A MESSAGE FROM THE PRESIDENT

The Age of Extreme

Frank Farley, PhD
Temple University, Philadelphia
President, Division 52

There are changes afoot in the world suggesting that we are entering what should be called the Age of Extreme. We are not in an age of innocence, certainly, or an age of anxiety, or an age of austerity, or an age of nostalgia, or an age of doom, or the cold war, or a hot war - no, we are in an age of growing extremes.

The middle of the scale, the norm, is of less interest than I’ve ever seen. We seem to increasingly emphasize the extremes of society and extremes of individual behavior. In the world economy we find extremely well-off nations with thriving economies and healthy democracies (e.g. most of Europe, Japan, North America) contrasted with devastated nations ravaged by poverty, violence, lack of basic freedoms, and death at an early age (e.g. Sudan, the “half-made” nations of V.S. Naipaul). Inside advanced nations we see a growing divide between “dot com” wealth and creativity on the one hand and old low tech smoke stack economics on the other hand. This digital divide has made disparities of wealth wider and deeper. If you’re not in tune with technology you may be headed for society’s bone yard. The transfer of wealth in advanced economies to the technology sector has been astounding.

In education the extremes are sharp and influential. The richest self-made person in the world is a college drop-out (Bill Gates). No 4.00 GPA there! High levels of creativity and risk-taking are becoming more and more necessary for economic success. Universities around the world may need to reinvent themselves, becoming incubators of creativity, inventiveness, and silicon survival skills. The mere transmission of information and handing down of knowledge may become a minor effort and much better handled by computers than by traditional teaching.

The media, especially the “vast moronic eye” of television is helping define and establish the extreme. What the moronic eye sees we all see. Middle-of-the-road (Continued on page 4)
APA SEEKS NON-GOVERNMENTAL REPRESENTATIVES AT THE UNITED NATIONS

Position Description

The American Psychological Association (APA) is seeking applications for service as Non-Governmental Representatives (NGOs) at the United Nations (UN) in New York City. The Association has just received consultative status with the UN Department of Public Information (DPI) and the UN Economic and Social Council (ECOSOC). The Association’s team of UN/NGO Representatives will participate in a wide range of activities, primarily focused on broadening the impact of psychological and social science scholarship on the formulation and implementation of UN policies. UN/NGO Representatives collaborate with representatives of other NGOs to identify and articulate social issues and draft statements intended to influence responsive formulation and implementation of UN policies. They also attempt to create opportunities for meaningful dialogue between psychologists and other social scientists and representatives of UN agencies.

Qualifications

Applicants must hold doctoral degrees or be candidates for doctoral degrees in psychology or other social sciences and be either APA members or eligible to be members. Applicants selected must be APA members prior to their appointment by the Association’s President. Candidates must provide evidence of interest or involvement in the application of psychological or social science knowledge to social issues at international, national, or local levels. It is critical that candidates be culturally sensitive, with experience in working with people from other cultures and an inclusive approach to the use of psychological research to impact policy. Candidates must also be able to demonstrate effective oral and writing skills as well as the ability to both exercise personal initiative and work collaboratively with others who may hold different viewpoints or interests. Proficiency in a foreign language would be helpful. Prior knowledge of the inner workings of the UN system is not required. Representatives will receive assistance in “learning the ropes” from psychologists with prior UN/NGO experience.

Requirements

In order to contribute to the APA mission at the UN, persons who volunteer and are selected to serve as Representatives are expected to identify and become productively engaged in at least one substantive area, beginning in their first year of service. Residence in or near New York City is essential for developing a schedule of several visits each month to UN Headquarters, including attendance at a minimum of one of the weekly DPI briefings held on Thursday mornings from 10:30 to 12:00. APA Representatives are expected to consult with the Main Representative to whom they submit semi-annual and annual written reports to the Association. Ability to communicate regularly by email is required.

Nomination/Application Process

Whether nominated by others or self-nominated, persons interested in serving as APA’s UN/NGO Representatives should submit a letter of application, curriculum vitae, two letters of recommendation, and two samples of relevant written work to: Dr. Corann Okorodudu, APA Main UN/NGO Representative, c/o APA Office of International Affairs, 750 First Street, NE, Washington, DC 20002 (email international@apa.org). The application letter should include a brief statement of interest and identify the issues on which the candidate wishes to work. Submissions will be accepted until October 15, 2000.
NEWS FROM DIVISION 52

We Welcome Division 52
New Members and Affiliates for the Year 2000

Members
Judith E. Albino
Fern C. Alima
Rose Bergeron
Elizabeth Bernhard
Rodney Boone
Ellen Bush
Joseph P. Cangemi
Kyoung-sook Choi
Denise Dixon
Juris Draguns
Paul A. Eckert
V. Emery
Russell Farnen
Janet Finch
Edwin Fleishman
Judith Franke
Suzy Fox
Jairo N. Fuertes
Michael Goh
Jerilee E. Grandy
Gary R. Greenfield
L. S. Hansen
James Herndon
Roseanne Hickey
Wayne Holtzman
Barbara Houle
Thomas P. Joseph
Anie Kalayjian
Ricki Kantrowitz
Edward J. Kelty
Kathleen Kowalski
Steven Kubacki
Luciano L'abate
Amaro Laria
Leswin R. Laubscher
Jung-mo Lee
Sondra Leftoff
Yehezkel Lilu
Lewis Lipsitt
Yen-hung Lo
Marta Lukjan
Sherri McCarthy-Tucker
Wilbert J. McKeachie
Cynthia Monahan
Dawn Noggle
Steven Ososkie
Laurie Pearlman
Connell Persico

Chris Phelps-Thiry
Tahereh Pirhekyaty
Amy Pumilia
Gilbert Reyes
Jose Rivera
Karen Sagal
Selma Sapir
Elaine Saunders
Lynda Sayer
Joan Shapiro
Janine Shelby
Charles Sherman
Nancy Sidun
Nancy Skuble
Dominicus So
B.H Stamm
Makiko Tadokoro
Ava Thompson
Alberto Vilanova
Dennis Wack
Jean Wharton
Wendy M. Williams
Thomas Wolf
W. Joy Woodruff
Jin Wu
Sung-kyun Yoo
Isaiah Zimmerman
Lorraine Zimmerman

Maria Fishel
Oxana Flathman
Shelley Freeman
Sharon Glazer
Natercia Godinho-Adams
Hong Guo
Cynthia G. Hand
Thidaporn Iamsutta
Cleopatra Iliescu
Megan Johnston
Define Koraman
Dorothy Kostriken
Irene Krageg
Kirsten Krohn
Priscilla Levasseur
Christie Lisman
Angel Lugo
Erendira Lopez-Garcia
Margaret McCreanor
Charmaine McIntosh
Takuya Minami
Terri Mirgon
Waynnie Mok
Danielle Nahas
Nhu N. Thy Ong
Alta X. Paneras
Kelly Parrish
Sharon Pickrell
Ronald Pilato
Alfred Pillay
Larry Powell
Robert A. Richardson
Patricia C. Robertson
Kyrie Sankaran
Kyla M. Sawyer
Steven Shapiro
Kirsten M. Stoldt
Raquel A. Torres
Anne R. Trafford
Melina Tsiris
Ted Von Der Ahe
Ben Weinstein
Anna White
Joan Williams
Maren Wolfe
Lawrence Yang

Professional Affiliates
Frank Hollingsworth
Lilian M. Romero

Student Affiliates
Liat Ayalon
Kathleen Baird
Mustafa Baloglu
Matthew Baysden
Ruth E. Bedell
Will Bennis
Liza Burnett
Cammy Chicota
Tyson Chung
Yi-Hsing C. Ciu
David Cote
Greta Couper
Mercedes Cubillan
Lynn Elliot
Ozgur Erdur

Board Members of the Division 52

Continues

Membership Committee Chair
Joan Christers, PhD
Department of Psychology
Connecticut College
New London, CT 06320

Program Committee Chair
Richard Neyer, PhD
 Pace University
Psychology Department
41 Park Row
New York, NY 10036

Program Committee Co-Chair
Frank Farley, PhD
213 River Annex
Temple University
Philadelphia, PA 19122

Fellows Committee Chair
Harold Takoski, PhD
Psychology Department
Fordham University
New York, NY 10023

Awards Committee Chair
Robert Morgan, PhD
P.O. Box 652
Greenville, CA 95947

Publishing Committee Chair
Ivan Koss, PhD
International Psychotherapy Associates
625 Main Street, #625
New York, NY 10044

Webmaster
William C. Masters, PhD
P.O. Box 3566-East Ty Station
Commerce, TX 75429

Women's Committee Chair
Joy Rice, PhD
4230 Waban Hill
Madison, WI 53711

Committee on Aging Chair
Margaret M. Hastings, PhD
Institute of Medicine of Chicago
P.O. Box 228
Kenilworth, IL 60043

Committee for Int. Liaisons Chair
Michael J. Stevens, PhD
4520 Psychology, Ill. State University
Normal, IL 61760

Liaison to IPRP
Erol C. Belzer, PhD, ABPP
44 West 300 South, #607
Salt Lake City, UT 84101
news is of no interest. If it doesn’t show an extreme viewpoint, a strongly held position, a batch of blood, or a garish sample of behavior, it will get little or no air time. The bad news drives out the good, and we repeatedly see an extreme landscape that itself begins to seem normal. Hollywood depends on the making of extreme movies, with wild unlikely situations and behavior often involving relentless slaughter, body counts, and thrills that keep the turnstiles turning. These movies create a deeply false psychology that plagues and infests contemporary mental life, the “demon haunted world” of Carl Sagan. These movies often go from the very particular (e.g. a Mafia figure) to the broadly general (e.g. the putative nature of human violence) with wanton disregard for the massive gaps in our knowledge and the missing steps from individual behavior to the articulation of general laws.

Sports is showing a strong tilt to the extreme, with so-called extreme sports (X sports), including such things as skydiving, hang-gliding, skate-boarding, and mountaineering, growing much more rapidly than traditional sports.

Leisure activities and travel are becoming more extreme in character, with the rest and rejuvenation of traditional leisure in advanced nations being replaced in significant numbers of lives by adventurous pursuits, from white water rafting to mountain climbing to back-pack ing into remote locations. Travel experts now talk of hard adventure versus soft adventure travel. Adventure travel is the fastest growing sector of the travel business. One of the longest-running entries on the New York Times best-seller lists in recent years has been the book *Into Thin Air*, an account of the ill-fated 1996 “hard adventure” expedition up Mount Everest, where eight climbers, many of whom were relative amateurs, perished.

In contemporary psychology we often see extreme theoretical positions being staked out with little attention to the slow detailed incremental and replicated research needed to resolve theoretical controversies. A single dramatic outcome from a single unreplicated study will often be relied on in supporting a view point, and will often be reported in the popular press. Or even worse, “expert opinion” will be trumpeted in support of this or that extreme theoretical position. Here we often see the continuing clash of statistical versus clinical judgment. A case in point is the still unresolved issue of repressed memory where solid science often gets overshadowed by unproven or unprovable “expert” clinical judgments that make extreme claims of causality. However, not all aspects of the Age of Extreme are bad. Definitely not. For instance, the extremes of personality, such as in what I have called the Type T Personality (Farley, 1991), which is the thrill seeking, risk taking, stimulation seeking, adventurous personality, can be I believe the fuel for great creativity and progress in human affairs. Geniuses, heroes, elite athletes, to name a few, are other examples of extreme that we value.

In the community of nations we need to work so that all are ultimately to be located at the extreme called “first world.” As scholars we need to study the extremes of wealth and power to make important points and undergird activist programs of change. We need to identify the positive and negative extremes of behavior and personality and work internationally to strengthen the former and weaken the latter!

References


Division 52 International Committee for Women

Joy K. Rice, PhD

Chair

Any one who is coming to APA in Washington DC this summer and would like to join ICFW is welcome to come to our annual meeting on Saturday, August 5, 2000, from 3-4 pm in the AWP/Division 35 Suite. The suite is the Presidential Suite at the Capitol Hilton Hotel;— check for signs. ICFW has organized a symposium for APA entitled, "Internationalizing the Psychology of Women: Avoiding Neo-Colonialism," on Friday, August 4, 2000 at 11AM.

In addition Irene Frieze will chair a Conversation Hour on "International Research on Women". [Division 52's International Committee on Women invites researchers from all countries who are interested in research on women to meet and share their ideas about important research questions and about methodologies that have and have not been successful in their work]. The session and will be in the afternoon of Monday, August 8. We hope that everyone will come and support this activity.

Joan Chisler reports that over $2,000 has been collected to help the Fatimah Jinnah Women's University in Pakistan. Please contact her if you would like to help in this worth while endeavor.

One of the goals of the APA Division 52 International Committee for Women has been to share internet resources. This list was complied by Joan Saks Berman and Judith Lorber.

Canadian Women's Movement Archives http://www.uottawa.ca/library/cwma.html

Central and Eastern Europe http://www.ccu.hu/gend/gendir.html

Comparative international data on women in politics http://www.ipu.org/iss-e/women.html

European women's issues http://women-www.uia.ac.be/women

Gender in Development http://www.undp.org/gender/resources/

Global activism www.womenswire.net or www.womenswire.org

International Archives of the Second Wave of Feminism http://www.wennet.net/~celest/2ndwave.html

Nordic countries http://www.nikk.uio.no/english-index.html


UN Internet Gateway on the Advancement and Empowerment of Women http://www.un.org/womenwatch/

Women's Environment and Development Organization (WEDO) http://www.wedo.org/

Women's Environment and Development Organization (WEDO) http://www.wedo.org/

Women and International Development http://www.isp.msu.edu/WID/

Women's International Studies Europe (WISE) http://hginis.uia.ac.be/women/wise/

Journal of international Women's Studies http://www.mcla.mass.edu/academics/sba-women/ctt/

Women's International Net http://www.wimmagazine.org

For more information on joining ICFW, contact Joy Rice <jkrice@facstaff.wisc.edu>
would like to briefly report on the state of the Division.

ELECTION RESULTS. The results of our election of officers taking office in 2001 are now in. CONGRATULATIONS to Charles Spielberger who will be president-elect, Irene Deitch and Joan Chrisler members-at-large of our Board, and Lenore Walker treasurer. These are outstanding leaders in international psychology who are deeply committed to Division 52. I also wish to thank the candidates who were not elected and express my hope that they will be willing to consider elected office in Div. 52 in the future.

NEW FELLOWS. We had a superb year in the election of outstanding members of the Division to Fellow status. I wish to thank Harold Takooshian and the Fellows Committee. The Board of Directors and myself got involved in this process in a major way also, and I wish to thank the Board as well. We are HONORED to have these 36 new Fellows in the Division!

CHANGING THE DIVISION’S NAME. I have proposed changing our name to The Society For International Psychology, A Division of the American Psychological Association. It will give us greater visibility and stronger identity in the international
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<th>Time</th>
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<tr>
<td>12:12-12:50pm</td>
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<td></td>
<td>International Perspectives on Research and Practice: Session B (Poster Session)</td>
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<td>Chairs: John Hogan, Ph.D., St. John's University</td>
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<td>William Masten, Ph.D., Texas A&amp;M University</td>
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<td>1-1:50pm</td>
<td>(Meeting Room 22, Washington Convention Center)</td>
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<td></td>
<td>Newman, Slater C. (Chair), North Carolina State University, McCaslin, Shannon E., University of South Dakota; Yuen, Richard, Southern Illinois University at Carbondale; Baysden, Matthew, Oklahoma State University, Jackman, Chaim E., University of Southern Mississippi; &amp; Comunian, Anna Laura, University of Padova, Italy. An international organization for students in psychology: Planning and implementation, Conversation hour</td>
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<td>Co-list: 2, 15, 17, Psi Chi,</td>
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<td>2-2:50pm</td>
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<td>Marsella, Anthony J. (Chair) University of Hawaii. Pryor, Douglas K. (Chair, Participant) National University, &amp; Bankart, C. Peter. Wabash College. Healing for the millennium I: Buddhist application for western psychotherapy, Symposium</td>
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<td>Co-list: 29, 32, 36, 45, 48</td>
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<td>3-3:50pm</td>
<td>(Meeting Room 27, Washington Convention Center)</td>
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<td>Invited Presidential Dialogue</td>
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<td>Title: Organizing for a Global Psychology</td>
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<td>Participants: Charles D. Spielberger, President, International Association of Applied Psychology, University of</td>
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<td>South Florida</td>
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<td>Frank Farley, Ph.D., President, Division of International Psychology, Temple University</td>
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<td>Chair: Florence L. Denmark, Ph.D., Past-President, Division of International Psychology, Pace University</td>
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<td>Co-list: 1, 13, 19, 32, 48</td>
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**Saturday, August 5, 2000 [5 hours excluding 8am hours (4), social hour (1), invited addresses (2)]**

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<tr>
<td>4-4:50pm</td>
<td>(Meeting Room 35, Washington Convention Center)</td>
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<td>Goetz, Donna J. (Chair), Elmhurst College, Austria, Marie M. (Participant), DePaul University, Billings, Lisa, Elmhurst College, Sugita, Chizuko, Bunkyo University, DiVerde, Marcia, Elmhurst College. Ethnic identity and family relationships, Symposium</td>
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<td>Co-list: 16, 45, 48</td>
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<td>8-8:50pm</td>
<td>(Meeting Room 36, Washington Convention Center)</td>
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<td>Stevens, Michael J. Ph.D (Chair), Illinois State University, Pedersen, Paul B. Ph.D (Participant) University of Alabama, Maitai, Sharone Ph.D. (Participant) University of Haifa, Israel, Khoury, Brigitte A. Ph.D, (Participant) American university of Beirut Medical Center, Lebanon &amp; DeSouza, Eros R. Ph.D (Discussant) Illinois State University. An international view of multicultural education and training, Symposium</td>
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<td>Co-list: 2, 15, 17, 45, 48, BEA</td>
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<tr>
<td>10-10:50pm</td>
<td>(Meeting Room 3, Renaissance Washington DC Hotel)</td>
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<td>Division 52: Business Meeting</td>
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<td>Chair: Frank Farley, Ph.D., Temple University</td>
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<td>11-11:50pm</td>
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<td>Presidential Address</td>
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<td>President: Presidential Conversation</td>
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<td>Hour: Mental Monde Millennium: &quot;Psychology Goes Global&quot;</td>
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<td>Speaker: Frank Farley, Ph.D., Temple University, Philadelphia</td>
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<td>Chair: Florence L. Denmark, Ph.D., Pace University</td>
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<td>10-11:50am</td>
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<td>Invited Presidential Dialogue</td>
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<td>Cari Zimet: University of Colorado</td>
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<td>Co-list: 13, 19, 29, 48</td>
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**Sunday, August 6, 2000 [5 hours excluding 8am hours (4), social hour (1), invited addresses (2)]**

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<tr>
<td>4-5:50pm</td>
<td>(Div. 52 Co-sponsor for 1 hour) (Meeting Room 32, Washington Convention Center)</td>
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<td>The Third APA Comedy Jam with the Stop-The-Millennium-I-Want-To-Get-Off Players</td>
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<td>Chair: Frank Farley, Ph.D., Temple University</td>
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<td></td>
<td>Participants: Albert Ellis, Ph.D., The Albert Ellis Institute, New York City</td>
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<td></td>
<td>Frank Farley, Ph.D., Temple University, Philadelphia</td>
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<td>Lenore E. Walker, Ed.D., Domestic Violence Institute, Denver</td>
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<td>Wendy Williams, Ph.D., Cornell University, Ithaca, New York</td>
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<td>Philip Zimbardo, Ph.D., Stanford University, Stanford, CA.</td>
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<td>Co-sponsor: 46 (for 1 hour)</td>
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<td>Co-list: 1, 13, 46</td>
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Perspectives on the Internationalization of Psychology

Chairs: Harold Takooshian, Ph.D., Fordham University
Richard Velayo, Ph.D., Pace University
Ivan Kos, Ph.D., International Psychotherapy Associates

014
Davis, John M., Southwest Texas State University. The history and development of four international organizations in psychology.

041

043
McCarthy-Tucker, Sheri N., Ph.D. (Chair, Participant), Northern Arizona University & Karandashev, Victor, Ph.D. (Participant) Vologda State Pedagogical University, Russia. History of Teaching Psychology in Russian Universities: Comparison and Review. Discussion or Conversation Hour (converted to paper)

Co-list: 19, 45, 48

Monday, August 7, 2000 18 hours excluding 8am hours (4), social hour (1), invited addresses (2)

8-8:50am (Meeting Room 15, Washington Convention Center)

042
Hsiao, Evana T. (Chair) Ohio State University, Lampropoulos, G.K. (Participant), Ball State University, Moagi-Gulubane, S (Participant), Ball State University. Teaching psychology: problems and solutions for international educators.

Symposium
Co-list: 2, 13, BEA

9-9:50am (Constitution Ballroom E, Grand Hyatt Washington)

059

074

Symposium
Co-list: 1, 13, 15, 16, 17, 48

11-11:50am (Lafayette Park Room, Grand Hyatt Washington Hotel)

Paper Session: International Issues and Clinical Research

Chairs: Mary Jansen, Ph.D., World Health Organization Frances Culbertson, Ph.D., Mental Health Associates Margot Nadien, Ph.D., Fordham University

025
104
Zarin, Hamid Kamar, Islamic Azad University of Iran - Dezful.
Behavior Disorders and Depression Among Iranian Students.
Co-list: 12, 17, 19, 29

12-12:50pm (Meeting Room 21, Washington Convention Center)
Stevens, Michael J., Ph.D. (Chair) Illinois State University; Yang, Larry (Participant) Boston University; Fu, Michi (Participant) California School of Professional Psychology at Los Angeles; McCaslin, Shannon (Participant) University of South Dakota. International research and clinical work as a graduate student: Symposium.
Co-list: 12, 17, 19, 29, BEA, APAGS

1-1:50pm (Meeting Room 6, Washington Convention Center)
Co-list: 5, 13, 45

2:2-50pm (Meeting Room 28, Washington Convention Center)
Stevens, Michael J., Ph.D. (Chair) Illinois State University; Boski, Powel (Participant) Polish Academy of Sciences; Cajigan-Segredo, Nelda Z. (Participant) Universidad de la Republica, Uruguay; Stead, Graham B. (Participant) Vista University, South America; & Gielten, Uwe P. (Participant) St. Francis College. The contribution of psychology to societal transformation worldwide.
Symposium
Co-list: 13, 32, 48

Grand Hyatt Washington Hotel
Social Hour
7pm-8:50pm (Constitution Ballroom A, Grand Hyatt Washington Hotel)
Div. 52 Show
052
Title: The strange affiliation of Hamlet, Prince of Denmark. A Two-Act Play
Show Host: Laungani, Pittu, South Bank University, England
Co-Sponsor: 10 (1 hour)
Co-list: 2, 10, 12, 13, 17, 24, 29, 39, 42, 46, Practice Directorate

Tuesday, August 8, 2000 [10 hours excluding 8am hours (4), social hour (1), invited addresses (2)]

No other hours are allocated for Div. 52 on Tuesday.

International Perspectives on Research and Practice: Session A
Friday, August 4, 10-10:50am

Note: Bold = acceptance letter was sent Dec. 6, 2000
Italics = letters informing of conversion to poster was sent on Dec. 26, 2000 and letters of acceptance sent on Jan. 31, 2000

057po
Arjamand, Fekreya Mahmood, Wright

(Some Developments cont. from page 3)

community of psychology, as well as inside APA. It is also in line with a trend among divisions to add the title "society". At their Feb.2000 meeting, the Board of Directors voted unanimously in support of it. The next step is to discuss it and vote on it at our Annual Business Meeting on Saturday, August 5, 2000, 10:00a.m to 10:50a.m., Meeting Room 3, Renaissance Washington Hotel, at the APA Convention. Please attend this meeting!

THE BOARD OF DIRECTORS MIDWINTER MEETING. The Board had a most productive meeting in February at the APA Headquarters in Washington, D.C. THE CONVENTION PROGRAM. We have a superb program for the APA Convention in August. My great thanks to Richard Velayo for his superlative work!

THE THIRD APA COMEDY JAM. This year Div. 52 will co-sponsor the Comedy Jam at the APA Convention. The details are: Saturday, August 5, 4:00p.m.-5:50p.m. in Meeting Room 32 of the Convention Center. You won't want to miss it or the rest of the Division Program. The Comedy Jam this year features such stars as Albert Ellis, Lenore Walker, Philip Zimbardo and Wendy Williams LETTING IT ALL HANG OUT.

YOUR CONCERNS. If you have concerns or suggestions re the Division please let me know at ffarley@astro.temple.edu, or phone [215]204-6024, or FAX [215]204-6013, or write 213 Ritter Addition, Temple University, Philadelphia. PA19122.
State University, Glaus, Kathleen, Wright State University. Chemical dependency treatment in the United Arab Emirates.

Baloglu, Mustafa, TAMU-Commerce Psychology Department. The expectations of international students from counseling services.

Burwell, Rebecca A., University of Cambridge. Emotional expression, ambivalence, and intimacy in a British sample.

Chirkov, Valery I., University of Rochester, & Ryan, Richard M., University of Rochester. Do values make a difference? Relations of intrinsic and extrinsic aspirations with well-being and motivation in U.S. and Russian adolescents.

Comunian, Anna L., University of Padua, & Gielen, Uwe F., St. Francis College. Project on the development of an objective moral judgment scale.

De Guzman, Maria R.T., University of Nebraska-Lincoln, & Carlo, Gustavo, University of Nebraska-Lincoln. The role of gender in prosocial behavior correlates among Filipinos.

Eriksson, Cynthia B., Fuller Theological Seminary, Vande Kemp, Hendrika, Fuller Theological Seminary, Gorsuch, Richard L., Fuller Theological Seminary, & Foy, David W., Pepperdine University. Reentry adjustment in international relief and development personnel.

Facio, Alicia, National University of Entre Rios - Argentina, & Batistuta, Mercedes, National University of Entre Rios - Argentina. Argentinian adolescents' attitude toward secondary school.

Ferreira, Joaquim A., Ph.D., University of Coimbra, Portugal. Santos, Eduardo R., Ph.D., University of Coimbra, Portugal. The school-to-work transition scale development and validation.

Igarashi, Toko, Ph.D., Kanazwa University, Japan. Bulimic behavior and eating preferences in cross-cultural comparison.

Kang, Sunwoo, Bae, University of Kentucky, Lexington, Sung-Hee, Yeungnam University, Korea, Kim, Jung-Hyang, Yeungnam University, Korea, Kim, Un-Sook, Yeungnam University, Korea, Huh, Moon-Hye, Yeungnam University, Korea. Korean college students' time allocation: Career development and gender role implications.

Kassinove, Jeffrey I., Adelphi University. Illusions of control and gambling in India.


Lo, Yen-Hung, Ph.D., Da-Yeh University, Taiwan. Pilot studies of the stability of world hypotheses.

Rudnick, Hilton, M.A., Rand Afrikaans University, South Africa. The links between Western psychology and African traditional healing.

Stead, Graham B. (Ph.D) Vista University, South Africa; Watson, Mark B. (Ph.D) University of Port Elizabeth, South Africa & Simons, Russel C. (B.A.) Vista University, South Africa. Career exploration among disadvantaged South African secondary school students.

Thomas, Julie E. Ph.D, Felix, Julie I, B.A. & Mauar-Bocola, Elena, B.S. Youngstown State University. International students' personality characteristics: A significant predictor of acculturation.

Yao, Kai-Ping, G., Ph.D. Department of Psychology, National Taiwan University, Chung, Chih-Wen, Ph.D., Institute of Occupational Medicine and Industrial Hygiene, College of Public Health, National Taiwan University. Cultural Adaptation of the WHOQOL-100 for Taiwanese.


Beyichinska, Krassumira, Institute of Psychology, Bulgarian Academy of Sciences. Values of contemporary Europe: Cross-cultural and developmental approach. Paper session. (converted to poster)

Beshai, James A., VA Medical Center, & Khalek, Ahmed Abdel, University of Kuwait. Arab Psychology Today. Paper session. (converted to poster)

Daley, Tamara C., U.C.L.A., & Sigman, Marian D., U.C.L.A. Diagnostic conceptualization of autism among Indian medical professionals. Paper session. (poster session is o.k. too). (converted to poster)

Fleming-Holland, Andree, Ph.D., University College, Belfield, Dublin, Ireland. Memory in the deaf: A cross-cultural study. Paper session. (converted to poster)

Flaherty, Mary, University College, Belfield, Dublin, Ireland. Memory in the deaf: A cross-cultural study. Paper session. (converted to poster)

Fleming-Holland, Andree, Ph.D., National Registry of Psychologists, Mexico. University students as community health promoters. Paper session. (converted to poster)


Ostermann, Robert F. Ph.D. Fairleigh Dickinson University, Gutierrez, Rodolfo E. Ph.D., National University of Mexico, Mexico, Rashid, Tayyab, M.Sc Fairleigh Dickinson University & Anjum, Afroze, M.Sc, Fairleigh Dickinson University. Mental health: Universal and distinct components within a cross cultural context. Paper session. (converted to poster)

Fling, Sheila, Southwest Texas State University. Motives in American and Indian college students. Poster session. (paper)

070po
Poyrazli, Senel. University of Houston. Validity of Rogerian Therapy in Turkish culture: A cross-cultural perspective. Paper session. (converted to poster)

080po
Stern, Tina E. Ph.D. Georgia Perimeter College. Psychology in a changing Europe: The EU and European psychology. Paper session. (converted to poster)

088po
Thorsheim, Julie L. M.S.W., Social Work (NASW) & Thorsheim, Howard, Ph.D. Storytelling: International applications in human systems consulting. Paper session. (converted to poster)

098po
Tomcho, Thomas, J. M.S. Syracuse University & Foels, Rob. Syracuse University. Stages of multicultural change: Measuring the process of cultural adjustment. Paper session. (converted to poster)

099po
Yoo, Sung-Kyung, Ph.D., Korea Youth Counseling Institute, Korea & Yoo, Jung-Ee, Ph.D. Individualism-collectivism and tolerance of stigma associated with help-seeking among Koreans. Paper session. (converted to poster)

108po
Ellett, Julie A.C., University of Colorado, & Cooledge, Frederick L., University of Colorado. Personality disorder features in American and Indian college students. Poster or Paper session. (converted to poster)

109po
Fling, Sheila, Southwest Texas State University, Brandt, Christopher A., Bowling Green State University, & Raffeld, Paul, C., Southwest Texas State University. Motives in American and Japanese male amateur golfers' performance. Poster session. (paper)

077po
Schoeman, Lizette, University of Natal, South Africa. An uncertain future: Can religion provide cancer patients with certainty. No preference noted. (converted to poster)

095po
Zeng, Xiaofang. Psychology Department, Frostburg State University., Holbrook, Karen, Ph.D. Frostburg State University. Family drawings, cognitive style and cultural values. No preference. (converted to poster)

International Perspectives on Research and Practice: Session B
Saturday, August 5, 12-12:50pm

Note: Bold = acceptance letter was sent. Italics = letters informing of conversion to poster was sent on Dec. 26, 2000 and letters of acceptance sent on Jan. 31, 2000

099po
Cardalda, Elsa B., Caribbean Center for Advanced Studies, Costantino, Giuseppe, Lutheran Medical Center/Fordham University, Orobitg, Darice, Caribbean Center for Advanced Studies, Gonzalez Fernandez, Maribel, Caribbean Center for Advanced Studies, & Fields Garcia, Charlene S., Caribbean Center for Advanced Studies. Racial description by Puerto Rican children using the Temas test.

009po
Chang, Hsiao-wen, Ph.D., University of Washington, Morishima, James, Ph.D., University of Washington, Nelson, Mary Lee, Ph.D., University of Washington. Help seeking and barriers to counseling among Taiwanese adolescents.

100po
Erdmann, Kristen A., Velasquez, Roberto J., San Diego State University, Flores, Lise, University of California San Diego, & Perez, Javier, North Light Counseling Center. Applying the MMPI-2 to Spanish immigrant DUI offenders.

100po

032po
Guo, Hong, MA., San Francisco State University & Masten, William G., Ph.D., Texas A&M University. Parenting style and academic achievement in Chinese adolescents.

034po
Gestsdottir, Steinunn, Boston University, Bjornsson, Hedinn, Boston University, Malley-Morrison, Kathleen, Boston University. Elder abuse in Iceland and the USA.

105po
Lopez, Jose Maria. Anahuac University, Mexico. Preliminary study on the development of a marital satisfaction inventory.

056po
Maness, Paula. San Deigo State University, Gomez, Nelson, University, Velasquez, Roberto J., San Diego State University, Silkowski, Sharon, San Deigo State University, & Savino, Aimee, Harvard Graduate School of Education. Gender differences of the MMPI-2 for Colombian university students.

006po
Martinez-Muldoon, Arolis, University of Massachusetts, Amherst & Awaida, May, Lebanon. Variables of influence in emotional intelligence in the Lebanese culture.
062po
McMinn, Marc, Wheaton College, Hun
Roh, Sang. Wheaton College, Dominguez,
Amy W. Wheaton College, Rhee, Ennie R.
Wheaton College, & Kyuman Chae, Paul,
Sunghsin Women’s University, Korea.
Mental health needs and resources in
Christian communities in South Africa.

063po
Mellott, Ramona N., Northern Arizona
University & Martin, William E.
Northern Arizona University. The five
factor model of personality among Indian
college students

068po
Ohnishi, Hifumi, Ph.D., Michigan State
University & Ibrahim, Farah, A, Ph.D.
University of Connecticut. Factor
analytic structure of Zung’s Self-rating
Depression Scale: Japanese and English
versions.

084po
Sukhodolsky, Denis G. (Ph.D.), Hofstra
University; Demertizis, Kristen H. (BA),
Hofstra University; Kassinove, Jeffery I.
(Ph.D) Adelphi University; Kostogiannis,
Chrysoloua (Ph.D). The American College
of Greece, Greece & Mizara, Alexandra
(BA). The American College of Greece,
Greece. Anger experience, individualism,
and tolerance of ambiguity in Greece and
America.

085po
Sukhodolsky, Denis G. (Ph.D.), Hofstra
University; Demertizis, Kristen H. (BA),
Hofstra University; Kostogiannis,
Chrysoloua (Ph.D). The American College
of Greece, Greece; Miza, Erika, LeBeaux,
Kelley. Disaster Mental Health Institute. Recent
international development in psychological
first aid and psychological support. Paper
session. (converted to poster)

086po
Tanaka-Matsumi, Ph.D Diebold, Jeffery
M.A., Middleton, Dawn, B.A., Fyffe,
Denise, M.A., Sheffield, Kerry, M.A. &
Ugowitz, Jonathan, M.A. Hofstra
University. Children’s recognition of
facial expressions of basic emotions across
cultures.

096po
Zhang, Naijian, Ph.D., West Chester
University of Pennsylvania, Dixon, David
N. Ph.D., Ball State University. East meets
west: Traditional and western personality
measures of Chinese students.

097po
Allen, Michael, Ph.D. University of
Newcastle, Australia & Hung Ng, Sik,
Ph.D., Victoria University, New Zealand.
A New Zealand test of self interest and
ideological theories of party preference
formation. Paper session. (converted to
poster)

098po
Arai, Mizuko, Boston University. Perlish,
Hilda O., Boston University, & Erdyneev,
Alexander. Buryat State University. Career
development issues among Siberian and
American women college students. Paper
session. (converted to poster)

099po
DeCicco, Teresa, York University, &
Stroink, Mirella, Canadian Psychological
Association. A third model of self-construal:
The interpersonal self. Paper session.
(converted to poster)

010po
Faroqvi, Yasmin, N., University of the
Punjab at Lahore, Pakistan, Hussain,
Sadaf, University of the Punjab at Lahore,
Pakistan. Suicidal potential among
psychiatric patients and non-clinical adults.
Paper session. (converted to poster)

011po
Jacobs, Gerard A., Quevillion, Randal P.,
Reyes, Gilbert, Elliot, Tresa L., Todd-
Bazemore, Elizabeth, McCaslin, Shannon,
Hiller, Melissa D., Boero, Jorge, Johnson-
Jimenez, Erika, LeBeaux, Kelley. Disaster
Mental Health Institute. Recent
international development in psychological
first aid and psychological support. Paper
session. (converted to poster)

012po
Malley-Morrison, Kathleen, Boston
University; & Soon You, Hyo, Korea
National Open University, Korea. North
American and Korean judgements
concerning mistreatment of older adults.
Paper session. (converted to poster)

013po
Mohamed, Shamsah J. University of British
Columbia, Canada. Clinical issues
encountered in therapy with Muslim clients
in Canada/USA. Paper session. (converted
to poster)

014po
Pozyrazi, Senel; Arbana, Consuelo; Nora,
Amaury; McPherson, Robert, & Pisecco,
Stewart. University of Houston.
Assertiveness, academic experiences, and
psychosocial adjustment of graduate
international students. Paper session.
(continued to poster)

015po
Reyes, Gilbert; Jacobs, Gerard A.; Elliott,
Tresa Lyn; Quevillion, Randal P.; Boero,
Jorge V; Hiller, Melissa D; Johnson-
Jimenez, Erika K.; Le Beaux, Kelley L. &
McCaslin, Shannon E. Disaster Mental
Health Institute. International issues in
psychosocial assessment: Refugees and
other migrant populations. Paper session.
(continued to poster)

016po
Scioli, Anthony (Ph.D) Keene State College;
Dinuovo, Santo (M.D.) University of
Catania; Schiliro Rubino, Giuseppina
(M.D.) University of Catania & Gelardi,
Antonella (B.A.) University of Catania.
Characteristics of Sicilian women attending
cancer screenings. Paper session.
(continued to poster)

017po
Uchida, Hideko, B.A., Yotsukura, Tatsuo,
B.S., Yamada, Hiroshi, Ph.D., Morishima,
Shigeo, Ph.D. & Akamatsu, Shigeru. ATR
Human Information Processing Research
Laboratories. Movments of facial
expressions: Posed expressions vs. elicited
emotion. Paper session. (converted to
poster)

018po
Yalcinkaya, Alev, Ph.D. Boston University,
Turin, Feryal, M.A, Ankara University,
Rapoz, Kimberly, M.A., Boston University.
North American and Turkish Adults’
Attitudes towards Elder Abuse. Paper
session. (continued to poster)

019po
Yokota-Adachi, Hiroko, PhD. Postdoctoral
fellow, University of British Columbia.,
Geva, Esther., Ph.D. Associate Professor.
University of Toronto. Parental beliefs and
acculturation: a multicultural perspective
Paper session. (continued to poster)

020po
Zarin, Hamid Kamar, Islamic Azad
University of Iran - Dezful. Relationship
between crime and psychosocial factors
from 1994 to 1997 in Iran. Paper session.
(continued to poster)

021po
Holbrook, Karen, Frostburg State
University. Dumitrascu, Tatiana, Institute of
In the spirit of the millennium, a ground-breaking mini-convention on “Peace Parks: Promoting Biodiversity, Peaceful Transnational Boundaries, and Constructive Conflict Resolution” will take place at the American Psychological Association annual meeting in Washington DC throughout Sunday, August 6 at the Capitol Hilton. The mini-convention, organized by Professor Ethel Tobach (American Museum of Natural History), Professor Francis C. Dane (Mercer University), and Professor Susan Opotow (University of Massachusetts Boston), brings together seven divisions and the International Office of the APA. The focus on Peace Parks offers practitioners and researchers new perspectives on conflict resolution, peace, environmental issues. The mini-convention features speakers from Asia, Africa, and North and South America who will examine creative approaches to conflict resolutions that protect people and their culture while conserving the nonhuman environment.

Peace parks come in a variety of forms. Buffer zones, such as the DMZ in Korea, constructively resolve transnational boundary conflict while fostering co-existence, environmental habitats, and biodiversity. Throughout the day the mini-convention biologists, anthropologists, historians, and psychologists will present papers that examine different models and outcomes of Peace Parks throughout the world.

Divisions co-sponsoring this exciting program include: Comparative Psychology (Division 6); Society for the Study of Social Issues (Division 9); Military Psychology (Division 19); Environmental Psychology (Division 34); Society for the Study of Minority Issues (Division 45); Society for the Study of Peace, Violence, and Conflict Resolution (Division 48); and International Psychology (Division 52). Our common interest in saving the planet, its biota, and its people is consistent with APA’s mission of promoting human welfare.

We hope you will join us for this exciting program on August 6th!

For more information contact:
Ethel Tobach (tobach@amnh.org), Frank Dane (dane.fc@mercer.edu), or Susan Opotow (susan.opotow@umb.edu).

Program

PEACE PARKS MIN-CONVENTION: PRESERVING BIODIVERSITY AND PEOPLE
August 6th, 2000
The Capital Hilton Hotel, South American Room

9:00am-10:50am:
Session I: Biodiversity and Human Values
Francis C. Dane, Mercer University (Division 9)
Niles Eldredge, Paleontologist, The Biodiversity Center of the American Museum of Natural History
K. C. Kim, Director, Center for Biodiversity Research, Pennsylvania State University and Chair, The DMZ Forum

Preserving Biodiversity for Human Security
Philmer Bluehouse: Coordinator for Peace Making, Judicial Branch of the Navajo Nation
Title TBA

Discussant: Susan Opotow, The University of Massachusetts Boston (Division 48)
This year the APA52 Fellows Committee approved several new fellows of the division. In addition, the APA52 Board invited several members who are current fellows of other APA divisions to fellow status in APA52, based on their unusual and outstanding contributions* to international psychology. In all, our division welcomes 35 new fellows this year, compared with 72 in 1998 and 18 in 1999. A complete list of all 125 current APA52 fellows appears on the APA52 website. Meanwhile, the division congratulates this year's 35 new fellows (below). This year's Fellows Committee consisted of Paul J. Lloyd, Joan C. Chrisler (Co-Chair), and Harold Takooshian (Chair).

**APA52 Fellows in 2000**

- Judith E. Albino
- Ruben Ardila
- Donald N. Bersoff
- Maryka Biaggio
- Charles E. Brewer
- Claire M. Brody
- Dorothy W. Cantor
- Rosina C. Chia
- Ioan C. Chrisler
- Richard H. Cox
- Frances M. Culbertson
- Henry P. David
- Irene Deitch
- Patrick DeLeon
- Florence L. Denmark
- Kenneth L. Dion
- E. Thomas Dowd
- Colin D. Elliott
- Henry C. Ellis
- Oliva M. Espin
- Frank T. Farley
- Jefferson Fish
- Edwin A. Fleishman
- Alan D. Fogel
- Raymond D. Fowler
- Monroe Friedman
- Irene H. Friese
- Kenneth J. Gergen
- Matti Kibrick Gershenfeld
- Judith L. Gibbons
- Uwe P. Gielgen
- Carl Goldberg
- George D. Goldman
- Gloria Gottsegen
- Gary Greenberg
- Kay C. Greene
- Lee Gurel
- Diane F. Halpern
- Esther Halpern
- Carmi Harari
- Paul I. Hettich
- G. William Hill, IV

TECHNOLOGY REVOLUTION: RAMIFICATIONS AND OPPORTUNITIES
Los Altos Hills, CA 94022 (26799 Elena Read): Environmental Design & Research Center, 1999
ISBN: 0-915250-88-8
Author: Kaiman Lee, Ph.D., R.A.
Book Reviewer: Robert F. Morgan

"Human history becomes more and more a race between education and catastrophe."
H.G. Wells

This two volume set offers a most psychologically effective reader-friendly presenta­tion of the vocabulary and concepts needed for survival in a computer age. There are cartoons, diagrams, fresh applications, contemporary breakthroughs, and very concise step-by-step chapters. Every page has an illustration. Every section is carefully thought through to build on the last. I find the bite-size aspect particularly appealing: five minutes free-five pages read - 5 points taken.

Dr. Lee is not a psychologist, not an educator, not an academic. He runs a technology consulting firm, Vision Quest International, and has been a pioneer of computer aided design for architecture, engineering, and construction industries. For example, he developed the first turnkey computer graphics system for architects. He chaired the Information Superhighway Applications Committee for the Construction Industry Institute in Austin, Texas. He was Director of Information Systems for the 500 employees of a facilities engineering organization, and Chief Engineer/Engineering Group Director for the 1000 employees of a public works organization.

He learned to say it simply, clearly, accurately. He applies it to everywhere we live our life.

I think health and education professionals now know we need to embrace the computer age, avoid the dangers, explore the possibilities. To do this best, our teachers and authors must respect our intelligence, understand our fears, and never underestimate our ignorance. By now, we have become experts in our own metacognition:

knowing what we do not know. We want to be approached at the highest level but from the ground up. Lee does this well. He treats us like fledgeling "Eagles". This is what I mean: Many years ago, one of my graduate students in Nova Scotia presented children's winter drawings from a rural 2nd grade art class. Sadly, they had been ability-grouped into three classes based on tested IQ. While they were not told their scores, all surmised the truth from the names of the groups: Eagles, Dogs, Turtles. There were exceptions: a few children from high status families had low scores but were still Eagles; some very bright but challenging children were assigned to the Turtles. The art teacher had first met with the Eagles. These children were instructed to do a "winter scene". The teacher presented a variety of art techniques and tools, then moved from one child to the next as consultant, encouraging and engaging. The Eagle art was superb, colorful and imaginative. Next the art teacher met with the Dogs class. Each child was given a piece of black paper and a piece of chalk. The teacher drew a snowman on the board, then roamed the room to make sure it was copied exactly. Their art was therefore much the same, snowmen varying only in successful conformity. A similar approach was attempted with the Turtles class but the procrustean method failed completely there: the drawings were mainly crumpled black paper airplanes with random chalk scribble. The art teacher proudly proclaimed that she was very modern in this methodology: she was varying her teaching to fit the ability of her students. Yet it seemed to those of us viewing this art at the time that she was in fact symptomatic of a school socialization system preparing the children for predetermined adult roles. The 'Eagles' would own or run things, the 'Dogs' would work for them, and the 'Turtles' would be institutionalized, one way or another. And that's what I found 25 years later when I revisited the area.


Robert Morgan, PhD, is Professor of Counselor Education at the University of Guam. He's a Fellow of the American Psychological Association's International Psychology Division 52, and is on the Executive Committee of the International Association of Applied Psychologists. He gets along reasonably well with his Dell PC.

Call for new Fellows
Harold Takooshian, PhD, Chair, Paul J. Lloyd, PhD, Co-Chair, and Joan C. Chrisler, PhD, Co-Chair

Members of APA Division 52 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 soon for a packet of forms for APA and our division. This year all completed materials must be submitted by 5 pm Friday, 15 December 2000 — 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 Masten's website, along with the complete list of 125 current fellows of division 52 — www.TAMUCommerce.edu/orgs/div52/

NOTE: Those currently a fellow of another APA division can ask about a streamlined nomination procedure. -- Harold Takooshian, APA52 Fellows, 314 Dartmouth Ct., Paramus NJ 07652, USA. Phone 212-636-6393.
Belgrade Combating Fear Project

Gordana Miljevic, PhD, Center for Antiwar Action - Group MOST

[Assembled from reports from the organizers and consultant]

Project MOST, of the Centre for Anti-War Action, in Belgrade, Yugoslavia, has been active in helping citizens overcome the trauma of war as a necessary first step towards breaking the cycle of violence in the Balkans. They are exploring a new approach to the problem - focusing on fear.

In Yugoslavia, the decades of political repression, war, poverty and isolation have caused "fearing" to be the starting point when people make decisions. Healthy fear, which has a protective function, has been replaced by pathological fear which to desensitization and exaggerated responses to situations.

Mental health professionals and development workers need to help unblock peoples' creative energies that are bound in by fear. But they too are exposed to the same negative influences. So as a first step, MOST organizers decided to develop a training-therapeutic workshop that would enable participants both to learn how to help others and to work on their own individual fear and anger.

MOST and coalition of mental health and NGOs, with support from the Conflict Resolution Center International and others, put on two workshops. They were conducted by New York psychologist Ivan Kos. Kos is a specialist in analyzing and helping people cope with fear. A seminar he conducted last year in Yugoslavia on this subject attracted the positive attention. Seeing a broader application for his insights, they invited him back.

The first of the April 2000 workshops was with CEDUM Collaborators, a group of dancers, actors and experts who work on youth violence problems. The second included twenty psychologists who are working on therapy and non-violent conflict resolution. The emphasis in both seminars was on coming to terms with one's own fears, understanding the destructive force that fear carries, and setting up networks for future international collaboration on the subject.

Since the CEDUM group involves adults who work directly with children, it is crucial for them to manage their own fears. Then they can be sensitive to the children's fears. Therefore, the seminar goal was to encourage the facilitators to recognize their own fears, thus allowing them to focus on those of the children.

Participants in the CEDUM workshop bonded closely as a group and decided to continue to hold regular meetings to support each other. They also created a new play about fears, which will be performed by children. Those attending the five-day workshop for therapists got an excellent education in ways to work with fears and they began building a supportive network. Attendees were deliberately chosen from a variety of fields and institutions to become the core of a future center for research and treatment of fear, to be founded in Yugoslavia by Dr. Kos.

What is fear - real or imagined

The workshops were based on Dr. Kos' four stages of fear. Fear, is a mechanism that alerts and protects an organism from a perceived threat. Although this instinctive fear is crucial to an organism's survival, an inflated or distorted fear can have shattering effects. Kos identifies four stages of fear.

1) Real fear, or Physiological fear, is based on a real situation, with the individual reacting reflexively. When you burn your hand on the stove, you have reason to fear touching it again.

2) Realistic/Possible fear, or cognitive fear. This judgment, based in reality, often causes an individual to react so as to avoid a threat. When you wait to cross a busy road, you are making a judgement based on fear for your safety.

3) Exaggerated or Emotional Fear. This category is most relevant to the Balkans. This involves an individual recalling past fears or occurrences and injecting them into a current situation.

4) Imaginary or Behavioral fear. This occurs when belief changes from a potential danger to a certain threat. Found mostly in psychotics and paranoid individuals, the individual avoids situations for fear that what they have imagined may occur.

Kos encouraged therapists to recognize the type of fear that is affecting their patients and to bring it to the surface. Fear only holds power over people when it is allowed to remain in the shadows.

Kos observed that the general population in Serbia was inundated by fear, and frustration, causing low self-esteem, injured self-image and a reduced hope for a better future. Some of the participants in the current seminars had taken his seminar in 1999. He observed, "As opposed to the first time participants, the 'old timers' appeared to be more in tune with their fears, able to recognize them more frequently within oneself and others, and less tense to openly discuss them."

One of the organizers, Dr. Dijana Plut, wrote in her evaluation, "The idea that impressed me most was that one should dig courageously into what looks the most frightening fear. Fear is strong only when you are afraid of it in the darkness. It should be brought up to the daylight. Then it becomes weak, like any beast in hiding in the dark. It is powerless in the light. It cannot see anything, but you can see it. You become the stronger one. You start to handle it, to use it. This is where the best part begins - the fear starts to work for you, for the healing process. It becomes your guide. You follow it, and it shows you all the sensitive points, and it shows you the way. It is enough just to follow it and to bring it open."

There was a strong interest in repeating and expanding these seminars. The participants wanted more exposure to the fear training, and there are many that could not attend at all, who would want to do so in the future. One outcome was founding an international network to further explore fear in Serbia. The people involved in these networks will serve as the core of the Center for Research and Treatment of Fear, to be founded in Yugoslavia by Dr. Kos. This research will aid in creating future intervention and prevention programs.

Contacts:
Dr. Ivan Kos
625 Main Street, Suite 625

(Continued on page 16)
**CROSS-CULTURAL PERSPECTIVES**

**The e-Society: Where Psychology may help, what Psychologists might do**

Giovambattista Presti, PhD and Paolo Moderato, PhD

...computer scientists wave aside moral questions as if they were bugs in the system that are bound to be solved in the next upgrade...

A. Leonard (1997; p. 57)

The global communication tool, known as the Internet, is rapidly evolving at exponential pace from a cold-war military project into a system that will affect the way we deal with our everyday life in the next future. Many scholars and prophets are trying to forecast the future ahead and give a reasonable account of the development of the wired society(ies). [Cite Dertouzos (???)], for example, depicts such a society using the metaphor of the communication marketplace, a "...collection of people, computers, communications, software, and services that will be engaged in the intraorganizational and interpersonal informational transactions in future...". In the e-Society, digital communication will reign at different interconnected levels, and the difference between telephone, computers, television and washing machines or refrigerators will progressively vanish into a "blurred" medium and will make ourselves increasingly dependent on electronic communication.

According to some analysts, a bright future is waiting for us just a few years ahead; while according to others computers, and the Internet, are not good replacement for human beings and can not provide a richer and better life. No matter where between these two positions one stands, it must be recognised that the Internet and the world it is shaping is something that everybody will, sooner or later, deal with. The goal of this paper is to briefly illustrate the contribution that Psychologists, as researchers and professionals, might give to the development of a wired society. In addition the contribution of the Internet as a tool to the advancement of Psychology will briefly summarized. Finally, we will try to imagine new ways in which psychologists might expand their professional area of intervention.

**Development of the e-Society:**

Where are we going?

If we look at the history of the Internet, and of the Web in particular, we see how it evolved from an instrument, basically created to exchange data or for data mining, into a structure for digitally interconnected social networks, which it was not created for. The consequence of the direction of evolvement, taken in these last 6 years, is the substantial absence of human centered software specifically designed for human interaction and the rareness of empirical data from an experimental and applied analysis of this interaction (Presti, 1997; Wallace, 1999). 50 years ago Skinner (1948) wrote in his book Walden Two that "...the discrepancy between man's technical power and the wisdom with which he uses it has grown conspicuously wider year by year..." (p. 273). This analysis is sadly true today. The expansion of the digital society is not supported by empirically based decisions, and matters such as effective on-line communication, on-line training, on-line researches, interfaces, net-surfing technology, on line education, just to cite a few, are mostly neglected by psychologists and left to computer scientists.

Human interaction is the basis of the Internet environment, thus it enters within the domain of Psychology. Computer scientists have not the necessary knowledge to deal effectively with questions that arise from a bad psychological model behind any kind of computer or Internet application. Better results might come when the power of the technology are combined with the result of an empirical science to drive the development of an effective and efficacious electronic communication system.

What is currently addressed and/or might be addressed by experimental studies in psychology?

Confusion, myths, misinterpretations, rejections, just to cite people's reaction when naming the Internet, may arise form the fact that this media behaves in two ways. On one hand the Internet is a tool. We can send e-mails, browse web sites, buy books, and query databases. On the other it creates new
Cross-Cultural Assessment of State and Trait Anxiety and Anger

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During the past 30 years, a major focus of my research has been directed toward the cross-cultural adaptation of measures of emotions and personality. Guided by Hullian Learning Theory, my early research on anxiety investigated the motivational effects of drive level on learning and academic achievement. Limitations in the measures of anxiety that were available in the 1960's, along with Cattell's demonstration of the importance of distinguishing between state and trait anxiety as psychological constructs, stimulated the construction of the State-Trait Anger Inventory (STAI). First published commercially in 1970, the STAI was immediately translated into Spanish, and has been subsequently adapted in 50 to 60 languages and dialects.

In the late 1980's, anger and hostility were identified as the lethal components of Type A Behavior that contributed to the etiology and progression of heart disease. In working with a group of cardiologists in research on psychological factors that influence cardiovascular disorders, we decided to investigate the relation between anger and hypertension, but were not able to find any well-developed measures of anger. This led to the construction of the State-Trait Anger Scale (STAS), which was analogous to the STAI, with scales for measuring the intensity of anger as an emotional state and individual differences in anger as a personality trait.

Our studies of how anger was related to elevated blood pressure and hypertension culminated in the development of the State-Trait Anger Expression Inventory (STAXI) for measuring the intensity of anger as an emotional state and individual differences in the experience, expression, and control of anger as a personality trait. In addition to assessing state and trait anger, the STAXI measures suppressed anger (anger-in), anger directed outward toward other persons or objects in the environment (anger-out), and efforts to control anger. First commercially published in 1988, the STAXI has been translated and adapted in almost all major European languages, and in Chinese, Hindi, and Japanese. Substantially revised in 1999, the STAXI-2 includes subscales for assessing three components of state anger and two very different anger control mechanisms.

During the past 5 years, my students and I have continued to work on the construction of measures of state and trait curiosity. We have also developed scales to assess state and trait depression, with subscales for evaluating Euthymia and Dysthymia, the good and bad feelings associated with depression. In research on the cross-cultural adaptation of our measures, I have been especially intrigued with the effects of culture on emotions and personality. I have also greatly enjoyed working with colleagues from other countries on adapting of our measures. Consequently, the invitation from Dr. Ivan Kos to share some of the insights gained from our research with Division 52 colleagues is greatly appreciated. The goal of this brief paper is to highlight conceptual and methodological issues that we have found to be especially important in adapting our measures from English, as the source language, into various target languages, giving special attention to state and trait anxiety.

Emotional states and the feelings, cognitions and behaviors that comprise personality traits are more subjective and less clearly defined than characteristics such as aptitudes and abilities, and can be expected to show large cultural and subcultural differences. Consequently, in adapting measures of emotions and personality, the non-equivalence of psychological constructs in different cultures is generally a major source of error. Cross-cultural equivalence is especially problematic in adapting measures of personality because there is, as yet, only tenuous agreement in regard to the criteria for defining the fundamental personality dimensions. There is, for example, only limited coherence between measures of the clinical syndromes on which the MMPI clinical scales are based and the various personality dimensions assessed by the MMPI. Recognition of this limitation has stimulated the development of MMPI-2 content scales for assessing anxiety, fear, depression, anger, and other personality-related variables with the revised MMPI-2.

Consistent with Anastasi's emphasis on defining personality in terms of trait concepts that describe categories into which behavior must be classified if it is to be accurately measured, anxiety and anger are examples of meaningful traits that are uniquely related to personality. The cross-cultural equivalence of definitions of anxiety and anger as psychological constructs is facilitated by the fact that these emotions appear to be the universal products of evolution. Darwin observed that fear (anxiety) and rage (anger) were unique characteristics of both humans and animals. As recognized by Cannon, these emotions mediate and motivate fight-or-flight reactions that contribute to successful adaptation and survival. Both anxiety and anger vary in intensity as a function of how individuals react to stressful circumstances, and people differ in the intensity and frequency that these fundamental emotions are experienced.

Languages differ enormously in the size of their affective lexicons, and in the number of words that designate either the presence or absence of an emotional state and its level of intensity. The words used in different languages to describe emotional states and personality traits are also markedly influenced by cultural factors. In the cross-cultural adaptation of psychological tests, careful selection of words and/or idioms that have essentially the same meaning in both the source and target languages is required to ensure accurate representation of the psychological constructs that are being assessed. But even within a particular language, the same word may have very different meanings in different subcultures. For example, in Spanish "guagua" means bus in Puerto Rico, but describes a baby or child in Chile, Colombia, and Peru. In Spain and Cuba, "bicho" is an insect, but refers to a penis in Puerto Rico.

In the cross-cultural adaptation of psychological tests, special attention must be given to distinguishing between emotional states that vary in intensity, and individual differences in personality traits that are relatively stable over time. The concepts of state anxiety (S-Anxiety) and trait anxiety (T-Anxiety) refer to two related, yet logically different constructs. S-Anxiety may be defined as a psychophysiological emotional state that consists of subjective feelings of tension, apprehension, nervousness and worry, and activation (arousal) of the autonomic nervous system. The attributes of T-Anxiety include relatively stable differences between people in the tendency to perceive stressful situations as more or less dangerous or threatening, and in the disposition to respond to such situations with corresponding elevations in S-Anxiety.

(Continued on page 18)
In constructing items to measure emotional states, it is essential to take item-intensity specificity into account so that the full range of intensity can be assessed. Similar to the variations in physiological magnitude that are evaluated by measures such as heart rate and blood pressure, self-report scales for assessing emotional states and personality traits must be sensitive to variations in intensity. Therefore, in adapting measures of emotions and personality may also require modifying the test instructions so that the conditions of administration are comparable for respondents in the source and target languages. The importance of test instructions in cross-cultural research is emphasized by Marsella, who observed that many non-western persons are uncomfortable in responding true or false to the MMPI.

The STAI was developed to provide reliable, relatively brief self-report scales for assessing state and trait anxiety in research and clinical practice. Cross-cultural adaptations of the STAI were facilitated by the fact that the state-trait distinction is intrinsic to the psycholinguistic structure of languages such as Spanish and Hindi, and is also clearly reflected in the key words of a number of items that have strong connotations of either anxiety as a transitory state (e. q., feeling tense or upset), or that describe persistent and enduring characteristics of anxiety as a personality trait (e.g., "worrying about possible misfortunes").

In closing, I would like to invite colleagues interested in using our measures of anxiety, anger, depression, or curiosity in their research to write to me c/o Department of Psychology, BEH 339. University of South Florida, Tampa, FL 33620. For those interested in using foreign language adaptations of our measures, I will be happy to send you the Test Forms for these measures or put you in touch with the colleagues who have adapted them. If there is, as yet, no adaptation of one of our measures in your language of choice, I will be happy to work with you in constructing the required adaptation.

(The e-Society cont. from page 16)

environments, shapes and mediates relationships, builds communities and hides identities or creates new ones. The digital environment in which these behaviors take place has been named cyberspace, following Gibson's novel Neuromancer. Although this word is widely used in scientific papers, no operational definition has been given. It is no more than a metaphor, albeit useful for the purpose of this like many others paper.

Research on on-line behavior in digitally created environments (cyberspace), and on the effects of computer mediated human interactions is still rare and mostly neglected outside our field. The amount of experimental data, whose analysis is beyond the scope of this paper, is well-founded but insufficient to influence software as well as other communication tool design. Recently, for example, there is a strong tendency to develop long distance learning systems, to satisfy actual needs (citera esempio degli USA 100 milioni di dollari...). However we lack data that show how long distance compares to traditional teaching techniques, and that tell how to optimize long distance teaching tools. We do not know the effects of the absence of the social situation on learning and on the shaping of socially oriented behaviors ,that are influenced by living in a group of pairs.

Hypertext, the base for content retrieval on the World Wide Web, is generally thought as the best way to present data to the user and it is presumed that it has an advantage over traditional linear presentations. However there are few researches that compare these two learning settings, linear and non-linear, and none of them demonstrated an advantage of one over the other (citera). So, there is a need for empirical data on how we should design an effective distance learning and training system, what are its pros and cons, how the learner is going to benefit from its application.

Every company is using computer-mediated communication, in its simplest form (e.g. e-mail) or within more complex environments (e.g. groupware), to speed working processes and to strengthen group ties. In spite of this wide spread tendency to speak about on-line communities and teamwork over a network, few data are available on the social psychology of virtual community. Although we might interpret on-line behavior on the basis of what is already known in the field (e.g. Holeton, 1998; Wallace, 1999), little is known on computer mediated communication. Many topics like group dynamics, conflict and cooperation, altruistic behavior, relationships and love, sexual abuse and violence in virtual environments, deserve a solid body of empirical data to understand what happens in digitally networked societies.

To overcome the limits of a graphic environment, people began to use emoticons to reproduce the subtleties of verbal and non-verbal contextual cues. If communication mediated by digital tools has to be the preferred in the next future, maybe we should deepen more on the effect of absence of time and space cues on online and offline behaviors, as well as on conditions which bring about flaming behavior, and on the effect of virtual reality on communication and relationship. The absence of contextual cues influences an individual's digital identity and the way he acts in cyberspace. Another field of research might analyze the communication in graphical environments which use avatars, the digital equivalent of the mask worn by an ancient Greek actor, to represent real (or at least what the user think is real) people. Anonymity is the variable most frequently cited to account for deviated behavior in virtual environments, but few empirical data are available on how to carry on this kind of research. We do not even know how to distinguish real people from automated answering software on the Net, which is growingly popular in many sites. Studies on interactional design might help to ameliorate communication in and through digital environments.

All over the world, many companies and governments are praising the advantages of telecommuting. Little is known of its effects on the telecommuters' psychological and social sphere. We do not know much about the problems arising from perceived productivity vs real productivity, from isolation (lack of social contacts), from difficulties with colleagues (absence from the group). Maybe there is also the need to develop instrument to help in the selection of teleworkers, to assess telework and teleworker and to design teleworker's training and skill development.

Many scientists are driving our attention (Continued on page 20)
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on the effect that the Internet usage may have on the user's mental health. Published data has driven more the attention of newspapers rather than the attention of professionals and researchers. If we are moving toward the e-Society, there is the need to know more about behavioral disorders connected to computer over-use or addiction disorder from computer mediated environments and relations, and how to help individuals that present those disorders.

Following the spreading of the Internet, many psychologists are offering on-line professional services. Although there are clear advantages, there is still the need to demonstrate to the scientific community, and to our clients, the efficacy and efficiency of online counseling and therapy.

**New opportunities for psychologists**

In the e-Society, Psychologist might also be of help in fields different than the clinical area. For example they might consult on interaction engineering for web sites and other services (like on-line chat environments or automated agent development). Psychologists might help understanding cross-cultural differences to be translated in the interactional design of web sites and services. Different behaviors reflect differences in cognition, and vice versa. The way European people buy, for example, is completely different from people in the USA. The specific knowledge that psychologists have in understanding relationships might be of help in ameliorating the mediating effect of the network in virtual neighborhoods. They might have a specific role in helping Internet oriented companies to understand how to transform electronic signals into information and effective communication, and their assistance will be precious in designing and managing distance training courses. The clients of clinical psychologists might benefit, in the next future, from specific services of clinical assessment, counseling and therapy delivered through the Net.

**How the communication network might contribute to Psychology as a Science**

We must not forget that the power of a world wide interconnection might contribute to the advancement of Psychology. Maybe it has come the time to analyze and review some publication process (vedi articolo telema) and support project like (citare) to emphasize the benefits of pre-publishing peer-reviewing. An old joke tells that psychology is based on studies on two species, pigeons and college students. Maybe we have to develop more international cooperation through a world wide spread network and validate research across different social environments. Maybe we can study how to effective conduct research on-line.

**To summarize**

It has been very rare, for people, during the past centuries to be in a position as to better the way to develop their future. Luckily we are in a position as to guide the construction the communication medium and the society we are going to build around it. We think that the growing necessity for high tech solutions should be embedded within a high touch vision. The goal of a Science is prediction and control. The goal of a technology derived from such a science is to improve our way of living. Improving the way in which the Internet might be useful to human communication and relationship might no be an exclusive engineering task.

**Is there a need for a new special area in Psychology: namely the Psychology of the Internet?** Can we accommodate new phenomena within the already known frames? Although many universities and colleges in the States are introducing classes on the Psychology of the Internet (on the content of which the debate is open), many countries in the western world still neglect this as a possible development for our Science. Our paper is a sort of “call for research”. Many of the above mentioned area of research are interconnected in such a way that contributions in one field might arise contribution in the other and vice versa. The e-Society might benefit from contributions based on a strong scientific support.

**References**


