

DIALOGUE

SOCIETY FOR PERSONALITY AND SOCIAL PSYCHOLOGY

Roy F. Baumeister & Dianne M. Tice, Editors

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Society News

Changes in Store

The Executive Committee and other committees of SPSP met in New York in March this year. Despite the fact that major changes are proceeding in several realms, the meeting went smoothly and the atmosphere was calm and optimistic. The liveliest discussions pertained to the new contract for PSPB (featuring 12 issues per year) and the fundamental rethinking of RPSP. Considerable attention was also given to the matters of appointing a new Executive Officer and new Secretary-Treasurer, the need for a dues increase, the APA and APS convention programs, and the field's broader problems with the job market and grant funding.

RPSP at Impasse

The Publications Committee held a specially scheduled meeting to evaluate the history, cur-

rent status, and future of the Review of Personality and Social Psychology (RPSP). This series, edited by **Margaret Clark**, has consisted in recent years of an annual volume focused on a single topic. Volume 15, on social development, was put together by issue editor **Nancy Eisenberg** and will soon go into production. After that, however, the future is problematic. In an unprecedented move, Sage Publications has refused to publish the next volume, which was to focus on evolutionary approaches to personality and social psychology. Furthermore, the Society has received almost no proposals for subsequent volumes, and indeed recent calls for volume proposals have elicited barely a trickle of proposals.

The option of continuing the series in its present form but with a new publisher was discussed at some length. It was concluded, however, that the current format of

RPSP consists essentially of a series of edited books, and many feel that the field has a surplus of edited books. At least, there did not seem to be any compelling need for SPSP to sponsor such a series of books. The shortage of proposals may be taken as an indication that few scholars in the field perceive the need to produce such a volume through the society. It may also reflect the sentiment that scholars may prefer to edit books on their own by negotiating directly with publishers, and indeed that route offers would-be editors greater freedom and more money than they would get by doing a volume of the Review.

Therefore, the Publications Committee settled on a very different recommendation, which involves identifying the Review as a journal rather than an edited book. Several members argued convincingly that what the fields of personality and social psychology need most is a prominent outlet for conceptual articles, mainly theoretical papers and literature re-

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SPSP News

Cont'd

views. Although Psychological Review and Psychological Bulletin will publish such articles occasionally, those outlets have very few pages to offer to personality and social psychology in comparison to the good-quality scholarly work that is available. Moreover, many scholars may be reluctant to write such a manuscript, because if Psych Review or Psych Bulletin rejects it, no alternative publication outlet is available. Providing a journal to publish such work may therefore stimulate integrative theoretical efforts by our field.

It was also noted that many SPSP members are primarily concerned with teaching personality and social psychology, and a journal that offered new, integrative overviews of important topics in the field would be an especially helpful and valuable resource in enabling teachers to keep their lectures abreast with the current developments in research.

The outcome of the discussion by the Publications Committee and the subsequent discussion by the Executive Committee was to explore the possibility of replacing the current RPSP with a journal format that would publish conceptual articles. It would thus serve as the natural complement to PSPB, which has been dominated by empirical articles. The Society's publications would thus cover both ends of the spectrum of scholarship. It was proposed that initially there would be two issues per year, with the possibility of increasing to 3 or even 4 later on if the quantity and quality of manuscript submissions required it.

The main reservation about pursuing this plan was felt to be that libraries are currently short on funds and may be reluctant to adopt a new journal. By presenting this journal as a continuation of the Review rather than an alto-

gether new venture, it was hoped that this problem could be circumvented. (Indeed, in its early years RPSP was a journal somewhat similar to what is being proposed, so the continuity is inherently plausible.) The sentiment was also expressed that marketability was not our primary concern, but rather serving the needs of the field should be the major criterion for our decisions. Publishers may be able to make the decision about whether such a journal would be profitable. Given the remarkable rise to prominence of PSPB, many publishers (including Sage, RPSP's current publisher) may well be willing to take a chance on a complementary journal.

There was also discussion of making the Review (in its new form) a benefit of membership, like PSPB, so that all members of SPSP would automatically receive it. This would entail an immediate circulation of 3,000, including most active researchers in personality and social psychology, thereby making the journal into a visible and important one — which in turn would encourage people to submit more and better papers to it. The cost to the Society would likely be minimal, because of the large volume and because publishers would still be relying on library sales for their profits.

At present, SPSP representatives will be contacting various publishers about this proposal, and so the future of the Review is not definite. Members of SPSP are encouraged to send their opinions regarding this change to the current chair of the Publications Committee, who is **Al Goethals** of Williams College (Williamstown, MA 01267).

PSPB News

The Personality and Social Psychology Bulletin has recently and rapidly solidified its #2 ranking amid all the journals in the field. Despite the recent increase to six issues per year, the volume of

manuscript submissions has risen very sharply, and the publication lag has lengthened accordingly. The transition to a monthly format begins in 1995.

Blascovich and **Chemers** have successfully negotiated a new contract with Sage Publications for PSPB. This contract will take effect in 1995 and run for 10 years. It provides for 12 issues and 1344 pages per year. Although some dues increase will be desirable, the very reasonable financial terms offered by Sage will keep this cost to a minimum.

Although the outgoing editor, **Arie Kruglanski**, did not attend the March meeting, he did submit a report on PSPB in 1993. The rejection rate for the year (through September) was 69%, with a handful of papers still pending revision and final decision. Papers submitted in May had the highest (91%) rejection rate; January (58%) and June (59%) had the lowest. The monthly numbers are however quite variable from year to year, and so it does not appear that there is generally a best or worst month to submit. The current rejection rate of 69% is similar to the rates for 1992 (73%) and 1991 (70%), suggesting that the standards have remained roughly the same over recent years.

The number of manuscripts submitted to PSPB has risen sharply, however. In 1993, 422 papers were submitted. This represents a 27% increase over the previous year, in which 331 were received, and a whopping 67% increase over the 252 papers that were submitted in 1990, which was the last year of **Richard Petty's** editorship. This rise in manuscript submissions is most likely a reflection of the increased visibility and prestige of the journal. Researchers have come around to recognize it as the best alternative to publishing in JPSP. Thus far in 1994 submissions are up even more: 62 papers were received in the first two months of

1994, as compared with 44 last year.

The increased volume of manuscripts has led inevitably to a rise in the publication lag. In addition, PSPB recently removed its restrictions on the length of manuscripts, and although most papers continue to be on the short side there has been some increase in the length of articles, which means fewer articles per issue and hence also a longer publication lag. Currently it takes about 15 months after a manuscript has been finally accepted for publication for it to appear in print. This will come down rapidly in 1995 when the journal starts appearing monthly rather than bimonthly. **Jack Dovidio**, the current editor, expects the publication lag to stabilize between 6 and 10 months.

Remarkably, the PSPB staff managed to keep the turnaround time quite short despite the heavy manuscript flow. In 1993, on average, 12 weeks elapsed between the date a manuscript was received as a new submission and the date of the decision letter to the author. Dovidio expects that his new staff will continue to provide the rapid turnaround that characterized the work of Kruglanski and his staff.

The Executive Committee approved the new roster of associate editors who will serve with Dovidio. Dovidio indicated that his only regrets regarding this group were that he had wished to have a specialist in interpersonal relations, at least one person of color, and one or two more women, but the people he approached in connection with those wishes were unable or unwilling to serve. The Executive Committee discussed the possibility of adding more associate editors in case the manuscript flow continues to rise, in order to keep each associate editor's workload down to a reasonable amount. In the past, one of the attractive features of being associate editor of PSPB is that

one is responsible for less than one new manuscript per week (30-50 per year), and it was felt that it was vital to maintain that level in order to attract high quality people to serve as associate editors.

Officers

The presidency of SPSP changes annually, with a new election. Partly to compensate for this rapid change and to provide some institutional memory, much of the day-to-day governance has been entrusted to appointed officials who serve substantially longer terms. **Jim Blascovich** and **Martin Chemers** have provided valuable leadership and guidance to the society over the past decade. They are both stepping down.

In the current organizational structure, the most responsible position is that of Executive Officer. Last summer, the Executive Committee debated whether to appoint a full-time Executive Officer who would be an administrator rather than an academic psychologist, but it was decided to try to replace Blascovich with another academic researcher.

Harry Reis, of the University of Rochester, was nominated and approved by the Executive Committee to be the new Executive Officer, replacing Blascovich. Reis has accepted the position and will begin serving in 1995.

The other top appointed post is the Secretary-Treasurer. The Executive Committee approved the nomination of **George R. "Al" Goethals** to replace Chemers in this position, and Goethals accepted. Goethals will also take over in 1995.

Money: Dues to Rise

The budget is in good shape, as reported by Secretary-Treasurer **Martin Chemers**, and the cash reserves for the Society have reached the goal of one year's budget (roughly \$100,000), which is generally recommended for or-

ganizations such as ours. Having those reserves has already paid off in allowing the Society greater flexibility in negotiating with publishers and making plans and commitments. Several years ago, the reserves were almost fully depleted, and the restoration of an adequate reserve has been an important goal.

In comparing our budgetary practices with those of several other organizations, our society is very cost-efficient: "We're a frugal organization," in the summarizing statement of Executive Officer Blascovich.

The projections for the coming year are less rosey, however. Income from RPSP will decline steeply since no new book was published this year and future volumes are currently in doubt. Expenses will rise with the transitions in moving the Executive Office. The increased size of PSPB will also cost more, and although in the long run there may be increased royalties for the Society, in the short run a higher expense must be borne.

Accordingly, the Executive Committee approved an increase in dues to \$28 for members and \$14 for students. Dues have not increased for many years, and so this increase is helpful to keep in step with rising costs. To the member, the short-term rise may be perceived as paying an extra \$8 in exchange for getting an extra six issues per year of PSPB, which is a good bargain.

Membership

Membership in the Society is projected to surpass 3,000 this year, which is an important milestone. The Executive Committee was especially pleased to note that the number of student affiliates continues to rise: Blascovich projects that we will have nearly 600 student members by the end of 1994, which is double what we had in 1992.

Worst Job Market Ever? --Maybe Not

by Susan T. Fiske

Three times this winter, colleagues from different prestigious programs have asked me, in confidence, to help explain why their graduates were not getting jobs. "Maybe our program is going downhill" was their prototypic, slightly embarrassed explanation. I answered that, in my opinion, their programs are not going downhill; the job market is simply very tight. Graduate students know this; indeed, they live it. Everywhere they are convinced that this is the worst-ever job market. Is it?

This is an empirical question, and we have some data, from the APA Doctorate Employment Survey, going back to 1971. As a field, we do seem to think there are ever-fewer jobs, as we are producing ever-fewer PhD's. We granted a lot more social-person-

ality PhDs in the mid to late 1970s than before or since. By some estimates, the number of social PhDs granted in the early 1990s is about two-thirds the number granted in the early 1970s. In personality, the drop is even more precipitous; We are granting less than a third as many now as 20 years ago.

What about employment? From 1979 through 1991, the number of social-personality PhDs without jobs, as of some time in the year after their doctorate, changed from 2.4% to 4.6%. This is not massive unemployment. Yes, but, our graduate students want to know, what kinds of jobs are the 95%-plus of our employed PhDs obtaining?

Only about half of our graduating PhDs now take academic jobs (not including post docs); if we are

operating on the assumption that we are educating our graduate students mainly for academia, this assumption is clearly wrong. Even more surprising is the fact that this proportion of academic jobs has held fairly constant for two decades. The last time a substantial majority of our students (72%) took academic jobs was in 1971. Some of us are living in the distant past.

Fully a quarter of social-personality graduates take nonacademic jobs, and this has held fairly steady ($\pm 5\%$) since the early 1970s, as the Table indicates. Of course, we do not know how psychology-related these nonacademic jobs are. However, for all 1991 psychology graduates not in human service positions, only 15.8% reported that they would prefer a different type of po-

	Employed %			Postdoc	Unemployed %	Population	
	Total	Acad./Non	Full/Part			Soc/Per	Total
1971	82.2	72.0/10.2		5.1	12.7		
1972	71.8	55.4/16.3		9.4	18.8		
1973	73.3	51.5/21.9		3.9	22.7		
1974						207/59	266
1975	75.5	53.8/21.7		4.3	20.2		
1976						209/62	271
1977							
1978						203/42	245
1979	88.0	N.A.	79.6/8.4	9.6	2.4		
1980	89.4	47.4/27.3	84.4/5.0	8.5	2.1	190/43	233
1981							
1982						179/36	215
1983							
1984	76.9	42.7/22.0	69.2/7.7	19.2	3.8	157/25	182
1985							
1986						141/16	157
1987						133/24	157
1988						140/18	158
1989	86.4	51.3/22.2	76.1/10.3	11.1	2.6	126/28	154
1990						145/20	165
1991	84.1	47.7/25.6	76.6/7.5	10.3	4.6	147/13	160

Note: 1971-1977 and 1978-1991 employment rates are not comparable (contact author).

Source: First 5 columns, APA Doctorate Employment Survey; last 2 columns, National Research Council, Summary Report Doctorate Recipients from US Universities.

sition. In response to a different question, on the other hand, fully 29.0% report feeling underemployed. We can't know if social-personality PhDs feel the same way.

Returning to the social-personality graduates, another 7 or 8% are employed part-time, and around 10% are on postdocs, an increase from closer to 5% in the early and mid 1970s.

According to these figures, then, this is decidedly not the worst-ever job market. Yet worried advisors and graduates across the country naturally want to predict their own likely success. Perhaps the prestige of one's program relates to placement success? According to a survey conducted by the SPSP training committee, James Uleman and Gifford Weary (PSPB, in press), programs' success in placing 1992 graduates in psychology departments was related to smaller programs, higher proportions of minority students, higher admissions standards for GPAs, greater admissions weight to written scholarship, a required research methods course, summer support, and more graduate student presentations. Notably, placement success was not related to program productivity, academic year financial support, GRE admissions standards, quality of undergraduate schools, or program selectivity. The job market appears to be fairly democratic, then.

This suggests that hard-working, talented, productive graduates can get jobs, perhaps academic jobs, but also jobs in business and government. The current job scene is not an unprecedented disaster, but that doesn't mean it's easy to find a job.

Fiske is president of SPSP. Comments are welcome on all items on Dialogue. Send them to the editor, R. Baumeister, at Case Western Reserve U., Cleveland OH 44106-7123.

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On Becoming a Social Psychologist

Abe Tesser has recently donated a professionally produced video bearing this title to the Society. This 50-minute, high quality production consists of one-on-one conversational interviews with Abe and a representative contemporary group of productive and well-known social psychologists with a wide spectrum of research interests. These individuals provide interesting answers to questions such as how they first became interested in our field, how they became involved in their programs of research, and their advice to new and prospective graduate students. A number of

SPSP committee members previewed this tape and judged it quite interesting and informative for undergraduate and graduate students alike. The tape is being marketed by SPSP to training programs, departments, and individuals for \$25 including mailing.

To purchase a copy, please use the order form on this page. In accord with Professor Tesser's wishes, all proceeds from the sale of this tape will be placed in the Society's Student Fund, one that helps pay for Society sponsored student travel awards and other activities.

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1991 APA Convention Program

SPSP will present a full program at the 102nd annual meeting of the American Psychological Association conference, which is to be held in Los Angeles on August 12-16, 1994. The program was organized by co-chairs Paula Pietromonaco and Steve Neuberg.

Final scheduling is done by APA, and those results are not available when Dialogue went to press. Only first authors are listed for symposium talks below. Organizers are listed in parentheses.

Social hours will be held Friday, Saturday, Sunday, and Monday.

Presidential Address: "Controlling self and others: A theory of anxiety, mental control, and social control" Susan T. Fiske
Campbell Award Address: "Are people prejudiced against women?" Alice H. Eagly
Murray Award Address: "Imagining the real: Empathy and narrative in psychological research" Ruthellen Josselson

Invited Address: "Implicit theories of the self" Carol S. Dweck
Invited Address: "Emotions, cognitions, and cultures" Phoebe C. Ellsworth

Invited Address: "How to judge personality accurately" David C. Funder

Invited Address: "How many needs do we need to understand attitudes?" Richard E. Petty
Invited Address: "Attachment and caregiving in adult romantic relationships" Phillip R. Shaver
Invited Address: "Self, intimacy, and the construction of social reality" William B. Swann, Jr.

Symposium: "The effects of alcohol on social psychological processes" (Fong) Webster, Von Hippel, Sayette, MacDonald,

Steele

Symposium: "Passions of the social self: Interpersonal structure of emotion" (Baumeister) Salovey, Tangney, M. Clark, Baumeister, Coyne

Symposium: "Interpersonal sensitivity, personality, and gender" (LaFrance) Ambady, M. Costanzo, Ickes, Snodgrass

Symposium: "Cross-cultural perspectives on sexual harassment" (Pryor) Barak, De Souza, Fitzgerald, Gruber

Symposium: "Temporal perspectives: A topic whose time has come—again" (Silver) Zimbardo, Holman, Baumeister, M. Ross, Mischel

Symposium: "Goal units in personality: Development and change of personal goals" (Langston) Little, Zirkel, King, Norem, Langston, Cantor

Symposium: "Self-reported and implicit motives: Distinguishing between and integrating together" (Fleeson) King, Woike, Fleeson, Sturman, Spangler, J. Weinberger

Symposium: "Measuring personality in interpersonal settings: Methods and models" (Griffin) Gurtman, D. Paulhus, Bolger, Gonzalez, Kenny

Symposium: "Mood: Consensus and controversy" (L. Feldman) D. Watson, D. Green, Tellegen, Diener, Thayer, Reizenstein, Russell

Symposium: "Ambivalence and uncertainty: Focus on the self" (Petty) Gilmore, Wurf, Priester, Campbell, Kruglanski

Symposium: "Current issues in the study of optimism" (Marshall) Carver, Peterson, Norem, Marshall, Scheier, C.R. Snyder, Wortman

Symposium: "Traits, types, stages: Integration of personality models through longitudinal research" (John) Westenberg,

Klohn, Ostrove, Gjerde, Pervin

Symposium: "How many dimensions of evaluation are there?" (D. Paulhus) Waller, Saucier, Paulhus, O. John

Symposium: "Empirical assessments of terror management theory of self-esteem and culture" (Greenberg) Solomon, Ochsman, Pyszczynski

Symposium: "Evolutionary dynamics: On the emergence of social behavior" (Miller) Caporael, Fishkin, Pratto

Poster Session: "Attitudes and group processes"

Poster Session: "Personality: Structure and process"

Poster Session: "Social cognition, attribution, and emotion"

Poster Session: "Perceptions of others and relationships"

Poster Session: "Health, mood, and adjustment"

SCIENCE WEEKEND

In addition to the regular program, SPSP (Division 8) will be represented in Science Weekend. One theme of this year's Science Weekend will be "Violence and Aggression." This program will include an invited addresses by Russell Geen entitled "An overview of theories and applications to aggression and violence." There will also be an invited symposium on "Violence against women" and an invited panel discussion on "Aggression and violence: A speakers forum with audience participation" chaired by Geen.

A second theme of Science Weekend will be "Evaluating Outcomes of Psychological Interventions." The third theme is "Addictive Behaviors."

1994 APS Preconference Program

SPSP will present its fourth annual preconference in personality and social psychology on June 29-30 in Washington, DC, just prior to the regular convention of the American Psychological Society. It was organized by SPSP president Susan T. Fiske and president-elect John Cacioppo. The preconference begins Wednesday at 7:30 with the keynote address; the symposia

are on Thursday.

Keynote Address: Marilyn Brewer

Attitudes Symposium: Banaji, Chaiken, Fazio, Petty

Social-Personality Symposium: Bargh, Gollwitzer, M. Snyder, Kruglanski

Social Cognition Symposium: Ruscher, E. Smith, Tetlock, Trope

PSYCHOLOGICAL INQUIRY

An International Journal of Peer Commentary and Review

Forthcoming for 1995 (Volume 6):

David M. Buss: "Evolutionary Psychology: A Paradigm for Psychological Science"

Commentaries By: Caporael & Brewer, Cosmides & Tooby, Daly & Wilson, Gangestad, Graziano, Harris & Pashler, Hendrick, Hinde, Hood, Kenrick, LaCerra & Kurzban, Masters, Scarr, Simpson, Sulloway. *Author Response*

Among Additional Target Articles With Commentary:

Dean K. Simonton: "Behavioral Laws in Histories of Psychology"

Richard S. Lazarus: "Vexing Research Problems Inherent In Cognitive-Mediational Theories of Emotion, and Some Solutions"

1994 (Volume 5) Target Articles With Commentary:

Hazan & Shaver: "Attachment Theory As An Organizational Framework for Research on Close Relationships"; *Pervin:* "A Critical Analysis of Current Trait Theory"; *Overton:* "The Arrow of Time and Cycles of Time: Concepts of Change, Cognition, and Embodiment"; *Humphreys:* "Intelligence From The Standpoint Of A (Pragmatic) Behaviorist"; *Benjamin:* "SASB: A Bridge Between Personality Theory and Clinical Psychology"

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How Should We Teach Undergraduates About Personality?

by Mark Leary

Undergraduate courses in personality fall roughly into two general types. The first ("Theories") focuses primarily on the grand theories of personality. Some instructors organize the course by specific theories or theorists, others by theoretical approaches, such as the psychodynamic, humanistic, cognitive, behavioral, and trait perspectives. Textbooks for these courses are similarly organized by specific theories, general conceptual approaches, or theorists.

The second type of personality course ("Personality Psychology") is organized around major topics, such as personality structure, self and identity, self-regulation, motivation, unconscious processes, and biological bases of personality. Classic personality theories are covered, but alongside more recent theoretical and empirical work. The textbooks for these courses either are organized around those same topics, or they devote some chapters to major theoretical orientations and other chapters to specific topics.

Traditionally, the main undergraduate personality course has tended to be in the "Theories" category. However, I think it is time for instructors to consider the relative merits of the two types. My purpose here is to suggest that students who take a single course in personality are better served by the second type.

The classic theories course does not adequately reflect contemporary personality psychology in content, perspective, or methodology. Students who take only a "Theories" course may receive inadequate exposure to important lines of work and may not have an inkling of the rich theoretical and empirical work going on in personality. In fact, a pure theories course may give students a dis-

torted view of the present state of knowledge and may fail to prepare students to understand the research they encounter in journals and elsewhere. In contrast, the personality psychology course exposes students to both classic and contemporary theories, perspectives, findings, and methods.

Of course, many courses (and textbooks) in theories of personality discuss research that is relevant to each theory or school, thereby exposing students to work in contemporary personality psychology. However, many important areas of investigation in contemporary personality psychology are not directly relevant to any of the classic theories, and little of the work being published in the primary journals in personality emerges from or bears upon traditional theories. As a result, much recent research simply does not fit easily into a course that is organized around theoretical approaches.

A second reason for my position is that many of the central ideas covered in the standard "Theories" course are unsubstantiated. Specifically, many of these theoretical positions are known to be inaccurate or inadequate, empirically untested, or simply untestable. Of course there is nothing wrong with teaching theoretical positions that do not yet have empirical support; the absence of support for an otherwise viable idea does not mean that it is wrong. However, many textbooks in theories of personality present the material as if it is known to be valid or do not adequately inform the student regarding which ideas are and are not accepted within the field. Furthermore, some instructors seem to assume that all of each theorist's ideas are worthy of stu-

dents' attention regardless of their viability. Consequently, students spend time learning the details of theoretical conceptualizations of questionable validity — time that might be better spent learning about what we do know about the psychology of personality. Many of the influential theorists' ideas have been supported by research or are widely accepted even in the absence of direct support, and these should be covered. But we should ask ourselves why we expect our students to learn the details of theoretical orientations of unknown or even questionable validity except, perhaps for historical reasons.

A third argument for my position is that the organization of the typical theories course is not optimal for teaching students about personality (although it may be appropriate for teaching about theorists or schools of thought). It strikes me as pedagogically more defensible to organize courses by content rather than by theoretical orientation. Instead of spreading material regarding, for example, unconscious processes across sections about several different theories or theorists, is it not more reasonable to integrate all of that material within a single section of the course? The contributions of various theoretical orientations, including the classic theories, can be presented, contrasted, and examined in light of empirical research. Students will develop a richer, more coherent understanding of a particular psychological process if all of the material on a particular topic is presented together and integrated.

I am not suggesting that the classic theories of personality have no place in the undergraduate curriculum. Rather, my point is that the traditional theories

course may not be the course of choice as the first or only personality course that a student takes. Furthermore, departments that currently do not offer a course in personality psychology should consider implementing one.

Classic theories of personality fit into the undergraduate curriculum in at least three places. First, every course that surveys personality psychology should include the major theories, as historical background and in discussing specific topics. Second, "Theories of Personality" is a legitimate course in its own right, assuming that students also have the opportunity to be exposed to contemporary personality psychology and that students aren't inadvertently misled to confuse classic theories with the latest findings. The theories course is perhaps best regarded as a second-level personality course that students take after obtaining a survey of personality psychology. Students who have had such a general survey are in a better position to appreciate a course on theories. Third, the classic personality theorists deserve considerable attention in courses in the history and systems of psychology, as well as in discussions of the historical underpinnings of more specific content courses.

I hope that in the not-too-distant future all psychology departments will offer a course in personality psychology alongside the traditional theories course. Such a move toward modernization of the personality course would have obvious benefits for the education of our students.

On the Dues Increase

by Martin Chemers, Secretary-Treasurer

SPSP has striven to avoid a dues increase. An examination of your checkbook ledger will reveal that our current dues (\$20 members; \$10 students), unchanged since 1989, are among the lowest for comparable associations. The growth of our programs and member services, along with inflation, necessitates an increase, and 1995 dues will be \$28 for regular members and \$14 for students. What do Society members get for their dues money?

A source of great pride and considerable expense to the Society is our publication program. The *Personality and Social Psychology Bulletin* is regarded as one of the premier journals in our field. In 1990, the journal expanded from four to six issues per year and to its 8 1/2 by 11 inch format. The rising number and quality of submissions have encouraged the Society to expand the journal further to 12 issues per year in 1995. Society members will continue to receive this journal, which will be 1,344 pages per year, at no cost beyond the membership dues. *Dialogue* is also included as a benefit of membership.

It is worth mentioning that the editor of *PSPB*, Jack Dovidio, and his staff of associate editors serve without monetary compensation, as does Peggy Clark, editor of the *Review* series, and as do Roy Baumeister and Dianne Tice, editors of *Dialogue*. Likewise, all the

elected officers of the Executive Committee of SPSP and appointed committee members (i.e., convention, fellows, awards, training, publications) receive no remuneration. Such voluntary service keeps the dues so low.

Our convention programs have expanded. In addition to the annual APA convention program, SPSP organizes a personality/social pre-program at APS and offers it without registration fees for our members.

Student-oriented programs have been greatly enhanced in recent years. The Society offers a prize for the best student-authored article published in *PSPB*. Twenty student travel awards are made each year for outstanding young scholars attending the APA or APS meetings. In 1995, we will begin supporting student-organized regional conferences. The training committee is undertaking a study of job opportunities for new Ph.D.'s in personality and social psychology.

Lastly, SPSP has assumed a more independent role in advocacy for our profession and its scientific advancement. We regularly lobby Congress and the relevant federal agencies, and we have played a central role in the development of the Human Capital Initiative.

All in all, your Society dues are carefully spent with good return.

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 **J. Blascovich, Dept. of Psych., SUNY at**

Buffalo, Amherst NY 14260, (716) 645-3426. Rates are \$350 for full page (ad should be 10" by 7 1/4") and \$200 for half page ads (5" x 7 1/4"); discount for multiple issue advertising. Job ads can be placed for \$50 or \$1/word, whichever is more.

Deadlines for all material are March 15 and October 1.

SPSP Awards and Calls

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 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 William M. Runyan, School of Social Welfare, Univ. of California, Berkeley CA 94720.

CAMPBELL AWARD. Nominations are sought for SPSP's Campbell Award, for outstanding career achievement in social psychology. A nomination will remain on file for three years. Send nominating letters to Mark Zanna, Dept. of Psychology, Univ. of Waterloo,

Waterloo, Ontario, Canada N2L 2G1.

PUBLICATIONS COMMITTEE. New members are sought for SPSP's Publications Committee. One new member is added each year to this committee of three, which oversees the Society's Publications (PSPB, RPSP, and Dialogue) and reports to the Executive Committee. If interested, send your name and vita to the current chair, Al Goethals, Dept. of Psychology, Williams College, Williamstown, MA 01267.

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 (email: reis@prodigal.psych.rochester.edu). Other members of the selection committee are Roy Baumeister, Jennifer Campbell, Shelly Chaiken and Margaret Clark.

FELLOWS. People interested in becoming fellows of SPSP should contact the Fellows Committee Chair, Gerald Clore, Dept of Psych., U. of Illinois, 603 E. Daniel, Champaign IL 61820.

Other Announcements

FAMILY VIOLENCE. An APA Task Force wants to learn about work relevant to family violence for use in a report, to be released in January 1995. Comments, papers, and suggestions should be sent to Lenore Walker, 50 South Steele Street, Suite 850, Denver CO 80209. (303) 322-3444.

DISABILITY. APA's Board of Convention Affairs would like each person with a disability who is planning to attend the Los Angeles convention (Aug. 12-16, 1994) to identify himself or herself and to provide information on how we can make the convention more accessible. Send note along with your Advance Registration and Housing Form.

INTERAMERICAN. The Interamerican Society of Psychology (SIP) promotes the exchange of research and scholars among the nations in the Americas and counts many social and personality psychologists among its members. You can join for \$40 per year (students, \$15), for which you receive subscriptions to SIP's jour-

nal and a newsletter, as well as a discount at registration at the biennial meeting. Contact the current U.S. representative: Alice H. Eagly, 1364 Psychological Sciences Bldg., Purdue U., West Lafayette, IN 47907-1364. Fax: (317) 496-1264 (designate Eagly as recipient). e-mail: EAGLY@Psych.Purdue.Edu.

AGING RESEARCH. APA Division 20, Adult Development & Aging, is sponsoring a Student Research Awards Program. For completed research, awards at undergrad, graduate, and postdoctoral levels will be made; deadline is June 15. Research proposals will also be funded; deadline is May 15. For undergraduate awards, contact Susan Whitbourne, Psychology, U. of Massachusetts, Amherst MA 01001, (413) 545-4306. For graduate and postdoctoral awards, contact John Cavanaugh, Dept of Individual & Family Studies, U. of Delaware, Newark DE 19716-8552, (302) 831-2969.

INTERNATIONAL. An effort is underway to form a new APA division on International Psychology. Contact Ernst Beier, Psychology, U. of Utah, Salt Lake City, UT 84112; (801) 581-7525.

Advertise in Dialogue!

Finish your book? Got a video? Tell your publisher that Dialogue is one of the best and most cost-effective places to advertise. For only \$200, your half-page ad will be sent to 3,000 personality and social psychologists. Dialogue has the added advantage that most people read the entire issue (unlike journals). Contact Jim Blascovich, Dept of Psychology, SUNY at Buffalo, Amherst NY 14260, (716) 645-3426 for more information.

APA Council Report

by Carol Miller

All APA members should vote in an upcoming membership vote regarding a proposed by-law change that will further dilute the scientific voices on the Council of Representatives. This by-law change is called "Proportional Equity on Council."

The proposed revision will give a seat on Council to every division of APA and every state or provincial psychological association that is affiliated with APA, including small associations that currently have a voice by forming coalitions and sending a Council representative who represents several associations. Although the proposed by-law states that the weight given to a Council members vote will be proportional to the size of the unit he or she represents, the effect of this change will be to reduce somewhat the weight of votes cast by representatives of the science community and to overwhelm the number of science representatives who are present on Council with members who represent state and provincial associations.

An example of how important it is not to further dilute the influence of science on APA is that at the February, 1993 Council meeting, Council voted 55 to 52 AGAINST having the Board of Scientific Affairs play a formal role in the appointment of members to a task force assembled to study and take a position on the existence of False Memory Syndrome in childhood memories of abuse. The discussion of this issue made it clear that the real issue was what role experimental evidence and clinical experience should play in drawing conclusions about the accuracy of childhood memories.

Conversations Reveal Concerns

Conversations among SPSP officers and other members of the field have recently raised a few new things to worry about. Here is a smattering...

At some schools, downsizing pressures are altering tenure decisions. Faculty fear that if they deny someone tenure, the position will be eliminated, and so instead of asking whether a given candidate is up to conventional standards (or is preferable to hiring a new PhD), they have to ask whether he or she is better than nothing. The result can be that mediocre or underqualified people are given a lifetime berth in the field. Meanwhile, talented new PhDs have one less position for which to apply.

NIMH is now saying that this year they may only fund the top 3 or 4% of new grant proposals in our field. Applicants are demoralized at the thought that a top-notch proposal gets the equivalent of a lottery ticket. Members of grant review panels complain that evaluating the grants is a huge waste of their time if almost nothing will be funded. The consensus seems to be that about the top 30% of proposals are truly excellent. Leaders suggest that it is time to think about the possibility that conventional funding for basic research in social and personality psychology may soon be extinct.

One high official of SPSP pointed out that APA's Board of Ethics does not have a single scientist on it. Many researchers feel strongly that it is vital that scientists have some input into decisions that may affect the conduct of research everywhere.

Social Psychology: The Sequel

by Jerry Burger

Many observers have noted that good social psychology experiments often resemble good dramatic performances. Consequently, we probably should not be surprised by the latest trend in social psychology, in which researchers have taken their cue from the motion picture industry. Like Hollywood producers, investigators have discovered the value of producing sequels to classic social psychology experiments. Below is an exclusive sneak preview of some of the research projects you can expect to find coming soon to a journal near you in the upcoming blockbuster season.

Prison Study II: Phil Breaks Out

Philip Zimbardo's efforts to replicate his Stanford prison study are disrupted when two of the prisoners sell the rights to their story to competing television networks. Reports about the research hit the front pages and Zimbardo has to miss the actual running of the study to appear on Oprah and Geraldo. The project comes to an abrupt end when the Governor orders the early release of prisoner subjects to make room for new prisoner subjects. The Governor promises to build more simulated prisons if reelected.

Conformity II: Pain in the Asch

Solomon Asch replicates his famous studies from the 1950s, but he makes a critical error when he recruits his subjects from the Economics department. Seventy-two percent of these subjects not only see the shorter line as longer but provide computer simulation data predicting that the line will continue to get longer into the third quarter of the next fiscal year.

Obedience II: Who's in Charge Now?

The cover story for Stanley Milgram's replication of his 1960s obedience studies is exposed when a man who looks a lot like Mike Wallace volunteers as a subject. Milgram becomes suspicious when the victim's screams are drowned out by a constant ticking noise. Suspicions are further aroused when the subject asks Milgram to speak into his ball-point pen during the debriefing. All subjects who show up the following Monday refuse to give any electric shocks, except for one late volunteer who looks a lot like Saddam Hussein and who asks to start at the high end of the shock generator.

Bystander Intervention II: Up in Smoke

Bibb Latane and John Darley abandon their efforts to replicate their 1968 study when a local ordinance forces them to offer subjects either smoking or non-smoking research rooms.

Cognitive Dissonance II: Don't Ask Leon

Leon Festinger and Merrill Carlsmith successfully replicate their famous 1959 study, as subjects paid \$20 to say the task is interesting change their attitude less than subjects paid \$1. However, the research comes back to haunt Festinger later that year when he is nominated for a cabinet position by the U.S. President. During Senate hearings it is revealed that several of the subjects in the study were foreign students and that Festinger violated the law by technically hiring them as research assistants. Under further scrutiny Festinger is hammered by pro-labor Senators for paying the \$1 subjects less than minimum wage and not providing health care benefits. The President has no choice but to withdraw the nomination. Publicly ridiculed, Festinger tries to explain his actions by claiming it was just a research project, but the Senate committee chairman declares in front of TV cameras that this is an "insufficient justification."

Modeling II: Bobo's Boo-Boo

In an effort to replicate his research findings from the 1960s, Albert Bandura leaves preschool children alone in a laboratory room to watch a videotape of a model attacking a lifesize Bobo doll. When he returns, Bandura finds that 60% of the children have turned off the tape player so they can watch "Silence of the Lambs" on the local cable channel. The remaining children have run off to play Street Fighter II and MegaDeath video games at the arcade next door.

Affiliation II: Shock Therapy

Stanley Schachter revisits his affiliation studies in which Dr. Zilstein tells some subjects they will receive painful electric shocks. The subjects in this condition not only choose to wait together but form a support group for students victimized by psychology experiments. Zilstein attends one of their weekly meetings and is convinced to enter a 12-step program for subject abuse. He identifies Schachter as a codependent.