

Laura Schweitzer, Ph.D. '79, Blazes New Trails for Women in Medicine

By Gerry Everding

A Washington University diploma—Doctor of Philosophy, 1979—always holds a prominent position in the office of Laura Schweitzer, recently named vice president for academic affairs and provost-designate at SUNY Upstate Health Sciences University and vice provost for academic affairs and health liaison at the University of Syracuse.

Carefully framed in green and gold, the diploma followed faithfully as Laura Schweitzer completed a post-doctoral fellowship in neurobiology at Duke University, as she joined the research faculty at Duke, and as she was named to the faculty of Anatomical Sciences and Neurobiology at the University of Louisville School of Medicine in 1988.



Laura Schweitzer

It was at Louisville that Laura moved quickly through medical school administrative ranks, accepting positions as associate dean for faculty affairs and subsequently, as

associate vice president for health affairs in 1999. And, when Laura was named interim dean of medicine in December 2003, the diploma offered testimony to her credentials as the first Ph.D. woman ever to hold the lead position in any U.S. medical school.

"I really owe Washington University for the rich life that I've had, for the rich career that my experience there helped make possible," Laura said. "I was so fortunate to be exposed to such a truly remarkable learning experience at that point in my career. It touched me and it changed my life. It has never left me."

Laura was admitted to graduate school at Washington University

in 1974. She arrived feeling lucky to be here.

"I was their last choice," she said. "I know that because I was the only student accepted without funding. Upon my arrival, Dr. Tom Sandel, the chair, informed me that he had secured funding for me. I was very happy. My parents were happier."

Laura, who grew up working in her parents' hardware store in rural New York, recalls her first day on campus. She arrived in the evening, by herself. She walked slowly across the quad and looked up into the lit arched windows of Holmes Lounge.

"I had arrived," she thought. "I knew that if I succeeded in school here my life would be good. I would

continued on page 9

Len Green: A Thinking Woman's Behaviorist

By Sandy Hale

I have known Len Green for about a quarter of a century. This means I know a lot about him, and not just the academic stuff that you would hear in an introduction to a talk he was going to give—like the fact that he has published more than 100 articles and is currently the editor of the *Journal of the Experimental Analysis of Behavior* (or *JEAB*), the most prestigious journal in his field. Besides his prodigious academic record, I also know that Len Green is the kind of colleague who would send his 18-month-old daughter into the middle of a developmental lecture I was giving and have her hand me a note that said, "You are lecturing about kids. My name is Hannah, and I is one." Naturally, his daughter was a big hit, and I was touched that Len and Ana (Hannah's wonderful mother, who is a professor of philosophy at Florissant Valley Community College) would take the time to set this up and pull it off without a hitch.

I also know some slightly embarrassing personal characteristics of his, like the fact that Len would be lost if he parked his car and then went into a new shopping mall and walked around for half an hour. The likelihood that he would be able to find

his way back to his car on the first or second (or maybe even the third) try would be near zero. Even at Washington U., where he has taught for 30 years, he has been known to say, "To get to the Women's Building, just head over to Olin Library and turn left," all the while pointing due east towards Brookings! He clearly knows the route but has no cognitive map—a true behaviorist.

I know that Len and Joel Myerson (my spouse and perhaps Len's closest colleague for the past 15 years) spend hours every week writing together. And when I say writing together, I mean that they literally sit in front of a computer and write each sentence as a team. This wouldn't be quite so amazing if it weren't for the fact that

"I have always said that I do not need to be rewarded for teaching because I find teaching to be rewarding in and of itself."

they do it so successfully: (1) they co-wrote an NIH grant that has been funded continuously for nearly 10 years and is about to be renewed through 2011, and (2) together they have published a couple of articles or more almost every year since they began working together in 1993. Joel and I have co-authored a number of articles, too, but even though he is my spouse, we have never managed to achieve the degree of professional collaboration that he and Len have.

We work together pretty closely, but the two of us actually sitting down and writing each sentence together (and enjoying it, like Len and Joel do) has never been an option.

I know other things about Len, too, some of them remarkable and others simply amusing. But what I know most of all is that besides being a wonderful friend and colleague, there is always more to know and more about which to be surprised. Did you know, for example, that the research that Len Green conducted for his undergraduate thesis at City College in New York under the tutelage of Professor Richard Feldman was a developmental study on anchoring effects in children and that he could immediately pull it out of his file drawer if you asked about it?

Len tells a story about when he arrived at Stony Brook (SUNY) for his first visit to the psychology department as an incoming graduate student. He was speaking with one of the faculty members, and he happened to mention that he was not very keen on conducting research with animals. The faculty member then asked Len whether he knew that his newly assigned mentor, Howard Rachlin, conducted animal research. Recovering quickly, and taking a gamble (because the news was a surprise to him), Len said, "Oh, yes, of course. I meant that I would



Len Green

not really enjoy placing electrodes in animals' brains or slicing their brains up." As Len tells it, he was pretty sure that Rachlin specialized in the psychology of learning and not physiological psychology, so he hoped he was safe! As it turned out, he was much more than safe—he was home. The work he did with Howie Rachlin has been extremely influential in psychology and created the foundation for Len's current research on discounting. In fact the very first article that Len and Howie published has been cited hundreds of times and provided the basis for an experimental analysis of commitment and self-control that has been taken up by

continued on page 2

Chairperson's Corner



The Chairperson's Corner for *Psychonicle* provides an opportunity to take a look at the year past as well as the year ahead of us.

Last year we finalized plans for a 16,500-square-foot addition to the Psychology Building, to be built onto the west end of the existing building. Construction began in July and is proceeding ahead of schedule. As I write this (Jan. 1, 2006), the construction crew is about to pour the 4th floor of the addition. We anticipate occupying this new space in September of this year. It will provide enough space for six new laboratories and six faculty offices, two new 40-seat classrooms, and a large addition to the biology laboratory in the basement of our building. This new space will allow us to continue our growth as we move up in the national rankings. We are now ranked in the top 10% of graduate psychology departments in the country. A new poll will be done this year by the National Research Council, and we anticipate moving up even higher in the new rankings.

Three new faculty joined our department this year. Tom Rodebaugh joined our clinical program as an assistant professor. His work focuses on the treatment of anxiety disorders, and he will add a treatment outcome component to our clinical scientist training program. Brett Kessler joined our Brain, Behavior, and Cognition areas. Brett is actually a linguist, not a psychologist, but he contributes in such psychology-relevant areas as second language acquisition and the origins of languages in diverse cultures. Brett is on the forefront of applying statistical models to the analysis of language. Danielle Dick has her primary appointment in psychiatry and a secondary appointment as assistant professor in psychology. Danielle is a clinical psychologist who studies the contributions of genetics to various psychological disorders, including alcoholism and conduct disorder, as well as to healthy aging. She is particularly interested in genetic-environment interactions. Danielle will be teaching one course a year for us on behavioral genetics.

We are also conducting national searches this year for two new professor positions in our department. One search is in the social/personality area for an assistant professor. Over 140 people applied for this position, indicating that many people see Washington University's psychology department as a great place to have a career. With such a large pool of applicants, we will undoubtedly find a well-qualified professor to add to our ranks. We are also conducting a search for a senior clinical psychology professor, and applications are still pouring in for that position. A department such as ours, that is growing, expanding, and improving, represents an exciting opportunity for the best and the brightest professors around the country. And it proves an organizational psychology point: that it is easier to make an excellent department better than it is to improve a mediocre one. We have been on a roll for the past decade, and we plan to keep momentum up well into the future.

One downside to being such a great department is the attention and envy that it attracts from other universities, who themselves want to improve. Just like competition in the business sector, some universities try to lure away the best professors from other universities. It is both flattering and frustrating when other universities try to hire away our best professors. This year we lost two faculty to such 'raids.' Ed Fisher left us to become chair of the behavioral medicine department at the University of North Carolina, and Randy Buckner left us to join the psychology department at Harvard University. Both Ed and Randy had been at Washington University for virtually their entire careers up to this point, but they were both offered excellent opportunities elsewhere. They both were and remain loyal supporters of Washington University, and we wish them well in their new positions.

On a different note, we began work this year on compiling a history of the psychology department at Washington University. We came up with this idea after stumbling across a document while cleaning out a file cabinet, written by Professor Marion Bunch, which summarized important events in the psychology department from 1924 to 1969. We are now working on updating and expanding this document and plan on publishing it in the second half of 2006. While awaiting this publication, I thought I'd mention a few facts here: In 1903 Edgar James Swift was hired as a professor in the "Department of Pedagogy and Psychology" at the then-typical salary of \$1,800 per year. In 1924 Professor Swift petitioned Chancellor Herbert Hadley to split his department into two new and separate departments—the Department of Education and the Department of Psychology. The Chancellor did so and appointed Professor Swift as the first chairperson of the new Department of Psychology, which was located in South Brookings Hall. Since its beginnings in 1924, the Department of Psychology has had eight chairpersons and has been located in five different buildings. Our history project will cover the major trends and developments in the department over its 82-year history, plus will provide photos of important locations and notable people. Whatever your connection to our department, we are sure you will find something of interest in this project.

As you can see, our psychology department has an interesting past, a vibrant present, and a bright future. I very much look forward to giving you updates on our state of affairs in the coming years.

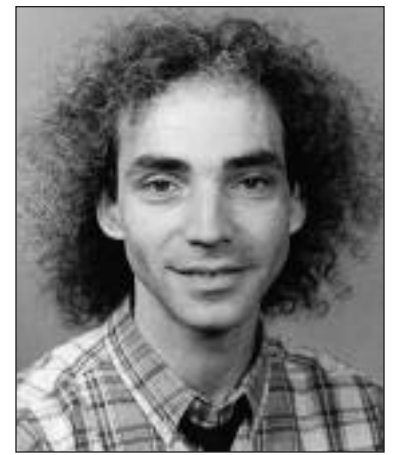
Randy J. Larsen
Chair, Psychology Department

Len Green *from page 1*

numerous researchers and continues to this day.

In their now classic study of self-control, Rachlin and Green first showed that pigeons, like many of us, are extremely "impulsive" and will choose small, immediate rewards over delayed rewards which are much larger. They then showed that if pigeons are given the opportunity to "commit" themselves to the larger reward in advance, they will choose the larger delayed reward over a chance to choose between the immediate and delayed rewards, thereby effectively avoiding the "temptation" offered by the small, immediate reward. That is, like many of us, pigeons can use commitment as a self-control strategy. When Len describes this study, he often mentions the "Christmas Club" that his mother joined every year. This "club" was run by the bank, and worked as follows: Members deposited money regularly (weekly or monthly) throughout the year, but they could only draw the money out at the end of the year, just before Christmas and Hannukah and in time to buy presents for the holidays. Through this club, the members "committed" the money for the larger, delayed reward of gratitude they would obtain when the presents were given, and avoided the constant temptation to spend it on some smaller, more immediate rewards. Len and Howie's experiment with pigeons showed that one doesn't need language to learn this commitment strategy, and provided an experimental paradigm that could be used to explore the variables that determine the likelihood of showing self-control.

Len's story of his beginnings at Stony Brook and his wonderful analogy about the Christmas club illustrate several notable personal characteristics: He is quick, witty, charming, and he always tells a good story. He is also incredibly well organized, and this helps explain the amazing amount of work that he gets done each week. He is currently the director of undergraduate studies and the editor of *JEAB*, as well as the director of study abroad for the psychology department, which means that he has to travel overseas in order to oversee the department's programs at the Universities of Sussex and Exeter in England and the University of Queensland in Australia. In order to fulfill all of these duties while also teaching and conducting research, Len arrives early each morning and is often in meetings until after 6 p.m. And, like so many of us, he also often works at home both in the evening and on the weekends. To say that Len is devoted to his graduate students, his research, psychology undergraduates, as well as the field of psychol-



Len Green circa 1983

ogy at large, would be simply an understatement.

Even when you have known Len Green for a long time, as I have, it is still possible to underestimate the full diversity of his talents. As a teacher, of course, he is legendary. I still recall the time when I was a new assistant professor and I overheard one undergraduate ask a friend to be sure to take good notes in Professor Green's class, because she would not be able to attend that day. She then sighed and said she would be sad to miss class, not just because of the material that would be covered but also because she was loath to miss his snappy repartee when students asked questions! Because I had heard Len give talks at conferences, I knew he was phenomenal in a 20-minute setting when talking to peers and colleagues, but I had not yet heard him in the longer, lecture format. Motivated by the student's comments, I stopped in for the last hour of Len's class. I cannot recall my exact thoughts, partly because I was in awe, but they were definitely something like, "Holy cow, this teacher is one of the alternatives that psychology majors have when selecting their courses? No wonder his learning course always has a substantial number of students on the wait-list!" Also, I now knew that with Len Green as one of the most highly rated teachers in psychology, I should feel good if I were to be rated by undergraduate students as merely "average" among my colleagues. I should also add that the testament to my impression has come in the form of several teaching awards that Len has received over the past three decades, including one that he graciously accepted this past year from Rick Kurtz, an outstanding teacher himself and the first recipient of the psychology department's new annual teaching award. When Len's name was announced, he remarked, "I have always said that I do not need to be rewarded for teaching because I find teaching to be rewarding in and of itself, but I am, nonetheless, touched to be honored by my colleagues and students. I am also honored that Rick presented me this award; it makes it especially meaningful and I will treasure it always." Just as the rest of us will treasure Len, always.

Awards and Highlights

Faculty

Stan Finger received the 2005 International Society for the History of Neuroscience award for the best history of neuroscience article in the last 3 years: "The neuroscience of Helmholtz and the theories of Johannes Mueller." *Journal of the History of the Neurosciences*, 2002, 11, 136-155, 234-254.

Stan is on the advisory board of the College of Physicians of Philadelphia to put together an exhibit on Benjamin Franklin and Medicine (together with the Royal Society of Medicine in London) in honor of Franklin's 300th birthday in 2006. (See related article on p. 11.)

Stan is on the advisory board for the Museum of the History of Psychology (Akron) and the Smithsonian Institution (Washington D.C.) to put together an exhibit on history of mapping the mind.

Roddy Roediger was elected to the American Academy of Arts and Sciences. Roddy was also named dean of academic planning in Arts & Sciences.

Desirée White is the chair of the Program Committee of the International Neuropsychological Society and is an editorial board member of *Assessment*.

Carol Woods main paper describing her dissertation research was accepted into a top tier quantitative journal: *Psychometrika*. The title is "Item response theory with estimation of the latent population distribution using spline-based densities." Co-author is David Thissen.

Jeff Zacks received special recognition for excellence in graduate mentoring, WU Graduate School of Arts & Sciences, April 2005.

Post Docs

Josh Brown was published in *Science* magazine receiving international press coverage including national TV and radio. The story is about how the brain anticipates the likelihood of making a mistake. For details go to <http://iac.wustl.edu/~jwbrown/news.html>

Josh was also named the NARSAD Sidney R. Baer, Jr. Foundation Investigator

Grad Students

Section 2 (Aging) of Division 12 (Clinical Psychology) of the American Psychological Association has recognized **Steve Balsis**. Steve received the Award for Excellence in Research by a student for his paper

"Personality change precedes clinical diagnosis of dementia of the Alzheimer type."

Ellen Hogan won an award for student research from Division 20 (Adult Development and Aging) of APA in August 2005. The title of her project was "Divided Attention in Older Adults: Subjective Beliefs and Performance."

Tara McAuley was awarded a fellowship to attend the Cognitive Neuroscience Society Summer Institute at Dartmouth.

Elena Stepanova received honorable mention at the Society for Personality and Social Psychology Annual Meeting graduate student poster competition, January 2005.

Elena also received the Graduate Online Lecture Project Fellowship at Washington University in St. Louis for sponsoring development of interactive online lectures "Attitudes towards Homosexuality," June-July 2005. She also has attended the Summer Institute in Social Psychology (SISP) on Communication and Language at University of Michigan, Ann Arbor, July-August 2005.

We greatly appreciate donations from the following individuals, foundations, and corporations to support programs of the Psychology Department. We apologize for any omissions due to the publication date.

Dr. Robert Assael – LA75
Mrs. Mary Randolph G. Ballinger – LA71
Dr. and Mrs. David Samuel Bush – GR80 GR82
Mr. James Francis Fowler – UC68 GR70 GR72
Dr. Elizabeth Frey Grodsky – GR81 GR99
Dr. and Mrs. Carl F. Hoppe – GR72
Dr. and Mrs. Edward R. Jones – LA47 GR48 GR54
Dr. and Mrs. Peter Alexander Lichtenberg – LA81
Dr. Jennifer Lee Mark – LA95
Mrs. Linda Holmes McLaughlin – GR76
Mrs. Virginia L. Mills – LA65
Mr. Christopher Francis Murphy – GR94 GR99
Dr. and Mrs. Peter Nathan – GR62
Dr. and Mrs. Robert R. Provine – GR71
Mr. Peter T. Richtsmeier – LA01
Dr. and Mrs. Longxiang Song – GR90 GR92 GR95
Dr. Edward Allen Wise – LA75
Mr. and Mrs. Elliot Zisser

Alumni Updates

Betsy A. Gard (Ph.D., Washington University, 1978) was elected president of the Georgia Psychological Association. Betsy began her term as president elect July 1, 2005, and will serve 3 years, first as president elect; then as president, and then as past president.

Betsy has been a clinical faculty member with the Emory Department of Psychiatry since 1981. Dr. Gard's specialties include child and adolescent psychology, couples therapy, family therapy, treatment of sexual dysfunction, and substance abuse. She also is nationally known for her work in disasters and trauma.

She is currently a member of the GPA Board for Disaster Response and is a member of Children's Health Care at Scottish Rite and works with the Neurofibromatosis Clinic. She lectures extensively and has published in a number of journals. She has a full-time clinical practice in Sandy Springs.

Contact information:

Betsy A. Gard, Ph.D.

Coordinator of Disaster Mental Health Services & The Disaster Response Network

7000 Peachtree-Dunwoody, Building 16,

Sandy Springs, GA 30328.

Telephone: 770-594-2529

Fax: 770-587-0744

Cell: 404-798-3531

e-mail: betsyg@mindspring.com

Phyllis (Moenster) Ladrigan (Ph.D., Washington University, 1970) became emeritus professor of psychology at Nazareth College of Rochester on May 13, 2005. Phyllis has been an active psychology department faculty member at Nazareth for the past 32 years.

Contact information:

Phyllis Ladrigan, Ph.D.

4360 East Ave

Rochester, New York 14618

Telephone: 585-385-3490

e-mail: Pmadrig@naz.edu

Edward A. Wise, Ph.D. received the 2005 American Psychological Association Award for Distinguished Professional Contributions to Independent Practice in the Private Sector.

Dr. Wise received his B.S. degree with honors from Washington University in 1975. At Washington U., Dr. Wise was uniquely influenced by his adviser, Dan Kohl, Ph.D., and numerous mentors, including Sol Garfield, Ph.D.; Jim Vanderplas, Ph.D.; and Norm Katz, Ph.D. Dr. Wise earned his Ph.D. from the University of Wyoming in 1980 following completion of his internship at the University of Tennessee Center for the Health Sciences at Memphis in the same year. He was initially employed by the Frayser Mental Health Center in Memphis before opening a private practice in the

early 1980s. He continues to serve as the executive director of Mental Health Resources, a multidisciplinary private practice in Memphis.

With his unique talents, Dr. Wise has effectively integrated the scientist-practitioner model within a clinical psychology based private practice. As a distinguished researcher and private practitioner, he has gone beyond the model's guidelines for education and training to develop and validate practice strategies involving initial assessment, inpatient, outpatient, prison, and other community settings. Perhaps his most outstanding achievement has been the development of an Intensive Outpatient Program within his private practice. The success of this program receives ever-increasing attention and has prompted large PPOs and MCOs to encourage its replication regionally.

While Dr. Wise's esteemed accomplishments elicit broad recognition by peers, the fact that his psychology-based research occurs without external funding and within a full-time private practice is one factor that made these achievements worthy of exceptional distinction. As a scientist, he has published more than 25 peer-reviewed articles on diagnosis, treatment strategies and outcome methodology. The *Journal of Clinical Psychology* named one article among the 10 most significant in the area of

assessment over the past decade. He has also served as Consulting Editor and Ad Hoc Reviewer for numerous prestigious journals. Dr. Wise is a Fellow of the Society for Personality Assessment and currently serves on the Editorial Board of the *Journal for Personality Assessment*.

In addition to his tireless advocacy for psychology, Dr. Wise's distinguished contributions include leadership in creating the Division of Psychology in a large Memphis hospital, mentoring numerous post doctoral interns, serving on PPO credentialing committees, participating in state and local psychological organizations, consulting with physician's groups and providing psychological services to indigents in the criminal justice system. He was recently nominated for the Health Care Hero Award by the Memphis Business Journal for collaborative work with the health care and business communities.

Saul Rosenzweig's Legacy

By Randy Larsen

Last year in the *Psychonicle* we reported on the death, at age 97, of Saul Rosenzweig, who was a member of the Department of Psychology faculty since 1948. In



Saul Rosenzweig

the intervening year, Saul's wife of 65 years, Louise Rosenzweig, also passed away, at age 96. The Rosenzweig estate left a substantial financial bequest to

the "Foundation for Idiodynamics." Saul created this foundation in 1972 to foster education and research from the standpoint of idiodynamic theory. "Idiodynamics" is a perspective that Saul developed in the later half of his career that conceptualizes the person as a universe of events bounded by biological, psychological, and sociological parameters. Prior to his death, Saul's foundation held monthly research meetings in its headquarters, maintained a large library of rare and classical books in psychology, employed several research assistants and post-doctoral researchers assisting Saul with his work, and supported several charitable and educational organizations.

The foundation is currently being run by the board of directors Saul appointed before his death, which consists of Professors Larsen and Roediger from our psychology department, and Dr. Eric Nuetzel, M.D., from the St. Louis Psychoanalytic Institute. They plan to reorganize the foundation and bring it under the operational umbrella of Washington University, most likely in the form of an institute. The institute will continue the mission started by Saul's foundation but will gain leverage by being located within the psychology department at Washington University. A major emphasis of the institute will be to support research and scholarship on areas and projects of interest to Saul. These will include such topics as psychobiography and the history of psychology, biographical analyses of scientific and literary figures, and personality theory and the creative process. The main activity of the institute will be to provide small grants to researchers working in these areas, provide funds for visiting scholars to come to Washington University, and encourage the development of classes, colloquia, and seminars at Washington University on these topics. The surprising bequest will allow Washington University to support a lasting intellectual legacy to long-term member of its faculty.

New Faculty

Thomas Rodebaugh, joined the faculty as an assistant professor in July 2005. Tom earned his Ph.D. in clinical psychology at the University of North Carolina at Chapel Hill in 2003. He is interested in the anxiety disorders, particularly social phobia, as well as psychotherapy outcome and process. His research focuses on improving the assessment and treatment of anxiety, as well as increasing understanding of the factors that maintain and reduce anxiety. He is particularly interested in the integration of social psychological research (e.g., dual process theories; self-regulation theories) into the domain of clinical psychology, and the selection of appropriate statistical models (e.g., structural equation models; item response theory models) for evaluating measures and testing hypotheses. Among other courses, he hopes to regularly teach a class regarding empirically supported treatments for anxiety disorders.

Tom is married to Tess Thompson, who writes fiction and provides consulting services in editing, writing, and education. Tom and Tess had their son, Benjamin, in May of 2004. Ben is now a very active and chatty toddler. When not working, Tom enjoys spending time with his family.

Brett Kessler has a joint appointment in psychology and in PNP, the interdisciplinary program of philosophy—neuroscience—psychology, and teaches classes in the linguistics pro-



Danielle Dick

gram. Brett studied linguistics and information and computer sciences at Indiana University, and then worked for several years in research laboratories at Xerox and Hewlett Packard before obtaining his Ph.D. in linguistics from Stanford in 1999. He worked as a research scientist with Professor Rebecca Treiman until he joined the faculty in July 2005.

His research concentrates on computational, statistical, and experimental approaches to the study of language. He is particularly interested in how people apply their implicit linguistic knowledge to complex tasks that are not entirely rule governed, such as reading and spelling in inconsistent writing systems such as that of English. He also studies the development of languages and dialects to investigate the historical and psychological factors that can lead to similarities between languages.



Brett Kessler, left, and Tom Rodebaugh.

Brett's wife, Willy Cromwell, is a librarian who specializes in resource digitization and has managed technical services at large research libraries and consortiums. They live in Ballwin with two cats and a formidable collection of dictionaries and grammars.

Danielle Dick holds joint appointments in the departments of psychology and psychiatry. She received her undergraduate degree from the University of Virginia, and her Ph.D. from the clinical psychology program at Indiana University. She came to St. Louis in 2003 after completing a postdoctoral fellowship in medical and molecular genetics. Her research focuses on how genetic and environmental influences contribute to the development of patterns of substance use and related behavioral disorders, such as antisocial behavior and depression. Danielle's research uses longitudinal twin-family designs to study the development of patterns of substance use and abuse (and related behaviors) across adolescence and into young adulthood. She is currently studying questions such as: how important are genetic and environmental influences on various aspects of substance use and related disorders; does the importance of genetic and environmental influences change across development; how do environmental risk factors, such as parental monitoring and home atmosphere, peers, and neighborhood influences, interact with genetic predispositions? In addition, she is involved in projects aimed at identifying specific genes contributing to these disorders. Danielle teaches a class called "Genes, Environment, and Human Behavior," offered each fall semester. She also teaches at several annual international genetic analysis workshops for twin-family data.

Danielle is married to Bryan Salmon, who is an F-15 fighter pilot and flies with the St. Louis Guard. When Danielle's not at work, you can find her working on home decorating projects, making scrapbooks, gardening, working out, watching football (go Colts!), reading, or hanging out with their cat, Bogey. She's also a faculty associate for Forsyth1.

Emeritus Professor Jack Botwinick dies

Emeritus Professor Jack Botwinick died in St. Louis, Missouri, February 12, 2006, after a brief illness. He was 83 years old.

He was professor of psychology and neurology and director of the Aging and Development Program in the Department of Psychology from 1968 until his retirement in 1988. As a returning veteran of World War II, he received his BA and MA from Brooklyn College and his PhD from

New York University in 1953. He was a research scientist in the laboratory on aging at the National Institute of Mental Health and a faculty member in the Gerontology Center at Duke University before coming to Washington University. In addition to his very successful psychology textbook entitled *Aging and Behavior*, first published in 1973, Professor Botwinick played a key role in the development of the Washington

University Alzheimer's Disease Research Center.

Donations in Jack's memory can be made to:

Justice and Peace Shares
438 N. Skinker
St. Louis, MO 63130

Circle of Concern
112 St. Louis Avenue
Valley Park, MO 63088

Current Publications from the Department of Psychology

Following is a list of some of the recent publications of the members of the Department of Psychology. If you are interested in receiving a copy of any of the articles, feel free to drop a note to the author: Department of Psychology, Washington University in St. Louis, Campus Box 1125, One Brookings Drive, St. Louis, MO 63130-4899.

Books and Book Chapters

Balota, D.A., Marsh, E. J. (Eds.) (2004). *Key Readings in Cognitive Psychology*. Psychology Press, Washington, D.C.

Barch, D.M. (2005). The cognitive neuroscience of schizophrenia. *Annual Review of Clinical Psychology* 1 (pp. 321-353). Washington, D.C. American Psychological Association.

Boyer, P. (2005). A Reductionistic Model of Distinct Modes of Religious Transmission, in Harvey Whitehouse & Robert McCauley (Eds.), *Mind and Religion: Psychological and Cognitive Foundations of Religion*. Altamira Press.

Boyer, P. & Barrett, H Clark (2005). Evolved Intuitive Ontology, in David Buss (Ed.), *Handbook of Evolutionary Psychology*. Cambridge, MA : The M.I.T. Press.

Botvinick, M.M., **Braver, T.S.,** Yeung, N., Ullsperger, M., Carter, C.S., Cohen, J.D. (2004). Conflict monitoring: Computational and empirical studies. In Posner, M.I. (Ed.), *Cognitive Neuroscience of Attention* (pp. 91-102). New York: Guilford Press.

Buckner, R.L. (2004). Three principles for cognitive aging research: Multiple causes and sequelae, variance in expression and response, and the need for integrative theory. In Cabeza, R., Nyberg L., Park, D. (Eds.), *Cognitive Neuroscience of Aging* (pp. 265-283). New York: Oxford University Press.

Buckner, R.L., and Schacter, D.L. (2004). Neural Correlates of Memory's Successes and Sins. In Gazzaniga, M. (Ed.), *The Cognitive Neurosciences*, Third Edition (pp. 739-752). Cambridge: MIT Press.

Buckner, R.L., Martin, T.A., Keating, J.G., and Fiez, J.A. (2005). Throwing in a world shifted by prisms: A demonstration of visual-motor learning. In Silverthorn, D.U., Johnson, B.R., and Mills, A.C. (Eds.), *Laboratory Manual for Physiology* (pp. 77-92). Benjamin Cummings.

Keating, J.G., Martin, T.A., Fiez, J.A., and **Buckner, R.L.** (2005). Altered limb position sense by muscle vibration. In Silverthorn, D.U., Johnson, B.R., and Mills, A.C. (Eds.), *Laboratory Manual for Physiology* (pp. 485-495). Benjamin Cummings.

Fiez, J.A., **Buckner, R.L.,** Keating, J.G., and Martin, T.A. (2005). The human brain and memory: Using behavioral measures to study cognitive functions. In Silverthorn, D.U., Johnson, B.R., and Mills, A.C. (Eds.),

Laboratory Manual for Physiology (pp. 231-258). Benjamin Cummings.

Finger, S. (2004). Cerebral localization. In W. E. Craighead and C. B. Nemeroff (Eds.), *The Concise Corsini Encyclopedia of Psychology and Behavioral Science*, third edition (pp. 163-164). New York: John Wiley and Sons.

Finger, S. (2004). Neuropsychology. In W. E. Craighead and C. B. Nemeroff (Eds.), *The Concise Corsini Encyclopedia of Psychology and Behavioral Science*, third edition. (pp. 616-618). New York: John Wiley and Sons,

Payne, B.K., **Jacoby, L.L.,** & **Lambert, A.J.** (2004). Attitudes as accessibility bias: Dissociating automatic and controlled components. In J. Bargh, J. Uleman, & R. Hassin (Eds.), *The New Unconscious* (pp. 393-420). Oxford University Press.

Treiman, R., & **Kessler, B.** (2005). Writing systems and spelling development. In M. Snowling & C. Hulme (Eds.), *The science of reading: A handbook* (pp. 120-134). Oxford, England: Blackwell.

Payne, B.K., **Jacoby, L.L.,** & **Lambert, A.J.,** (2004). Discrimination and bias: On the utility of process dissociation for understanding social psychological phenomena. In R. Hassin, J. Uleman and J. Bargh (Eds.), *The New Unconscious*. Oxford University Press

Einstein, G.O., & **McDaniel, M.A.** (2004). *Memory fitness: A guide for successful aging*. New Haven, Conn: Yale University Press.

McDaniel, M.A., & Einstein, G. O. (2005). Material appropriate difficulty: A framework for determining when difficulty is desirable for improving learning. In A. F. Healy (Ed.), *Experimental cognitive psychology and its applications* (pp. 73-85). Washington, D.C.: American Psychological Association.

McDermott, K.B. & **Braver, T.S.** (2004). After graduate school: A faculty position or a postdoctoral fellowship? In J.M. Darley, M.P. Zanna, & H.L. Roediger (Eds.), *The Compleat Academic: A Career Guide* Second Edition (pp. 17-30). Washington, D.C.: American Psychological Association.

Rodebaugh, T.L., (2005). Video feedback. *Encyclopedia of behavior modification and cognitive behavior therapy*. Sage.

Roediger, H.L. & Gallo, D.A. (2004). Associative memory illusions. In R.F. Pohl (Ed), *Cognitive illusions: Fallacies and biases in thinking, judgment and memory* (pp 309-326). Oxford: Oxford University Press.

Roediger, H.L. & Karpicke, J.D., (2005). Learning and Memory. In K. Kempf-Leonard (Ed). *Encyclopedia of Social Measurement*, Vol 2. (pp. 479-486). Amsterdam: Elsevier Publishing Co.

Roediger, H.L. & Amir, N. (2005). Implicit memory: Retention without conscious recollection. In A. Wenzel & D. C. Rubin (Eds), *A guide to implementing cognitive methods with clinical populations* (pp. 121-127). Washington, D.C.: APA Press.

Roediger, H.L. & Geraci, L. (2005). Implicit memory tasks in cognitive research. In A. Wenzel & D. C. Rubin (Eds). *A guide to implementing cognitive methods with clinical populations* (pp. 129-151). Washington, D.C.: APA Press.

Roediger, H.L. & Gallo, D.A. (2005). Associative memory illusions. In R.F. Pohl (Ed), *Cognitive illusions: Fallacies and biases in thinking, judgment and memory*. Oxford: Oxford University Press.

Kantowitz, B.H., **Roediger, H.L.,** & Elmes, D.G. (2005). *Experimental Psychology: Understanding Psychological Research* Eighth Edition. Monterey, CA: Wadsworth.

Sommers, M.S. (2005). Age-related changes in spoken word recognition. In D.B. Pisoni and R.E. Remez (Eds), *The Handbook of Speech Perception* (pp. 469-493). Blackwell.

Cassar, M., & **Treiman, R.** (2004). Developmental variations in spelling: Comparing typical and poor spellers. In C. A. Stone, E. R. Silliman, B. Ehren, & K. Apel (Eds.), *Handbook of language and literacy: Development and disorders* (pp. 627-643). New York: Guilford.

Treiman, R. (2005). Knowledge about letters as a foundation for reading and spelling. In R. M. Joshi & P. G. Aaron (Eds.), *Handbook of orthography and literacy* (pp. 581-599). Mahwah, NJ: Erlbaum.

Treiman, R., & **Kessler, B.** (2005). Writing systems and spelling development. In M. Snowling & C. Hulme (Eds.), *Science of reading: A handbook*. Oxford, England: Blackwell.

Wilfley D.E. (2005). Interpersonal psychotherapy. In Sadock B.J., Sadock V.A. (Eds.), *Kaplan & Sadock's Comprehensive Textbook of Psychiatry* Volume Two Eighth Edition (pp. 2,610-2,619). Lippincott Williams & Wilkins, Baltimore.

Wilfley D.E., Stein R., Welch R. (2005). Interpersonal Psychotherapy. In Treasure J, Schmidt U, van Furth E (Eds.), *The Essential Handbook of Eating Disorders* (pp. 137-154). John Wiley & Sons, West Sussex.

Kaliterna Lipovcan, Lj. & **Prizmic-Larsen Z.** (2006). Importance and Satisfaction With Life Domains in Croatia: A Representative Sample. Richard J. Estes (Ed.), *Advancing Quality of Life in a Turbulent World*. Springer

Kaliterna Lipovcan, Lj. & **Prizmic-Larsen Z.** (2006). What makes Croats happy? Predictors of happiness in representative sample. Delle Fave, A. (Ed.), *Dimensions of well-being. Research and intervention*. Milano: Franco Angeli.

Publications in Non-Refereed Journals, Book Reviews

Thompson-Schill, S.L, **Braver, T.S.,** & Jonides, J. (2005). Editorial for Special Issue in Individual Differences. *Cognitive, Affective, and Behavioral Neuroscience*, 5, 115-116.

Buckner, R.L. (2004). Memory and executive function in aging and AD: Multiple factors that cause decline and reserve factors that compensate. *Neuron*, 44, 195-208.

Finger, S. (2004). Francis Schiller (1909-2003). *Journal of the History of the Neurosciences*, 13, 353-357.

Holt, D.D., **Green, L.,** & **Myerson, J.** (2004). Temporal discounting: A direct comparison between the adjusting amount and the adjusting delay procedures. *Abstracts of the Psychonomic Society*, 9, 64.

Shimizu, Y. & **Jacoby, L.L.** (May, 2005). Similarity-guided depth of retrieval: Constraining at the front end. Poster presented at APS, Los Angeles, CA.

Lambert, A.J., Payne, B.K., & **Jacoby, L.L.** (2004) Accuracy and error: Constraints on process models in social psychology (commentary). *Behavioral & Brain Sciences*, 27, 350-351.

Larsen, R.J. (2004). Emotion and cognition: The case of automatic vigilance. *Psychological Science Agenda*, 18(11). Retrieved from <http://www.apa.org/science/psa/sb-larsen.html>

McDaniel, M.A. (2004) Improving Student Learning: Moving from the Memory Laboratory to the Classroom. Proceedings of The Reinvention Center conference "Integrating Research into Undergraduate Education: The Value Added."

Roediger, H.L. (2004). Great dissertations: Mark I. *The Observer* 17(10), 45-46.

Roediger, H.L. (2005). Why are textbooks so expensive? *The Observer* 18 (1), 36-40.

Roediger, H.L. (2005). Are university presidents overpaid or underappreciated? *The Observer* 18(2), 35-37.

Roediger, H.L. (2005). A response to comments on the column, "Why Are Textbooks So Expensive?" *The Observer* 18(3), 51-52.

Roediger, H.L. (2005). Intellectual Genealogy. *The Observer* 18(4), 53-54.

Articles and Presentations

Lawrence, B., **Myerson, J.,** & **Abrams, R.A.** (2004). Interference with spatial working memory: An eye movement is more than a shift of attention. *Psychonomic Bulletin & Review*, 11, 488-494.

Chang, S.W.C., & **Abrams, R.A.** (2004). Hand movements deviate

continued on page 6

Publications *from page 5*

toward distractors in the absence of response competition. *The Journal of General Psychology*, 131, 328-344.

Pratt, J., & **Abrams, R.A.** (2004). Illusory gravitational forces affect aimed limb movements. *The Journal of General Psychology*, 131, 438-450.

Kincade, J.M., **Abrams, R.A.**, Astaviev, S.V., Shulman, G.L., & Corbetta, M. (2005). An event-related fMRI study of voluntary and stimulus-driven orienting of attention. *Journal of Neuroscience*, 25, 4593-4604.

Abrams, R.A. & Christ, S.E. (2005). The onset of receding motion captures attention: Comment on Granconeri & Simons (2003). *Perception & Psychophysics*, 67, 219-223.

Faust, M.E., **Balota, D.A.**, & Multhaup, K.S. (2004). Phonological

blocking during picture naming in dementia of the Alzheimer Type. *Neuropsychology*, 18, 526-536.

Hutchison, K.A., & **Balota, D.A.** (2005). Decoupling semantic and associative information in false memories: Explorations with semantically ambiguous and unambiguous critical lures. *Journal of Memory and Language*, 52, 1-28.

Gold, B.T., **Balota, D.A.**, Kirchoff, B.A., & **Buckner, R.L.** (2005). Common and dissociable activation patterns associated with controlled semantic and phonological processing: Evidence from fMRI adaptation. *Cerebral Cortex*, 10, 1-13.

Gold, B.T., **Balota, D.A.**, Cortese, M.I., Sergent-Marshall, S.D., Snyder, A.Z., Salat, D.H., Fischl, B., Dale, A.M., Morris, J.C., & **Buckner, R.L.** (2005). Differing neuropsychological and neuroanatomical correlates of

abnormal reading in early-stage semantic dementia and dementia of the Alzheimer type. *Neuropsychologia*, 43, 833-846.

Marsh, E.M., **Balota, D.A.**, & **Roediger, H.L. III** (2005). Learning facts from fiction: The effects of healthy aging and early stage dementia of the Alzheimer's type. *Neuropsychology*, 19, 115-129.

Barch, D.M., Mitropoulou, V., Harvey, P., New, A.S., Silverman, J.M., and Siever, L. J. (2004). Context processing deficits in schizotypal personality disorder. *Journal of Abnormal Psychology*, 113, 556-568.

Green, M.F., Nuechterlein, K.H., Gold, J.M., **Barch, D.M.**, Cohen, J.D., Essock, S., Fenton, W.S., Frese, F., Goldberg, T.E., Heaton, R.K., Keefe, R.S.E., Kern, R.S., Kraemer, H., Stover, E., Weinberger, D.R., Zalcman, S., & Marder, S.R. (2004). Approaching a consensus cognitive battery for clinical trials in schizophrenia: The NIMH-MATRICES conference to select cognitive domains and test criteria. *Biological Psychiatry*, 56, 301-307.

Hershey, T., Black, K.J., Hartlein, J., **Barch, D.M.**, **Braver, T.S.**, Carl, J.L., & Perlmuter, J. S. (2004). Cognitive-pharmacologic fMRI in Tourette syndrome: A pilot study. *Biological Psychiatry*, 55, 916-925.

Hershey, T., Black, K. J., Hartlein, J., **Braver, T.S.**, **Barch, D.M.**, Carl, J.L., & Perlmuter, J.S. (2004). Dopaminergic modulation of response inhibition: An fMRI study. *Cognitive Brain Research*, 20, 438-448.

Mathews, J.R. & **Barch, D.M.** (2004). Assessing emotional processing in patients with schizophrenia using episodic memory for emotional and non-emotional words. *Emotion and Cognition*, 18, 721-740.

Nuechterlein, K.H., **Barch, D.M.**, Gold, J.M., Goldberg, T.E., Green, M.F., & Heaton, R.K. (2004). Identification of separable cognitive factors in schizophrenia. *Schizophrenia Research*, 72, 29-39.

Barch, D.M. & Carter, C.S. (2005). Amphetamine improves cognitive function in medicated individuals with schizophrenia and healthy controls. *Schizophrenia Research*, 77, 43-58.

Braver, T.S., Satpute, A.B., Keys, B.A., Racine, C.A., & **Barch, D.M.** (2005). Context processing and context maintenance in healthy aging and early-stage dementia of the Alzheimer's type. *Psychology of Aging*, 20, 33-46.

Fox, M.D., Snyder, A.Z., McAvoy, M.P., **Barch, D.M.**, & Raichle, M.E. (2005). The BOLD onset transient: Identification of novel functional differences in schizophrenia. *Neuroimage*, 25, 771-782.

MacDonald, A., Carter, C.S., Kerns, J. Ursu, S., **Barch, D.M.**, Holmes, A., Stenger, V.A., & Cohen, J.D. (2005). Specificity of hypofrontality and context processing deficits to schizophre-

nia: A comparison among unmedicated first-episode samples. *American Journal of Psychiatry*, 162, 475-484.

Yarkoni, T., Gray, J.R., Chrastil, E.R., **Barch, D.M.**, Green, L., & Braver, T.S. (2005). Transient and sustained neural activity during temporally extended decision making. *Cognitive Brain Research*, 23, 71-84.

Baugh, J. (2005). Conveniently Black: Self-Delusion and the Racial Exploitation of African America. Featured Article, in *Du Bois Review*, Vol. 2, no. 1, 1-14.

Baugh, J. (2004). Standard English and Academic English (Dialect) Learners in the African Diaspora. In Anne Curzan and Alicia Beckford (eds.) *Journal of English Linguistics*. Vol. 33, no. 1, 1-13.

Baugh, J. (2004). Ebonics and its controversy. In Edward Finnegan and John Rickford (eds.). *Language in the USA*. Cambridge: Cambridge University Press, 305-318.

Boyer, P. (2004). Religion, evolution and cognition, *Current Anthropology*, 45(3): 430-433.

Hershey, T., Black, K.J., Hartlein, J., **Braver, T.**, **Barch, D.M.**, Carl, J.L., Perlmuter, J.S. (2004). Dopaminergic modulation of response inhibition: An fMRI study. *Cognitive Brain Research*, 20, 438-448.

Brown, J.W. & **Braver, T.S.** (2005). Learned predictions of error likelihood in the anterior cingulate cortex. *Science*, 307, 1118-1121.

Braver, T.S., Satpute, A.B., Keys, B.A., Racine, C.A & **Barch, D.M.** (2005). Context processing and context maintenance in healthy aging and early-stage dementia of the Alzheimer's type. *Psychology & Aging*, 20, 33-46.

Yarkoni, T., Gray, J.R., Chrastil, E.R., **Barch, D.M.**, Green, L. & Braver, T.S. (2005). Sustained neural activity associated with cognitive control during temporally extended decision making. *Cognitive Brain Research*, 23, 71-84.

Rougier, N.P., Noelle, D.C., **Braver, T.S.**, Cohen, J.D., & O'Reilly, R.C. (2005). Prefrontal cortex and flexible cognitive control: Rules without symbols. Proceedings of the *National Academy of Sciences*, 102, 7338-7343.

Gray, J.R., Burgess, G.C., Schaefer, A., Yarkoni, T., **Larsen, R.J.**, & **Braver, T.S.** (2005). Personality differences in neural processing efficiency revealed using fMRI. *Cognitive, Affective, and Behavioral Neuroscience*, 5, 182-190.

Buckner, R.L., **Head, D.**, Parker, J., Fotenos, A.F., Marcus, D., Morris, J.C., & Snyder, A.Z. (2004) A unified approach for morphometric and functional data analysis in young, old, and demented adults using automated atlas-based head size normalization: reliability and validation

Psi Chi Corner

This past year, the Washington University chapter of Psi Chi, the National Honor Society in Psychology, maintained traditional programs while expanding into new areas. The chapter's purpose is to recognize outstanding students of psychology. But, of equal importance, our chapter strongly believes it is essential to provide resources and special events for its members and other students at Washington University who are interested in psychology. Members are elected based on their academic excellence and commitment to the discipline. This year the chapter elected 50 new members, and the rituals for the induction ceremony were updated in the hope of making the ceremony more significant and membership more meaningful. Held in the Great Room of Lopata House, the candlelight ceremony was well received and clearly appreciated by the new inductees.

As part of its tradition of serving our students, Psi Chi again organized a fall session on applying to graduate school in psychology. Faculty members from our Department of Psychology discussed how best to prepare for and what is needed in applying to graduate school. In addition, graduate students from the department provided personal experiences about the application process, what to consider, and what to avoid.

The chapter also convened a program on PsyD/PhD/MSW and clinical/counseling psychology. The director of admissions of the George Warren Brown School of Social Work, the Admissions Counselor as well as the Director of the PsyD program of the Adler School of Professional Psychology in Chicago, and the past Director of the clinical psychology program at University of Missouri-Columbia, discussed graduate study in their respective fields, what the different degrees represent, what one does as a PsyD, a PhD, or an MSW. Distinctions between counseling and clinical psychology were highlighted, as well.

Psi Chi assisted at this year's Freshmen Open House welcoming entering first-year students and their families. At the Sophomore Convocation, a special information session allowed several Psi Chi members to answer questions and discuss opportunities in psychology with potential psychology majors. In addition to such service, Psi Chi also held a social event and a study break for our majors.

A significant new program, "Parents' Night-Off," was developed by a member of Psi Chi in the past year. Realizing the difficulty that families with a child with autism have in finding baby sitters who are competent to watch their child, and aware that many of the families could not afford the expensive baby-sitting fees even if they were able to locate an appropriate sitter, a member of Psi Chi developed the Night Off program. Several undergraduates were recruited who had received training in applied behavior analysis and were paired with other students who wanted to contribute to the program but had no such training. Families who have a child with autism were contacted, and our students now provide child-sitting services for a full evening, free of charge, once a month. This is a truly special program, one that brings much-needed leisure and relief to parents.

The chapter now has its own Web site, providing information to its members, including announcements about research and job opportunities, upcoming scientific meetings and conventions, along with links to other psychology-related organizations—check it out: <http://artsci.wustl.edu/%7Epsichi/home>

There is much for us to be proud of about our Psi Chi.

against manual measurement of total intracranial volume. *NeuroImage*, 23, 724-738.

Maccotta, L., & **Buckner, R.L.** (2004) Evidence for neural effects of repetition that directly correlate with behavioral priming. *Journal of Cognitive Neuroscience*, 16, 1625-1632.

Shannon, B.J., & **Buckner, R.L.** (2004) Functional-anatomic correlates of memory retrieval that suggest nontraditional processing roles for multiple distinct regions within posterior parietal cortex. *Journal of Neuroscience*, 24, 10084-10092.

Gold, B.T., **Balota, D.A.**, Cortese, M.J., Sergent-Marshall, S.D., Snyder, A.Z., Salat, D.H., Fischl, B., Dale, A.M., Morris, J.C., & **Buckner, R.L.** (2005) Differing neuropsychological and neuroanatomical correlates of abnormal reading in early-stage semantic dementia and dementia of the Alzheimer type. *Neuropsychologia*, 43, 833-846.

Fotenos, A.F., Snyder, A.Z., Girton, L.E., Morris, J.C., & **Buckner, R.L.** (2005) Normative estimates of cross-sectional and longitudinal brain volume decline in aging and AD. *Neurology*, 64, 1032-1039.

Head, D., Snyder, A.Z., Girton, L.E., Morris, J.C., & **Buckner, R.L.** (2005) Frontal-hippocampal double dissociation between normal aging and Alzheimer's disease. *Cerebral Cortex*, 15, 732-739.

Balsis, S., **Carpenter, B.D.**, & **Storandt, M.** (2005). Personality change precedes clinical diagnosis of Alzheimer's disease. *Journals of Gerontology*, 60, 98-101.

Finger, S., & Gallo, D. (2004). The music of madness: Franklin's armonica and the vulnerable nervous system. In F. Rose (Ed.), *Neurology of the Arts*. London: Imperial College Press, pp. 207-235.

Finger, S., & Christ, S.E. Pearl S. Buck and phenylketonuria. *Journal of the History of the Neurosciences*, 13, 44-57.

Finger, S. (2004). Paul Broca. *Journal of Neurology*, 251, 769-770

Holt, D.D., **Green, L.**, & Muenks, W.M. (2004). Biological and economic effects on responding: Rate and duration of the pigeon's key peck. *International Journal of Comparative Psychology*, 17, 203-221.

Green, L., & **Myerson, J.** (2004). A discounting framework for choice with delayed and probabilistic rewards. *Psychological Bulletin*, 130, 769-792.

Yarkoni, T., Gray, J.R., Chrastil, E.R., **Barch, D.M.**, **Green, L.**, & **Braver, T.S.** (2005). Sustained neural activity associated with cognitive control during temporally extended decision making. *Cognitive Brain Research*, 23, 71-84.

Head, D., Snyder, A.Z., Girton, L.E., Morris, J.C., & **Buckner, R.L.** (2005). Frontal-hippocampal double

dissociation between normal aging and Alzheimer's disease. *Cerebral Cortex*, 15, 724-738.

Head, D., **Buckner, R.L.**, Shimony, J.S., Girton, L.E., Akbudak, E., Conturo, T.E., McAvoy, M., Morris, J.C., & Snyder, A.Z. (2004). Differential vulnerability of anterior white matter in nondemented aging with minimal acceleration in dementia of the Alzheimer type: Evidence from diffusion tensor imaging. *Cerebral Cortex*, 14, 410-423.

Jacoby, L.L., Bishara, A.J., Hessels, S. & Toth, J.P. (May, 2005). Aging, Subjective Experience and Cognitive Control: Dramatic False Remembering by Older Adults. *Journal of Experimental Psychology: General*.

Jacoby, L.L., Shimizu, Y. & Velanova, K., & Rhodes, M. (2005) Age differences in depth of retrieval: Memory for foils, *Journal of Memory and Learning*, 52, 493-504.

Payne, B.K., Shimizu, Y., & **Jacoby, L.L.** (2005), Mental control and visual Illusions: Explaining race-biased weapon misidentification, *Journal of Experimental Social Psychology*, 41, 36-47.

Shimizu, Y. & **Jacoby, L.L.** (2005). Similarity-guided, depth of retrieval: Constraining at the front end. *Canadian Journal of Experimental Psychology*, 59(1), 17-21.

Lustig, C., Konkel, A.G. & **Jacoby, L.L.** (2004). Which route to recovery? Controlled retrieval and accessibility bias in retroactive interference. *Psychological Science*, 15(11), 729-739.

Treiman, R., & **Kessler, B.** (2004). The case of case: Children's knowledge and use of upper and lowercase letters. *Applied Psycholinguistics*, 25, 413-428.

Cassar, M., **Treiman, R.**, Moats, L., Pollo, T.C., & **Kessler, B.** (2005). How do the spellings of children with dyslexia compare with those of nondyslexic children? *Reading and Writing*, 18, 27-49.

Lambert, A.J., Chasteen, A.L. & Payne, B.K., & Shaffer, L.M. (2004). Typicality and group variability as dual moderators of category-based inferences. *Journal of Experimental Social Psychology*, 40, 708-722.

Lambert, A.J., Payne, B.K., Ramsey, S., & Shaffer, L.M. (2005) On the predictive validity of implicit attitude measures: The moderating effect of perceived group variability. *Journal of Experimental Social Psychology*, 41, 114-128.

Burbridge, J.A., **Larsen, R.J.**, & **Barch, D.M.** (2005). Affective reactivity in language: The role of psychophysiological arousal. *Emotion*, 5, 145-153.

Walker, M.S., **Larsen, R.J.**, Zona, D.M., Govindan, R., **Fisher, E.B.** (2004) Smoking urges and relapse among lung cancer patients: Findings from a preliminary retrospective study. *Preventive Medicine*, 39, 449-457.

Butler, K.M., **McDaniel, M.A.**, Dornburg, C.C., Price, A.L. & **Roediger, H.L., III** (2004). Age differences in veridical and false recall are not inevitable: The role of frontal lobe function. *Psychonomic Bulletin & Review*, 11, 921-925.

Driscoll, I., **McDaniel, M.A.**, & Guynn, M.J. (2005). Apolipoprotein E and Prospective Memory in Normally Aging Adults. *Neuropsychology*, 19, 28-34.

Kliegel, M., Martin, M., **McDaniel, M.A.**, & Einstein, G.O. (2004). Importance effects in event-based prospective memory tasks. *Memory*, 12, 553-561.

McDaniel, M.A., & Busemeyer, J.R. (2005). The conceptual basis of function learning and extrapolation: Comparison of rule and associative based models. *Psychonomic Bulletin & Review*, 12, 24-42.

McDaniel, M.A., Dornburg, C.C., & Guynn, M.J. (2005). Disentangling encoding versus retrieval explanations of the bizarreness effect. Implications for distinctiveness. *Memory & Cognition*, 33, 270-279.

McDaniel, M.A., Einstein, G.O., Graham, T., & Rall, E. (2004). Delaying execution of intentions: Overcoming the costs of interruptions. *Applied Cognitive Psychology*, 18, 533-547.

Roediger, H.L., **McDermott, K.B.**, Pisoni, D.B., & Gallo, D.A. (2004). Illusory recollection of voices. *Memory*, 12, 586-602.

Chan, J.C.K., **McDermott, K.B.**, Watson, J.M., & Gallo, D.A. (2005). The importance of material-processing interactions in inducing false memories. *Memory & Cognition*, 33, 389-395.

Heckman, Fisher, Mones, **Merbaum, M.**, Ristvedt & Bishop. (2004). Coping and anxiety in women recalled for additional diagnostic procedures following an abnormal screening mammogram. *Health Psychology*, 23, 1, 42-48.

Green, L., & **Myerson, J.** (2004). A discounting framework for choice with delayed and probabilistic rewards. *Psychological Bulletin*, 130, 769-792.

Lawrence, B.M., **Myerson, J.**, & **Abrams, R.A.** (2004). Interference with spatial working memory: An eye movement is more than a shift of attention. *Psychonomic Bulletin & Review*, 11, 488-494.

Clifton, A., Turkheimer, E., & **Oltmanns, T.F.** (2005). Self and peer perspective on pathological personality traits and interpersonal problems. *Psychological Assessment*, 17, 123-131.

South, S.C., **Oltmanns, T.F.** & Turkheimer, E. (2005). Interpersonal perception and pathological personality features: Consistency across peer groups. *Journal of Personality*, 73, 675-691.

Palmer, E.D., Brown, T.T., **Petersen, S.E.**, and Schlaggar, B.L. (2004)

Neurobiology and development of single word reading. *Scientific Studies of Reading*, Vol. 8, No. 3, 203-223.

Wenger, K.K., Visscher, K.M., Miezin, F.M., **Petersen, S.E.**, and Schlaggar, B.L. (2004) Comparison of sustained and transient activity in children and adults using a mixed blocked/event-related fMRI design. *Neuroimage*, 22, 975-85.

Brown T.T., Lugar H.M., Coalson R.S., Miezin, F.M., **Petersen, S.E.**, Schlaggar, B.L. (2005) Maturational changes in human cerebral functional organization for word generation. *Cerebral Cortex*, 15, 275-290.

Burgund, E.D., Lugar, H.M., Schlaggar, B.L., & **Petersen, S.E.** (2005) Task demands modulate sustained and transient neural activity during visual matching tasks. *NeuroImage*, 25, 511-519.

Rodebaugh, T.L., Chambless, D.L., Renneberg, B., & Fydrich, T. (2005). The factor structure of the DSM-III-R personality disorders: An evaluation of competing models. *International Journal of Methods in Psychiatric Research*, 14, 43-55.

Rodebaugh, T.L. (2004). I might look OK, but I'm still doubtful, anxious, and avoidant: The mixed effects of enhanced video feedback on social anxiety symptoms. *Behaviour Therapy and Research*, 42, 1435-1451.

Rodebaugh, T.L., **Woods, C.M.**, Thissen, D., Heimberg, R.G., Chambless, D.L., & Rapee, R.M. (2004). More information from fewer questions: The factor structure and item properties of the original and brief fear of negative evaluation scales. *Psychological Assessment*, 16, 169-181

Rodebaugh, T.L., Holaway, R.M., & Heimberg, R.G. (2004). The treatment of social anxiety disorder. *Clinical Psychology Review*, 24, 883-908

Rodebaugh, T.L., Chambless, D.L. (2004). Cognitive techniques for performance anxiety. *Journal of Clinical Psychology*, 60, 809-820.

Spokas, M.E., **Rodebaugh, T.L.**, & Heimberg, R.G. (2004). Cognitive biases in social anxiety disorder. *Psychiatry*, 3, 51-55.

Roediger, H.L., **McDermott, K.B.**, Pisoni, D.P. & Gallo, D.A. (2004). Illusory Recollection of voices. *Memory* 12, 586-602.

Marsh, E.J., Dolan, P.O., **Balota, D.A.** & **Roediger, H.L.** (2004). Part-set cuing effects in younger and older adults. *Psychology and Aging*, 19, 134-144.

Butler, K.M., **McDaniel, M.A.**, Dornburg, C.C., Price, A.L. & **Roediger, H.L.** (2004). Age differences in veridical and false recall. *Psychonomic Bulletin & Review*, 11, 921-925.

Marsh, E.J., **Balota, D.A.** & **Roediger, H.L.** (2005). Learning

continued on page 10

Jason Pagan: Pumping Psychology

By Tom Oltmanns

Graduate student Jason Pagan's interest in psychology was initially stimulated in high school but took shape while he was an undergraduate student at Furman University in Greenville, S.C. Faculty members at Furman describe Jason as one of the brightest, most actively involved, curious, and thoughtful students they have trained in many years. In addition to his dedication to academic interests, Jason was also extremely successful in athletic activities. For example, he managed to set a national record in weight lifting (bench-pressing approximately 450 pounds).

During his sophomore year, Paul Rasmussen asked Jason to join the clinical lab and a project that involved assessing adults for attention deficit-hyperactivity disorder (ADHD). As a result of that experience, Jason became interested in how personality traits influence people's behaviors, their interpretations of events, and their relationships with other people. This interest expanded when Jason helped Professor Rasmussen develop a new model concerned with the interplay between personality types, behavior, and therapeutic processes. This model formed the basis of Rasmussen's recently published book, *Personality Guided Cognitive Behavior Therapy*.

Jason also found time as an undergraduate to play a central role in a series of studies of prospective memory with Gilles Einstein, a cognitive psychologist and chairperson of the

department at Furman. This research was focused on examining both internal and external cues that facilitate our memory to perform an important task in the future (e.g., remembering to take medication at lunch time or pick up bread at the grocery store on the way home from work). Two of Jason's experiments were included in an article that was published in the *Journal of Experimental Psychology: Applied* (Einstein, McDaniel, Williford, Pagan, & Dismukes, 2003). In the "small world" category, one of

"The great thing about Jason is that he is not only a gifted researcher and athlete, but he is also fun and a good friend."

—Marci Gleason, postdoc

Jason's coauthors on this paper is Mark McDaniel, who is now a faculty member at Washington University. Extensive experiences in both clinical and cognitive research prepared Jason well for the challenges of graduate school.

After graduating from Furman in 2002, Jason moved to the University of Virginia to begin his graduate studies working with Tom Oltmanns and Eric Turkheimer. When Oltmanns decided to move to Washington University in 2003, Jason accepted an invitation to move with him (a decision for which Oltmanns remains extremely grateful). Jason's intellectual and social skills played an extremely important role in the creation of a new lab group in the psychology department at Washington University. He has become a creative and productive force in both the intellectual life (and the social activity) of his new department.

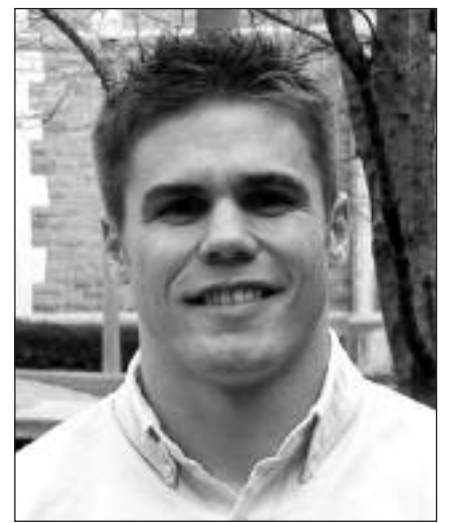
"The great thing about Jason is that he is not only a gifted researcher

and athlete, but he is also fun and a good friend," says Marci Gleason, a postdoc with Tom Oltmanns.

The laboratory in which Jason is involved is studying discrepancies between self-report and informant measures in the assessment of personality disorders. More generally, it is broadly concerned with interpersonal perception for pathological personality traits (i.e., ways in which people see themselves, ways in which they are seen by other people, and their beliefs about what other people think of them). The project lies directly at the intersection of basic science and clinical research. In that sense, Jason's experience with laboratory studies of cognitive processes and his background in more clinical personality research allowed him to bring several strengths to the group and helped him make a number of important contributions right away.

Jason's first publication, which is about to appear in the *Journal of Personality Disorders*, is concerned with a "messy" topic: Personality Disorders Not Otherwise Specified (PDNOS). Working closely with Eric Turkheimer and using a quantitative procedure known as Classification and Regression Tree analysis, Jason was able empirically to identify a diagnostic threshold for this disorder, which is sometimes known as a diagnostic wastebasket (a frequently used, but poorly defined category in the official psychiatric classification system). Jason has also taken the lead in analyzing several other sets of data, including one concerned with the reliability of semi-structured diagnostic interviews.

In addition to his interests in the use of informant designs to understand the limits of self-insight among those exhibiting personality disorder traits, Jason has also been pursuing his interest in behavior genetics and twin designs with Danielle Dick (assistant professor of psychology and psychiatry). Jason, who has an identical twin himself, applied the skills he gained from working in the Peernom lab to data collected in the longitudinal Finnish twin study on health risk behaviors. Through his collaboration with Danielle Dick and other members of this project, Jason has just wrapped up a study that assessed predictors of early substance use experimentation, which is a strong predictor of who goes on to develop alcohol dependence and other substance use disorders (Pagan, Dick, Pulkkinen, Kaprio, & Rose, under review). He and his collaborators demonstrated that peer reports of higher behavioral and peer reports of fewer emotional problems among pre-teen twins better predicted which twins would begin experimenting with smoking and alcohol use than either parents or teachers. This study dovetailed nicely with his work on the Peernom project and provided



Jason Pagan

him with a unique opportunity to present results from these two independent studies that both demonstrated ability of peer reports to predict problematic behaviors in the future (Pagan, Dick, Rose, Pulkkinen, Kaprio, Turkheimer, & Oltmanns, 2005).

Finally, Jason has been working on some complex structural equation models that estimate the contributions of both genetic and environmental factors on stages of alcohol use, including the decision to initiate use, the subsequent development of regular drinking patterns, and, for some, the development of drinking problems. The results of this project demonstrated the importance of the environment, most likely peer group influences and the availability of alcohol, on the twin's decision to initiate alcohol use; however, once initiation has occurred, genetic factors become increasingly important influences on how frequent adolescents and young adults drink and whether or not drinking problems develop. A manuscript reporting the results of this particular project was just accepted for publication in a special issue of the journal *Behavior Genetics* (Pagan, Rose, Viken, Pulkkinen, Kaprio, & Dick, in press).

Jason is obviously not bored. In addition to his active involvement in several research projects, Jason is also teaching a course on "Introduction to Clinical Psychology" at Fontbonne University this spring semester. He has completed a number of important clinical practicum experiences, including on-going work with psychotherapy clients at the Psychological Services Center. He worked for several months at the State Hospital, where he gained experience with severely disturbed patients with borderline and antisocial personality disorders. Somehow, in the midst of all these commitments, Jason has managed to continue interests in sports, playing a crucial role in the department's successful flag football team and also continuing his (somewhat less competitive) interest in weight training. For a person with all of this talent and energy, the future is certainly very bright.

Tell us about your recent accomplishments...

Please tell us about your recent accomplishments; we would like to share them with other alumni in our next issue.

Please tell my classmates:

Name

Address

Check here if new address

Phone number

Year Graduated Degree

Newsworthy item

Complete and send this form or use a separate sheet and mail to:

Jim Clancy, Newsletter Editor, Department of Psychology, Washington University in St. Louis, Campus Box 1125, One Brookings Drive, St. Louis, MO 63130-4899. Fax: (314) 935-7588, e-mail: jclancy@wustl.edu

Laura Schweitzer *from page 1*

be called doctor. I was overwhelmed with emotion.”

Laura soon found herself immersed in what she describes as an “amazingly tight” academic community.

“I was part of a large group of graduate students all admitted at the same time and we became very close,” she recalled. “I was in my early twenties and all of a sudden I was caught up in an incredible level of intellectual engagement.”

Laura was something of an oddity—the only person entering the Psychology graduate program in animal behavior, an interest she developed while pursuing a degree in special education at the University of Miami.

“I got very interested in the brain and how it worked, how it processes information and learning,” she said. “I read and read and before long I was hooked. I switched my major to psychology with emphasis on the neurobiological basis of learning.”

Laura came here, in part, to work with Michael W. Fox, a respected veterinarian and animal psychologist now well known for his newspaper columns and popular books on animal care. In the early 1970s, Fox was an associate professor of psychology in Arts & Sciences studying the habits of dogs and wolves at the University’s Tyson Research Center.

“Fox immediately started me on a project observing feral cats in an enclosure at Tyson,” she said. “Frankly, I hated that. But I loved the class work. As an undergraduate, I had not experienced the intellectual stimulation of small classes where real ideas were explored.”

When Len Green was recruited to the Department of Psychology, Laura became his first graduate student. She credits Green with fostering her strong work ethic.

“Len expected excellence from me. I responded by doing the best that I could do. He supported me but instilled in me a sense of independence and confidence that if I worked hard I could master and do just about anything,” she said. “Professors work hard, he told me. All day. All night. Len can be assured that I learned this lesson well. Too well, some might say.”

Laura spent long evenings here doing dissertation research in a small basement lab in Eads Hall, then home of the Department of Psychology. Her doctoral project on long-term memory for taste aversion learning involved drizzling garlic juice into the mouths of pre-weanling rats.

“I’d seen something suggesting that garlic was one of the first things that babies can taste, so I got a huge container of garlic juice from some place on The Hill and used the juice as a stimulus,” she recalls.

Laura gave pre-weanlings a taste of garlic, then an injection to make them ill. She tested them at different

ages following the injection to see if they had developed and could demonstrate long-term retention of a garlic taste aversion.

“If you’ve ever eaten something that made you sick, then you understand the learning process. It’s a defense mechanism. If a rat eats something new and different in the wild and it makes it sick, then the rat learns not to eat it again.”

Designed to find the age in rat brain development when long-term memory becomes possible, this study led her into a range of research on learning and memory development and the programming of memory over time.

In addition to Green, Laura’s primary faculty advisors were psychology professors Stanley Finger and Edwin Fisher. She credits Green with shaping the standard by which she would later deal with her own students, both graduate and undergraduate.

“Len expected all of his students to be excellent,” she said. “Like Len, I’ve always included undergrads in my lab. Undergrads are so incredibly curious and energetic, so creative and quick to raise questions. They don’t allow you to make statements based on assumptions. They ask the questions that force you to reconsider your own assumptions.”

As a faculty member at Duke and Louisville, Laura would become known as an expert in the development of the inner ear and brainstem nuclei involved in hearing and deafness. She published more than 45 papers and her research lab earned extensive funding from the National Institutes of Health.

Eventually though, her love of working with people would pull her out of the research lab.

“I started working with students in the lab and began to realize that I really liked the mentoring aspect of the work more than the research itself,” Laura said. “I got more satisfaction out of helping my students achieve some research accomplishment than in doing it myself.”

In 1996, she accepted a position as dean of Medical School faculty at Louisville, a job that required lots of time mentoring junior faculty.

“I loved it, and people began to recognize that I was good at it,” she said. “Of course, if you’re any good at administration, people start asking you to do more of it.”

In 2000, Laura agreed to serve as dean of Louisville’s School of Allied Health during a realignment that would close the school and shift its programs to other colleges. The transition was so successful that she now is considered an expert on change management in higher education.



Captured in May 1979, around the time of her graduation from Washington University, Laura Schweitzer, center, poses for a final picture with a group of undergraduate students who worked with her in the lab of Len Green, then a very shaggy associate professor of psychology; shown here on the far right. The students (from left) are Perry Goldstein, Steven Perlow, Mark Snyderman and Lois Sommer.

Her management abilities and track record of working closely with faculty and graduate students led to her being named dean of the Medical School in 2003. She speaks nationally in the areas of faculty contracts, governance, promotion and tenure, reward and recognition systems as well as mentoring and faculty career development.

While blazing new trails for women in medicine, Laura has devoted much of her career to helping others do the same. During her tenure at Louisville, she boosted the number of women leaders in medicine, creating a formal mentoring program for female associate professors and redesigning the medical school’s academic promotion system to help women achieve leadership positions. Recently, the Women’s Center at Louisville recognized her contributions by awarding her their Mary K. Tachau Gender Equity Award.

Laura credits her own career success to the support of her husband, Michael Gruenthal, whom she met while both were enrolled in the graduate program at Washington University. Gruenthal, who studied brain injury and recovery of function under Stan Finger, is now chair of

neurology at Louisville. They have two children, ages 18 and 22, both of whom attend Washington University.

“I guess our love of Washington University was contagious,” she said. “Mark, our oldest, vehemently stated he would not attend Wash. U., that is until he visited as a high school junior. I showed him the old haunts, the rooms where Michael and I fell in love, our neighborhoods, Blueberry Hill. We met Len and that was it; he was hooked. Eric’s first exposure to Washington University was when we dropped Mark off in his dorm as a freshman. Mark was in Eliot and the scene was, well let’s just say it was a scene! As we drove east on Highway 40 Eric declared that he was going to attend Wash. U. also. And he did, following an early admissions acceptance.”

Although Laura’s student days are over, she remains active in mentoring, often offering counsel shaped by her days at Washington University.

“If people work hard enough, they can be just about anything they want to be. People need to be willing to take opportunities when they are provided, and seek out opportunities when they are not always apparent. Who would have ever believed that little girl growing up in a hardware store in New York would end up as the first female Ph.D. (medical school) dean in U.S. history?”

To all Graduate Alumni

Coming: The Psychology Department at Washington University 1924-2006

Please e-mail Jim Clancy with your current e-mail and home address if you desire to receive a copy of the history of the department.

Jim Clancy, Newsletter Editor, Department of Psychology, Washington University in St. Louis, Campus Box 1125, One Brookings Drive, St. Louis, MO 63130-4899. **Phone:** (314) 935-4219, **Fax:** (314) 935-7588, **e-mail:** jlclancy@wustl.edu

Publications *from page 7*

facts from fiction: The effects of healthy aging and early stage dementia of the Alzheimer's type. *Neuropsychology*, 19, 115-129.

Spehar, B.A., **Sommers, M.S.**, & Murray, N. (2004). Time-Compressed visual speech and age: A first report. *Ear and Hearing*, 25, 565-572.

Sommers, M.S., Spehar, B. & Tye-Murray, N. (2005). Auditory visual speech perception and visual enhancement in normal-hearing younger and older adults. *Ear and Hearing*, 26, 263-275.

Thomas, A. & **Sommers, M.S.** (2005). Attention to item-specific processing eliminates age effects in false memories. *Journal of Memory and Language*, 52, 71-86.

Powlista, K.K., **Storandt, M.**, Mandernach, T.A., Hogan, E., Grant, E.A., & Morris, J.C. (2004). Absence of effect of depression on cognition in early-stage Alzheimer disease. *Archives of Neurology*, 61, 1265-1268.

Renner, J.A., Burns, J.M., Hou, C.E., McKeel, Jr., D.W., **Storandt, M.**, & Morris, J.C. (2004). Progressive posterior cortical dysfunction: A clinicopathologic series. *Neurology*, 63, 1175-1180.

MacKay, A., Connor, L.T., & **Storandt, M.** (2005). Dementia does not explain correlation between age and scores on Boston Naming Test. *Archives of Clinical Neuropsychology*, 20, 129-133.

Balsis, S., **Carpenter, B.D.**, & **Storandt, M.** (2005). Personality change precedes clinical diagnosis of dementia of the Alzheimer type. *Journal of Gerontology: Psychological Sciences* 60, 98-101.

Galvin, J.E., Powlishta, K.K., Wilkins, K., McKeel, Jr., D.W., Xiong, C., Grant, E., **Storandt, M.**, & Morris, J.C. (2005). Predictors of preclinical Alzheimer's disease and dementia: A clinicopathologic study. *Archives of Neurology*, 62, 758-765.

Pearman, A., & **Storandt, M.** (2005). Self-discipline and self-consciousness predict subjective memory in older adults. *Journal of Gerontology: Psychological Sciences*, 60, 155-157.

Storandt, M. (2005). Use of the 5-item Geriatric Depression Scale in demented individuals and with psychiatric outpatients. *Clinical Gerontologist*, 28, 63-69.

Mueller, M.J., Sinacore, D.R., Hastings, M.K., Lott, D., **Strube, M.J.**, & Johnson, J.E. (2004). Impact of Achilles tendon lengthening on functional limitations and perceived disability in people with a neuropathic plantar ulcer. *Diabetes Care*, 27, 1559-1564.

Racette, S.B., Deusinger, S.S., **Strube, M.J.**, Highstein, G.R., & Deusinger, R.H. (2005). Weight changes, exercise and dietary patterns during freshman and sophomore years of college.

Journal of American College Health, 53, 245-251.

Rhee, W.K., Merbaum, M., **Strube, M.J.**, & Self, S.M. (2005). Efficacy of brief telephone psychotherapy with callers to a suicide hotline. *Suicide and Life-Threatening Behavior*, 35, 317-328.

Salsich, G.B., Mueller, M.J., Hastings, M.K., Sinacore, D.R., **Strube, M.J.**, & Johnson, J.E. (2005). Effects of achilles tendon lengthening on ankle muscle performance in people with diabetes and a neuropathic plantar ulcer. *Physical Therapy*, 85, 34-43.

Strube, M.J. (2005). What did Triplett really find? A contemporary analysis of the first experiment in social psychology. *American Journal of Psychology*, 118, 271-286

Bernstein, S., & **Treiman, R.** (2004). Pronouncing novel graphemes: The role of consonantal context. *Memory & Cognition*, 32, 905-915.

Bowman, M., & **Treiman, R.** (2004). Stepping stones to reading. *Theory into Practice*, 43, 295-303.

Ross, S., **Treiman, R.**, & Bick, S. (2004). Task demands and knowledge influence how children learn to read words. *Cognitive Development*, 19, 417-431.

Treiman, R., & **Kessler, B.** (2004). The case of case: Children's knowledge and use of upper- and lowercase letters. *Applied Psycholinguistics*, 25, 413-428.

Cassar, M., **Treiman, R.**, Moats, L., Pollo, T.C., & **Kessler, B.** (2005). How do the spellings of children with dyslexia compare with those of nondyslexic children? *Reading and Writing*, 18, 29-47.

Sadek, J.R., Johnson, S.A., **White, D.A.**, Salmon, D.P., Taylor, K.L., DeLaPena, J.H., Paulsen, J.S., Heaton, R.K., Grant, I., & The HNRC Group. (2004). Retrograde amnesia in dementia: Comparison of HIV-associated dementia, dementia of the Alzheimer type, and Huntington's disease. *Neuropsychology*, 18, 692-699.

Striegel-Moore R.H., Dohm F.A., **Wilfley D.E.**, Pike K.M., Bray N.L., Kraemer H.C., & Fairburn C.G. (2004). Toward an understanding of health services use in women with binge eating disorder. *Obesity Research*; 12(5):799-806.

Luce K.H., Osborne M.I., Winzelberg A.J., Taylor C.B., Abascal L.B., Celio A.A., **Wilfley D.E.**, Stevenson D., & Pavarti D. (2005). Application of an algorithm-driven protocol to simultaneously provide universal and targeted prevention programs. *International Journal of Eating Disorders*; 37(3), 220-6.

Rieger E., **Wilfley D.E.**, Stein R.I., Marino V., & Crow S. (2005). A comparison of quality of life in obese individuals with and without binge eating disorder. *International Journal of Eating Disorders*; 37(3), 234-40.

Celio A.A., **Wilfley D.E.**, Crow S.J., Mitchell J., & Walsh B.T. (2004). A comparison of the Binge Eating Scale, Questionnaire for Eating and Weight Patterns-Revised, and Eating Disorder Examination Questionnaire with Instructions with the Eating Disorder Examination in the assessment of binge eating disorder and its symptoms. *International Journal of Eating Disorders*; 36(4), 434-44.

Sarwer D.B., Cash T.F., Magee L., Williams E.F., Thompson J.K., Roehrig M., Tantleff-Dunn S., Kanter A., **Wilfley D.E.**, Amidon A.D., Anderson D.A., & Romanofski M. (2005). Female college students and cosmetic surgery: An investigation of experiences, attitudes, and body image. *Plastic and Reconstructive Surgery*; 115(3), 931-8.

Striegel-Moore R.H., Fairburn C.G., **Wilfley D.E.**, Pike K.M., Dohm F.A., & Kraemer H.C. (2005). Toward an understanding of risk factors for binge-eating disorder in black and white women: A community-based case-control study. *Psychological Medicine*; 35, 907-917.

Zabinski, M.F., **Wilfley D.E.**, Calfas K.J., Winzelberg A.J., Taylor C.B.: An interactive psychoeducational intervention for women at-risk of developing an eating disorder. *Journal of Clinical and Consulting Psychology* 2004; 72(5):914-919.

Rodebaugh, T.L., **Woods, C.M.**, Thissen, D.M., Heimberg, R.G., Chambless, D.L., & Rapee, R.M. (2004). More information from fewer questions: The factor structure and item properties of the original and brief Fear of Negative Evaluation Scale. *Psychological Assessment*, 16, 169-181.

Tversky, B., **Zacks, J.M.**, & Lee, P. (2004). Events by hand and feet. *Spatial Cognition & Computation*, 4, 5-15.

Zacks, J.M., Michelon, P., Vettel, J. M., & Ojemann, J.G. (2004). Functional reorganization of spatial transformations after a parietal lesion. *Neurology*, 63, 287-292.

Zacks, J.M. (2004). Using movement and intentions to understand simple events. *Cognitive Science*, 28, 979-1008.

Speer, N.K., & **Zacks, J.M.** (2005). Temporal changes as event boundaries: Processing and memory consequences of narrative time shifts. *Journal of Memory and Language*, 53, 125-140.

Psychology Department Addition



Above and below: The 16,500-square-foot addition to the west end of the Psychology Building will house classrooms and labs.



'Doctor Franklin's Medicine' Explores Founding Father's Vast Medical Legacy

By Gerry Everding

Benjamin Franklin's myriad contributions as scientist, inventor, publisher, and statesman was back in the spotlight as America celebrated his 300th birthday on Jan. 17, 2006.

Major exhibits on his life and work are opening in London and Philadelphia, and a traveling exhibit moves next year to museums in St. Louis, Houston, Denver, Atlanta, and Paris.

While much of the hoopla will focus on Franklin's role as an influential American diplomat, a new book suggests that he deserves considerable recognition for his important but overlooked contributions to medicine.

"Franklin played a critical role in development of modern medicine," suggests Stanley Finger, a noted medical historian and professor of psychology in Arts & Sciences at Washington University in St. Louis. "With strong interests in bedside and preventative medicine, hospital care, and even medical education, he helped to change medical care in both America and Europe."

In his forthcoming book, *Doctor Franklin's Medicine* (University of Pennsylvania Press, January 2006), Finger presents a colorful and context-rich analysis of Franklin's medical efforts.

Finger has written widely on the history of the brain and behavioral sciences, and his recent books include *Origins of Neuroscience*, *Trepanation*, and *Minds Behind the Brain*. He is also senior editor of the *Journal of the History of the Neurosciences*.

'A rare bird'

More than a simple listing of Franklin's medical contributions, Finger's latest book reveals what was theorized about health and disease early in the 18th century, and shows how Franklin strove to improve medicine with careful observations, actual experiments, and hard data.

"Franklin was a rare bird," Finger says. "His broad contributions are especially remarkable in that he had no medical training and, in fact, only two years of classroom education. What is even more amazing is that he came from the colonies, where life was still a struggle—not from a major European cultural center."

One of the unique features of Finger's book is that he shows how Franklin's life and medical views were partly shaped by personal events, including the loss of his son Francis to smallpox, and his own visual problems, painful gout and massive bladder stone.

While Franklin is often caricatured as a pudgy, balding, and bespectacled old man in short pants and stock-



Stanley Finger

ings, Finger first presents him as a muscular runaway from Boston, who settled in Philadelphia and made his first voyage to London in his teens.

Careful observations, experiments

He points out that it was Franklin's appetite for books and love of learning, and how he ran his successful printing business and wanted to improve life in the colonies, that led him into medicine.

Like most Americans, Franklin was a pragmatist; he was clearly more interested in whether something worked than why. "He avoided the metaphysics of the ancients and shunned the unanchored speculations of academics," Finger writes. "Not one to be guided by loose medical theorizing, he turned to data based on observations and careful experiments."

A lack of formal medical training was no barrier to practicing medicine in 18th-century America. In fact, only a small percentage of colonial healers had formal medical training and even fewer possessed college degrees.

"What distinguished Franklin from the myriad other colonials who practiced or dabbled in medicine was that he approached clinical medicine with the mindset of an experimental natural philosopher," Finger writes.

"He skillfully designed experiments, collected data and compiled tables to determine trends and outcomes. He also read voraciously, contacted authorities to solicit their opinions and searched for historical antecedents. Moreover, Franklin had a remarkable ability to recognize the good ideas of others and the tenacity to move these ideas toward a productive end."

Franklin used his printing presses and social connections to advance good causes, such as building the first major charity hospital in the colonies and the first American medical school. He also informed people about dangerous epidemics, worthy new cures, and medical quackery.

"Religious dogma, grandiose formulations and the gripping tentacles of the past did not hold him back,

and he was anxious to develop and share medical ideas with anyone, anywhere," Finger writes.

"Physicians all across Europe were clamoring to meet him to learn his views on everything from smallpox inoculations to whether electricity might have a future in medicine."

In fact, Finger argues, "what Franklin achieved on the political front in Europe might not have been possible had he not previously established such a strong following for his work in electrical science and many accomplishments in medicine."

Important contributions to medicine

Among Franklin's contributions to the fields of health, fitness, and medicine:

- **Medical institutions:** He was instrumental in founding the first major civilian charity hospital and the first medical school in the colonies. Established at the College of Philadelphia, later renamed the University of Pennsylvania, the first medical school in British North America opened its doors in 1765. His Pennsylvania Hospital provided free care for the injured poor and the mentally ill.

- **Small pox:** He studied inoculation as a weapon against horrific epidemics of smallpox. By compiling and publishing detailed statistics on high percentages of colonists saved from smallpox through inoculation, he became one of the first people to use statistics in a public health campaign.

- **Common cold:** He investigated causes of the cold and influenza. While many blamed colds on wet clothing and damp air, he noted no increase in colds among sailors and others exposed to wet conditions. Observing that people often catch colds while confined in close quarters, he concluded that people spread colds and that they probably have something to do with the transmission of microscopic particles.

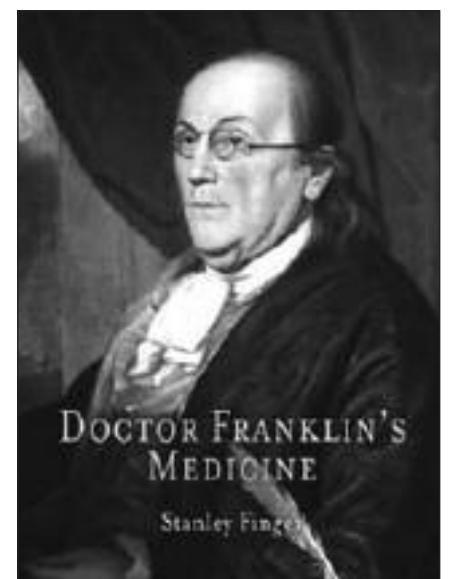
- **Medical inventions:** Bifocal lenses and a "long arm" that extended the user's reach were among his many inventions aimed at making life easier for the aged and afflicted. He was also involved with designing and making what might have been the first flexible urinary catheter in the colonies.

- **Lead poisoning:** An epidemiologist at heart, Franklin observed that many patients suffering from stomach pains and other symptoms in a Paris hospital were craftsmen in trades exposed to high levels of lead: typesetters, glazers, plumbers, potters, and painters. He helped colleagues understand the perils of

lead-contaminated rum and other beverages, and warned of lead in household implements, such as pans and even milk storage containers.

- **Medical electricity:** The world's greatest authority on electricity, Franklin experimented with the use of electrical shocks to treat paralysis, blindness, deafness, hysteria, and depression. He observed only short-term improvements in treating stroke victims, but had greater success treating hysteria. After studying effects of several accidental jolts to his head and the heads of others, he and a colleague became the first to propose electroshock treatments for depression.

- **Exercise:** An accomplished swimmer and a lifetime proponent of regular exercise, Franklin recommended daily swims in an era when bathing was rare. For those unable to take in outdoor exercise, he advocated 15 minutes of brisk stair climbing at intervals throughout the day. He worked out with dumbbell weights, even into his eighties. He



surmised that health benefits were not necessarily linked to the length or type of exercise, but hinged instead on the degree of body warmth generated. Noting his heart rate and temperature rose while exercising, he recommended that everyone engage in what we would now refer to as regular cardiovascular exercise.

- **Quackery:** Franklin led the commission that debunked the fantastic claims of Franz Mesmer, who believed he could cure people by harnessing and directing an invisible magnetic force that permeated the cosmos. With very clever experiments, Franklin showed that suggestion and patient expectations could account for Mesmer's cures, not his faddish theory of "animal magnetism."

Department of Psychology
Campus Box 1125
One Brookings Drive
St. Louis, MO 63130-4899

ADDRESS CORRECTION REQUESTED

Psychonicle is an annual newsletter published by the Department of Psychology at Washington University in St. Louis for the benefit of alumni, friends, and students.

Department of Psychology
Washington University in St. Louis
Campus Box 1125
One Brookings Drive
St. Louis, MO 63130-4899
(314) 935-6565

Randy Larsen, Chair,
Department of Psychology


Jim Clancy, *Managing Editor*

Julie Kennedy, *Editor*

Bill Michalski, *Designer*

Mona Lorne, *Production Editor*

David Archer, *Photographer*

 Printed on recycled and recyclable paper

