to reduce overlap. Todd Heatherton will oversee the

*(Cont'd bottom of next page)*

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# State of the Society

by Mark Snyder, President of SPSP

I am writing this column at a time of "State of the . . ." messages. It's mid-winter and, within the last few weeks, the President of the United States has delivered his State of the Union address to Congress and the nation, Governors have presented their assessment of the state of their states, and Mayors have offered their analyses of the state of their cities. "Hard times" messages, most of them, filled with doom and gloom tales of economic, political, and social woes. Not so, this "state of the . . ." message. I have just returned from the winter meeting of the executive committee of the SPSP, and I am pleased to be able to

report that the state of the Society is, in a word, excellent!

The Society is the largest organization of personality and social psychologists in the known world, with some 3000 members. In recent years, we have made major strides toward, as John Darley put it in his 1989 presidential message, "taking charge of our own corner of psychological science". Much of this taking charge has, of course, concerned administrative matters — collecting our own dues, maintaining our own membership lists, signing our own contracts with publishers, establishing an executive office (Jim Blascovich has signed on as

our first Executive Officer) to handle the Society's operations, and so on. Each of these actions was taken, as Marilyn Brewer noted in her 1990 presidential message, with no small amounts of anxiety and trepidation on SPSP's part. But these actions have already proven to be important investments in our organizational autonomy, our financial security, and our intellectual and scholarly vitality.

But we have also done something else of a "take charge" nature, something which surely represents a major investment in our intellectual and scholarly vitality. Last June, SPSP had its own free-standing convention! Several hundred of us gathered in Washington just before the APS

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## Society cont'd

creation of this committee.

With the crises behind us, the Society has also turned its attention to getting its ordinary affairs put on a stable, systematic basis. The procedures for Murray Award Committee, for example, were studied by Gerald Clore, who offered several suggestions for making it operate more smoothly. One indication of its difficulties is that the most recent award winner, Jane Loevinger, was never notified that she had won! Terms of office for the Executive and Publications Committees have likewise come under scrutiny. It was discovered that the Co-Editors for *Dialogue* had been assigned terms of office that had expired in 1991, and so they were hastily appointed as Acting Co-Editors for the time being. A third issue needing clarification was the disposition for special issues of the *Personality and Social Psychology Bulletin*. The Society

wants to allow the editor the authority to solicit and encourage proposals for special issues while retaining to the Executive and Publication Committees the final say as to how many special issues there will be and which proposals should be accepted. The proposal for a special issue on "The Collective Within the Individual" was approved.

There was discussion of the fundamental issue of whether it is preferable to have more special issues or to keep *PSPB* pages available as a general outlet for normal work and submissions. Members who have opinions on this are welcome to write to the Publications Committee chair, Diane Mackie (UC Santa Barbara) or to *Dialogue*.

*PSPB* is doing extremely well, and the Executive Committee was well pleased with the quality and visibility of the journal. Many authors now consider it the most important outlet in the field except for *JSPS*. 319 manuscripts were submitted during 1991, up 26.5% from the previous year (which had

itself been up). The average publication lag is now 12 months. Sage has agreed to increase each issue by 8 pages at no extra cost to us.

The *Review of Personality and Social Psychology* is making a smooth transition to the new, single-issue-editor format, although Peggy Clark is still actively overseeing things. Future issues will place greater emphasis on novel contributions as opposed to recapitulations of previously published work. (The issue of changing the name to indicate new contributions rather than "reviews" was raised.) Procedures for dealing with contributions that turn out to be below the acceptable quality (after initial approval of the proposal) are being developed. These changes should improve the quality of future volumes. Sage is also moving toward a more active marketing strategy, which will increase the impact and visibility of the publication. Meanwhile, although some proposals for future issues have been received, more are needed.



## President Cont'd

meetings for a day and a half of programming devoted to the role of basic research in personality and social psychology in addressing the challenges posed by society's problems. By all accounts, this first SPSP convention was a huge success, with a good time had by one and all.

Conceived of as a supplement to more general psychology meetings, such as APA and APS, this gathering of students and faculty in personality and social psychology provided an opportunity for concentrated contact and congenial interaction among personality and social psychologists. At the same time, it was a chance for other interested psychologists to learn about new and exciting developments in personality and social psychology.

I must confess that I tell you all about the Society's first convention with just a touch of parental pride, for I was one of the organizers of this get-together, along with Kay Deaux, then-president of SPSP. And, we are doing it again! SPSP's second free-standing convention will take place on June 19th and 20th at the Sheraton Harbour Island Hotel in San Diego, CA, immediately preceding the APS meetings (see accompanying story). Nancy Cantor, president-elect of SPSP, and I are just now putting the finishing touches on a program of invited talks and symposia with a common theme: the bridges between personality and social psychology.

That we have reached the point of holding our own conventions is, I believe, something of a milestone in the development and evolution of the Society, and in the disciplines of personality and social psychology. I hasten to add that I do not see our conventions as a separatist or an isolationist move. To the contrary, personality and social psychology continue to be

well represented at the meetings of the national psychology associations (program co-chairs Debbie Frable and Todd Heather-ton have put together a truly outstanding program for the upcoming APA convention). That personality and social psychology can be so well represented on the programs of national meetings and that we can have our own SPSP conventions reflect the fact that personality and social psychology have become something of a "hub" discipline, with strong connecting "spokes" to allied disciplines (pardon my air travel metaphor!). These hub and spoke connections, and the strong bridges they build, serve as strong and effective catalysts for the kind of theoretical and practical endeavors that are the makings of stimulating conventions.

What the ultimate form of these SPSP conventions will be remains to be seen. Our first efforts have been "piggy back" efforts, meeting just prior to the APS meetings. Whether we will continue in this fashion, or experiment with other models (perhaps a mid-winter meeting, as the Society for Industrial and Organizational Psychology does; or meeting only in alternate years, as the Society for Research in Child Development does) remains to be seen. In fact, at the recent meetings of the executive committee of the Society, we talked of forming a committee on convention affairs to coordinate planning for SPSP's own conventions and for the representation of personality and social psychology at more general psychology meetings. We are, of course, a participatory Society; so, needless to say, on these matters of charting the course of the Society's convention efforts, input and participation of the members of the Society are most welcome!

## Student Pub Award

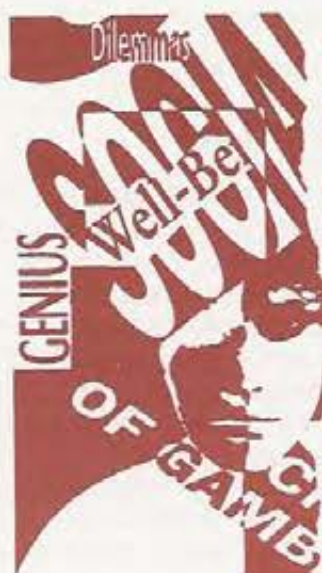
The winner of the 1991 SPSP Student Publication Award is Satoshi Kanazawa of the U. of Arizona, for his article, "Outcome or Expectancy? Antecedents of Spontaneous Causal Attribution" (*PSPB*, Oct. 1992). This work challenges the commonly held assumption that "failures and unexpected outcomes facilitate automatic causal search."

The previous award, for 1990, went to Janet Ruscher for her paper "Individuating processes in competition: Interpersonal versus intergroup", (with S. Fiske, H. Miki, & S. Van Manen). The paper appeared in the Dec. 1991 issue of *PSPB*. Dr. Ruscher was a student at the U. of Massachusetts and is now an Assistant Professor at Tulane.

This Award, which includes a \$200 prize and expedited publication, recognizes the best paper of the year published in *PSPB* by a student.

Competition begins now for the 1992 award. To be eligible, the paper must have as the first or sole author a person enrolled as a student (and SPSP member) at the time of submission. To be considered, accompany the submission with a cover letter indicating that the manuscript is a potential entry for the Student Publication Award and stating the eligibility of the author as a currently enrolled student and member of SPSP. If the paper has already been submitted to the journal, please request consideration of the paper by writing to the Editor of *PSPB* as soon as possible. Papers submitted between Jan. 1 and Dec. 31, 1992 and accepted for publication before June 1, 1993 are eligible for consideration (entries accepted after June 1 will be automatically entered in the competition for the following year). Follow the format required for all *PSPB* papers.





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# Common-Sense Knowledge: Psychology's Ponderous Insights

by Stewart Page

Many students feel that psychology is largely common-sense knowledge, albeit camouflaged in academic jargon. In response, faculty members generally say that, well, psychology still goes "beyond" common sense.

I recently asked a student if all this could be clarified. She claimed that "any high school student" could "learn psychology" and would probably already know, or be able to guess, most of its facts (or, as she put it, "facts in quotation marks").

I examined this student's textbook. Photo captions and descriptions illustrated—as but a tiny sample—that much animal behavior is guided by instinct, different people will have different goals, little girls who identify with their mothers will imitate them, breastfeeding helps develop trust, in early school years some children can develop feelings of inferiority, children often imitate adults, self-actualized persons have developed their potential, some women are now entering "male" occupations, parental appraisals are important, adolescence is a time of rapid development, older people can be of help to younger people, emotions have a role in communication with others, infants learn to associate love and pleasure with their parents, people use facial expressions to convey feelings, jealousy occurs when relationships are threatened, being able to express feelings is important, getting our work done can be stressful, making choices can be stressful, ambiguous situations can be stressful, using drugs is a commonly used means of reducing stress, being overweight is a common problem in society, many find it hard to sleep, frustration often leads to aggression, death

creates serious stresses for bereaved relatives and for those who are themselves dying, natural disasters can cause panic, some fears learned in childhood persist into adult life, fear of snakes is common, minor daily stresses can affect mood, depression is a common problem, people who are deviant are sometimes labelled as psychologically disordered, Freud's theories have had a great impact, exercise is important in keeping fit and well, helping others is a source of satisfaction and an aid to others, nonverbal gestures and expressions may be used to convey how we feel, the area around us is a personal space which we like to be private, contradictory or paradoxical communications can be confusing, loneliness is different from privacy, fear often creates a desire to be with others, moving can make it difficult to make lasting friendships, we touch people we like more than people we don't like, people close to us are better able to reward us, we like people who reward us, similarity generally signifies attraction, love can be painful at times, and so on.

There is something seriously wrong with how research and knowledge are presently communicated to students. What is wrong is that students too often learn essentially a new vocabulary with which to ask, and then answer, gratuitous questions. A study thus shows that children from high-stress homes show more signs of stress than do those from low-stress homes. Another finds that learning nonsense syllables is less efficient under conditions of noise or distractibility, and so on. According to Ostrom (1984), generalizability of research continues to be seen as critical by students, who perceive "artificiality" as a common weak-

ness in psychological research. For some psychologists, external generalizability has been overemphasized (e.g., Mook, 1983). Fine, yet many of psychology's constituents, such as students and the general public, do not agree. Aside from what is "correct," it appears that psychology might be more concerned with this aspect of its "image," and with how the discipline is actually perceived by its young academic clients.

In addition, perhaps authors could be required, in research reports, to indicate more clearly what common sense theories and predictions might have been applied, a priori, to the research at hand, and to identify those supported or unsupported by the obtained results. In this fashion, psychology could proceed by addressing and correcting the existing body of common sense knowledge, as the historian R. S. Peters (1960) suggested it should do—the recent refinement of attribution and learned helplessness theory (e.g., Seligman, 1991) is probably a case in point. Much of the discipline could thus move beyond its tendency to dismiss or redescribe common sense, and/or to document the banal. On many counts, this seems like a valuable goal for a still young science to seek.

## References

- Mook (1983). *Amer. Psych.*, 38, 379-387.
- Ostrom (1984). *Amer. Psych.*, 39, 324.
- Peters (1960). *The concept of motivation*. Routledge & Kegan Paul.
- Seligman (1991). *Learned optimism*. Knopf.



# 1992 APA Program Highlights

The American Psychological Association will hold its 100th annual meeting in Washington, DC on August 14-18, 1992. The Division 8 program of personality and social psychology was chaired this year by Deborah Frable and Todd Heatherton, both of Harvard University. Because of the large number of submissions, and because of cutbacks in the hours allocated by APA to personality and social psychology, they were forced to accept slightly fewer than in previous years. To prevent further cutbacks in our future programs, SPSP members are strongly exhorted to register as Division 8 members when attending APA. The size of our program is based on the number of registering division member attendees in previous years.

Two special symposia were prepared in honor of APA's Centennial. These are "Personality Psychology: The Past Century and Goals for the Future," chaired by Russ Geen, and "Time: Multiple Perspectives on the Occasion of the Centennial," chaired by Stuart Albert.

## FRIDAY

10:00 Symposium: Self-Interest and Judgment. R. Petty, Chair.  
11:00 Conversation Hour with Representatives of NIMH.  
NOON: Symposium: Unnatural Experiences: The Body and Social Constructionism. L. Tiefer, Chair.  
1:00 Invited Address: Hazel Markus. Selves Across Cultures  
2:00 Invited Address: Brenda Major. Stigma and Attributional Ambiguity  
3:00 Invited Address: Roy F. Baumeister. Life's Meaning, The Value Gap, and the Transformation of Self

3:00 Poster Session: Race, Gender And Culture.  
4:00 Symposium: Personality Psychology: The Past Century and Goals for the Future. R. Geen, Chair.  
5:00 Social Hour: With Divisions 9 and 34

## SATURDAY

8:00 Symposium: New Directions in Perceived Control Research. S. Thompson, Chair.  
9:00 Invited Address: Bella DePaulo. The Truth is Hard to Tell  
9:00 Poster Session: Personality and Individual Differences.  
10:00 Symposium: Time: Multiple Perspectives on the Occasion of the Centennial. S. Albert, Chair.  
11:00 Symposium: The Deleterious Consequences of Concerns with Physical Appearance. M. Leary, Chair.  
NOON: Invited Address: James W. Pennebaker. Putting Emotions into Words: Health, Linguistic and Therapeutic Implications  
1:00 Symposium: Self-Destructive Motivation: Personality, Social, and Clinical Perspectives. R. Emmons, Chair.  
3:00 Presidential Address: Mark Snyder. Basic Research and Practical Problems: A "Functional" Personality and Social Psychology.  
4:00 Division 8 Business Meeting  
5:00 Social Hour - Special Centennary Social Hour honoring past presidents of Division 8.

## SUNDAY

8:00 Symposium: Exercise and Food in Mood Regulation. R. Thayer, Chair.  
9:00 Poster Session: Interpersonal and Group Processes  
11:00 Symposium: New Directions in Self-Evaluation Research. S. Taylor, Chair.

1:00 Invited Address: Lee Ross. Psychological Barriers to Conflict Resolution  
2:00 Poster Session: Social Cognition And Attitudes  
5:00 Social Hour  
Note: Science Weekend symposia featuring Division 8 members and the theme "Can Personality Change?" occur from 9 - 5pm.

## MONDAY

8:00 Symposium: Representations of Self and Other in Relation to Well-being and Psychopathology. N. Field, Chair.  
9:00 Symposium: Recent Advances in Self-Regulation Theory. R. Baumeister, Chair.  
9:00 Symposium: Detecting Lies From Behavior: Current Findings and Questions. B. DePaulo, Chair.  
11:00 Invited Address: William Ickes. Empathic Accuracy  
NOON: Symposium: Crimes of Obedience and Disobedience. H. Kelman, Chair.  
1:00 Murray Award Address: Jane Loevinger. Has Psychology Lost Its Conscience?  
2:00 Symposium: Motivational Approaches to Expectancy Confirmation. M. Snyder, Chair.  
3:00 Poster Session: Health, Stress, and Coping - along with Division 38. Social Hour to Follow.  
5:00 Social Hour: With Division 38.

## TUESDAY

8:00 Symposium: New Directions in Research on Assimilation and Contrast Effects. E. Thompson, Chair.  
9:00 Symposium: Intellectance and Openness in the "Big Five" Personality Structure. J. Kihlstrom, Chair.  
11:00 Symposium: New Directions in Social Desirability Research. M. Botwin, Chair.



## SPSP at APS

SPSP will hold its own second convention on June 19th and 20th in San Diego, CA. The convention will take place at the Sheraton Harbour Island Hotel, immediately preceding the APS meetings. Its theme is "Building Bridges Between Personality and Social Psychology."

The convention will begin Friday evening, June 19th, with a keynote address by Hazel Markus. A social hour will follow. The program will continue on Saturday, June 20th, from 9:00 am to 3:00 pm. The morning session, chaired by Joan Girus will focus on Intra-Personal Processes. The afternoon session, chaired by Brenda Major, will examine Inter-Personal Processes. The program will adjourn in time to attend sessions of the APS convention.

In addition to this free standing SPSP convention, personality and social psychology will be represented on the regular APS program with the usual round of posters, symposia, and addresses.

There will be no special registration fee for the SPSP conference. For further information on the convention, contact Dr. James Blascovich, Executive Officer, SPSP, Inc., Dept. of Psychology, SUNY-Buffalo, Buffalo, NY 14260.

## APA Science Weekend

This year's APA convention will again feature a Science Weekend, on August 14-16. It was planned by program chairs of 16 sponsoring divisions, including Division 8 which is operated by SPSP. The 3 themes are "Stress and Health: Human and Animal Approaches," "Increasing Competence and Adaptive Behaviors," and "Can Personality Change?". 18 invited addresses and symposia will be included. There are many Division 8 members appearing in Science Weekend, especially for the "Can Personality Change?" theme. For more information, please contact the Science Directorate, APA, 750 First Street, N.E., Washington DC 20002-4242; (202) 336-6000; apasd@gwumv.bitnet.

SCIENCE WEEKEND - Sunday August 16, 1992

Theme: Can Personality Change?  
9:00 Symposium: Basic Issues in Stability and Change. Costa, Nesselroade, Kazdin.

11:00 Symposium: Temperamental, Sociobiological and Behavioral Genetic Aspects of Change. Kagan, Buss, Brody.

1:00 Symposium: Personality Change in the Life Course. Helson, McAdams, Caspi.

3:00 Symposium: Changes in Adaptation. Thorne, Vaillant, Pervin.

The Executive Committee members and other officials of the Society for Personality and Social Psychology are as follows:

**Mark Snyder**, President  
**James J. Blascovich**, Executive Officer

**Kay Deaux**, Past President  
**Nancy Cantor**, President-Elect  
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**Roy F. Baumeister & Dianne M. Tice**, Acting Co-Editors of *Dialogue*

## Murray Award

The Henry A. Murray Award is intended to honor and recognize those working in the personological tradition of Murray. This tradition may be characterized as follows: (1) receptiveness to the value of bringing together a variety of disciplines, theoretical points of view, and research techniques, (2) conceptual tools that lend themselves to the integration of the

tough and tender in personality research, (3) a theoretical outlook that recognizes intrapsychic structure, the thematic unity of individual lives in the midst of phenotypic diversity, (4) interest in imagination and in biography, literature, and myth as psychological data, (5) interest in the biological, social, and cultural contexts as these contribute to the development of personality, (6) a style of intellectual leadership that has

contributed outstanding work that exhibits several of these characteristics. It is intended particularly for those whose research in this tradition is not yet widely influential, and it carries a prize of \$1,000.

Nominations are solicited and may be submitted to Alan C. Elms, Dept of Psychology, U. of California, Davis, CA 95616.

The 1991 Murray Award was given to Jane Loevinger.



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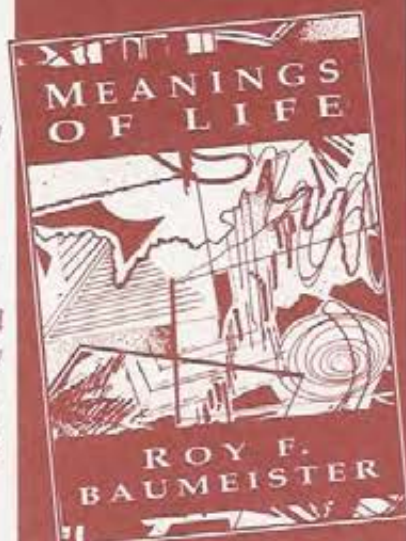
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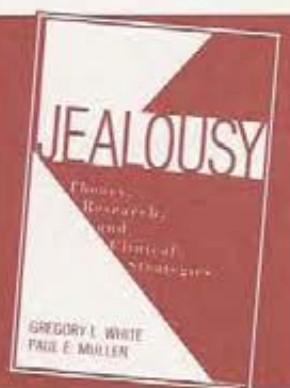
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## Announcements

**SPSP PUB COMMITTEE.** The Society of Personality and Social Psychology is now accepting nominations for a new member of the Publications Committee. The committee consists of 3 members, each of whom has a 3-year term. It oversees the production of the Society's publications *PSPB*, *RPSP*, and *Dialogue*, and administers the Society's Student Publication Award. Current members are Diane M. Mackie (chair), Jack Dovidio, and Al Goethals. Nominations, consisting of a cover letter and vita, should be sent to Mackie at Dept of Psych, U of California, Santa Barbara, CA 93106-9660 by July 15, 1992.

**SCARCITY RESEARCH.** The March 1992 issue of *Basic and Applied Social Psychology* is devoted to the issue of unavailability. Articles cover commodity theory, phantom alternatives, product scarcity, and censorship.

**ARI ALUMNI.** The U.S. Army Research Institute is planning a celebration and reunion on Aug. 15, 1992, in Washington, D.C. For info contact Dr. Joe Zeidner, George Washington U., Graduate School of Arts & Sciences, 2136 Pennsylvania Ave., N.W., Washington DC 20052.

**SALARY INFO.** The 1991 APA salary survey should be available by now. Contact APA's Office of Demographic, Employment, and Educational Research. Likewise, survey results are available regarding employment of new psychology doctorates.

**PUBLICATION TRENDS.** The August 1992 issue of *PSPB* will be a special issue on publication trends in personality and social psychology. Issues include info on trends and changes, editorial

processes and policies, information flow, and single experiment articles. Beside its considerable intrinsic interest for the field as a whole, the symposium may be particularly useful for seminars on the editorial process or scientific reviewing.

**SAVE THE RATS.** Psychologists for the Ethical Treatment of Animals supports observational research, natural environments, protection of animals, and alternative methods. A new source volume is available.

**DATA BANKS.** The Murray Center has a new guide to its data sets on human development and social change. It also has a new *Inventory of Longitudinal Studies in the Social Sciences*, published by Sage. Contact Nancy Kressin, (617) 495-8140.

**INDIA.** Grants are available for research in India. Deadline June 15, 1992. Call 202-686-7877.

**FULBRIGHT.** Fellowships are available for research and/or lecturing overseas. Various deadlines. Call Council for International Exchange of Scholars, 202 686 7877.

**FREE SOFTWARE.** A package (CASPER) for teaching tests and measurements, and statistical methods, IBM compatible, is available. Send request on department stationery, self-addressed stamped envelope, and formatted diskette to William V. Chambers, Dept. of Psych, U. of South Florida, 8111 College Parkway, Fort Myers FL 33919.

**DISABLED CONFEREES.** Each person with a disability who is planning to attend APA should send a note with the Advance Registration and Housing Form to

indicate special needs or preferences.

**AFFIRMATIVE INCARCERATION.** A Senate subcommittee recently concluded that the large gender inequity in U.S. prisons reflects sex discrimination; juries fail to take women's misdeeds as seriously as men's. An affirmative action plan has been proposed, to be pursued aggressively until 51% of prison bunks are occupied by women. Suggested reforms include mandatory prison sentences for dieting infractions, excessive politeness, and showing disrespect to the National Pastime. In another announcement, a separate Senate subcommittee has determined that the gender imbalance in U.S. Congress reflects mere chance variation, and no corrective action is needed.

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## Advertise in Dialogue!!

Got a new book? This is the perfect place to let your colleagues know. And the ad revenues will benefit your Society.

*Dialogue* is the official newsletter of the Society for Personality and Social Psychology, Inc., and Division 8 of the American Psychological Association. It is distributed twice per year to approximately 3000 members of the Society. Deadlines are March 1 and Oct. 1.

To place ads, contact James J. Blascovich, Dept. of Psychology, SUNY at Buffalo, Amherst, NY 14260; call (716) 636-3426; FAX (716) 636 2893.

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). In addition, job ads can be placed for \$1 per word or \$50, whichever is more.



## Editorial

# S.O.S.U.

(Save Our State Universities)

Recent reports suggest that 37 out of the 50 U.S. state university systems are having serious budget problems, and conversations with faculty have revealed various consequences: no hiring to replace departing faculty, no salary increases for current faculty (and occasionally even salary reductions), cutbacks on telephone and mailing privileges, elimination of xeroxing and travel funds, increased teaching loads, reductions in secretarial support, and on and on.

A small percentage of these reductions may be defensible as elimination of waste or increase in efficiency. Most of them, however, are going to reduce the quality and quantity of work done at American state universities, and collectively they amount to a potentially major disaster for psychological research and education. If things continue as they are, the dimensions of the disaster could be huge, and we might not see full recovery in our lifetimes.

A main part of the problem is economics, which involves not just the recession but also long-range Reaganomic trends designed to shift costs from the federal government to the states. States are often required by law to balance their budgets, and supporting universities is not their top priority.

But cutting back on salaries and charging professors for the postage on their work correspondence is not the answer. In essence, the system is shifting part of the cost from the taxpayer to the professor, and saving money elsewhere by cutting resources and support. This path will lead to a major loss of quality in education and research. Is this in society's best interests?

One solution that should be

aggressively advocated is a substantial raising of state schools' tuition. According to Peter Drucker in the Wall Street Journal, the true cost of educating a student at a state university is actually higher than the cost of educating one at a private university, probably because (as the communists showed) governments nearly always do things less efficiently and more expensively than private institutions. State university students pay so much less than private university students simply because the taxpayer carries the cost. If state administrations are no longer willing to put that burden on the taxpayer, then it should be passed along to the students and their families. After all, there are only two alternatives within a budget-balance framework: Offer poorer service for a low price, or better quality at a higher (unsubsidized) price. We say, preserve the quality, raise the price. There are enough community colleges already, without turning all our magnificent state universities into them.

The main practical obstacle to raising tuition is likely to be the state legislatures, who fear to offend their constituents. They need to be encouraged to conduct a referendum, to ask voters to choose among the options for higher education: (1) raise taxes; (2) raise tuition; (3) reduce quality; or (4) reduce size and educate fewer students. Right now they seem to be operating on the assumption that (3) is what voters and residents prefer, but they may be mistaken. At least ask the voters.

The main ideological objection to raising tuition would be that fewer people could afford it; after all, the principle of public schools is to make education available to everyone, even the deserving poor. For these, we say, simply raise financial aid too.

A large tuition hike could solve

quite a few budget problems. Take an average state university with 20,000 students. Suppose tuition were raised by \$2,000 next year, and suppose 5,000 of those students would end up needing that much more financial aid. That would still leave 15,000 students paying \$2,000 more each, which adds up to thirty million dollars. An extra thirty million dollars would go a long way toward solving the budget crisis at nearly any troubled state university. (Even ten million dollars would.) And the education would still be a fantastic bargain for the students.

The federal government could help out substantially by making tuition fully tax-deductible (ideally, along with all other payments and donations to universities). This would probably offset a substantial tuition raise for most parents. Frankly, we consider it a shocking disgrace that tuition payments are not tax-deductible. The Democratic candidates have put forward various dubious plans for offering small tax rebates to every parent for every child. But tax breaks are incentives, and Skinner taught us about how incentives operate. Instead of rewarding people for having children, we should reward people for educating them. If the U.S. cares at all about education, tuition money should be tax-free. It strikes us as the very least the government could do.

Supporting education is not a waste of money. Educated citizens are better citizens. They obey laws, pay taxes, stay off welfare and out of drug addiction, and generally keep things working.

Hogan's and Page's columns in this issue both mention image problems, and we should become concerned with how the general public sees us. We have not done an adequate job of communicating with the general public and the decision-making bureaucracy about what we do. When people say, "Oh, you only teach six hours per week?" we have just smiled



and nodded, not bothering to inform them that the majority of us work around fifty hours per week in addition to those six classroom hours. It is time to let people know what a professor does. Take part of a class hour, at least, and tell your students how the system works and what professors contribute to society. Someone in your largest class is likely to be a state representative some day.

Probably many people imagine that all our research and scholarship and technical innovation come from mythical buildings full of scientists out in the midwest somewhere, or perhaps from eccentric geniuses tinkering in garages. People need to be informed that university professors are the backbone of discovery and progress. If we make university professors stop doing research and devote all their energy to teaching — an idea that is being seriously proposed and discussed in many statehouses — progress will slow to a crawl. In simple terms, our society as a whole will turn more stupid.

In the old days of manufacturing economies, people used to talk about natural resources, but modern competition depends increasingly on cultural resources. We can only think of two main cultural resources for which America leads the world (three, if you count junk food as a cultural resource). One is the mass media industry: the whole world watches American movies, sitcoms, MTV, and CNN. Although it is disquieting to go overseas and wonder what people in those countries must think of Americans when they are watching "Alf" or "Return to the Planet of the Apes" or "Walk Like an Egyptian," these things are a major source of money and influence. The world comes to us for them and pays our price.

The other is higher education, including research. There are great universities here and there in the world, and there are occa-

sional enclaves of productive researchers, but no other country has anything approaching the collection of research universities found in the U.S. That is why people come to the U.S. for graduate school from everywhere else. We are the best.

Those are our two top resources. We are moving rapidly toward destroying the one. If we do that, the future of America in global economic competition will depend on Bart Simpson, Madonna, and "Alf". It is time to start waking up and taking steps now. As professors, we have some obligation to sound the alarm. Otherwise society won't notice the catastrophe until it is already too late.

—R. F. B.

## Cash Problems, Image Problems

by Robert Hogan

What lies ahead for higher education in these uncertain times? No one can predict the future, but certain trends seem to be emerging. The core issue concerns money; consequently, I suspect that the future of public higher education may not be very rosey for a while. Public education is ultimately funded by state legislatures, and they may be disinclined to pay for higher education for several reasons:

1. The apparent misuse of federal funds by certain large research universities has created an image problem.
2. Books such as *Profscam* have created an image problem.
3. Unilateral pork barrel grants to universities have created image problems.
4. Finally, successive Republican administrations have cut federal spending and put more of

the costs of public service back on the states. State budgets are strapped as never before as they try to pay for education, health, welfare, and other human services. In addition, most state legislatures are dominated by rural interests, and higher education has never been a priority for rural politicians.

Unless and until the federal government begins to make more money available to the states, public universities will suffer.

Private universities depend on income from endowment, tuition fees, and alumni giving. Their finances are primarily linked to the national economy, which makes their finances more predictable if not necessarily more secure.

What's to be done? Academic psychology probably can't make a large impact on the national economy, which suggests a more limited strategy might be appropriate. That strategy, I believe, is to gain a larger share of the diminishing pool of resources. The most effective way to do that is to run one's department like a business. And that means: (1) paying attention to what the customers (students) want — which translates into course offerings; (2) providing good service — which means no more surly secretaries or sloppy teaching; (3) keeping records — of enrollments, majors, faculty productivity; and (4) marketing, marketing, marketing — to deans, provosts, and board members.

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*Comments on, replies to, and elaborations of these columns, or any other material appearing in these pages, are solicited and will be published in future issues of Dialogue. Send them to Baumeister & Tice, Dept of Psychology, Case Western Reserve U., Cleveland OH 44106. Let us hear from you.*



# Job Searching With Confidence

by Bruce Blaine

*Readers: Habits of modesty die hard, even when they are dysfunctional such as in applying for jobs. The author of the above letter began his job search with a self-effacing cover letter of the "I humbly beg you to consider my poor, unworthy self for the opening in your wonderful department" variety, but after considerable prodding by faculty advisors he managed to draft a more self-confident version. It is offered here as a service to the *Dialogue* readership, especially those who must seek employment while lacking the sky-high self-esteem that buoys many hopeful academics.*

Dear Sir:

Regarding your unfilled Assistant Professor position: look no further. There is no question in my mind that I should be the only applicant you consider, and that, after you briefly discuss what portion of your salaries you will need to surrender to get me, you should hire me and grant me immediate tenure. These are not unreasonable requests when you consider the sheer magnitude of my academic accomplishments and the heretofore unmatched depth and breadth of my intellectual acumen.

I have never had an idea that wasn't frighteningly creative. Furthermore, my mind is so fertile that I maintain an office of assistants to transcribe my stream-of-consciousness thinking. This level of theoretical productivity, the likes of which I seriously doubt you can relate to, produces roughly two large grant proposals each week and translates into annual research support in excess of \$25 million. My latest NSF/NATO/UN grant includes funding for the purchase of New Jersey. And that was just the control condition!

I have standing requests from *Science* and *Scientific American* for monthly submissions of my manuscripts and have served on the editorial boards of *Psych Review*, *Psych Bulletin*, and the *Bible*. (My vita will be downloaded directly to your mainframe in the next couple of days under the name Divine.doc; allow 20 megs for complete transfer.) In sum, my work has provoked awe and obeisance, not only among the faculty at this university, but also among the leaders of the scientific community. I have, however, stopped submitting my work to *JPSP* because they have recently published two articles of an applied nature. This represents a grave and perilous shift in editorial policy, and I have recommended that the editors responsible be paraded before the next SESP Plenary Session in their shorts.

My teaching sets the standard for pedagogical excellence. Courses I have developed and taught include: Truth, Advanced Truth, and Absolute Truth in the Social Sciences. These courses are in such demand that I teach them with the benefit of uplink satellite teleconferencing technology, by which my intellectual infallibility is beamed to over 200 of the finest universities in the world. Indeed, my lectures have transfixed many a student into coma-like states of worship, whereupon they are usually taken to Health Services and told by pudgy nurses to get a life.

My quantitative expertise is legendary. I not only have coordinated the latest revisions of BMDP, SPSS, SAS, and EQS, I have developed the ability to see latent variables, though, admittedly, it takes nearly two pints of stout before I can see them clearly.

Finally, I espouse a progressive model of faculty-student interaction. That is, I am always available for students to think about and emulate. However, I maintain that nurturing students' ideas is a waste of time; such a practice tends to lead students to overestimate their own abilities and invariably clutters the field with underachieving dolts.

In closing, I urge you to contact me without delay regarding your faculty opening. However, to save you the time and expense of an appropriate amount of groveling, I have purchased your university with funds in my latest grant. I look forward to a long and productive career at your university.

Warmly and humbly yours,

*Dialogue* is published twice per year by the Society for Personality and Social Psychology. Announcements, intellectual perspectives, news, letters, reflections on the field, opinions, humor, and other contributions are welcome. Some material is solicited, but unsolicited contributions are welcome.

All contributions are subject to editing, especially for brevity. Send material to the editors, Roy F. Baumeister and Dianne M. Tice, Dept. of Psychology, Case Western Reserve Univ., Cleveland, OH 44106-7123. For paid advertising, see separate story and rates elsewhere in this issue.

Deadlines for all material are March 15 and Oct. 1.