A MESSAGE FROM THE PRESIDENT

Florence Denmark, PhD
Division 52 President, Former APA President

As I complete my presidency of Division 52, I can look back with satisfaction at the achievements of the past two years. Ernst Beier, current past president, got us off to a great start, and I was happy to follow in his footsteps carrying on in the tradition he established.

One very significant happening in 1999 was the achievement of permanent status for our division. We reached the mandated number of members and APA Council voted us in as an official division. Congratulations to us, and thanks to everyone on the 52 Board, especially the Executive Committee who helped recruit new members. (I should mention that the number of members we had to reach kept increasing daily as APA membership kept increasing. We needed to obtain a percentage of APA membership.) If nothing else had occurred, I feel my presidency was successful, just based on the above accomplishment. However, many other positive things occurred. Our Division By-Laws were revised, voted on by the Executive Committee, and are now ready for your approval. You can find a copy in the Reporter. Remember to return your ballot. Kudos to Gloria Gottsegen for all her hard work on this task.

In the division elections Gloria Gottsegen was elected President-Elect and Henry David was re-elected to serve another term as Member-at-Large. Their terms begin January 1, 2000. Since Gloria had one year remaining on her term as Member-at-Large, her unexpired year will be filled by Irene Deitch, who came in second to Henry David. Irene will be in charge of our Public Relations. Unfortunately, Sheila Joshi had to resign as Secretary due to the very serious illness of her mother. Bill Masten, our Web Master, has volunteered to serve as acting secretary until the election of a new secretary. Sheila has done an outstanding job and hopefully she will soon be able to return to active service in the division.

If you have not done so, please send Bill Masten your E-mail address so you can be added to our Listserve. Bill can be reached at <William_Masten@tamu-commerce.edu>

Some other new appointments include Richard Velayo, last year's program co-chair, who becomes the program chair for 2000. President-Elect Frank Farley will serve as co-chair for the 2000 program. Last year's program chair, John Hogan, will be our division's historian. Member-at-Large Harold Takooshian will continue as Fellows Chair and Robert Morgan as Awards Chair. Since Bob is spending this year in Guam, (Continued on page 10)

Redefining International Psychology - Division 52, The Conceptual Division?

Frank Farley, PhD
Division 52 President-elect
Former APA President

With Division 52 being the newest kid on the block where organizations in international psychology are concerned, an opportunity is presented to cast a fresh eye on what international psychology has been doing and where it’s going. Why do we have international organizations? What do they add to the already existing national associations, other than to meet some nice people from other countries? Is psychology an international discipline, like say, microbiology, where many of the scientific and scholarly advances are truly international, with international collaborations being a norm?

Taking advantage of Division 52 being new, fresh, and unencumbered by organizational orthodoxies and cemented conceptions, I would like to provoke discussion by listing what I believe to be some central things we need to consider as APA globalists in the evolving world order of the 21st century.

I propose that Job #1 for all globalists in psychology be to work toward the common ground. Psychology is badly splintered, over-specialized, over-nationalized, over-ethnicized, over-genderized, and over-divided along a host of real or imagined dimensions. We seem to revel in advancing concepts that divide us rather than unite us. The differences we advocate among nations, ethnic groups, genders, intellectual orientations, ages and generations, to mention a few, are often most interesting and engaging but won’t get us to Valhalla. Valhalla I mean to be that wonderful meeting place where we all stand firmly on common ground, understanding the common center of human nature and the timeless universals of psychological life. People and peoples are more alike than they are different, and our

(Continued on page 7)
I am happy to inform you that the number of newsletter issues will again be increased. This double issue is in fact a special publication and is printed to connote the ending of the present millennium with the beginning of the new one.

I hope that the members in the upcoming 21st. century will become actively engaged even more with their contributions of short articles, personal comments, recounting of one’s work, new discoveries and/or any other pertinent information that can enhance and enrich the content and interest of our members.

We have, with our newsletter, an excellent tool, a medium to disseminate, educate, and bring many and different ideas together. The Reporter can become (as in the past) a connection, a common thread for these ideas to flourish and spur other members to continue with their discoveries.

Again, I strongly encourage every member to actively contribute and initiate either their or other colleagues work to be published in the Reporter.

We specifically encourage members who are helping or training, teaching or doing research in different countries to contribute. Their experiences are very important and desirable and need to be shared. In addition, in different areas where armed conflicts or unrest occur it would be of great value to understand and learn more about the phenomenon of fear, anger, stress, and other psychological consequences, as well as direct or indirect traumas induced on human psyche. Your comments regarding these matters would be welcomed.

The application of psychology and law, new developments and research discoveries in the field of psychopharmacology and substance abuse (with an increased interest in psychologists having medication rights) are becoming significant. New trends and types of psychotherapy are becoming more relevant, thus the international community has to be kept abreast. Moreover, research conducted on developmental, social, pediatrics, adult development and aging, school, industrial and organizational, and other branches of psychology need also to be shared and made more visible globally.

Continual policy changes in the field of mental health need to be closely examined internationally. We need to familiarized ourselves more with how these problems are approached, what level of (in)sensitivities are applied, what difficulties arise and what attempts have been made to ameliorate these concerns.

So, there are many issues that we can address in the Reporter with an attempt to learn and become more informed about the international community’s common concerns.

Ivan Kos, PhD
Editor
Dear Editor,

I am writing to introduce myself as a new member and to share a word about the nice Newsletter I received today for the first time. I would like to express a word of appreciation for those of you who helped form this International Psychology entity. It is, in my opinion, one of the most important divisions in APA. Such endeavors are much needed to correct our Western perspectives and expand our limited North American views of reality, the human nature, and the world. I can say more about that in future essays, if there is an opportunity, but for now I just want to say that I was really delighted when I first learned about this new division and that I am also very pleased with the quality of the Newsletter.

I am a Lebanese-American, trained as a clinical psychologist. However, I consider myself as truly an international person and a student of cultures. I recently joined you here and I will look forward to making some contribution among you in the future. One suggestion I have is to dedicate a corner in the Newsletter to welcome new members with a mention of a few words about each of them. That will add a personal touch and enhance the feeling of community among us all.

Best Regards,
Naji Abi-Hashem, PhD, DABPS
Seattle, Washington
Najiah@worldnet.att.net

Dear Sir/Madam:

My name is Sushil Yadar, and I am writing to you because I need some help in a research project. I have done some work on 'emotional intelligence,' empathy/compassion and have proposed a few experiments. Now I am trying to locate a group of neuroscientists/neuropsychologists who could get the experiments conducted in a laboratory. My papers are available on a website -- www.netshooter.com/emotion.

Can the members/volunteers from APA help me in this search? I am seeking assistance from other people because I do not use the computer/internet. Please share this information with all members.

Thanking you,
Sushil Yadar, C-2/77A
Lawrence Road, Delhi - 110035, INDIA

Dear Dr. Kos,

I am a student at Wheeling Jesuit University in Wheeling, WV and as a senior project we have to give a presentation on international psychology. My country is Nigeria. We need to provide information on topics such as: the public image of psychology, education, licensure, subfield specialties, and the future of psychology as it pertains to psychology in Nigeria. I was wondering if you or any other Div. 52 member had any contact information (e.g. websites, books, or journal articles) to help me. I am having trouble finding information on Nigeria. If you could be of any assistance, could you please contact me at: spetter2@ignatius.wju.edu.

Thank you in advance,
Stephanie

Dear Dr. Kos

I am a vocational evaluator in a metropolitan public school system that has a large population of non-English and Limited-English speaking students. We will also start evaluating adult refugees. In an effort to limit bias, I am searching for tests that have been translated to other languages or that have been developed/normed in other areas of the world.

I would appreciate any information you might be able to give me on this matter.

Thanking you,
Norma L. Colyer
ncolyer@fc.fcps.k12.va.us (Norma Colyer)
Making the Small World Smaller

(A Lengthy Abstract of Presidential Address)

Florence L. Denmark, PhD, Division 52 President, Former APA President
Pace University, New York

While nearly all of us are familiar with the "small world" ride at Disney World how many of us are familiar with the origin of the small-world concept? If the world is touted to be so small, researchers set out to answer the question, just how small is it? The "small-world" experimental technique developed by Milgram (1967) provided a research methodology to determine the precise degree to which individuals are interconnected on a first-name basis. Essentially, this approach seeks to form the shortest link between a target individual and another randomly chosen individual within a defined starting population. Unique in its innovation and simplicity, the "small-world" technique provides a powerful demonstration of how surprisingly easy it is to link one person in the United States to another.

In Milgram's pioneering study (1967), a median of five links was needed to successfully complete the chain from starter to target. The "small-world" study provided empirical validation for the claim that any two individuals, regardless of their place of residence, could be linked through approximately five intermediaries and suggested that the often-cited notion of "six degrees of separation" contained one too many links.

Wendy McKenna and I (1980) utilized the "small-world" technique to measure the size of informal communication networks in academic psychology. Our results showed that an average of 3.48 links was necessary to complete a chain from starter (either a psychologist or a non-psychologist) to a psychologist target, improving upon Milgram's small-world experiment by more than one link and demonstrating that the field of academic psychology in the United States is a closely-knit community.

As these studies attest, it is indeed a small world! Just as the expansion of travel and transportation opportunities created the premise of the small world, the expansion of communication networks, such as the Internet and fax machines, all play a part in increasing international contact. It would be extremely compelling to carry out a study using the small-world experimental approach on a global scale. Maybe I'll get to do this. However, by surveying colleagues in the U.S. and other countries around the world regarding the extent of their international communication, I have begun the process of measuring the international nature of psychology. I also examined the international content contained in psychology textbooks and psychology journals to investigate how much exposure Americans have to international psychology.

International Communication Survey

In this recent survey, psychologists were questioned about the nature and frequency of their contact with colleagues in other countries, both currently and as compared with 10 years ago. One hundred questionnaires were distributed. Some were mailed to colleagues across the United States and in other countries, some were disseminated at international meetings that I attended during the summer of 1999, and some were distributed to colleagues in my own department, and at meetings in New York and Washington, D.C. Fifty-two questionnaires were returned (26 males and 36 females) - a very high return rate. Forty respondents were American and 22 were from other countries.

A significant number (nearly 95%) of the respondents reported that they regularly communicated and collaborated with their colleagues in foreign countries. More than 80% of the psychologists indicated that their level of international communication had increased in the last 10 years.

More than 90% of the respondents from outside of the United States reported having collaborated with psychologists internationally, as compared with only 58% of the American respondents. When international collaboration does occur, it takes on many facets and appears to benefit the parties in both countries.

The observed disparity in the level of international collaboration between Americans and their colleagues in other countries may be related to another finding: that foreign psychologists are more likely to have attended school or been mentored in the United States, than vice versa. Furthermore, many of the American psychologists explained that an important part of their work concerned providing opportunities for young professionals in other countries across the globe.

Advances in technology, such as the advent of electronic mail, facilitate international communication and collaboration for most of the psychologist surveyed here. The vast majority of respondents reported relying either on email primarily or in combination with some other mode of communication to interact with their colleagues in other countries. Email is more likely to be used as the primary mode of communication by psychologists outside of the United States than from within.

Another way in which international communication and collaboration are facilitated is measured by psychologists' participation in international organizations. It should be no surprise that the majority (nearly 85%) of the psychologists I surveyed here reported belonging to international organizations, including Division 52. It appears, however, that psychologists in the United States are somewhat less likely to be involved in international organizations than are their colleagues in other countries.

The psychologists unanimously reported positive benefits from their participation in the profession at an international level. Almost two-thirds of all the respondents indicated that their level of involvement in international organizations has increased in the last 10 years, with a slightly higher rate of increase observed outside of the United States.

Attending international meetings is certainly a viable way for psychologists to keep up with their colleagues in other countries. The vast majority of all of the psychologists surveyed here reported that they have attended international meetings at various points in their careers. Although data from this survey were only obtained from a small select sample of colleagues, the findings clearly indicate an increase in international communication and collaboration compared to 10 years earlier.

A Look at Textbooks and Journals

To gain a broader understanding of what American undergraduate students

(Continued on page 7)
Memors of the APA Division of International Psychology are now invited to nominate others (or themselves) for election as a Fellow of Division 52, based on their "unusual and outstanding contributions" to international psychology. Phone or write to me soon for a packet of forms for APA and our Division. This year all completed materials must be submitted by 5 pm Friday, 10 December 1999 -- including the nominee's vita, personal statement, and endorsements from 3 current APA Fellows. As of 1999, at least 2 of the 3 endorsers must be a Fellow of Division 52. The list of 15 criteria for Fellow of Division 52 is available on William PII's web site, along with the complete list of 80+ current Fellows of Division 52 - http://www.TAMU-Cornmerce.edu/orgs/div52/

NOTE: Those currently a Fellow of another APA Division can contact me about a streamlined procedure for current Fellows.

-- Harold Takooshian, Chair, APA52 Fellows Committee, 314 Dartmouth,Paramus NJ 07652, USA; phone/fax: 201-262-714

Time Once Again for Your Division 52 Awards
Nominations

Robert Morgan, PhD
Chair

In the past these have included:

(1) TWO DISTINGUISHED ACHIEVEMENT AWARDS FOR OUTSTANDING INTERNATIONAL PSYCHOLOGISTS: ONE DOMESTIC (A MEMBER OF DIVISION 52) AND ONE IMPORTED (NOT A DIV 52 MEMBER BUT IMPORTANT TO WORLD PSYCHOLOGY).

(2) LIFETIME CAREER RECOGNITION AWARD FOR CONTRIBUTIONS TO INTERNATIONAL PSYCHOLOGY (NORMALLY DIV. 52 MEMBERS).

(3) SERVICE RECOGNITION AWARDS FOR CONTRIBUTION SPECIFIC TO THE SUCCESS OF DIVISION 52 OVER THE MOST RECENT YEAR.

(4) (NEW) FACETIOUS CATEGORY AWARDS FOR DIVISION MEMBERS WITH A SENSE OF HUMOR. (THE "I MEAN THIS IN A GOOD WAY" AWARDS).

Send your nominations by December 31st to Robert Morgan at: e-mail rmorgan@ite.net or by fax to (815) 440-4456 or by mail to:

Dr. R. Morgan
College of Education & Human Services
University of Guam
UOG Station
Mangilao, Guam 96923 USA.
Committee for Women of Division 52

Joy Rice, Ph.D., Chair

The Committee for Women of Division 52, International Psychology, had two exciting and productive meetings at APA in Boston. Several members also attended the Division 48/PsySR meeting on the Beijing Project Follow-up. The results of our meetings are summarized below.

1. Name. The name of our Committee shall be Committee for Women, Division of International Psychology. The Committee for Women will be a Standing Committee of Division 52.

2. Communication. We will update our members through annual meetings at APA, regular announcements in the 52 newsletter, continuing information on the 52 website and through liaisons with other divisions and organizations. Volunteer liaisons:
- ICP: Fran Culbertson
- AWP: Joan Chrisler
- ISCP: Gloria Gottengen
- PsySR: Martha Mednick
- Div. 9: Nora Pharon
- Div. 20: Sylvia Canetto
- Div. 35: Joy Rice
- Div. 35/Sect. 3: Irene Frieze
- Div. 36: Donna Goetz
- Div. 48: Barbara Tint

Liaisons will publicize CFW activities and call for membership and cooperative efforts in their division newsletters or other venues. Please contact Joy Rice at mjsteven@ilstu.edu or Joan Buchanan at jbuchanan@apa.org and will be added to the Division's clearinghouse.

3. Divisional voice. CFW will endeavor to become an active voice for women within the Division through newsletter announcements, meetings, APA symposia, and the development and dissemination of a position statement.

4. Position Statement. The statement will articulate our advocacy for research, policy and efforts to understand and help women internationally. Please e-mail Mary Ballou, Chair, <mballou@neu.edu> if you would like to work on this subcommittee. Members of the subcommittee are Gloria Gottsegen, Barbara Tint, Joy Rice and Sylvia Canneto.

5. APA Symposium/Convention Hour. Members working on developing a symposium for APA 2000 in Washington, DC are Joan Chrisler, Donna Goetz, Nora Pharon, Hyun Sub Yun and Joy Rice. Please contact Joan <jcchr@conncoll.edu> or Donna <donnag@elmhurst.edu> if you would like more information. Contact Irene Frieze <frieze@vms.cis.pitt.edu> about developing a conversation hour proposal.

6. Collaborative Research. The first project of the Committee for Women will be a book proposed by Irene Frieze. It is conceived as a supplemental diversity text in women studies classes and will be a book of stories of the lives of young women in different cultures and countries. Contributors will identify a set of interview questions for the young women. Participants thus far are Marilyn Safir (Israel), Nora Pharon (Arab states), Sylvia Canneto (Italy), Hyun Sub Yun (Korea) and Irene Frieze (Eastern Europe). Please contact Irene <frieze@vms.cis.pitt.edu> if you are interested.

7. Pakistan Women's University. Our first advocacy project may be helping women launch a women's university in Pakistan. Joan Chrisler is in contact with the women leading this project and would like to hear from you if you would like to help with donations of time, money, books, or expertise <jcchr@conncoll.edu>.

8. Collaboration and List Servs. As a beginning we will publish as many other e-mail addresses for list servs of international organizations with women's concerns in the Division 35 newsletter as we can gather. Please give such addresses to Joy Rice <mjsteven@ilstu.edu>. CFW membership will be part of the larger list serv of international psychology of women: <pwinet-l@vms.cis.pitt.edu>. We are also working collaboratively with the Beijing Platform Follow-up Committee from Division 48 and PsySR; contact Barbara Tint <b.tint@pgrad.unimelb.edu.au> or Martha Mednick <mednick@tmm.com> if you would like to participate.

Now and in the future we would also like to bring your attention to important new books suggested, written or edited by CFW members. ASSAULT ON THE SOUL: WOMEN IN THE FORMER YUGOSLAVIA is edited by Sara Sharrat, Ph.D. and Ellyn Kaschak, Ph.D. It contains some unusual and provocative articles concerning the experiences of an international group of feminist therapists, activists and grassroots organizers who have been offering services to women and children in the former Yugoslavia and includes interviews with female justices of the International Criminal Tribunal in the Hague.

Committee for International Liaisons

Michael J. Stevens, PhD
Chair

The Committee for International Liaisons is:

1. assisting psychologists who are conducting intercultural research to get to know psychologists in other countries who are working on similar problems and in encouraging possible collaboration;

2. informing psychologists of approaches to assessment and intervention as they are practiced abroad and in promoting the exchange of various other ideas with applied psychologists worldwide;

3. facilitating opportunities for psychologists who are traveling abroad to meet psychologists in other countries and arranging for them to attend conferences and to give lectures or workshops; and

4. facilitating the exchange of psychologists between countries who are interested in visiting universities, who want to obtain specialized training, or who are interested in finding temporary employment.

A complete list of psychologists from abroad who are liaisons between their countries and Division 52 can be found at: http://www.tamu-commerce.edu/orgs/div52/ liaison.html. Information about career and training opportunities in international psychology can be sent either to Michael Stevens at mjsteven@ilstu.edu or Joan Buchanan at jbuchanan@apa.org and will be added to the Division's clearinghouse.

Call for 2001 Nominations

Florence L. Denmark
Division 52 President

We need nominations for officers beginning January 1, 2001. We will need a President-elect, a Treasurer, a Secretary, and 2 Members-at-large. The reason we need a Treasurer is that Lenore Walker was elected for a 2-year term. She is eligible to be re-elected. Bill Masten is filling in the unexpired term for Secretary (Continued on page 7)
Making the Small World Smaller

Given the current state of international psychology, what can be done to make the small world smaller?

1. One way to increase psychologists' knowledge of research and intervention techniques from other countries is to include this information in the education and training of the next generation of psychologists.

2. Student and faculty exchanges with other countries provide another opportunity to make the small world smaller. By studying or teaching in a foreign university, exchange participants can both learn about psychology from a different perspective and teach their co-workers or classmates about psychology from the perspective of their native country.

3. Another way to facilitate this exchange of information is to bridge the gap between organizations and education by inviting foreign psychologists visiting one's country to contact local psychological associations and psychology departments to meet, discuss relevant issues with faculty and students, and to provide guest lectures.

4. Organizations, such as the International Council of Psychologists (ICP), provide a forum for colleagues to meet and exchange ideas with their foreign counterparts. Certainly, we in Division 52 have an important role to play in making the small world smaller. Through liaisons, we can work with other international organizations as well as with other APA Divisions to share information and collaborate on projects relevant to international psychology.

5. Also of primary importance is the need to recruit new members in Division 52 from both the United States and from countries around the world. Having a broad base of membership facilitates opportunities for international collaboration at the research, clinical, policy, and educational levels. It also enables us to learn at a grassroots level the issues pertinent to different geographical regions.

6. We can broaden our use of the technology available to us by establishing and maintaining databases and "listservs" on the Internet to facilitate international gathering and disseminating theoretical, practical and policy information.

As we begin this new millennium, the profession of psychology is faced with the challenge of keeping pace with rapid changes occurring in what has been termed the "global village." Small world, indeed! For us, making the small world smaller means making psychology bigger and further reaching - broadening our collective research, practical knowledge bases and our policies so that we can better serve the needs of all of our colleagues and the public.

References


Council of Representatives' Report, Division 52

Frances M. Culbertson, PhD, ABPP

APA Council of Representatives' meetings were held in Boston, MA (my home town - born and bred there) on August 19, and August 22, 1999.

The Wild Card Plan had 162 Council Representatives, and I am very pleased to report that it was a most congenial, cooperative, and agreeable assembly. This amiable ambience was a reflection of the positive influence of our gracious President, Richard M. Suinn, who led the Council of Representatives through the hurdles and conflicts with an ease and humor that influenced all of us. In this report, I am highlighting for you those elements of our meetings that I feel are important to our Division. Should you have further questions, please contact me.

Elections, Awards, Membership, and Human Resources

Council Voted to elect 132 Members to initial Fellow status and Division 52 had the following individuals elected as new Fellows: Uwe Gielen, PhD; Kay Green, PhD; Esther Halpern, PhD; Anie Kalayjian, EDD, RN; Hedwin Naimark, PhD; Selma Saper, EDD; and Michael Stevens, PhD. Congratulations to all.

Board of Directors

To keep abreast of the Science/Integration Report that was presented to Council, it was recommended that an update of this report be provided at each Council meeting, and put in the agenda book of Council. For those of you who are interested in this report, you can request it from the office of Dr. Raymond D. Fowler, Chief Executive Officer of APA.

Council received as information a notification of the emergency action taken by the Board of Directors in which they adopted an APA Resolution Opposing Child Sexual Abuse.

Education Affairs

The National Standards: The Teaching of High School Psychology was approved by Council. There is now a new definition of Continuing Professional Education (CPE) which needs to be followed by the incoming Program Chair and it is as follows: "CPE in psychology is an ongoing process consisting of formal learning activities that: (1) are relevant to psychological practice, education, and science; (2) enable psychologists to keep pace with emerging issues and technologies; and (3) allow psychologists to maintain, develop, and increase competencies in order to improve service to the public and enhance contributions to the profession."

Professional Affairs

Sixteen thousand dollars from the 1999 contingency fund was allocated to support consultative site visits, furthering the development of prescription privilege activity in states with good potential for that development. The Practice Directorate will coordinate these visits.

Scientific Affairs

Council approved the "Standards for Educational and Psychological Testing." Council also approved the American Association for the Advancement of Science's resolution on the Universality of Science and Freedom in the Conduct of Science.

Public Interest

Council endorsed the UN declaration of the Year 2000 as the "International Year for the Culture of Peace."

Ethnic Minority Affairs

Council voted to provide $10,000 (from the 1999 Contingency Fund) for re-printing and electronic dissemination of resource materials supporting APA's "National Conversation on Psychology and Racism."

Financial Affairs

Once again, finances were a heated issue. Council did vote to restore the full meeting schedule of Boards and Committees for 2000.

Other Items

Presentations were made by the various Directorates, informing Council of their works, programs, and future activities. For those of you who are present at the annual APA convention, keep in mind that Council of Representatives meet Sunday mornings and it may be a good time to visit and see the Council at work. Once again, should you have any questions or wish certain materials, let me know and I will be pleased to assist you in any way I can.

Minutes of the Division 52 Board Meeting

19 August 1999, Boston

Sheila Joshi, PhD
Secretary

The meeting was called to order by Dr. Denmark at 7:00 p.m. Members present were: Florence Denmark, PhD; President, Frank Farley, PhD; President-Elect, Ernst Beier, PhD; Past President; Sheila Joshi, PhD; Secretary; Lenore Walker, PhD; Treasurer; Frances Culbertson, PhD; Council Representative; Henry David, PhD; Carl Zimet, PhD; Irene Deitch, PhD; Member-at-large-elect.

Committee Chairs present were: Christina Antonopoulou, PhD; Ms. Joan Buchanan; Ms. Hong Guo; Ms. Sarah Jordan; Nila Kapor-Stanulovic, PhD; Chrysoula Kostiogianni, PhD; Lewis Lipsitt, PhD; Margot Nadien, PhD; Selma Saper, PhD; Mr. Robert Wesner.

1) President's Report

a) Division 52 is permanently established: Dr. Denmark officially announced the permanent establishment of Division 52. The entire Board offered heartfelt thanks to Ms. Sarah Jordan for her extra help in the push to obtain enough members for permanent status. She was awarded with a plaque, and the celebration was topped off by champagne provided by Mr. Robert Wesner.

b) Elections results: Dr. Denmark announced the following election results and appointments (effective 1 January 2000):

President-elect - Dr. Olgra Gottsegen
Member-at-large - Dr. Henry David

Appointments:

Dr. Harold Takosshian will continue as Fellows Chair.
Dr. Richard Velayo will become Chair of the 2000 Program Committee.
Dr. Irene Deitch will be Chair of the Public Relations Committee.
Dr. Michael Stevens will continue as Chair of the International Liaisons Committee.
Dr. Bill Masten will continue as Webmaster and Chair of Electronic Media.
Dr. Joy Rice will become Chair of the Committee for Women.

Drs. Beier, Denmark, and Farley will constitute (Continued on page 9)
2) Secretary's Report

a) Dr. Joshi presented the Minutes of the August 1998 Board meeting for approval. Dr. Zimet moved that they be approved. They were approved unanimously.

b) Dr. Joshi asked if anyone on the Board was utilizing the Members listserve. Some Board members were. Dr. David suggested that we print in The Reporter that we have a Members listserve, that all are welcome to join; and that we recognize that not all international members have access to e-mail or fax.

c) Finally, Dr. Joshi pointed out that Division 13 (Consulting) is offering pro bono consulting to other divisions, and urged the Board to keep this offer in mind as a potentially useful opportunity.

3) Representative to Council's Report

Dr. Culbertson reported that the Council's latest meeting had been very pleasant and cooperative in tone. Among the many issues considered at Council was APA's capacity for political activism. In her report in The Reporter, Dr. Culbertson wrote: "Because APA is exempt from federal taxation as a charitable organization under Section 501(c)3 of the Internal Revenue Code, it is limited in the amounts of monies allowed for legislative advocacy. The Board of Directors, cognizant of this state, is exploring other avenues to pursue regarding legislative and other funding that will not limit contribution amounts and not imperil APA's status."

4) Treasurer's Report

Dr. Walker reported that we had 549 dues-paying members, as of 30 June 1999. Dues income this year totaled $10,602. The 2000 assessments will all remain the same. She underscored that fact that we have no income other than dues, and suggested that we look for other ways of generating income, such as CE or a newsletter.

b) Dr. Walker explained that this was consistent with the attendance of Board members at Council meetings and the Convention, as well as the Convention's latest meeting had been very pleasant and cooperative in tone. Among the many issues considered at Council was APA's capacity for political activism. In her report in The Reporter, Dr. Culberton wrote: "Because APA is exempt from federal taxation as a charitable organization under Section 501(c)3 of the Internal Revenue Code, it is limited in the amounts of monies allowed for legislative advocacy. The Board of Directors, cognizant of this state, is exploring other avenues to pursue regarding legislative and other funding that will not limit contribution amounts and not imperil APA's status."

b) Dr. Walker explained that this was consistent with the newsletter expenditures of other divisions. She brought up the option of funding the attendance of Board members at Council meetings and the Convention, as well as the question of whether to hold a mid-year Board meeting, with partial defrayal of travel costs. Finally, Dr. Walker suggested that we put $10,000 into a higher interest-bearing account, and that a Finance Committee be formed to pick the investment vehicle.

c) Dr. Walker also alert us to the existence of people who submit the same program to more than one division at the same time. Furthermore, he asked us to consider whether we wanted to refine our focus to one that is actually international (as opposed to accepting papers on any subject that just happen to have been written in another country), or whether we want to remain more open and unstructured for awhile longer. Dr. David and Joshi emphasized the value of being very welcoming to foreign submissions for the time-being, as we raise the general goal of furthering the mission of Division 52 and international psychology. Dr. Stevens also announced the formation of a Clearinghouse of information pertinent to career development, internships, and graduate training in international psychology. He thanked Ms. Joan Buchanan, Ms. Shannon McCaslin, and Ms. Evana Hsiao for their help in collecting and disseminating information from this Clearinghouse. The purpose of this project is to match foreign and American psychologists who are interested in visiting another country, collaborating on research, obtaining information about the status of psychology in a given country, etc.

d) Dr. Stevens suggested myriad potential directions for the growth of this project, including the development of lists of international psychology Web sites; and foreign internship opportunities. Dr. Culberton suggested that we join with Project Share, which maintains a list of people who are interested in hosting international visitors. Dr. Fran -- maybe we should join project share - list of people who are willing to be social and escorting. Dr. Kostogianni suggested we expand our thinking and appoint several liaisons per country, each representing a different field of psychology (e.g. clinical, developmental, etc.)

6) Program Committee Report

Dr. Hogan reported that he and his co-chair Dr. Velayo had found it very helpful to have one year's co-chair become the next year's chair. 322 submissions were received this year, from 30 countries. With what add-ons, Division 52 was presenting 30 hours of programming at the 1999 Convention. For the first time, APA restricted the days on which we could offer programming. This year's on-line submission process was extremely cumbersome and time-intensive. Several Board members who had been involved in programming for other divisions this year, concurred. Dr. David proposed that Dr. Denmark write a letter to the Board of Convention Affairs and the Board of Directors expressing this serious concern.

Dr. Hogan also alerted us to the existence of people who submit the same program to more than one division at the same time. Furthermore, he asked us to consider whether we wanted to refine our focus to one that is actually international (as opposed to accepting papers on any subject that just happen to have been written in another country), or whether we want to remain more open and unstructured for awhile longer. Dr. David and Joshi emphasized the value of being very welcoming to foreign submissions for the time-being, as we raise the general goal of furthering the mission of Division 52 and international psychology. Dr. Stevens also announced the formation of a Clearinghouse of information pertinent to career development, internships, and graduate training in international psychology. He thanked Ms. Joan Buchanan, Ms. Shannon McCaslin, and Ms. Evana Hsiao for their help in collecting and disseminating information from this Clearinghouse. The purpose of this project is to match foreign and American psychologists who are interested in visiting another country, collaborating on research, obtaining information about the status of psychology in a given country, etc.

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7) Fellow Committee Report

Dr. Takosishann announced that all seven initial Fellows applicants and all 11 current Fellows applicants were approved by the committee and recommended to Council.

8) Awards Committee Report

On behalf of Dr. Morgan, Dr. Denman reported that several awards would be presented at the Business Meeting, and asked us all to attend.

9) Newsletter

Dr. Kos (in absentia) provided a written report on the newsletter. Although only two issues have been produced have been approved for 1999, he suggested we return to producing three, since members have been calling, wanting their third issue. He advised that the number of pages and the quality of the paper and ink are important inputs in making this such a popular newsletter. Dr. Kos cited the commendation Ms. Pat Miyamoto, of APA Membership & Publishing Services, who wrote to Ms. Sarah Jordan: "Wow! very impressive ... a great well put together newsletter ... who did it? Slick, good content, professional ... wow." Dr. Kos also reported that the March 1998 issue cost $1420.55; the July issue, $1742.55; the November issue, $1582.19. Furthermore, $186 was spent in July and $126.15 in November to attract new members. He suggested we allocate more funds for this purpose. Finally, Dr. Kos and his wife Mirella donated to the Division any additional expenses they incurred this year.

The Board unanimously commended Dr. Kos for the excellent and generous work he has done. Dr. Farley said: "It's the best newsletter around." Funding was approved for two more issues in 1999, for a total of four.

10) Web Site and Listservers

Dr. Masten reported that the Division 52 Web site has had 900 visits so far. He encouraged Board members who had not yet given him a photo for the site, to do so. He also informed us that we may post any items of interest to the site. He posted our Convention program.

Dr. Masten further reported that the student page has been made more accessible, and that he is posting the International Liaisons. Two news listserves have been created: one for student members and one for international affiliates. Soon, a listserve for international liaisons will be started. Dr. Masten recommended that we purchase our own domain name, instead of remaining attached to TAMU-Commerce's Web site. He suggested something like "internationalpsychology.org," a more intuitive name, that interested people would be more likely to locate. The Board agreed to this proposal, and thanked Dr. Masten enthusiastically for his work.

11) Membership Committee Report

Dr. Chrisler reported that, on 21 July 1999, we had 952 members, of whom 130 are students. 866 members are from the US. She reminded us that not all members are dues-paying. Dr. Zimet suggested that we make a point of requesting voluntary contributions from dues-exempt members. Dr. Chrisler announced her intention to resign at the end of the calendar year. The Board expressed its warm thanks for her service.

12) Women's Interest Group

Dr. Rice reported that 28 people have expressed interest in the start-up of this group. 15-
The Board extended bubbly thanks to Dr. Denman and her husband Mr. Robert Wesner for the very generous gift of celebratory champagne.

The meeting adjourned at 10:00 pm.

Here & There: Member News

Irene Deitch, PhD

Another professionally active summer for our divisional members: Dr. Irene Deitch, professor of psychology at the College of Staten Island, division president, Dr. Florence Denmark, and divisional committee chair Dr. Dorothy Litwin.

All 3 presented papers for a symposium, Women and Aging in the Next Century, chaired by Dr. Florence Denmark, at the 6th International Inter-Disciplinary Congress on Women in Tromso, Norway in June. They are actively involved with this professional group and have presented programs since inception.

In July, Dr. Irene Deitch was the USA delegate to the International Congress of the Psychological Society of South Africa, under the auspices of: IUPSYS, IAP, IACCP in Durban, South Africa. The conference was titled Psychology in Society: Challenges Beyond 2000. Her paper "Making a Society for All Ages Become a Reality"

Please feel free to share with us your professional "comings and goings".

(A Message cont. from page 1)

Frank Farley has asked me to serve as co-chair of this committee. Other appointments will be announced as they occur.

I want to thank all the members of the Division Board who served with me. Each and every one has done a great job. Special thanks go to outgoing past-president Ernst Beier, outgoing Member-at-Large, Carl Zimet, and outgoing membership chair, Joan Chrisler.

I also want to commend other members of the Executive Committee I didn't mention earlier: Henry David, Treasurer, Lenore Walker, Council Representative, Frances Culbertson, as well as other committee chairs such as Joy Rice (Women's Issues) and Michael Stevens (International Liaisons). Joy is very active and doing an excellent job. I particularly want to commend Ivan Kos, the editor of the International Psychology Reporter, who has done an outstanding job giving us what I consider to be the top APA divisional newsletter.

Before concluding I want to extend congratulations to our new Fellows and award winners. Congratulations to our 7 new Fellows: Uwe P. Gielen, Kay C. Greene, Esther Halpern, Anie Kalayjian, Hedwin Naimark, Selma G. Sapir, and Michael J. Stevens. I would also like to commend our Award recipients. Frances Culbertson and Charles Spielberger, who received Career Awards for Outstanding Contributions to International Psychology and Edwin Fleishman who received a Distinguished International Psychologist Award.

I was delighted and surprised also to receive the latter award. (Bob Morgan, Awards Chair, and his Committee made all award decisions, not me.) Other awards included a gavel for our Founding President, Ernst Beier, and Certificates of Recognition for Service in Division 52 to: Leonore Loeb Adler, Gloria Gottsegen, Sheila Joshi, Bill Masten and Harold Takooshian. I'm certain that others who deserve recognition will receive awards next year. So many are worthy. We have a great division.

I can't leave awards without noting that a recognition award was presented to Sarah Jordan, who is in charge of Division Services. This award was presented to Sarah at the Board Meeting recognizing her invaluable guidance and wise counsel throughout the formative years of our division. I know Sarah will continue to be helpful and responsive to our needs.

I'm leaving the presidency in excellent hands, with Frank Farley succeeding me as President and Gloria Gottsegen as President-Elect. I will be happy to assist them and work for Division 52 in any way I can.

Upon concluding my presidency I looked back at the goals I set in January 1998 at APA's Division Leadership Conference for my 1999 presidential year. My first goal was to increase membership, noted above and met. I also wanted to encourage international activities in all divisions. At the CIRP breakfast this August, I noted an increasing number of divisions with international liaisons. Our member Corann Okorodudu sent a message to all divisions to include international programming.

Another goal was to increase exchange and cooperation with international psychologists. These goals are being achieved. Finally, I wanted to ensure that Division 52 includes all aspects of psychology: science, practice, teaching and public interest. So far both the Board and our convention activities reflect the diverse nature of our division. I hope all who serve after me will maintain this diversity. We should continue to serve all psychologists who have an international interest.
Proposed Amendments to the Division 52 Bylaws

Gloria B. Gottsegen, Ph.D., Chair
Bylaws Committee and President-elect Designate

Division 52 Voting Members:

This proposed amendments to the Division 52 Bylaws are presented for your consideration. Most of the proposed changes are stylistic or grammatical in nature or have been suggested by the APA legal counsel. There are a few substantive changes, which were approved by the Division 52 Board of Directors in August 1999. These include the addition of a Webmaster position and a new standing committee - the Committee for Women. Also, it is proposed that the length of the treasurer's term of office be increased from 2 to 3 years to be consistent with the term of the secretary. Material to be added is underlined and material to be deleted is enclosed in brackets.

Please signify your approval (or disapproval) of these bylaws by mailing the bylaws ballot by January 15, 2000 to our acting Secretary:

Gloria Gottsegen, PhD
8535 Casa Del Lago - #37A
Boca Raton, FL 33433-2184

In ARTICLE I: NAME AND PURPOSES, a wording change in Section 2 and a new Section 3 is proposed:

Section 2

The purpose of this Division [is] to further the development and advancement of international relations among psychologists in the areas of sharing knowledge, encouraging visitation, and encouraging intercultural research and development in clinical practice, and to promote the general objectives of the APA.

Section 3

No part of the earnings of the division shall inure to the benefit of, or be distributable to its members, officers, or other private persons, except that the organization shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of Section 501 (c) (3) purposes. No substantial part of the activities of the organization shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the organization shall not participate in or intervene in (including the publishing or distributing of statements) any political campaign on behalf of, or in opposition to, any candidate for public office.

In ARTICLE II: MEMBERSHIP, Section 1B the following changes are proposed:

B. Fellow

To [qualify] be nominated for the status of Fellow an individual shall:

1. Be a [Fellow] Member of APA;
2. Have been a Member of the Division for at least one year;
3. Have made an outstanding contribution to the area of international activities in research, teaching or practice; and
4. Be endorsed by three APA Fellows, including two Fellows within the Division.

The Board of Directors, upon recommendation of the Fellows Committee, shall adopt and maintain criteria for election to Fellow status which shall be applied to applicants by the Committee. Nominations shall be made by the Fellows Committee, such nomination to be conducted in accordance with extant Bylaws and Association Rules of the APA.

Fellows of the Division shall be entitled to the same rights and privileges as Members.
In ARTICLE III: OFFICERS, Sections 2, 3, 4, 6 and 8 the following changes are proposed:

Section 2

The President shall be the Member who has just completed his/her term as President-elect. The term of office of the President shall be one year. [The first elected President shall take office immediately after the results of the Division's first election have been tabulated, and will serve a one-year term.] The President shall preside at all meetings, shall be the chair of the Board of Directors, and shall perform all other usual duties of a presiding officer.

Section 3

The President-elect shall be a Member of the Board of Directors, and shall perform the duties traditionally assigned to a Vice-President. The term of office of the President-elect shall be one year. In the event that the President shall not serve his/her full term for any reason, the President-elect shall succeed to the unexpired remainder thereof and continue to serve through his/her own term.

Section 4

[During the first year of the existence of the Division there will be no Past President. After the first year] The Past President of the Division shall be the most recently retired President of the Division, shall serve as a member of the Board of Directors, and shall serve as a Chair of the Committee on Nominations and Elections. The term of the office of Past President shall be one year. If, for any reason, the Past President shall not serve his/her full term of office, the office shall remain vacant through the balance of the year in which the vacancy occurs.

Section 6

The Treasurer shall be elected for a term of three (3) years. During his/her term, he shall be a member of the Board of Directors, shall oversee custody of all membership funds and property of the Division, shall oversee the receipt of all money by the Division, shall direct disbursements as provided under the terms of these Bylaws, shall oversee the keeping of adequate accounts, shall prepare the annual budget in consultation with the President and the Board of Directors, and shall make an annual financial report to the Division and, in general, shall perform the usual duties of a Treasurer. In the event of the incapacity of the Treasurer, or a vacancy in that office, the President-elect is authorized to serve in his/her stead until the next yearly election.

Section 8

In the case of death, incapacity, resignation or other cause of vacancy in the office of the President-elect or Secretary, the vacant office shall be awarded to the candidate for the position who was, at the time of the most recent past election, the runner-up for the office in question. If the runner-up declines to serve, or is for any other reason, unavailable, the Board of Directors shall, by a majority vote, elect a successor to serve until the next annual meeting and shall also undertake to conduct a special election from among eligible members to secure a permanent incumbent who shall complete the unexpired term.

In ARTICLE IV: BOARD OF DIRECTORS, Section 1D and Section 2H and I the following changes are proposed:

D. The inaugural appointment of the newsletter editor will be for six (6) years. Subsequent appointments shall be for renewable three-year periods. The inaugural newsletter editor shall be a member of the Board of Directors with vote. Subsequent newsletter editors shall be ex officio members without vote. The appointment of the newsletter editor shall be made upon the recommendation of the President and after the approval of a majority of the Board of Directors.

H. Recommending or approving the disbursement of funds of the Division in accordance with Article [V] IX of these Bylaws;

I. Advising the President regarding the appointment of the Editor of any of the Division's print and media publications;

In ARTICLE V: EXECUTIVE COMMITTEE, Section 3 a capitalization correction is proposed:

Section 3

Actions of the Executive Committee shall be subject to the review of the Board of Directors at each Board of Directors meeting. Actions of the Board of Directors shall be subject to review of the membership at the membership's annual meeting.

In ARTICLE VI: COMMITTEES, Sections 4A-F the following changes are proposed:

Section 4

The Standing Committees of the Division shall be:

A. The Program Committee, which shall consist of three (3) members, [all] each of whom shall serve staggered terms of 3 years. Committee Members shall be appointed by the President-elect and ratified by the Board of Directors. It shall be the duty of the Committee to solicit, evaluate, and select scientific and professional contributions to be presented as part of the Division's annual meeting programs.

B. The Committee on Nomination and Elections [is] as described in Article VII, Section 1.

C. The Membership Committee, which shall consist of three (3) members, [all] each of whom shall serve for staggered terms of three (3)
years. It shall be the duty of the Committee to solicit members and recommend applicants for membership.

D. The Fellows[hip] Committee, which shall consist of three (3) Fellows of the Division, [all] each of whom shall serve for staggered terms of three (3) years. It shall be the duty of the Committee to evaluate and recommend applicants to the [Board of Directors] APA Membership Committee.

E. The Awards Committee, which shall consist of the three (3) most recent Past Presidents of the Division. The Committee shall be responsible for recommending awards of such a nature as are consistent with the aims of the Division. The bestowing of any such award by the Board of Directors shall require an affirmative vote of two-thirds (2/3) of Board Members present and voting.

F. The Committee for Women, for which the Chair will be appointed bi-annually, will identify substantive issues affecting the welfare of women globally and will recommend action to the Division.

In ARTICLE VII: NOMINATIONS AND ELECTIONS, Sections 1 and 2 the following changes are proposed:

Section 1

The Committee on Nominations and Elections shall consist of the Past President, who serves as ex-officio member and as chair of the Committee, and up to three (3) other members of the Division. The members of the Committee on Nominations and Elections shall be appointed by the President with concurrence of the Board of Directors, and shall serve for one (1) year. In the case of the death, resignation, or incapacity of the Past President, the President shall assume the duties of the Chair. [The Committee shall be responsible for implementing the policies required for the nomination and election of officers.]

Section 2

The Committee on Nominations and Elections shall be responsible for implementing the policies required for the nomination and election of Officers and Representatives to Council. All aspects of nomination and election will be done in accordance with the provisions of the APA Bylaws, and shall be completed by the dates specified by APA. A nominating ballot shall be distributed [by January 15 of each calendar year] by the appropriate deadline of the year prior to the calendar year requiring the election of Division officers. Only Members, Fellows and Voting Associates of the Division shall participate in the nomination procedure.

A new ARTICLE VIII: PUBLICATIONS is proposed for inclusion with subsequent articles renumbered:

ARTICLE VIII: PUBLICATIONS

Section 1

The Division shall publish a newsletter, a website and other such publications as shall be approved by the Board of Directors.

Section 2

The inaugural appointment of the Webmaster shall be for six (6) years. Subsequent appointments shall be for renewable three-year periods. The appointment of the Webmaster shall be made upon the recommendation of the President and after the approval of a majority of the Board of Directors.

Section 3

The Editor and the Webmaster shall be responsible for issuing reports to the Board of Directors in the same fashion as are the committees of the Division, as described in Article VI, Section 6 of these bylaws.

Section 4

Should the Board of Directors approve the production of publications in addition to the newsletter and webpage, the Board of Directors shall also approve the appointment and terms and conditions of appointment for the Editor or Editors of such additional publications.

Your ballot must be received by: January 15, 2000

(bylaws and nominations form - page 37)
DURING the past decade professional psychology has continued to mature steadily. Today there are in excess of 8,100 licensed health care psychologists. At the San Francisco convention, our graduate student organization (APAGS) celebrated its 10th anniversary, possessing 64,300 members. Serious consideration is being given by the APA Board of Directors to ensuring that APAGS will have a real presence at every board meeting, including at our retreats. At the undergraduate level, psychology unquestionably is one of the most popular majors in the nation. Naturally, we continue to face growing pains. For example, I am convinced that institutionally, we have not taken our responsibility seriously enough for ensuring the availability of quality internship and post-doctoral training placements sites for our graduates. There is a beginning appreciation by our training programs (particularly by the professional schools) of the importance of psychology obtaining legislative recognition under the Graduate Medical Education (GME) account of Medicare and the Health Professions initiatives of Title VII of the U.S. Public Health Act, in order to fund these slots. Yet, it should be our public sector colleagues who demonstrate the vision and leadership necessary to ensure that these "hands on" training opportunities will exist for future generations. Why, for example, don't our colleagues within the U.S. Public Health Service Commission Corps take the lead in proposing psychology-based Title VII training initiatives on behalf of the Administration? Why do we consistently sit back and assume that it is APA's responsibility to propose "corrective" legislation? Many proclaim that it was the VA's infusion of training funds right after World War II that created modern day clinical and counseling psychology. Who was the individual(s) who initiated this? Who has the programmatic vision to follow in his/her steps?

Professional psychology is doing extraordinarily well. Our colleagues in psychiatry, on the other hand, report a dramatically different picture. Their recent report: Only about three percent of medical students choose to specialize in psychiatry, with incoming first-year medical students having a fairly negative image of psychiatry that worsens during their training. Psychiatry was the first career choice for only 0.4 percent of first-year students in a recently reported survey, compared with 13 percent in a 1970 survey. Psychiatry was a strong career choice for about seven percent of first-year medical students in 1994, compared with 11 percent of first-year students in a 1980 study. In addition, 62 percent of medical students in 1994 said it was unlike they would choose psychiatry, compared with 28 percent in 1980. Psychiatry as a career choice ranked much lower than primary care (family medicine and internal medicine), surgery, obstetrics/gynecology, and pediatrics. Medical students also rated psychiatry much lower in terms of treatment efficacy, scientific foundation, bright and interesting future, and being a rapidly advancing field in medicine. They respected psychiatrists' skills and knowledge much less than those of the other five physician specialists. [Psychiatric News, 1999].

NATIONAL NEWS

The 21st Century is Rapidly Approaching - Exciting Times

Patrick H. DeLeon, PhD, JD, ABPP
APA President-elect

APA on the World Wide Web
webmaster@apa.org

APA President-elect Patrick H. DeLeon, PhD, JD, ABPP, addresses several topics of considerable long-term importance to our profession. As I testified last year, historically, senior leadership positions and commands within the Army Medical Department had been corps specific. As an example, officers of the Medical Corps have commanded Medical Treatment Facilities and non-deployed Table of Organization and Equipment - TO&E - medical units have been commanded by Medical Service Corps officers. This policy has limited the Army Medical Department's ability to select the best-qualified officers for senior leadership positions. In January 1997, the Secretary of the Army approved my request to change Army regulations, which had restricted command of Medical Treatment Facilities. In general, veterinary, dental, aviation, garrison and logistics commands will remain corps specific. Virtually all other commands are quickly becoming Army Medical Department corps immaterial. The implementation of corps immaterial commands within the Army Medical Department will be phased in over the next few years... [e.g., senior military psychologists will have the opportunity of commanding major medical facilities - the key to advanced promotion].

The Surgeon General went on to discuss two additional policy issues which, in my judgement, are absolutely critical to understanding how health care will evolve as we enter the 21st century - the impact of technology and the notion of a truly unified federal health care system. "Technology... We are enthusiastically incorporating advanced technology into the way we provide world-class care to our patients... The Personal Information Carrier (PIC) or 'digital dog tag', which will carry medical and personal information on service members... Telemedicine is a technology to efficiently leverage healthcare delivery over long distance. The aims of this technology are to improve quality, improve access, enhance provider and patient satisfaction, and reduce cost. The technologies that it encompasses may include the personal computer with internet and email access, internet access, store-and-forward technology, videoconferencing and digital exchange of various types..."
The evolving collaboration between the VA and the Practice Directorate is
(Continued on page 16)

AN OPEN INVITATION

PA DIVISION 52 MEMBERS AND AFFILIATES ARE INVITED TO SUBSCRIBE TO AND SERVE AS PEER REVIEWERS AND CONTRIBUTORS TO THE INTERNATIONAL JOURNAL OF POLITICAL PSYCHOLOGY AND POLITICAL SOCIALIZATION, POLITICS, GROUPS, AND THE INDIVIDUAL (ISSN 1430-0230). THOSE WANTING TO SUBSCRIBE, SUBMIT ARTICLES, OR SERVE AS REVIEWERS SHOULD CONTACT:

RUSSELL FARNEN, PhD
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TO SERVE AS A PEER REVIEWER PLEASE INCLUDE A RESUME IN YOUR COMMUNICATIONS.
a very nice evolution. The formulation of a specific focus on prescriptive authority was particularly rewarding. [Board of Directors member, Kathy McNamara] "Another step was taken in support of prescribing psychologists. A small task group was charged with focusing on psychological responsibility for the medications prescribed for their patients. In contrast to previous meetings, this time the self-selected members of this task group were of one mind - to move forward. Absent with the trepidation and the question of whether-or-not this should happen. The task was soon defined and the group embarked on developing a specific plan to eventually achieve the desired outcome: direct and ready access by veterans to psychologists not only well-trained and competent to prescribe, but routinely expected to do so in the treatment of their patients. The report back in the plenary meeting of all conference participants was met with affirmative comments by many of the leaders present. Comments from the floor in support of the endeavor ranged from acknowledgment of issues of access, to concerns about the qualifications of providers... Some cited providers with much less education and training in mental health already permitted by VA facilities to prescribe psychoactive medications.

"Noting that the APA Council of Representatives had already unanimously voted to pursue prescriptive authority for psychologists, the task group's summary report to the plenary session called for AVAL to fully support the APA position. The report recognized that there are already psychologists with 'hands-on' experience - not only those formally trained and working within the Department of Defence, but others within the VA system, itself, who have been working side-by-side with other clinicians who have placed this responsibility on them. Further, the targeted outcome is quite consistent with a recent directive issued by Dr. Kizer extending the scope of practice of non-physician providers." A most productive conference.

**Interesting Developments re Prescriptive Authority:** The Prescribing Psychologists' Register recently graduated its first class of approximately 400 psychologists who meet, or surpass, the 300 hour didactic subject hour requirements for the APA model curriculum. Gary Davis (School of Medicine, University of Minnesota, Duluth) reports that: "I just finished teaching the first rendition of my new graduate course, 'Introduction to clinical psychopharmacology'. In addition to grad students, three licensed psychologists (including two psychology faculty) took the course. Next year should be even bigger and better." Scott Hamilton; "Two years ago APAGS formally endorsed the APA's position with regards to pursuit of RxP. The APAGS subcommittee which I chair, the APAGS Advocacy Coordinating Team (APAGS-ACT), has begun an RxP information campaign for psychology graduate students across the country... We have a presentation scheduled for convention and now our task group is developing an 'RxP fact sheet' to be distributed..." HRSA has released its "Curriculum Guidelines & Regulatory Criteria for Family Nurse Practitioners Seeking Prescriptive Authority to Manage Pharmacotherapeutics in Primary Care." And, the General Accounting Office (GAO) has just released its report: Prescribing Psychologists: DOD Demonstration Participants Perform Well but Have Little Effect on Readiness or Cost" - Both should be interesting reading.

HPA President Leigh Jerome: "Rob Welch and I received a briefing on the recent status of state legislatures. The work so far is truly gratifying. The Middle States Compact has been very active making additional gains, while the opposition remains in an unfocused state. Thanks to the work in the northwestern region, two legislative initiatives appear promising. One initiative produced legislation that, if signed, will probably provide psychologists prescriptive authority for psychoactive medications under the supervision of specially trained nurse practitioners. Another bill would allow psychologists and other healthcare professionals (e.g., homoeopathic and naturopathic doctors) to prescribe alternative medications (e.g., St Johns Wart for depression). There is a growing market for alternative medications and the resistance of traditionally trained providers to recognize the benefits of alternative treatments has angered some large drug companies. Drug companies are projecting the alternative medication sales, especially for mental health and lifestyle concerns, will double over the next three years. The strategy for the drug companies is to legitimize these medicinal remedies by regulation. Qualified non-physician professionals would receive regulatory approval to recommend alternative medications, thus providing competition for physicians who may otherwise attempt to gain greater power over the lucrative medication industry. Apparently marketing medications as "nutritional supplements" could save billions of dollars in research and provide quicker time to market new developments. Consumers are anxious to try alternatives to psychoactive medications. In order to be a licensed prescribing health professional, psychologists will need to successfully complete the curriculum established by a multidisciplinary panel, and sponsored by pharmaceutical company investments. This course of study is defined in the bill and includes supervision under the auspices of an appropriately licensed individual. As one can see, the Middle States Compact is moving the current agenda to a new level. A Hai Hau."

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Mental Health Challenges for WHO

Benedetto Saraceno, Director, WHO Department of Mental Health

Present and future magnitude of mental health problems

Data suggests that mental health problems are among the most important contributors to the global burden of disease and disability. It is also of great significance that five of the ten leading causes of disability worldwide (major depression, schizophrenia, bipolar disorder, alcohol use, obsessive compulsive disorder) are mental health problems (1990). Mental health problems are as relevant in developing countries as they are in developed countries. Mental health problems tend to proliferate as a result of complex and multiple biological, psychological and importantly, social determinants.

In most cases, a complex interaction process between biological, psychological, and social factors contributes substantially to the emergence of mental and neurological problems. For example, mental health problems are expected responses to war and trauma, and to conditions of relative poverty and limited access to resources. However, beyond the burden of mental problems defined through epidemiological measures, we should also consider the 'Undefined and Hidden' burden of mental problems. There exist forms of burden linked with mental problems which because of difficulties in measurement and lack of quantitative data have received less attention, but which nevertheless have an enormous impact on the economic and social development of countries. The Undefined Burden refers to the economic and social burden for families and communities. Although considered to be substantial, it has not been measured to any great extent. The Hidden Burden refers to the burden associated with stigma and violations of human rights and freedoms. Although a major problem throughout the world, many instances remain hidden behind closed doors. The future will bring an exponential increase in mental health problems.

All indications are that the burden due to mental and neurological problems will become even greater in the coming decades and will pose serious social and economic handicaps in global development issues, unless substantive action is taken. Given the ageing of the population and increasing social problems and unrest, the burden due to mental problems will increase substantially and will become a major threat to development.

Increased life-expectancy of those with mental disorders

The larger number of people reaching young adulthood will contribute to the greater number of people developing schizophrenia. The larger number of people surviving to an elderly age will contribute to the greater numbers of people who will suffer from dementia.

The incidence of depressive illness increases with age leading to the prediction that depression will be the second leading cause of disease burden in 2020.

Increased growth in the numbers of persons affected by violent conflicts, civil wars and disasters and the number of displaced persons will contribute to psychosocial problems and interpersonal violence within communities. Such populations have systematically been shown to have increased rates of mental disorders, including post-traumatic stress, depression and alcoholism.

Responding to the challenge

Mental health and well-being have nearly always assumed lower priority than communicable diseases and other 'physical' disease, despite their significant impact on mortality and morbidity. Many communicable diseases are now under control, but only as a result of awareness and commitment to address the burden. Mental problems will only be addressed when there is sufficient awareness, commitment and resource allocation.

However, we are now in a position to make use of a wealth of knowledge and technology that allows us to effectively manage, treat and prevent a wide range of mental, neurological and substance use problems. It is time to review priorities and commitments and to recognise the substantial benefits that will accrue through investing in mental health:

1. By strengthening mental health promotion

Mental health promotion requires multi-sectoral action, involving several government sectors such as health, employment/industry, education, environment, transport and social and community services and non-governmental or community based organisations such as health support groups, churches, clubs and other bodies. There are several Mental Health Promotion strategies that should be implemented by WHO.

- Psychosocial and cognitive development of babies and infants is dependent upon their interaction with parents. These interventions can improve substantially the emotional relationship which is particularly relevant for mothers living in stressful conditions and where social adversity factors prevail. WHO has developed a programme to stimulate mother-infant interaction which is being used in countries around the world.

- The school remains a crucial social institution for the education of children in preparation for life. Schools need to be more fully involved in a comprehensive educational role fostering healthy social and emotional development of pupils. Special emphasis should be given to mental health promoting aspects of work places and the work process itself.

A significant issue is unemployment, in particular youth unemployment, in this area mental health promotion strategies aim to improve employment opportunities, for example, through programmes to create jobs; provide vocational training and social and job seeking skills.

- By 2025 there will be 1.2 billion older people in the world, close to three-quarters of them in the developing world. Health policies must respond to the need to increase quality of life of both present and future cohorts of elderly people.

WHO considers that only by promoting older persons' citizenship will they be able to live their lives to their full potential. Healthy/active older persons are a resource to their families, their communities, to the economy. The 'global movement on active ageing' comprises the whole civil society and was symbolically launched on 2 October 1999 - the international day of older persons - within the international year of older persons.

- The social integration of severely marginalized groups, such as refugees, victims of disasters, the socially alienated, the mentally disabled, the very old and infirm, abused children and women and the poor is a challenge for mental health promotion.

2. By strengthening the designing and implementation of effective and innovative mental health policies which include com-

(Continued on page 18)
To promote and undertake operational and the United Nations Development Pro- mandate, for example the World Bank and pact on mental health, to internationally countries on how to plan and to develop ap­ framed into a public health approach).

To liaise with and provide advice on policies and interventions that could potentially im­ pact on mental health, to internationally based organizations without a specific health mandate, for example the World Bank and the United Nations Development Pro­ gramme (to work closely with United Na­

tions agencies). To strengthen and better define partnerships with professional organisations, local and inter­national Non-Governmental Organiza­tions and the private sector (to enhance partnerships)

In conclusion, we should admit that being aware of the magnitude and burden of mental problems and defining priorities represent only the preliminary step to face the challenge. Generally speaking it is not so difficult to recognise priorities. Difficul­ties start when the best strategies to cope with them are sought.

Therefore, developing strategies based on cost-effective interventions and improv­ing the understanding of the WHO compara­tive advantage in promoting, disseminating and in some cases implementing those strategies, needs committed and collegial action.

WHO Strategies

The WHO Department of Mental Health has defined priority strategies in its mission to reduce the impact of mental and neurological disorders and to improve the mental health of all individuals:

• To make mental health a higher priority in policy and human resource development and research within health departments of governments (to put mental health on the agenda).

To increase awareness of both the burden associated with mental health problems and the human rights of people with mental disor­ders (to fight against stigma discrimina­tion, to promote human rights of the men­tally ill).

To provide technical advice and assistance to countries on how to plan and to develop appropriate mental health services and how to train health professionals to work with the mental health dimension. Focus should be placed on Depression, Suicide, Schizophre­nia, Epilepsy and Alzheimer’s disease (to build capacity in service development and care delivery).

To promote and undertake operational and cost-effectiveness research with WHO collaborating centres and to disseminate best practices (to enhance scientific knowledge framed into a public health approach).

In February 1996 the Federal Environmental Agency in Germany issued a report claiming that two out of three of its citizens have complained about excessive noise, especially from traffic. The London press has focused on the tragic deaths, by suicide and murder, of people who have been involved in neighbor noise disputes. No longer willing to remain silent about the overhead jet noise that has robbed them of a decent quality of life, community groups across the United States have joined a national coalition called Citizen Aviation Watch. In the city of Toronto, a group of citizens have succeeded in getting an independent study to test aircraft noise levels around airports and surrounding areas. Kozo Hiramatsu reported at a conference hosted last year by the Swedish Academy of Music that for the past thirty years residents living in the vicinity of the Kadena air base in Okinawa have pursued legal actions against aircraft noise.

Despite the fact that international conferences have been held, with psychologists playing a major role, to examine the effects of noise on human behavior, noise pollution has not yet been embraced as a major environmental pollutant. This article is being written to enlist even more psychologists in our goal to curtail noise worldwide.

The World is Growing Noisier

Although tales of loud music can be found in the Old Testament and delivery trucks as they traversed Rome's cobblestone streets were indeed very noisy, it was the Industrial Revolution and the increase in urbanization that accounted for the rapid growth in noise. As we entered the 20th century, noise was more typical of an urban environment but as this century progressed, the city sounds grew even louder and noises began to spread out to formerly quiet towns and villages. Transportation was one of the major sources of this rise in the decibel level, with urban traffic readily identified as a noise generator. Yet the increase in air travel has contributed significantly to the noise problem in smaller communities. Also encroaching on communities that were once considered quiet are the noises from ski jets, electric leaf blowers and lawn mowers. Individuals who left larger urban centers because they could not deal with the blaring traffic horns, the loud discos, and the noise (Continued on page 19)

Noise Pollution: A Growing International Menace

Arlene L. Bronzaft, PhD

Dear International Psychologists:

I am interested in organizing a symposium about "Psychological Assessment in different cultures: Difficulties and possibilities".

I would like to invite other international colleagues who are interested in the same topic to participate with me in this symposium. Could you help me locate other colleagues to arrange this symposium?

Best regards,

Dr. Solange Wechsler

wechsler@lexxa.com.br
that generally stems from confining large numbers of people in small areas found that their new suburban communities provided no escape from the noise.

Noise Is More Than Annoyance

As the overall decibel level rose, citizens began to complain that the noises were not just disturbing or upsetting them but these noises were "making them sick" or "driving them mad." The literature had long demonstrated that loud noises could lead to hearing loss, but now researchers wanted to know whether jets, honking-horns and the neighbor's loud music, though not loud enough to damage hearing, could be harmful to physical and mental well-being.

The unwanted and disruptive sounds or noises that people were complaining about act as a stressor to the body. Like other stressors, noises set off a set of complex physiological reactions - a rise in blood pressure, a change in the rhythm of the heart, the production of an excessive secretion of certain hormones. If the noise continued unabated over time, could this lead to cardiovascular, circulatory or digestive ailments?

Studies were conducted on residents living adjacent to highways, railroads and airports and it was determined that the noises from these sources may indeed lead to hypertension and cardiovascular disorders. Studies have also shown that noise affects "quality of life." Individuals living near airports have reported their television viewing, conversing and sleep disrupted by overhead plane noise; indicating a poorer "quality of life." Since the data supporting the adverse health effects of noise are largely correlational, additional studies are called for to confirm the noise/health relationship.

Nighttime noises may disturb sleep and individuals awakened by nighttime sounds have reported they were less able to concentrate on their activities the next day. This could in turn have an adverse impact on their productivity. Loss of sleep could also make people less alert to signals in their surroundings, affecting their safety.

Laboratory and field studies have demonstrated that noises made people angry, more aggressive and less helpful. News stories throughout the world have reported fights erupting between neighbors because of noise. In New York City, a former Director of Victim Services Medication Program has commented frequently on how often noise disputes escalate to aggressive behavior.

Kozo Hiramatsu and his colleagues have found that aircraft noise resulted in an increase in perceived psychological disorders such as "depressiveness and nervousness." As Chair of the Mayor's Council on the Environment of New York City, I receive many noise complaints from people who call with anguish and distress in their voices. Yet, we still need additional data to link noise to faulty mental health.

Of great concern are the findings that noise may impede children's development. Studies report that noisy homes can slow down language and cognitive development, and studies on children who live and go to schools near noisy highways, elevated trains and airports have shown them to be slower in psychomotor skills, reading, problem solving and learning.

Money Is Needed for Noise Research

In a 1996 American Psychologist article, Susan Staples asked American psychologists to bring their "methodological sophistication and broad, well-developed theoretical frameworks fully to bear on the understanding of noise effects." Federal dollars would be helpful in conducting such research but today the U.S. government has little interest in funding research on the effects of noise on mental and physical health. Some American psychologists, recognizing a greater interest in noise impacts in European countries, have sought assistance from foreign governments. This has fostered closer relationships among psychologists from different countries in looking at this worldwide problem.

The federal government's lack of interest stands in sharp contrast to the concern that was expressed by the Congress in 1972 when it declared that the United States was "...to promote an environment for all Americans free from noise that jeopardizes their health or welfare." To this end it established an Office of Noise Abatement and Control (ONAC) under the Environmental Protection Agency. However, in 1982 ONAC lost its funding and the United States largely ceded its obligation to protect citizens from the dangers of noise. There is presently a joint effort by several congress people and a number of anti-noise groups to regain funding for ONAC. Refunding this office would give noise pollution greater standing and, of importance to researchers, provide some money to further explore the noise/health link.

International Noise Awareness Day

That citizens around the world, as well as a number of professionals, believe that noise is a major threat to our health and quality of life can be supported by the increased interest in the League for the Hard of Hearing's International Noise Awareness Day (INAD). Four years ago the League, located in New York City, established a day in April dedicated to educating people to the dangers of noise and enlisted them in their effort to lower the decibel level. What started out as several events centered in New York City and planned by a local steering committee has grown this past year into a worldwide celebration. The overseeing committee is now comprised of members from around the globe and joining in the events in 1999 were groups from Canada, India, The Czech Republic, Lebanon, the United Kingdom, Italy, Switzerland and Germany, and on a national level from many of the fifty states. The League also issued a publication with articles written by contributors from Japan, Canada, South Africa, Argentina, England, and the United States. Plans are already underway for INAD 2000.

Especially wonderful about the League's undertaking is the mix of groups involved in INAD. They include both professional and community groups. This proved extremely advantageous when a number of the community groups volunteered to distribute a noise survey prepared by several psychologists involved in INAD activities. The data is now being analyzed and will be shared with all participants.

The League has been actively working with legislators in Washington to refund the federal Office of Noise Abatement and Control. Information on noise legislation, as well as noise in general, can be obtained by logging on to the League's website: www.lhh.org/noise. By so doing, you might even be encouraged to join in the fight to curtail the noise.

Warning - Noise is Dangerous to Your Health and Welfare

Forty years ago there were data suggesting a relationship between smoking and health; enough to caution people against cigarette smoking. Unfortunately we failed to do so. Today the findings on noise-related mental and physical health impacts favor warnings on noise pollution. We should not make the same mistake as we did with cigarette smoking. Such warnings would be in keeping with former Surgeon General William H. Stewart's comments at a 1969 noise conference: "Must we wait until we prove every link in the chain of causation."
Attention-Deficit/Hyperactivity Disorder (ADHD) is the most common reason children and teens seek mental health services. The disorder has three forms: Attention-Deficit/Hyperactivity Disorder: Predominantly impulsive, hyperactive type; Attention-Deficit/Hyperactivity Disorder: Predominantly inattentive type; Attention-Deficit/Hyperactivity Disorder: Combined type (incorporating both of the others). The reader will note that in order to labeled "truly" hyperactive; it has to be said twice in the diagnostic label--as in Attention-Deficit/HYPERACTIVE Type. Estimates of the frequency of ADHD range from 2 to 10% of the school age population of the United States. Similar data are reported in Europe and Asia. These prevalence estimates do not include the predominantly inattentive ADHD. Between 30 to 70% of ADHD youth will continue to have problems into adulthood. ADHD cannot be caused by bad teachers or bad parents or parenting; they, like any interpersonal and/or environmental stress, can make ADHD symptoms worse. There is growing census that the etiology of ADHD in biochemical/neurochemical involving, very likely, dopamine availability at the pre-synaptic cleft. Recent study completed at the National Institute of Mental Health have demonstrated using Positron Emitting Tomography (PET Scan) that ADHD individuals have underaroused cerebral cortexes compared to individuals without ADHD. The lowered level of arousal appears to responsible for behavioral disinhibition producing the behavioral symptoms associated with ADHD. Scans to not show specific changes in the gross structure of the brain.

ADHD frequently runs in families and there is ongoing study of the intergenerational transmission of ADHD. A dopamine transmitter gene: DAT1 has already been identified as missing in some ADHD individuals. ADHD is more common among boys and has a ration of about 3-4 to 1; males to females. It is more common in first born males compared to later born. A high rate of Alcoholism and depression is found in the biological relatives of ADHD persons. Smoking and drug abuse during pregnancy appears to increase the risk factors for ADHD. Other pre-natal factors such as premature birth, low birthweight, jaundice and anoxia are associated risk factors as well. Popularly held views that food dyes, preservatives and salicylates were causally related to hyperactivity had not been supported by well-controlled research. Similarly, research has refuted the claim that too much sugar was a cause of hyperactivity. Studies, also, question the validity of claims that dysfunctional families, lower socioeconomic status, poverty, life style, food additives, and stress are causally related to ADHD.

Drug therapy is most often a stimulant. Methylenidate (Ritalin) is most often used. Other drugs used are dextroamphetamine (Dexedrine), methylamphetamine (Desoxyn) and Adderall (a combination of amphetamines and dextroamphetamine salts). Pemoline (Cylert) is a stimulant but cannot be abused like the other stimulant drugs. Second line of medications used has been antidepressants, both the trycyclices and the newer selective serotonin reuptake inhibitors (SSRI). Bupropion (Wellbutrin) has demonstrated effectiveness with adults with ADHD.

Treatment is usually three-pronged for school age patients: behavioral, academic and, frequently, pharmacological interventions. For the ADHD adult, treatment planning includes home and work. It must be emphasized that treatment does not cure symptoms but only manages them in the same way antihistamines manage a headcold. Drug therapy provides symptom relief as long as the medication is in the patient's nervous system. Techniques such as proper class placement and classroom accommodations, parental training, and environmental manipulation have all been shown to be helpful with ADHD children and adolescents. Similarly, for the ADHD adult, workplace accommodations and restructuring of the home are beneficial. In all instances, making the person's world, at home, school, and on the job, ADHD friendly is the prime treatment goal. Parent support groups and support groups for ADHD adults are frequently a positive compliment to the treatment package. Treatment plans are regularly updated and treatment should be viewed as intermittent contact with the ADHD individual with and without other members of the family over the course of the life span. A change in school or job, a marriage, a birth of a child, natural and manmade disasters can all destabilize the ADHD person's adjustment.

Lastly, bibliotherapy is a helpful treatment adjunct. It provides patients, spouses, siblings, employers and others objective information about the disorder and its consequences for the sufferers and those around them. This understanding is pivotal to successful treatment and, when appropriate, psychotherapy around the nature of ADHD and its impact on the person, school/work, and family is the first intervention.

The joy of working with ADHD people is that they get better and can be better quickly with thoughtful treatment.

Treating ADHD is multifocused using environmental, educational, and, where appropriate, pharmacological interventions. Untreated, the risk for substance abuse and criminal behavior are increased.

The Futures of Psychology

Mark R. Rosenzweig, PhD
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In trying to foresee future developments in psychology, it is important to realize that psychology differs markedly among regions of the world and among its various fields. For that reason, it is inappropriate to consider "The futures of psychology" rather than "The future of psychology." The development of disciplines, it seems to me, in some ways resembles the evolution of species -- there is continuity with the past but also change in response to pressures and opportunities afforded by the environment; therefore we can obtain useful indications of possible future developments by considering both current trends and also pressures from the environment and opportunities it presents.

A survey conducted in 1998 by the International Union of Psychological Science (IUPsyS) shows that psychology is continuing to grow and expand around the world, but its growth and status differ importantly among different countries and regions. What are some of the factors that favor healthy growth of the discipline overall, and what are some that inhibit it? Similarly, while some fields of psychology continue to expand, others appear to be stationary, and still others are shrinking.

(Continued on page 21)
What are some of the factors that help account for these differences among fields?

At the same time that psychology grows in most parts of the world, it faces severe challenges, including these: (a) increased demands for accountability, (b) the need to develop research that will be applicable to social problems such as resolving and alleviating ethnic conflicts, (c) gaining an appropriate classification for psychology among the disciplines, (d) helping to meet the needs of the "knowledge society," and (e) enhancing international communication and cooperation among psychologists to help meet these challenges.

A brief paper does not allow me to do much more than state these questions and challenges, but raising them and considering some information about psychology's present resources and some examples of states of development in different regions and fields should help in understanding and preparing for further development.

**Growth from different national baselines**

Psychologists are distributed rather unequally around the world. The 1998 IUPsyS survey found that most countries in North America and Western Europe have 600-700 psychologists for each million of the population. Some countries in Latin America have similar numbers to North America and Western Europe, but other developing countries have far less. For example, China has only about 3 psychologists/million population. The numbers of psychologists who engage in research as their primary or secondary activity are distributed even more unevenly: a survey in 1992 showed about 22 research psychologists per million population in industrial countries, but only about 4 per million in developing countries.

In 1982 I suggested that the growth of psychology within a country might be expected to show an S-shaped curve, with a gradual start, then rapid development, and a final slow-down or even plateau as the discipline matured. Approximately such a growth curve has been shown for membership of the American Psychological Association (APA) for the period 1892-1992. But such a relatively regular growth curve would only be expected in a stable, relatively prosperous country. In some other countries, the growth of psychology has been slowed at times or even completely interrupted by wars (e.g., Germany) or by political repression of psychology (e.g., the USSR, 1936-1950; China, 1966-1976; Romania, 1978-1990). Even in the U.S., there have been spurts of growth of the APA, notably after the first World War in the late 1920s-early 1930s and after the second World War in the late 1940s-early 1950s, and these spurts have alternated with periods of slow growth.

The APA is the oldest still-existing national psychological association. Only 11 others were established before the second World War, and eight of those were in industrial nations. Most existing national psychological associations were formed after the second World War, and a majority of these were in developing countries. The differences in ages of psychological societies are causes of differences in stages of growth among these organizations: several (especially in developing countries) are in an early phase of gradual growth, others are now expanding rapidly, and still others (especially in industrial countries) are entering or remaining in a mature phase of slow growth.

The number of psychologists/million population correlates positively with both the economic status of a country and with its Human Development Index (HDI). The HDI, defined by the United Nations Human Development Programme, takes into account longevity, literacy, and gross domestic product. Thus, as social and economic conditions within a country improve, we can expect to see favorable development of psychology. On the other hand, as countries lag or even decline in these measures, psychology is likely to develop only slowly or even to lose ground. Overall, we can expect that an increasing proportion of the world's psychologists will be in countries that are now classified as developing. A further factor that favors rapid growth of the number of psychologists in developing countries is that in many such countries a person is legally recognized as a psychologist after only four years of post-secondary training, and in some countries three years suffice.

**Growth of the International Union of Psychological Science**

The International Union of Psychological Science was organized formally at the 13th International Congress of Psychology in Stockholm in 1951, although the idea for such an organization was proposed at the first International Congress of Psychology in Paris in 1889. The IUPsyS will thus be celebrating almost a half century at the International Congress of Psychology in Stockholm in 2000. IUPsyS is an umbrella organization with national members representing, as of mid-1999, the psychological communities of 66 countries. Both total population and the level of human development help to determine whether a country is represented in the IUPsyS: The national members include all but one country with populations over 100 million (large population apparently being sufficient to guarantee a viable psychological community); also most nations with populations over 1 million that rate high on the Human Development Index (HDI) are represented in the IUPsyS. Some nations with moderate or even low ratings on the HDI are also members. We can expect that more countries now classified as developing will join the IUPsyS, especially as their HDI ratings rise. To obtain current information about the IUPsyS, its national member organizations and its affiliates, see this website: www.IUPsyS.org.

**Growth in fields of psychology**

Throughout the history of modern psychology, there have been shifts in emphasis among the fields of psychology and appearance of new fields. For example, biological psychology (formerly called physiological psychology) was prominent early in the history of modern psychology, but then waned as emphasis shifted successively to behavioral and cognitive psychology. Now biological psychology is undergoing a renaissance, in collaboration with neuroscience, as new techniques foster research on brain mechanisms of perception, learning and memory. An example of a relatively new field is health psychology; it emerged in the last quarter of the 20th century and is growing rapidly. The growth of health psychology responds to the recognition that, at least in industrial countries, the main causes of death are no longer infectious diseases but rather are related to questions of lifestyle such as smoking, use of alcohol, being overweight, and lack of exercise.

The relative prominence of different fields of psychology differs between industrial and developing countries. The 1992 IUPsyS survey showed that academic and research areas of psychology are relatively more prominent in industrial countries, whereas health-service-provider areas of psychology are more prominent in developing countries. As population continues to grow more rapidly in developing than in industrial countries, this suggests that health-service-provider areas of psychology will grow faster around the world than will the academic and research areas.

Some current forces favor the (Continued on page 22)
Recollection of Nearly 40 Years of Conducting Research Internationally in the 20th Century

Peter F. Merenda, PhD
Rhode Island University, RI

As we approach the new millennium, I am prompted to reflect on my activities and productivity in international psychological research during the latter four decades of the 20th century. My first research collaborator, internationally, was Dr. Jitendra Mohan of Panjub University in India. In 1964 he had just read a brief article that I had published, "Mr. K. and the Ideal self" in Perceptual and Motor Skills. Dr. Mohan attempted to replicate my study in India but was unsuccessful because he used an adjective check list to measure self-concepts that was not standardized and not validated. He wrote to me for advice and assistance, and I quickly complied with his request. Between 1996 and 1976, he and I-and some of my other international research collaborators-published the results of self-concept studies together. The initial study was the first in an international project that was established, "Public Perception of International Leaders". From 1966 to 1990, a total of 26 similar studies were conducted in collaboration with 14 researchers - all published - involving seven countries; Germany (German form), Great Britain (English), India (English), Iran (Farsi), Italy (Italian), Senegal (French), and U.S.A.

The second, and by far the most important of my international research projects was initiated in 1967 when I received a Fulbright-Hays Senior Research Scholar Award to the University of Palermo, Italy. The project, "Identification of Talent in Developing Countries: A Project Talent for Sicily", was to continue for nearly eleven years. With Professor Giuseppe Migliorino, M. D., Director of the Laboratory of Applied Psychology, as co-director the project was developed to discover and nurture the latent talents of the Sicilian Male youth in order to meet the projected manpower needs in this economically developing Region of Southern Italy. The project, initially referred to as The Rhode Island - Palermo Project, was organized in three phases:

1. Development of a Standardized Test Battery for identifying the latent talents. The extensive test battery was composed of tests, inventories, and scales measuring aptitudes, self-concepts, personality, interest, attitudes and aspirations. The cultural adaptations were necessary, standardization, norming, and the establishment of sound psychometric properties of reliability and validity extended from 1967-1973.

2. Educational and Vocational Planning to furnish both schools and prospective employers of the Sicilian manpower with pertinent information about students and male youths in general in order to ensure a continuous flow of well-trained youth to meet projected manpower demands. Involved in this phase were the Systems Analysis Division of UNESCO, Paris, which applied the Educational Simulation Model to Sicily, and the National statistical Institute of Italy, Rome, which supplied demographic and student census data on a national scale, extended from 1973-1977.

3. Projection of Manpower Needs in Sicily (1980s-1990s). The ultimate goal to be attained by this phase was to create an electronic "Human Resources Bank" in which the talents of youths and their accomplishments and scholastic/vocational achievements could be matched with the projected manpower needs. The human resources of a city or other locales could thus be made readily available to meet the manpower demands of employers as the economic development progressed. Unfortunately, it became necessary for the Project to cease functioning at this point. The industrial development that was taking place in Sicily throughout the 1960s into the 1970s began to slow down, diminish, and finally retrogress after the creation of OPEC in November 1974. Italy, as a nation was 95% dependent on oil from the Mid-East. The tremendous increase in the cost of crude oil caused many industrial plants in the Southern Regions to be shut down or to severely curtail their operations. The result was that the one and only industry that became a viable projection of expansion was Tourism. It still is; the others mainly have either regressed or have recovered to the stage they were at when the project began. The third stage, therefore, including the establishment of the human resources bank could have been accomplished. But the data would have been false or, at least unreliable and deceiving. We were left in the position of reliably identifying the latent talents, but with no means of predicting the manpower needs in the immediate future. Hence, Dr. Migliorino and I called a halt to the project. It would have been unfair to the funding agencies to continue their financial support.

Funding of the Project, 1967-1977

Four Fulbright Scholar Awards (3 USA, 1 Italy) Two research contracts from the Italian National Research Council, Rome One large grant from the Scientific Affairs Committee, NATO, Brussels One Grant-in-aid (In-kind grant) UNESCO, Paris

The third major international research project in which I was involved was the Factorial Structure of the Rhode Island Pupil Identification Scale in Various Cultures: Its Standardization and Validation in Various Countries, 1974-1994. Another title of the Project has been "Identification of Young Children with Learning Problems Development of Foreign Language Forms of the RIPIS".

This project had an interesting beginning. In the Fall of 1974, my wife and I were sailing to Italy aboard the Italian Line "Rafaello" on the way to Sicily on my second Fulbright award on Project Talent. One day out of New York I received a radiogram from Naples asking me if I would participate in an International Congress on The Educating Society to be held there at the end of September. It so happened that Jerome Bruner had just canceled his invitation to be a principal speaker and I was being invited to substitute for him on a 3-day Commission on Psychopedagogical aspects of future changes in psychology. Some one on the Commission somehow knew that I would be (Continued on page 23)
traveling to Italy at that time on that ship. With the assignment on the commission went the invited address. Fortunately, I was bringing with me to Italy the factor analysis results of the scale that had just been processed before I left on the year-long sabbatical. My intention was to work on the interpretation of the subscales of the RIPIS during my absence from the USA. I had about three weeks in Palermo to prepare an address based on the results. When I delivered the paper in Naples, there were three persons in the audience who came up to me to ask if they could join in my research as collaborators in developing culturally-adapted versions. Thus began long-time test adaptation studies that covered a span of twenty years in eleven countries. Initially, the research began in Iran, Italy, and Iraq. Later it was extended to Brazil, Denmark, Haiti, Ireland, Poland, Taiwan, The Netherlands, and Turkey. Ultimately, two of the adaptations became operational in the respective countries of Italy and Taiwan. In the other nine countries, the research was never carried through to completion. The reasons were varied; they included premature sudden demise of a collaborator (Portuguese form in Brazil), political unrest in Iran (Farsi) and Turkey (Turkish), loss of interest in Denmark, Polan (Polish) and The Netherlands (Turkish), loss of sustained funding in Haiti (French), Ireland (English), and Israel (Hebrew). The Italian version of the RIPIS, the first for which research was begun in 1974 took twenty years before a valid adaptation was constructed. It had to undergo three separate studies with completely independent samples, and involved four additional collaborators in the research. In Taiwan, mainly due to the generous support by the Pacific Cultural Foundation and the Taiwan Ministry of Education, the Chinese (Mandarin) form took only four years.

The Secretary-General, Kofi Annan has requested four overall themes: peace and security, human rights, eradication of poverty, and development and strengthening of the United Nations.

There are 30 themes to be considered by NGOs. I am Chair of the Research and Survey Committee. Five non-governmental organizations are working together on this committee. We are embarked on recording the history of the non-governmental organization movement at the United Nations. We have been videotaping persons who have been involved at the United Nations for 40 years, most of whom had been active participants in San Francisco and a few who worked on the development of the Charter. Needless to say, these individuals are all over 90 years of age.

From Abortion to Contraception: A Resource to Public Policies and Reproductive Behavior in Central and Eastern Europe from 1917 to the Present

Edited by Henry P. David, PhD, ABPP
with the assistance of Joanna Skilogianis
Foreword by Anastasia Posadskaya-Vanderbeck

Within an interdisciplinary context of public health, reproductive health, and women's rights, this book chronicles the interaction of public policies and private reproductive behavior in the 28 formerly socialist countries of Central and Eastern Europe and the USSR successor states from 1917 to the present. Focusing on the interaction of public policies and private behaviors, special emphasis is placed on the status of women—from producers of labor to reproducers of families. Consideration is given to societal values and traditions, Marxist theory, socialist and patriarchal perceptions of gender roles, status of women, changes in legislation facilitating or constraining access to modern contraceptives and abortion, pronatalist influences on demographic trends, attitudes of public health service providers, views on sex education, adolescent sexual behavior, and emerging roles of public services and nongovernmental organizations.

Included are notes on key developments in the USSR successor states in Europe and in Asia, a discussion of the societal effects of post-socialist transitions from central planning to market economies, and commentaries on the changing emphasis from demographic aspects to reproductive and sexual health, postabortion psychological responses, and the activities of antiabortion-oriented religious organizations. To the extent available, statistical data tabulated include live birth, legally induced abortions, birth rates, legal abortion rates, legal abortion ratios, and total fertility rates. Over 1250 references are listed.

CONTENTS: Foreword by Anastasia Posadskaya-Vanderbeck; Preface by Henry P. David; Introduction; Overview by Henry P. David; Understanding the "Abortion Culture" in Central and Eastern Europe by Libor Siloukal; The Woman Question by Henry P. David and Joanna Skilogianis; Country Reports; Albania by Amilda Dymi and Pamela Pine; Bulgaria by Dimiter Vassilev; Czech Republic and Slovak Republic by Vladimir Wynnyczuk and Radim Uzel; The Former German Democratic Republic by Jurgen Dorbritz and Jochen Fleischhacker; Hungary by Henry P. David; Poland by Anna Titkow; Romania by Adriana Ban; Russian Federation and USSR Successor States by Andrej A. Popov and Henry P. David; Former Yugoslavia and Successor States by Nila Kapor-Stanulovic and Henry P. David; Resources; References; Index.

HENRY P. DAVID is the Founder and Director of the Transnational Family Research Institute, a nonprofit and nongovernmental research organization in the behavioral sciences with offices located in Bethesda, MD; Sunnyvale, CA; Bangkok, Thailand; Hanoi, Vietnam; Mexico City, Mexico; Moscow, Russia; and Prague, Czech Republic.
Coming to America: An International Student’s Reflections and Recommendations on the Preparation of a Successful Doctoral Application

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The 1999 application period for APA-accredited doctoral programs in clinical and counseling psychology in the United States (US) is over. One year after my own application, I again had the chance to go through this process, this time helping faculty members in my department with the selection of new doctoral students in our APA-accredited program in counseling psychology. My reflections on both experiences are organized in the form of eight recommendations. I hope these thoughts to be of interest for international students in and outside the US, as well as US citizens interested in the graduate school application process (see also resources available from the APA).

1. Be comprehensive in your research and realistic in your choices. Start early and search extensively and thoroughly as many programs as possible before applying. There are some programs that are really good “bargains”, in the sense that they combine relatively low admission criteria with high quality training, APA-accreditation, and excellent funding. Further, it might be a specific program with a unique match that combines all the elements that a specific applicant wants. Even when there are concerns with application expenses, apply to at least 15-20 programs. Individualize your applications to programs and faculty members (while maintaining some flexibility), to increase the chances of being accepted. Of course, if these matches do not reflect real interests, both parties will be damaged in the long run.

2. Be productive and focused. Spend some time building your CV. Try to specify a general area of interest and work in it as much as possible. There is nothing better than a candidate that can support his/her interests with additional coursework in the area, and presentations/publications. Admissions committees appreciate scholarly activities that show how applicants fit with their future professional roles. Besides good grades, research experience, paper publications and conference presentations are highly valued. The more of them you have in as prestigious journals/conferences as possible, the better. Depending on their educational level, all applicants (especially those with masters’ degrees) can easily find one or more conferences in their country, in which their work can be accepted for presentation. I personally succeeded in making several conference presentations and a couple of co-authored paper publications the year before applying for doctoral programs. The conferences and journals of my choice were of course scientific and peer reviewed, but also fast in their publication process, and not competitive. At that point in an applicant’s development, what counts more is to get involved in research and obtain the professional experience of communicating your ideas with your colleagues, rather than to change the science of psychology with your writings. You will have plenty of opportunity to do so later on. To publish/present your work in English might also be a good idea, particularly if you are confident and want to present a sample of thinking/writing to prospective advisors. Further, any kind of professional and practice-related experience will count here, depending on the nature of the program to which you are applying.

3. Be bold. Contact personally and directly the persons that you are interested in working with. Of course you should first familiarize yourself with their work, learn if they are interested in having students for that specific year, as well as propose how you may successfully work with them in this area. By the time I came to the US, I had contacted at least a dozen professors and researchers, well in advance of the application process, and I was already doing research with one of them. By getting to know some respectable people in your field, regardless if you end up working with them as a graduate student or not, you can still impress admission committees if you are familiar with their work, or even better, conduct research with them. An advantage that international students have over US students (which may sounds strange), is the fact that they do not live in the US at the moment, thus they can serve as representatives or even liaisons for their country with the US. Further, it was definitely not just luck that the first US professors I got to know and meet personally were people that like to travel a lot and visit foreign countries and people. To conclude, anyone who is contemplating an academic career should have a sound knowledge of people and the research in his/her field, as early as possible.

4. Emphasize your international identity. International applicants should preferably target programs with a specific policy for international students (i.e., flexible GREs, affirmative action, encouragement of foreign national applications, etc.). These programs are interested in establishing a multicultural atmosphere in their classrooms, hoping that the cross-fertilization of different cultures and nations will mutually benefit the students, the program, the professional community and society. Regardless if they qualify as minorities or not, international students should capitalize on the diversity they can offer to a graduate program. In addition, applicants should stress any unique elements in their education, while being aware at the same time of possible important deficiencies in their undergraduate training. For example, a heavy emphasis on psychological courses in my bachelor's degree in Greece was translated by an International Credential Evaluation report issued by a US educational agency into an equivalency of both a bachelors and a masters degree in psychology from a regionally accredited US University.

5. GRE scores and international applicants. Standardized tests represent a decisive factor in the application process and a special obstacle for foreign students. Some programs have a very strict policy about GRE scores, without considering language issues for international applicants. Nevertheless, GREs may not be able to accurately portray international students' abilities and preparation (due to language disadvantages), and they definitely cannot capture interpersonal and intrapersonal qualities, such as motivation and persistence. Further, serious considerations of the GRE's value as a predictor of graduate students' performance have been expressed even in research with native English-speaking populations.

In my case, due to a variety of reasons (including language difficulties), my GRE scores in the verbal and the analytical sections (where English vocabulary is really advanced and plays a decisive role) were relatively low. This made me look unqualified and unprepared, and prevented me from

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making the interviews list in two thirds of the programs I applied to. It took five paper presentations (in US national and international conferences), two single-authored publications (in high-rejection rate US psychology journals), and a student award from the APA during my first year in the US to remind me that there was nothing wrong with my intellectual abilities, and that I might be "Ph.D. material," after all. Ironically, despite my low scores on the verbal section of the GRE, it was the successful use of analogies that helped me publish my first papers in respectable US peer-reviewed journals! I hope that this experience will help some admissions committees to realize that they might want to consider different standards for international students (as some highly competitive programs in Canada already do). Meanwhile, international applicants with low scores have the following options: (a) retake the test after additional preparation, especially if they have reason to believe that external factors have influenced their scores, (b) compensate low scores with publications/presentations/research activities, (d) target programs with lower or no cut-off scores, and (d) emphasize their interpersonal skills and intrapersonal qualities, especially when applying to professional schools.

6. Be thoughtful and clear with recommenders. Ask the "right" persons for recommendations. These are faculty members (a) in the same area that you are applying in, (b) with high ranking positions in your department, (c) educated in the US, (d) knowledgeable about the application process, (e) familiar with your work and credentials, and (h) clearly willing to help provide a suitable letter. The balance among all six considerations is always a sensitive issue and a matter of personal judgment. For example, I chose as my third recommender a clinical faculty member educated in the US with whom I had little contact as a student (risking a less enthusiastic letter) over a Ph.D. educated in Greece in a non-applied area of psychology, in order to enhance the clinical and high quality part of my application, while being ensured at the same time of the recommender's familiarity with the US system and ability to write an appropriate recommendation. Needless to say, no risk-taking is advisable regarding the first two recommendation letters.

7. Make informed decisions. Issues that I consider very important in applications and final choices include whether or not the program is APA-accredited, program's (or department's) national quality rankings and reputation, faculty research/scholarly activity, secured financial support, strength of the student-mentor match, a variety of mentoring opportunities in the area of interest, and comparable research and clinical interests between the student and the program. In addition, the availability of the phone interview option in the application process is also very important.

8. Consider the "easy way". I think that it would have been a serious omission not to include here some of my colleagues' experiences coming to the US, who did it "the easy way". The "easy and safe way" method (which might actually be a misnomer) is basically to work closely in a professional manner with a respectable, US educated professor at your own university that has the appropriate "connections" to "guarantee" your funded acceptance in a US graduate program. Some fellow students who followed this route applied only in one very specific program, spending much less money, energy, and time preparing applications and worrying about whether they will finally get accepted or not. Nevertheless, this happened in non-applied (and less competitive) doctoral programs in psychology (i.e., research Ph.Ds). Although the effectiveness of such an approach in clinical/ counseling programs is questionable, the message is clear: An early and close professional relationship with faculty members (i.e., your future colleagues) is the key for entry to graduate school and a successful career in the world of professional and academic psychology.

In closing, several advantages of obtaining a graduate education in psychology in the US make it a worthwhile choice. Although training in applied psychology is fast improving in many developing countries around the world, the lack of experience and financial and human resources will probably delay them in reaching US standards, at least for the next 10 to 20 years. The US training experience will remain a valuable professional asset and frame of reference for psychologists who will follow a professional and/or academic career in their home countries for years to come.

Student Committee Division 52

Dear Student Members,

Thank you for all of your input this year. We are happy to report that student membership is quite high, with approximately 130 student affiliates. With the 1999 APA convention behind us, we would like to provide an update on our activities this year. One of our goals set at the 1998 APA convention was to set up a listserv to facilitate communication among the student members of division 52. With the help of Dr. Bill Masten, we have succeeded at getting it up and running. There are currently approximately 30 students subscribed to the list as well as eight board members who have agreed to serve as consultants for student questions. The address for the listserv is div52students@listserv.tamu-commerce.edu. If you would like to subscribe to the student listserv, please contact either Evan Hsiao at hsiao@osu.edu, or Shannon McCaslin at smccaslin@usd.edu. Our web page has been transferred to a different server and is still under construction. We are looking forward to building a database of funding links. If you know of any links please submit them to us and we will add them to the page. We have been growing more active in reaching out to students outside the United States and have been communicating with division 52 international liaison regarding student recruitment. Positive messages have been received from international liaisons in the Argentina, Brazil, and Dubai. Some of the things that students reported they would like to have from the division, from contact through the listserv and at the APA convention in Boston, were the following:

- A dissertation/research award given through the division. An online newsletter of student contributions which would include different sections such as: asking for help/support/referals; resource bank; meetings/activities. The development of a network, when there are conferences we can set up housing, etc. for those coming in from other countries and vice versa. If you have further suggestions please forward them on to us. Thank you and we look forward to hearing from you!

An International Organization of Psychology Students

I was very excited to have had the opportunity to attend a Conversation Hour entitled, "An International Student Group for Psychology Desirable? Feasible?" on Saturday, August 21, 1999 at the APA convention in Boston. The conversation hour was chaired by Dr. Slater Newman of our own division 52 and participants were Alette Coble, American Psychological Association of Graduate Students (APAGS), Dr. Kay Greene, Secretary-General, International Council of Psychologists.

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Psychology in Argentina

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We are now at the closing of the XXth century, and even as we say farewell to it and imagine the future, I would like to take a nostalgic look at its beginnings.

We will soon be celebrating the anniversary of a great event in the history of Argentinean psychology: when the 1901 courses started, Dr. Horacio Piñero, in those days the undisputed master of Argentinean physiology, was appointed Professor in the newly created courses of Clinical and Experimental Psychology at the Facultad de Filosofía y Letras in the University of Buenos Aires. Yet the very beginning for Psychology had been as a part of the official curricula in the Facultad de Filosofía y Letras, created only five years before, in 1896.

This was only 17 years after Wundt opened his laboratory in Leipzig, and on the same year in which Lightner Witmer (one of Wundt’s disciples) founded the first psychological clinic at the University of Philadelphia, laying the cornerstone of what later would be called Clinical Psychology. Five years later, in 1901, a new center of studies at the University of Buenos Aires was dedicated to “Psicología Clínica y Experimental”, thus responding both to Wundt’s and to Witmer’s ideas, although the theoretical framework was that of French psychology. “Our intellect is French”, Piñero would say.

Horacio Piñero sought to give his newly created program as wide a research scope as possible, so he opened a laboratory of clinical psychology in the Colegio Nacional de Buenos Aires (a prestigious high school with the highest standards in the country, designed to be associated with the University), where the first Argentinean studies on adolescent population were done. In 1907, the University of Buenos Aires decided to open the first laboratory with University status in the country and in all of South America. The equipment for these laboratories was purchased at the Zimmerman House in Leipzig, the same that supplied Wundt’s.

So, psychological studies at the University of Buenos Aires are not of recent date, but quite to the contrary, they sprung from a psychological tradition tracing its origins to the end of the XIXth century.

There is no question that the permanent institutional upheavals the country suffered during 53 years following the alternatives of political power with a trail of ever-changing faces in academia—contributed to the erroneous representation that psychological studies in our country were relatively modern. This phenomenon, that should never have happened, patently upset the atmosphere of intellectual productivity in Argentina.

But let us ask the question: What was the tradition being honored when the University of Buenos Aires resolved to establish their Laboratory of Psychology?

It is fitting at this time to remember that in those days, Argentina belonged in the circle of the great countries of the world. In shaping itself as an independent country, Argentina chose to follow the intellectual tradition of the French Revolution, that advocated universal education. The University of Buenos Aires was a good example of the tenets of enlightenment brought forward by the great Revolution educators, and later on by the statesmen of the 1880’s, who went down into Argentinean history as the “Generation of the Eighties”.

The foundation of the Laboratory of Psychology did not come from nowhere; it followed a conscious design, as another way of associating with those cosmopolitan, universal principles. The ideas that prevailed in the field of European psychology were the same that prompted the development of psychology in Buenos Aires, and our University associated with other high education centers in France and Germany, on account of the similarity of their interests and curricula.

For several years, the path of psychology in Argentina followed that of its birthplace, the ancient Facultad de Filosofía y Letras at the University of Buenos Aires, which stood for a long time at the majestic building on Viamonte street. In those days, psychologists were philosophy graduates, experimental practice was tied to Wundt’s instruments, and clinical psychology, the ground broken by Piñero, was in the hands of physicians.

In this account we cannot fail to mention, in the first place, José Ingenieros and Alejandro Korn, and Felix Krüger—a German-born disciple of Wundt’s—joined later on by Enrique Mouchet, and by Otto Schultz and Carl Jessinghaus (also from Germany), these were the pioneers who widened the scope of Argentinean psychology. Following their guidelines, in 1938 the Universidad de Tucumán started teaching of Psychology courses, and in 1943, the Universidad Nacional de Mendoza followed suit.

In 1942, the Argentinean Psychoanalytic Association was founded under Ernest Jones’ guidance, and it became an additional factor of great influence in the field. Philosophers in the guise of psychologists, educators and physicians very quickly realized that for the understanding of psychological phenomena, psychoanalysis provided a multifaceted paradigm, by comparison to the one provided by Wundt’s ideas. On the other hand, the prestige enjoyed by those who had been formed under Freud’s or Melanie Klein’s direction in Europe, did the rest of the work. Psychoanalysis attained an uncommon influence, and Buenos Aires became, together with London and New York, one of the three psychoanalytical capitals of the world. If we add to this the humanism that came as a result of World War II and in a very short time found its expression the social sciences, we can say that by the end of the first part of the century, the situation was given for a great leap forward.

During the Argentinean Congress of Philosophy in 1949, psychologists came to understand that it was time for psychology to become independent from philosophy, and to have goals and an ambit of its own. García de Onrubia was the artificer of this idea. This same year, the Ministry of Education terminated the use of the bronze laboratory gear that had been psychology’s resource since 1901.

The development of Argentinean psychology within the framework of philosophy, just as it had happened in Europe—even though the insistence in using Wundt’s paraphernalia ran contrary to the trends in the Old Continent—resulted, among other consequences, in effectively blocking in Argentina the way to the development of Watson’s ideas, which were so important in America.

The reasons for things to have happened this way lie beyond the scope of this article, but they are deeply rooted in Argentinean culture and identity.

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Psychology in the Schools of Argentina

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The second largest country in South America, with a population of over 32 million people, Argentina continues to recover from its history of constitutional alterations. Since the late 1980’s, its residents have lived in a democracy, but still suffer with the hardships (social, economic and cultural), created by lack of political continuity, transgressions, and violence of the past. Argentina’s educational system, burdened by the years of political instability, places demands on its educators who not only provide children with the knowledge necessary in today’s age, but also foster the development of democratic values in its citizens. Given this scenario, school administrators and teachers are confronted with challenges often beyond their area of expertise. Psychology, traditionally associated in this country with the medical model, offers the schools its knowledge and techniques, not only in the treatment of those identified as in need of special education services, but also it is increasingly developing its role in prevention, parent education programs, administration, and teacher training. From their work in the schools, psychologists are asked to aid the educators who attempt to re-attach the links between family and school in order to make Argentina’s educational system reflective of its social reality.

Characteristics of the Educational System

A constitutional law mandates that education be free and compulsory for children ages 5 to 14. Public education is decentralized from federal control. This gives the provincial governments the ability to modify programs and curricular activities based on their particular political, social, cultural and economic needs. Students at the compulsory level can receive additional services which may include medical and dental attention. Students facing school related problems can receive help through the educational orientation program whose functions include assistance in cases of underachievement due to poor motivation, poor adaptation to school, peer difficulties, etc. Psychologists, specialists in education, psicopedagogos (Argentina’s equivalent to school psychologists in the United States), medical doctors, social workers, speech and language specialists, dentists, and other professionals make up these multidisciplinary teams which comprise the educational orientation program system.

Special education legislation mandates the provision of services to those students whose disabilities restrict their academic functioning. According to a 1998 resolution (Ministerio de Cultura y Educacion-Consejo Federal de Cultura y Educacion), “The medical and psychometric model, which emphasizes diagnosis and classification” (p.2) is replaced by a “pedagogical model” which focuses on the academic issues of the student (curriculum, individualized education, learning styles) as well as of the institution (promoting team work among teachers, inclusion of parents, coordination with community agencies). Students identified with special educational needs are to be served according to their “deficits and strengths” while complying with their “right to remain within the environment of the regular school.”

Psychology in the Schools

Psychology in Argentina has been for many years the career of choice for the majority of students enrolling in its universities. The scope of its practice extends to areas other than diagnosis and psychotherapy, which include prevention, education, and research. The Licenciatura en Psicologia, the final diploma obtained after the completion of a five-year program is a general title which allows the professional practice of psychology in all of the provinces, independently or within institutions, such as hospitals.

Psicopedagogia (psychopedagogy, Kaplan, 1995), a relatively new field of studies, was conceived as a hybrid between neurology and pediatrics. This enterprise responded to the need for training in an area within the field of psychology whose content demanded a “specialized formation” in order to fulfill the need for professionals competent in the assessment and remediation of learning problems in the school setting. Although diagnosis continues to be an important part of their work, psicopedagogos in the schools engage in activities such as the development of classroom interventions which take into account deficits and strengths of the identified students and the creation of effective strategies for the classroom as a whole.

They provide one on one remediation, collaborate with remedial teachers and administrators, particularly in curriculum development and in-service training of school personnel.

Psychologists and psicopedagogos are trained in the use of psychometric and projective tests. Often, these instruments are translations of well known tests such as the Wechsler Scales of Intelligence. Besides the problems normally associated with the use of translations, the applicability of these instruments is further hindered by the lack of local norms. Curriculum-based assessments, structured observations and functional analyses are added to the qualitative analysis of individual performance on these tests. The “Hora de juego” (unstructured play session), is a technique utilized to further the understanding of the child’s emotional and cognitive development.

Due to the lack of clarity in the law regarding the roles of psychologists and psicopedagogos, their function in the schools is largely determined by how they define their work, area of specialization, school needs, and the particular viewpoint of the district supervisor.

Psicopedagogos possess the skills to deal with behavioral problems within the academic setting. However, children who display behavioral difficulties are usually referred to the psychologist employed by the school who may approach these cases from an individual or system intervention model. Consultation with teachers and administrators, team building, staff development (academic, social-emotional), parent support and education are some of the strategies often employed. Given their expertise in the areas of group dynamics and conflict resolution, psychologists can foster healthy interpersonal relations and promote democratic values.

Conclusion

In a system often characterized as disconnected from the community at large as a consequence of many years of political instability and unpopular governments psychologists and psicopedagogos have brought to focus their ability to guide schools in their function as socialization agents. They have expertise which make them unique in their ability to treat different pathologies and to work on the prevention of mental, behavioral, and interpersonal dysfunction.

Trained in different areas of specialization, professionals from these two related fields have found their interactions complementary. They share the efforts to broaden their roles, further their knowledge and par-

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Adolescents' Civic Identity: Three Cross-National Research Initiatives

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Following a period of more than a decade in which civic identity and the preparation of youth for democratic participation was the subject of little empirical research, new attention is being given to this area by psychologists internationally. This article focuses (1) on a large international study of nearly thirty countries which has just published the first of five volumes concerning young people's preparation for citizenship; (2) on a recent book on community service and its contribution to civic identity in about a dozen countries edited by psychologists; and (3) on a recent international conference held at the Stanford Center on Adolescence which issued a "white paper" calling for new attention to youth development for citizenship.

A Two-Phased Study of Civic Identity Development in the School and Community

I am the Chair of the International Steering Committee for the two-phased IEA Civic Education Study underway in nearly thirty countries and a co-editor of a recent book of twenty-four national case studies issued as a culmination of the first phase. IEA (the International Association for the Evaluation of Educational Achievement) is a consortium of educational research institutes in fifty-three countries (headquartered in Amsterdam). In 1971, IEA conducted a study of civic education in nine countries. The organization is best known, however, for its recent Third International Mathematics and Science Study (TIMSS).

In 1993, the General Assembly of IEA decided to mount a two-phased study of Civic Education, the first phase more qualitative and the second more quantitative. The goal of the current IEA Civic Education Study is to identify and examine in a comparative framework the ways in which young people are prepared for their role as citizens in democracies and societies aspiring to democracy, as well as the influences on their civic identities. About half of the members of the International Steering Committee are social, developmental, or educational psychologists (from Germany, Poland, Switzerland, and the U.S.).

During Phase 1, project teams in each of the twenty-four participating countries collected extensive documentation and interviews with policy makers, educators, and community leaders. A structured framework to promote comparability was used. This material was the basis for the development of the Phase 2 test and survey.

The first publication from the study, Civic Education across Countries: Twenty-Four National Case Studies from the IEA Civic Education Project (edited by Torney-Purta, Schwille, and Amadeo, 1999) provides chapter-length summaries of these national case studies. An introductory chapter describes the study's frameworks derived from ecological approaches to psychology and situated cognition, and summarizes several themes identified across countries, including the following:

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First, there is a common core of content topics across countries in civic education. Second, there is agreement among the national case studies' authors that education for citizenship in democracy should be based on serious content that crosses disciplines and that it should be "participative, interactive, related to life, conducted in a non-authoritarian environment, cognizant of the challenges of societal diversity, and co-constructed with parents, the community, and non-governmental organizations, as well as the school." (Torney-Purta, Schwille, & Amadeo, 1999, p. 30). No country has fully succeeded in achieving these goals for all students, however. Third, although educators often try to convey the excitement of the political process and the importance of participation, students often show disdain for politics. To counteract these tendencies, some countries employ student-generated projects or encourage youth to volunteer in their communities.

Empirical data from Phase 2 of the IEA Civic Education Study address the ways in which schools and other groups have an interactive and reciprocal influence on civic knowledge, political socialization, and civic identity. A test and survey was administered during 1999 to more than 120,000 students in the modal grade for 14-year-olds and students in either the last or next-to-last grade of upper secondary school. Three content domains were covered: democracy and democratic institutions; national identity and international awareness; social cohesion and diversity. The instrument includes:

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Pierre Ritchie, Secretary-General, International Union of Psychological Science, Harold Takooshian, President, Psi Chi, and Richard Yuen, American Psychological Society Student Caucus (APSSC). Andrea Perrino, student representative from the Canadian Psychological Association, was also present and joined the participants. Approximately 23 individuals attended the session and more than half of these were students. It appeared that all agreed that an international association of psychology students would be highly desirable. However, it was also acknowledged that, while feasible, to create such an organization would be a very difficult task. The conversation concluded with the understanding that student's should take the responsibility for starting such a group and Dr. 's Pierre Ritchie and Charles Spielerbergh each indicated that their organizations could provide some support for its formation (e.g. by providing program time at their meetings). Overall, it was my impression that the majority of the students were very enthusiastic to carry out the ideas presented during the session. I have created a listserve to facilitate further communication among the students present at the conversation hour and sincerely hope that we can continue working together towards the goal of an international organization for psychology students. If you are interested in becoming involved or would like further information regarding the session, please contact me at:

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several types of measures -- knowledge, skills (including the interpretation of political leaflets and cartoons), concepts of democracy, attitudes, and behaviors including community participation.

The following countries participated in both phases: Australia, Belgium (French), Bulgaria, Colombia, Cyprus, Czech Republic, England, Finland, Germany, Greece, Hong Kong, Hungary, Israel, Italy, Lithuania, Poland, Portugal, Romania, Russia, Slovenia, Switzerland, and the United States. In addition, Canada and the Netherlands participated only in Phase 1. The following countries participated only in Phase 2: Chile, Denmark, Estonia, Latvia, Norway, Slovak Republic, and Sweden.

Statistical analysis of these data is taking place at the International Coordinating Center at the Humboldt University of Berlin and at the Department of Human Development, University of Maryland. There are research opportunities for both pre-doctoral and post-doctoral students at the University of Maryland. The first report of comparative data will be issued in February 2001, with the data released for secondary analysis in mid-2002.

A Collection of Chapters on Civic Identity and Community Service

Psychologists who use empirical data to link experiences of youth in community service with their civic, personal, and social identity development contributed to a recent book edited by Yates and Youniss (1999). It presents information about what community service means in this setting and some empirical results. Some chapters report on places where adolescents experience high levels of social and political conflict, such as Northern Ireland and the Gaza Strip or describe settings where the authors assert that political corruption interferes with establishing a sense of community. Several of the chapters deal with Central and Eastern European transitional democracies, particularly Flanagan's studies of perceptions of the social contract involving mutual rights and obligations. Students across countries are attracted to environmental organizations, with substantial numbers also interested in helping the less fortunate. Conventional political activity is much less likely to interest youth.

Several other chapters will also be of interest to psychologists. Hofer discusses community service in the Germany context and provides some empirical data, dealing with the different constructions of what such programs mean in this setting. Oswald reports data from young people in the Eastern and Western parts of Germany. Numerous theories as well as differences in civic political participation. Pancer and Pratt present a model distinguishing between factors which initiate community volunteer participation and those which sustain it using data from a national youth survey in Canada. Chapters from the UK and the US also provide empirical data concerning both informal and formal educational settings and the civic identities of adolescents. The editors suggest further research efforts within and between nations.

An International Conference, "Creating Citizenship: Youth Development for Free and Democratic Society."

In June, 1999 researchers and specialists in youth development gathered under the auspices of the Stanford Center on Adolescence, at the invitation of William Damon (its Director). A convening paper had been circulated laying out the research base and assumptions about youth development in this area. In addition to faculty and doctoral students from seven U.S. universities, individuals from Oxford University, Potsdam University, Tel Aviv University, University of Ulster at Coleraine, and Warsaw University attended. There were brief presentations by the visiting researchers, a session convened by youth leaders from organizations in the San Francisco area, and several working group sessions. On the last day of the conference a draft version of a consensus paper was presented and critiqued. A revised version of that "white paper" is available on the Web and will be circulated widely. The conference process was designed to open a dialogue internationally on the importance of this area and the need for research and reflection about practice.

Where to Get More Information about these Initiatives

Civic Education across Countries: Twenty-four National Case Studies from the IEA Civic Education Project (622 pages), edited by Judith Torney-Purta, John Schiville, and Jo-An Amadeo, is published by and available from IEA (Amsterdam - Fax: 31-20-420-7136) or from the National Council for the Social Studies (its US distributor). Call toll-free at 1-800-683-0812 (Order #409501). Copies are $33. For information about future publications of the IEA Civic Education Study (including the report of cross-national findings from the test and survey, to be released in February 2001) or about opportunities for doctoral research using these data contact jt22@umail.umd.edu (or for general student information http://www.inform.umd.edu/EDUC/Depts/ED-HD).

Roots of Civic Identity: International Perspectives on Community Service and Activism in Youth (283 pages), edited by Miranda Yates and James Youniss, is available from Cambridge University Press. Call toll-free at 1-800-872-7523. Copies are $49.95.

Information about the international conference "Creating Citizenship: Youth Development for Free and Democratic Society," and the "white paper" may be found on the Web at:

http://www.stanford.edu/group.adolescent.ctr

Ethnopolitical Conflicts: A Lebanese Perspective

Naji Abi-Hashem, Ph.D., DABPS
The New Life Clinics, Seattle, WA

I was born and raised in Lebanon. I left Beirut in the early eighties, when I was 30 years old, and came to the US as a student to pursue further education in Theology, Cultural Studies, and, eventually, Counseling and Clinical Psychology. Therefore, I witnessed most of the wars, conflicts, and devastation which started in the late seventies and persisted on and off, and in different locations, to the early nineties in Beirut. Currently, I go back home each year for at least two months trying to help in any way possible by making myself available to the community at large. There are so many needs and opportunities for service. I am often humbled by the acceptance and respect I receive from educators, community leaders, clergy, and healthcare professionals alike; not to mention the joy, warmth, and reward I always experience as a result of my walking along with them and being part of their lives.

The fact that Lebanon is not in the daily news anymore does not mean that all its troubles have disappeared or a deep psychosocial wounds have healed. This tiny nation has endured a lot and still is suffering on many levels. The aftermath of all the injuries, losses, trauma, crises, and violence through the years are still alive and, at times, clearly evident to the sensitive and trained professional. On the other hand, Lebanese people are known for their remarkable
Ethnopolitical conflict is indeed a legitimate topic that needs to be openly and honestly discussed in order to heighten awareness in our professional community, mostly in the Western world, about the realities and complexities of such unfortunate, constant, and severe disturbances. Dealing with these matters requires much wisdom and sensitivity due to their delicate nature. Obviously, such troubles are extremely difficult, deeply unsettling, and painfully real. This reality, I am afraid, is still incomprehensible for the American mentality. Obviously, North America is so removed and geographically and experientially isolated from other parts of the world that the average American does not quite relate to what is happening elsewhere (see Abi Hashem, 1998). Some may find such material disturbing or repulsive, others may find it irrelevant and foreign, yet, others may disregard it and detach themselves completely from it because of a lack of interest, apathy, or total indifference. It is sad and also scary to realize that ethnic conflicts can happen anywhere, at any time, or on any level of society. No single country, community, or nation, regardless of its status, power, or degree of accomplishments, is totally immune. It is surprising how easy it is for a third party to trigger a strife, civil unrest, or an ethnic-racial conflict anywhere.

Although it is not possible to examine all types of conflicts at once, I believe the major factors that cause regional conflicts can be summarized by the following: Geo-Political; Economical-National; Ethnic-Racial; Social-Cultural; and Historical-Ideological. However, it is rarely Religious or Theological based. Religious faith and theological interpretations of basic beliefs play a small part in the whole picture. Cairns and Darby (1998) nicely explained the nature of conflict in Northern Ireland: “The use of the terms 'Protestant' and 'Catholic' to identify the conflicting groups is as much ethnic and political as religious” (p. 755). As a matter of fact, most Catholics refer to themselves as “Irish” and most Protestants as “British.”

When I personally hear or read about the agony in another place or people (like what has happened recently in Kosovo and Yugoslavia), I take in these events to be both serious and sober. I can relate well because I have been there! Over the last two decades, I have experienced the deep agonies of my people, while still with them or apart from them. I also keep a close eye on and have a keen interest in any new developments both in Lebanon and the whole Middle East region. Unfortunately, Lebanon is currently an underrepresented country. The fact that there is no serious fighting or conflict on the ground does not mean all of its psychological problems and deep emotional troubles are healed. The news media usually move from one hot spot to another without ever being integral part of the real agony or the tormented soul of the people. For example, while the case of Kosovo’s Albanians was over publicized, the case and suffering of the Serbs in Belgrade and other cities of Yugoslavia was totally under publicized. Besides being subjected to prolonged bombings (traumatized), they were demonized as bad or evil people (alienated). Kos (1999) boldly revealed the deep agony of the Serbian people and accurately described what the profound impact of such devastation and traumatization may be on Yugoslavia now and in the future.

In my opinion, there are two extremely important factors that seriously contribute to any major conflict, or to start one: (1) outside influence and interference, and (2) the role of the mass media and news agencies.

In an open and chaotic socio-political situation, and after a change or a break-up of a country’s government, militias quickly emerge and rule the land. Mostly, these militias are sponsored and funded by outside sources. They recruit zealous, indoctrinated, young, poor, uneducated, and, at times, imported people. Some are willing to fight for a salary and some are willing to follow their fundamentalist leaders unto death. Similarly, neighboring countries and regional superpowers often jump in and find overt or subtle ways to intervene and take advantage of such situations. Unfortunately, Lebanon has seen it all. It has been an experimental laboratory for shifting political paradigms and alliances, for trying new weaponry and fighting strategies, and, as a scapegoat, for multiple attempts to resolve the Middle Eastern crisis on its own expense.

In terms of the role of the mass media, the way news agencies portray the local situation eventually defuse or foster emotions of animosity and hatred. Broadcasting and journalism always shape public opinion and national sentiments. Inaccurately and inappropriately, the media keep referring to local conflicts as religious. For example, in Beirut, Muslims vs Christians; in Israel/Palestine, Jews vs Arabs; in Ireland, Catholics vs Protestants; in Bosnia, Serbs vs Muslims; etc. That language and word pictures can be very damaging and have long term negative effects on the people and the region itself as well. This is a gross oversimplification.

The superpowers and major political forces which interfere and are deeply involved in the internal affairs of other smaller countries; later on they suddenly withdraw and begin to blame that country for all the troubles and chaos. At other times, powerful and rich countries step in with a quick fix and leave. With only brief action they would like to believe that all of the troubles of a tiny country have evaporated. As a matter of fact, great many people and communities continue to suffer for an extremely prolonged time due to serious psychological damages and severe traumatic effects while the rest of the world has forgotten about them.

I call upon others in our sophisticated profession, to stretch beyond....
(Ethnopolitical cont. from page 30)

the comfort of private practice or faculty positions to seek new horizons and scopes and to become involved in international service. There, opportunities are plenty, needs are tremendous, and rewards are rich; together we can make a difference.

References


(Psychology in Argentinac cont. from page 26)

The absurdity of military coups, stemming from our Spanish inheritance, contributed to this situation, and as it always happens, contradictory scientific views were upheld according to the dictates of those in power. Without this political interference, psychology in Argentina might have followed a different way, perhaps more similar to the shape it took in the US.

So there was an abrupt transition to psychological assessment by means of psychometric tests, along lines more similar to those prevailing in America. There are two people who were instrumental for the change: Luis García de Onrubia, renowned for introducing the Gestalt in his lectures, and Horacio Rimoldi, alumnus of the University of Chicago and one of the staunchest supporters of psychological testing.

The First Argentinean Congress of Psychology in 1954 merely confirmed the transformation that had been initiated in 1949, and lay foundation for the first psychology degrees, whose denomination of "Licenciatura" is equivalent to a Master's degree in one English-speaking tradition. The first to offer a degree in Psychology was the Universidad del Litoral in Rosario, followed almost immediately in 1957 by the Universidad de Buenos Aires, which (as we have pointed out) had included psychology courses in its official curricula since 1896.

Therefore, this new career field was not emerging out of the void; it was not starting out, as it were on a clean slate, but resulted from the labors of men and women who had led one way with their everyday efforts. Many of them were linked to the prestigious and recently founded Argentinean Psychoanalytic Association.

Psychology degrees were soon added to their official curricula by other State and private Universities: those from La Plata, Córdoba and Tucumán, the Catholic University, the Universidad del Salvador and others. This was made possible by the great prestige that both psychology and psychoanalysis had acquired throughout the country, but particularly in Buenos Aires, which is not only one of the capitals of the psychoanalytic world, but from the 1970's, a bulwark of Lacanian psychoanalysis abroad.

In 1985 the University of Buenos Aires began yet another initiative: the career of psychology was given a higher status as a School of Psychology (Facultad de Psicología) and its curricula were brought closer to the American model.

We could surely say much more about the development of psychology in Argentina, but these can be considered as the main facts in a development that is still enjoying its full momentum and points to Buenos Aires as the great capital of psychological studies south of the US and Canada.

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(Arts cont. from page 30)

Art imitates nature: "Sensation," the Brooklyn Museum of Art's controversial exhibit

Robert Perloff, PhD
Former APA President
University of Pittsburgh, Pittsburgh, PA

I ssues related to "Sensation."

The Brooklyn Museum of Art's celebrated brouhaha are presented here in the International Psychology Reporter for two reasons. First, this exhibit extraordinary is overtly international inasmuch as its contentious paintings by British painters are on display in an American museum. Next, and more importantly, the reasons why I wholeheartedly support this exhibit and am opposed to New York mayor Rudolph Guilani's highhanded and slashing disapproval of a publicly financed viewing of these paintings, more about which below, are basically broad-minded, catholic (with a small c) considerations transcending, in my judgment, geographical, linguistic, cultural, and ethnic boundaries. That is, I unqualifiedly endorse the exhibit because of reasons which are behaviorally, I believe, international in scope, representing how people think and feel about the world in ways that are universal and not provincial. Isn't that what international psychology is?

APA Block Travel Grant Program
for
XVII International Congress of Psychology
Stockholm, Sweden
July 23-28, 2000

The American Psychological Association has applied to the National Science Foundation (NSF) for support to administer a block travel grant program for US participants in the scientific program of the XVII International Congress of Psychology in Stockholm, Sweden, July 23-28, 2000. NSF funding will be used exclusively for scholars working in areas that are center to the NSF mission - the description, modeling, and development of human mental and perceptual processes, including learning, reasoning, problem solving, concept formation, memory attention, and perception. At least half of the awards will be granted to investigators who are either students or within eight years of receiving their doctoral degree. Although APA has not received final word from NSF on availability of funding, applications are now available from APA Office of International Affairs, 750 First Street, NE, Washington, DC 20002, (202) 336-6025 (telephone); (202) 218-3599 (fax); international@apa.org (e-mail).
(Art Imitates continued from page 31)

all about and what Division 52, the Division of International Psychology of the American Psychological Association, has as its mission?

Background. Central to this quarrelsome exhibit are allegedly depraved, immoral, heretical, and sacrilegious paintings, such as animals suspended in formaldehyde and, more "contemptibly" the "Holy Virgin Mary," a collage of the Madonna made from pages cut from porn magazines and decorated with globs of elephant dung (aka animal excrement, manure, or, vulgarly referred to by commoners and aristocrats alike as good old-fashioned "shit"). Hizzoner, the mayor, has "threatened to cut off city funding for the museum and evict it from its municipally owned building, an intemperate pronouncement challenged by professional arbiters of art as well as by the likes of Hillary Rodham Clinton, Guiliani's likely opponent to fill the New York senatorial seat to be vacated by Senator Daniel Patrick Moynihan.

These champions of "Sensation" are sticking by "Sensation" in the name of the First Amendment to the U.S. Constitution, the first amendment of the Bill of Rights, the stoutly defended free speech amendment, which is arguably the strongest cornerstone of the constitution which has served us admirably for over 200 years. Their defense of "sensation" is also articulated in terms of the freedom of the artist to express himself or herself in an unfettered way, to engage in the creative process to delineate life and the world as they wish, no holds barred, with all the warts and wrinkles that might accompany their artistic endeavors.

However, my concurrence with their support of "Sensation" is fortified and extended by reasons transcending the first amendment and the freedom of artists to create what they please to create and what they feel like creating. My support of "Sensation" is, I believe, deeper and more fundamental, and is expressed well by the quotations of the following luminaries:

--Jean Cocteau: "Art produces ugly things which frequently become beautiful with time."

--Ralph Waldo Emerson: "Every genuine work of art has as much reason for being as the earth and the sun," and on the earth and beneath the sun we needn't be reminded is dung and porn.

--John F. Kennedy, after whom the John F. Kennedy Center for the Performing Arts (in Washington, DC) is named: "...art establishes the basic human truths which must serve as the touchstone of our judgment."

Over and beyond the wisdom of the foregoing three persons, however, is a vital consideration that I believe has been overlooked, a consideration reinforcing the other arguments advanced for accessing the public to "Sensation." That consideration is explicated below.

Art imitates nature. The major argument I wish to offer in defense of "Sensation" and the public's right, the young and the old, believers as well as agnostics and atheists, the educated and the less well educated, the rich and the poor, to view "Sensation" is encapsulated by Richard Frank's (Northern Memoirs, 1694) observation that "art imitates nature" (whence the title for this article). Additionally, I was hastened to accept my view of endorsing "Sensation" by L. P. Jacks, who asserted that "The optimist sees an opportunity in every difficulty," the relevance of which for "Sensation" is that the difficulty in "Sensation" expressed by Mayor Giuliani and like-minded guardians of the Vulgariat. (Art Imitates continued from page 31)

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108th APA Annual Meeting

public taste can be converted into an opportunity, the nature of which will soon become clear, but to give you an advance hint the opportunity that I envision here is that which exposes in broad daylight what many view as objectionable, an exposure which will prepare communities to help the citizenry, particularly young children, to cope with what may be objectionable and not to be dominated, intimidated, or influenced by these allegedly depraved paintings. Now I should like to explain my position.

Nature is bivariate, conferring upon the earth, including its oftentimes helpless men, women, children, and animals, pestilence, storms, avalances, hurricanes, typhoons, tornadoes. Idyllic days, sun-baked days, along with the miseries of the aforementioned rath of nature. Life can be beautiful and it is sometimes ugly. Tragedy abounds. Kindness is paired with evil, healthy organisms with diseased organisms. Pleasantness is matched with unpleasantness.

Now, if we citizens --children, our chosen leaders, business people, professionals, scientists, bakers, and candlestick makers-- are to fully understand the vagaries and injurious situations heaped upon us in life, then we must not, we can not, shield ourselves from dung and porn, for if we consider for sake of argument that dung and porn are not good things, then how are we to understand the structure and the ways of dung and porn to reduce us to states of immorality? The way to combat problems and objectional phenomena is to let them all hang out, let them be viewed and studied in the full light of day, so that we can be equipped to deal with them, to protect ourselves against their injurious influences.

We cannot confine ourselves to the benign when in fact malignancy may and oftentimes does show its ugly head. To deal with malignancy we must understand malignancy, we cannot will it away by not facing it, by, in a word, by banning "Sensation." If we are shielded or protected from the seedy aspects of life, from cruelty, from disease, from inhumanity, how can we recognize these things when they assault us?

We cannot do battle with the enemy until we understand the enemy, his capabilities, his craftiness, his power to overcome and defeat us.

Yes, art imitates life and to open the window on life part way is to attenuate our view of life. This we must not do if we are to prevail, to overcome, to cope, to succeed in the battle to overcome adversity of one kind or another. This is why I insist that "Sensation" should be broadly available to one and all, with no restrictions whatever, and this reasons transcends, I repeat, the first amendment and freedom of the artist to create art as he or she sees it.

The frightening and sickening pictures we saw of Rwanda, of Bosnian, of Kosovo, enabled us to seek, not with total success but with moderate success, to right the wrongs there, through NATO, the UN, the power of the United States, or otherwise. Why, I ask, is it OK to show pictures of children and the aged, devoured by ethnic cleansing and other primitive devices and feeble justifications, but to shield us from dung and porn? I would much rather wallow in dung and porn than in the brutal murders in Rwanda, Bosnia, and Kosovo. How can we as civilized people consent to be open to what's happened in Rwanda, Bosnia, and Kosovo, but be shielded from essentially harmless dung and porn?

Preparing our kids to handle dung and porn will be all the more possible by exposing them to dung and porn and by encouraging parents, the church, and our schools to educate our kids so that they can with resilience and hardiness cope with the dungs and porns in our society. That's the way to handle this situation, not by drawing a curtain down on the "Sensations" in our society, but by engaging the preventive medicine, education, and attitudes toward living which will enable us to put the dungs

(Continued on page 33)
International Congresses, Meetings, and Conferences in 2000

March 23-25 2000
3rd International Conference on Cognitive Modelling
Location: Groningen, Netherlands
Contact: Niels Taatgen: niels@tcw3.ppsw.rug.nl; Jans Aasman: J.Aasman@research.kpn.com
URL: http://tcw2.ppsw.rug.nl/cccmen/
Deadlines: Submissions - 15 December 1999

April 27-29, 2000
IXth CONGRESS INFAD-2000 ON EDUCATION CHILDHOOD AND ADOLESCENCE
Location: Cadiz, SPAIN
Contact: IXth Congress INFAD-2000, Department of Psychology, Campus Rio San Pedro, University of Cadiz 11510 Puerto Real-Cadiz, Spain
Tel: +34 - 56-016217; Fax: +34-56-835163;
E-mail: infad@uca.es
Contact: http://www2.uca.es/dept/psicologia/
Deadline for abstracts, early registration 15 March 2000

June 27 - July 2, 2000
Location: Brisbane, Queensland, AUSTRALIA
Contact: Sally Brown Conference
Connections, PO Box 108, Kenmore, Brisbane QLD 4069, AUSTRALIA
Tel: +61 7- 3201 2808; Fax : +61 7- 3201 2809
Email: sally.brown@uq.net.au

July 1 - July 4, 2000
Twenty-Third Annual Scientific Meeting International Society of Political Psychology
Location: Seattle, Washington USA
Contact: Denis Snook, 27777 Snyder Road, Junction City, OR 97448, USA
Tel: +1-541 688-8754; Fax +1-541 607-8889
E-mail: ispp2000@aol.com
URL: http://ispp.org

July 4 - 7, 2000
16th Conference of the International Association for People-Environment studies: Metropolis 21st century: Cities, Social life and Sustainable development, which perspectives?
Location: Paris, FRANCE
Contact: Laboratoire de Psychologie Environnementale CNRS ESA 8069, France
E-mail: iaps2000@psycho.univ-paris5.fr
URL: http://www.psycho.univ-paris5.fr/iaps2000/

July 8 - 11, 2000
1st INTERNATIONAL CONGRESS OF DOCTORAL RESEARCH ON SOCIAL PSYCHOLOGY
Location: Barcelona, SPAIN
Contact: URL: http://cc.uab.es/~ilpse/

July 9-14, 2000
XIV World Meeting of the International Society for Research on Aggression (ISRA)
Location: Valencia, Spain
Contact: Dr. Manuela Martinez, Area of Psychobiology, Faculty of Psychology, University of Valencia
Avda. Blasco Ibáñez, 21, 46010 Valencia, Spain
Tel: +34-96-3864420; Fax: +34-96-3864668
Email: isra2000@uv.es
URL: www.israsociety.com

July 11-14, 2000
16th Biennial Meeting of the International Society for the Study of Behavioral Development
Location: Beijing, CHINA
Contact: Dr. Lei Wang, Department of Psychology, Peking University, Beijing
Tel: +86-10-62757551; E-mail: leiwang@pku.edu.cn

July 17-21, 2000
58th Annual Convention International Council of Psychologists
Location: Padua, ITALY
Contact: Prof. Anna Laura Comunian, International Cross-Cultural Psychology Laboratory, Department of General Psychology, University of Padua, via Venezia, 8 35134 Padova, Italy
Tel: +390-49-8276629; Fax: +390-49-8276600
E-mail: comunian@psico.unipd.it
URL: http://www.unipd.it/ammi/news/ICP.html

July 18-20, 2000
2nd International Congress on Licensure, Certification and Credentialing of Psychologists
Location: Oslo, NORWAY
Contact: Norwegian Psychological Association, PO 8733 Youngstorget, N-0028 Oslo, Norway
Fax: +47-22-424292
Email: npfpost@psykol.no

July 20-22, 2000
21st International Conference of the Stress and Anxiety Research Society (STAR)
Location: Bratislava, SLOVAK REPUBLIC
Contact: Ivan Sirmány-Schuller, Institute of Experimental Psychology, Dubravská 9, SK-81364 Bratislava, SLOVAKIA
Tel: +421 7 594 13 229; Fax: +421 7 547 75 584
Email: expsarm@savba.sk
URL: http://www.psych.uw.edu.pl/STAR99/

July 23-28, 2000
XXVII International Congress of Psychology
Location: Stockholm, SWEDEN
Contact: 27th International Congress of Psychology, Box 3287, S-103 65 Stockholm, Sweden
Tel: +46-8-696-97-75; Fax: +46-8-24-78-55
Email: psych.congress.2000@psychologforbundet.se
URL: http://www.icp2000.se

July 16-21, 2000
XV International Congress of International Association of Cross-Cultural Psychology
Location: Warsaw, Poland
Contact: Pawel Boski, Institute of Psychology, Polish Academy of Sciences, 01-673 Warsaw/L, Podlensa 61, Poland
Email: boskip@atos.psychpan.waw.pl
While the birth of psychology and law dates back to the early 1900's (typically traced to Hugo Munsterberg, the "founder" of applied psychology, and his work in 1908), growth was slow until the last quarter century. During the last two decades, the field has steadily expanded and it is currently enjoying great popularity. What began with applying clinical methods and basic psychological research to legal questions or applications has clearly emerged as a unique specialty within psychology. This field encompasses contributions made in research, clinical practice, public policy, and education and training from numerous orientations within the field of psychology, such as social, industrial/organizational, clinical, and developmental. As we approach a new millennium, there is evidence to support the conclusion that this is a tremendous interest in continuing to strengthen the interface between psychology and law and optimism that the field will continue to mushroom. What is the difference? There is at least one simple answer to that question - More than ever before, large numbers of psychologists and lawyers are not merely talking the interdisciplinary game - they are actually coming together in a variety of forums to learn from each other and collaborate on important issues of common concern to their respective constituencies in order to better serve their clients and society at large.

For those who question the importance of the interface, one must acknowledge that psychology can benefit society by helping to ensure that the laws reflect basic human values, and by assessing the validity of the assumptions the law must make in its efforts to regulate behavior. Also, as the force in society that regulates psychology, the law is a powerful vehicle for allowing us to realize psychology's full potential in science and in practice. By turning our focus to the law, we can further ensure that psychology benefits society and that the law benefits psychology.

Psychologists and lawyers, by establishing collaborative ties, are fulfilling several important functions. Most importantly, the interdisciplinary exchange provides psychologists with an even greater awareness of: (1) how the law affects the practice of psychology, and (2) how psychology can make significant contributions to the legislative and judicial process. Additionally, the interdisciplinary exchange: (1) defines areas and demonstrates where and how psychological data can be used to facilitate decision making within the legal system; (2) educates members of both professions about the professional roles and practice of the other in order to promote increased understanding and more effective interactions; and, (3) creates collaborative and professional practice opportunities for psychologists and lawyers.

Although the field of psychology and law has seen dramatic growth in recent years, it requires continued and systematic attention to develop its full potential. In this regard, there is a sense of optimism that we are entering into an expansive time for psychology and law, because for the first time in the history of both the American Psychological Association and the Canadian Psychological Association, the presidents-elect are psychologist-lawyers. Both Patrick H. DeLeon, J.D., Ph.D. (APA President-elect) and James R. P. Ogloff (CPA President-elect) plan to use their presidencies as an opportunity to further advance the interface between psychology and law. This shared interest presents a unique opportunity to further raise the profile of psychology and law within the psychological associations, and to raise the profile of psychology generally within the law and society. It presents an exciting challenge to make a concerted effort to assess the current state of the "psychology and law" field, identify areas for future attention, and develop an agenda for strengthening and enriching the field as we enter into the 21st century.

Both the American Psychological Association and the Canadian Psychological Association have already made significant strides in the law. For example, APA's Committee on Legal Issues (COLI) has helped to bring psychology to the attention of the law in a number of ways. With more than half of its membership having formal legal training, COLI uses its expertise to provide, on a case-by-case basis, the APA Board of Directors with a comprehensive overview of the relevant factors to be considered in determining whether APA should enter an amicus brief coupled with the Committee's recommendation. To date, COLI has reviewed more than 200 cases for possible APA amicus involvement, and the APA has now submitted briefs as an amicus curiae in over 90 cases - many of which were in the Supreme Court of the United States. More recently, APA, through COLI's efforts, has served as a pivotal force in establishing linkages to foster collaborative initiatives with the leadership of the American Bar Association. APA/ABA interactions have resulted in collaboration on a vast array of activities that have transpired during the past three years. The Canadian Psychological Association has established its Committee on Legal Affairs which monitors changes in legislation that pertains to psychology, educates members about developments in law, and facilitates position papers that present psychology's position on matters in law pertaining to the science and practice of psychology. CPA is routinely called upon by the Canadian Department of Justice and other ministries and agencies to review and comment on legislation relevant to psychology. Despite some differences in the law between Canada and the US, there is considerable crossover between the elected leadership of our psychological associations, and thereby providing for opportunities for exploration of joint initiatives.

APA has also made tremendous strides in promoting more effective psychology/law interactions. In 1995, APA started an integrative journal, Psychology, Public Policy, and Law, to encourage the publication of articles that link the contributions of psychology to public policy and legal issues. In 1995, APA cosponsored the first Education and Training Conference in Psychology and Law at Villanova Law School. One of the important outgrowths of that conference was the development and implementation of the first APA/ABA co-sponsored continuing education conference for psychologists and lawyers. That 1997 conference on family law issues was a tremendous success with approximately 1000 psychologists and lawyers in attendance.

In 1999, there are at least two events especially worth noting: (1) The first "Psychology and Law International Conference" joint conference of the American Psychology-Law Society (APA Division 41) and the European Association of Psychology & Law (and the ninth annual meeting of the EAP&L) took place in Dublin, Ireland during July. Over 560 conference attendees represented 18 countries from around the world.

CROSS-DIVISIONAL PERSPECTIVES


Donna J. Beavers
Law/Psychology Coordination, APA Office of General Counsel
(A Focus continued from page 34)
delegates representing all continents participated in over 72 symposia sessions. (2) The second APA/ABA cosponsored continuing education conference for psychologists and lawyers, Psychological Expertise and Criminal Justice, recently took place in Washington, DC, during October. Over 100 psychologists, lawyers, and judges participated in 23 panel presentations with well over 600 attendees. Both of these conferences have received the highest of ratings and complimentary comments.

These historical interdisciplinary conferences bring together prominent legal and psychological scholars and legal and psychological practitioners to examine and exchange ideas and promote a better understanding of psychology for lawyers and of law for psychologists. The interdisciplinary forums (which merge science, practice, education, and public interest issues), have accomplished much in demonstrating that there is value to be gained through diversity - not only in the subject matters addressed, but in thought, perception, and contributions. Also, they have resulted in a heightened awareness that attempts must be made to ensure that ideas and research have practical applications. However, the question remains - where do we go from here?

Presidential Strategies and Initiatives

As president-elect of APLS, Dr. Ogloff launched a presidential initiative, "Taking Psychology and Law into the Twenty First Century," which includes a focus on "Law and Psychology: A Bridge to the Future." The project will consist of a review of the field, with the goal of reviewing where areas of research "have been," where they are now, and where they should be headed in the future. Initially, a steering committee of leading scholars in the field who have a broad vision of the area was assembled and mid-level, and more junior scholars across several areas of psychology and law were identified (i.e., children, families, and law; civil issues; competency; corrections/offenders; eyewitnesses; forensic assessment; juries; jurisprudence; policy; and risk assessment). These scholars were identified, in part, to help "bridge the generations of researchers." During a June 1999 conference in Vancouver, British Columbia, invited participants worked in small groups to critically review their area of the discipline. They will be directed to determine the extent to which the work that has been done has fulfilled a number of goals which have been identified as being critical to maximize both the effectiveness of the research and of the effect it may have on the law). The re-

views prepared by each group will be addressed at a biennial meeting of the APLS in March 2000, and the final work will be presented at the August 2000 APA Convention in Washington, D.C.

To plan for his presidential initiative in law and psychology, Dr. DeLeon has appointed a Presidential Working Group on Law and Psychology which includes a combination of diverse, hardworking and talented members led by co-chairs: Donald N. Bersoff, Ph.D., JD; Allen J. Brown, Ph.D., JD; William E. Foote, Ph.D., JD; and Mary V. McGuire, Ph.D. As part of that group's initial work, they have begun plans for the first APA mini-convention on law and psychology to be held during the 2000 APA Convention in Washington, D.C. Given the broad range of subject matter for possible inclusion, the work group found it necessary to identify a theme and limit discussion to specific topics. The overall theme for the APA 2000 Mini-convention will be "Law & Psychology in the Workplace." Specific topics are as follows: (1) Law, Psychology and Disability in the Workplace, (2) Law, Psychology and Gender in the Workplace, (3) Law, Psychology and Race in the Workplace, and (4) Law, Psychology and Violence in the Workplace. The mini-convention will open with a keynote speaker who will address the role of psychology and law in the development of policies that influence and regulate the workplace. Individual psychologists, attorneys, and policymakers will be invited and solicited to make presentations as part of the various topical symposia.

The Work Group is particularly interested in focusing on the many ways psychology can be effectively utilized to foster sound legislative, legal, and public policy decisions. This theme easily encompasses topics that integrate science, practice, public interest, and education and training.

While the international applications of these presidential initiatives are unknown at this time, comments and suggestions on ways that the initiatives might be more relevant to the international community are most welcome and would be appreciated.

14th Congress of the International Association of Group Psychotherapy

The 14th Congress of the International Association of Group Psychotherapy will be held in Jerusalem from August 17 - 20, 2000. The theme of the Congress is The Spirit of Groups 2000: From Conflict to Generative Dialogue. The Congress will have several keynote speakers. Two will be Eileen Barker, Ph.D., Professor of Sociology at the London School of Economics and Ashis Nandy, Senior Fellow of the Centre for the Study of Developing Societies in Delhi. Dr. Barker will speak on trends in religion and spirituality and Dr. Nandy's address will focus on new social movements and human rights.

Dr. Barker's main research interest has focused on cults, sects and new religious movements and the social reaction to which they give rise. She is currently involved in a large international study of religious and moral pluralism. Dr. Nandy has written, co-authored or edited more than a dozen books. At present he is focusing his work around political psychology, popular culture and futures of social organizations. Oxford University is publishing an omnibus edition of his writings.

Drs. Sandra Garfield and Peter Felix Kellerman are planning the pre-congress institutes which will meet from August 17 - 18 at Ramat Rachael Hotel overlooking Bethlehem. The hotel facilities include a swimming pool, Turkish bath and saunas. Participants can live at the hotel very inexpensively. On Saturday and Sunday, August 19 & 20 tours to various point of interest in Israel are planned.

Drs. Frances Bonds-White and George Christie, Co-chairperson of the Scientific Program Committee are planning for the Congress to open each day with small experiential groups and on-going events. A special track of the Congress, being developed by David Kipper, Ph.D., will focus on working with people traumatized by man-made or natural disasters. Lunchtime sessions will feature the expressive arts and posters. Each day will end with a review and reflection sessions, which will take place in both large and medium-sized groups. Small language groups in Hebrew, Japanese, French, Italian, Spanish, and Portuguese will also be available at the end of the day.

IAGP is an interest-based, multi-disciplinary organization whose membership reflects the scope of practice from psychodrama to psychoanalytical treatment. The Congresses are held every three years. Workshops or institutes precede each. The last Congress was held in London in 1998. This time we waited only two years so as to be able to be in Jerusalem for the new millennium. For membership information contact Frances Bonds-White, Ed.D. at FrancesBW@aol.com. For further information contact IAGP/Dan Knassim Ltd., PO Box 1931, Ramat Gan 52118, Israel. You can also retrieve registration forms from the web site: http://www.congress.co.il
Right-Wing Authoritarianism

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On right-wing authoritarianism (RWA) in North America, Altemeyer (1981, 1988, 1996) expressed a grim view of authoritarianism's potential and democracy's lack of an effective response. He concluded that citizens do not cherish their freedoms enough to resist tyranny at home or abroad, that they do not resist authority, and that the Nazi past in Germany can become the fascist present in North America (Altemeyer, 1981, p. 6; 1988, p. 276; 1996, p. 5). His research indicated that Canadian legislators' party affiliation and ideological stance could be predicted along a left/right continuum. His long-term study of Canadian students and their parents regarding party affiliations also shows the relevance of authoritarianism as a major factor in conservative party support.

He found independent support among Canadian students for Milgram's (1974) bogus punishment scenario: US learning experiments when subjects were told to administer a 'very severe shock' to uncooperative learners and dutifully did so (Altemeyer, 1988, p. 239). The findings lend credence to Meloen, van der Linden, and de Witte's (1994, p. 72-99) study of Belgian high school students who demonstrated a behavioral connection between authoritarianism, racist party sympathy, and voter support for anti-minority, ethnocentric, and national ingroup sentiments in Flanders.

After decades of research, Altemeyer summarized the main features of authoritarians (1996, p. 1-45, 112-3, 144-5, 165-6, 214-306). He found that high RWAs tend to be persons who would destroy human rights guarantees; would allow those who attack minorities or corrupt governmental officials to go free; are prejudiced against racial, religious, national, immigrant, linguistic, and other ethnic minorities; believe strongly in the group, patriotism, nationalism, militarism, and loyalty; are poor reasoners, thinkers, inferers, and hold contradictory views without realizing it; are poor critical thinkers and rely on incomplete evidence for self-support; are easy victims for propaganda; use a double standard in thinking; are major instigators of intergroup conflict and racism; are ethnocentric, prejudiced, dogmatic, and zealous; and are major supporters of right-wing parties in the US and Canada. Low RWAs oppose abuse of power; oppose vigilante activity; let the punishment fit the crime; are consistent, careful thinkers; face up to personality defects; are open-minded, undogmatic, independent, peace-loving, and less prejudiced.

Authoritarians exhibit a specific type of psychology. They are not adept at weighing evidence, critical thinking, drawing independent conclusions, and squaring the conclusions they reach with the rest of their cognitive schema or maps. Since the authoritarian disposition is to accept wholesale the beliefs of others in terms of submitting to authority and accepting the conventional wisdom, they have little skill for problem solving or decision making. They also carry contradictory pictures in their heads. They may reject suspect ideas from 'dangerous' sources, but they also place faith over reason and accept flimsy evidence if it supports their preselected viewpoints. They also may be quite vulnerable to a communication that is manipulative and merely reinforces their present beliefs, whether true or not; they are very gullible, inflate themselves, and blame others for their personal defects. Their views are often inconsistent. They are blind when it comes to self-awareness and knowing oneself and they endorse contradictory ideas and principles. They are neither fair nor principled since they deny a double standard, which they clearly use, or other facts of self-disclosure (self-esteem deficiencies or degree of prejudice). They are also self-righteous, if not self-fulfilling.

Prejudice and ethnocentrism are highly correlated with RWA in Canada, the US, Russia, and South Africa. RWAs are highly prejudiced against homosexuals and AIDS victims, while approving gay bashing, despite the illegality of such beatings. RWAs are more aggressive toward women in terms of their potential for assault. RWAs are mean-spirited toward student peers in trouble, the homeless, atheists, welfare recipients, 'radicals', and disruptive environmentalists. Both Canadian/US students and their parents were very punitive in their harsh treatment of alleged criminals. High RWA scorers supported authorities over war victims and gays, demonstrators, child molesters, hippies, and peasants as objects of officially sanctioned violence.

High RWAs in Canada and the US espouse traditional religious beliefs and Christian orthodoxy. North American, English, and Russian RWAs also endorsed traditional sex roles, conformed to group norms (Canada) and traditional practices (England), and the conventional philosophy (Russia: equality; the US: laissez faire individualism). US students who scored higher on a conservatism scale (with items supporting militarism and loyalty tests and opposing socialized medicine and limits on the FBI) also were high-scoring RWAs along with accepting conventionalism and societal rules. Authoritarianism positively correlated with Canadian students' authority values, punitiveness, sexual constraint, traditionalism, and sense of propriety. The religiously dogmatic and fundamentalists are supremely prejudiced, intolerant, and aggressively authoritarian, whether Christian, Hindu, Jew, or Muslim. Those who are religious, but not fundamentalist, can be less prejudiced, more inclusive, more spiritually soul-searching, and less authoritarian. Unchanging dogmatism correlated with authoritarianism, fundamentalism, and ideational fanaticism.

In politics, RWAs are clearly right-wingers and support such political parties in (English-speaking) Canadian studies, especially among the politically interested. In the US, support of low RWAs for Democrats and high RWAs for Republicans was another consistent tendency. This pattern of party support was also found among Australian adults, Israeli (both Jewish and Palestinian) students, and adults in the former USSR and Russia (the latter also supported nationalism and expressed dislike for democracy). Altemeyer's study of Canadian MPs and American state lawmakers indicates that elected officials of given political parties are more RWA (Conservatives, Reform, and Republican parties) than their opponents (Liberals, NDP, and Democrats). The Conservative/Republican parties are also economically conservative, anti-equality, more ethnocentric, prejudiced (as are their followers), dogmatic, anti-gay, radical, and zealous. High RWA scores positively correlated with nationalism, anti-abortion and anti-freedom views, anti-gun control, and pro-capital punishment. Regional differences are apparent in the US, with northern states' politicians being less authoritarian than southern ones. It is also clear that the conservative forces of high RWAs have

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Division 52 Bylaws and Nominations Ballot

Division 52 Bylaws Vote

Please signify your approval or disapproval of the proposed revisions to the Division 52 Bylaws by placing an “x” on the appropriate line:

- I approve the proposed revisions to the Division 52 Bylaws.
- I do not approve the proposed revisions to the Division 52 Bylaws.
- I abstain from voting.

Division 52 Officer Nominations

Please try to nominate three (3) candidates for each position.

*Note: For the foreseeable time, we will be unable to pay any fares or housing expenses to attend meetings.

President-elect (2001):
1. 
2. 
3. 

Secretary (2001-2004):
1. 
2. 
3. 

Treasurer (2001-2002):
1. 
2. 
3. 

Member-at-large (2001-2002):
1. 
2. 
3. 

Member-at-large (2001-2003):
1. 
2. 
3. 

To validate your ballot, please print and sign your name on reverse side, fold, seal, stamp, and mail.

Your ballot must be received by: January 15, 2000

Important note: Only Division 52 Members and Voting Associates may vote and make nominations for Division officers.
**INTERESTED IN JOINING DIVISION 52?**

**DIVISION 52, the Division of International Psychology, is a new Division of the American Psychology Association. This Division welcomes all individuals who are interested in interacting with international colleagues in the practice, research, training, and communication of psychological knowledge, particularly knowledge that enhances the understanding and positive interactions of people around the world. It works closely with the APA Committee of International Relations in Psychology (CIRP).**

The Division of International Psychology promotes and advances international practice, research, and communication between psychologists around the world through yearly meetings where symposia, papers, poster sessions, business meetings and social hours are scheduled. The Division newsletter will be published three times a year to keep members informed. All areas of the discipline are welcomed as participants in the Division.

The Division focuses on international issues in the field of psychology. It is particularly interested in nurturing students' engagement with national and international students and psychologists. During the Convention, at its yearly social hour, students will be able to communicate with psychologists from other countries, and possibly develop research and training contacts that will contribute positively to their developing theoretical orientations as well as professional careers and goals. Students interested in the international arena will be able to present their research at symposia as well as at paper and poster sessions. In the future, there will be a students research award(s). Student members enjoy reduced dues and may obtain a special discount on rooms at the conventions.

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**APPLICATION FOR MEMBERSHIP**
Division of International Psychology
Division 52 of American Psychological Association

**PLEASE PRINT OR TYPE:**

| Name: ___________________________ | Professional Title: ___________________________ |
| Address: ___________________________ | Telephone: ___________________________ |
| ___________________________ | Fax: ___________________________ |
| ___________________________ | E-mail: ___________________________ |

**APA Membership/Affiliation Status:**
Fellow ______ Member ______ Associate ______ International Affiliate ______ Student Affiliate ______

**APA Membership Number (if applicable):** ___________________________

**2000 dues:**

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I am an APA member who wishes to apply for membership in Division 52. Enclosed is a check for $20.00 US made payable to Division 52.

* Dues exempt members send only $10.00 US for subscription price/servicing fee.

I wish to become an affiliate of Division 52. Enclosed is a check for $20.00 US made payable to Division 52.

I am a student enrolled in a graduate program in psychology who wishes to become an affiliate of Division 52. Enclosed is a check for $10.00 US made payable to Division 52.

I wish to donate $_______ US made payable to Division 52, to support its activities.

Enclosed is the check in the amount of $_______ (in US dollars) payable to the Division 52.

I authorize Division 52 to charge my VISA---MASTERCARD---AMERICAN EXPRESS (circle one) in the amount of ________USD.

| Credit Card Number ___________________________ | Expiration Date __________ | Signature ___________________________ |

Please send your completed application together with your payment to:
Division 52 - Administrative Office
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242
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more than their fair share of politicians in both countries. These proto-fascist high-RWA attitudes and personality features can best be labeled conservative or reactionary while their opposite low RWAs can be called liberal or progressive. Altemeyer's (1996, p. 289) research in the early 1990s found that 26 percent of US state legislators surveyed agreed that once the governmental authorities identified the 'dangerous elements' in the society, 'every patriotic citizen' should help to 'stamp out the rot that is poisoning our country'.

Knowledge of authoritarianism may provide keys to prevent it. According to Altemeyer, one's level of authoritarianism is determined during adolescence, depending on exposure to key life experiences (social learning theory). These experiences come from parents and religious training, physical punishment, learning manners, and treatment by authorities, but also from experiences with gays, dissent, patriotism, nontraditionalism, experimentation, breaking rules, distrustting parents, and harbored feelings of rebellion and unconventionalism. High RWAs are taught early to obey and to fear strangers.

Parents and media (TV) also produce models for social conventional behavior. Low-scoring RWAs come from untraditional egalitarian families, their parents are better-educated, children are taught independence, no physical punishment is used, authority is questioned, equality cooperation are stressed, and religious practice is casual. Fear of other people is not learned; the family discusses human diversity and social injustice questions. The low-RWA child is more broadly experienced and widely traveled; he/she is more experimental, autonomous, and independent. Truth is discovered, decision making is learned, and problems are solved in a creative way.

Altemeyer maintains that countering authoritarianism is possible. High RWAs want to change to 'average' (not to low) scores. Anti-discrimination laws will be obeyed and contact between high RWAs and average people may change RWA prejudice levels. The more secular, nonreligious, and better educated the person, the greater the exposure to diversity, the lower RWA level which can be expected. Mass media which promote televised crime, violence, and the 'mean and scary' world syndrome need to be offset through citizens and opposition groups who can promote better fare. Churches need to reform the fundamentalists in their congregation regarding ethnocentrism, self-righteousness, racism, prejudice, and meanness. Peaceful confrontation between groups without the rabble-rousing of RWA leaders can promote conflict reduction and compromise. Hate-mongering needs to be balanced with counterpropaganda and truth. High RWAs in or seeking public office need to be exposed for being protofascists, rather than the populist democrats and egalitarians they pretend to be. The lessons to be learned involve tolerance, gratitude, and generosity of spirit, equality, and humanity. In this respect, schools have a role to play. One syndicated columnist independently reached this conclusion when he identified Buchanan's 'nativism, authoritarianism, ethnic, and class resentment' as well as his populist passion for 'America first' (Krauthammer, 1992).


References


