

# Psychronicle

Spring 2009

A newsletter from the Department of Psychology at Washington University in St. Louis

## Faculty Focus: Mike Merbaum

By Mike Strube

To say that Mike Merbaum took a circuitous path to Washington University would be a considerable understatement.

How else would you describe an educational and professional itinerary that has included stopovers at Drake University, University of Missouri at Kansas City, University of North Carolina, University of Chicago, Bowling Green State University, Adelphi University, Cornell University Medical College, and University of Haifa. But arrive at WU he did, and for the past 30 years, Mike has been a key member of the psychology faculty, playing a central role in the clinical training of our graduate students and the education of countless undergraduates.

Mike Merbaum's first encounter with psychology could not have been very encouraging. His mother, hoping to give her teenage son the best shot at fame and fortune, and worried that he was not living up to his full potential in school, took him to the Johnson O'Connor Research Foundation for a full battery of tests to determine his unique skills and talents. After days of grueling tests, a psychologist met with Mike and his mother, who was eagerly anticipating the confirmation of her view that Mike was a brilliant if underachieving student who merely required a bit of direction to finally reach his stellar

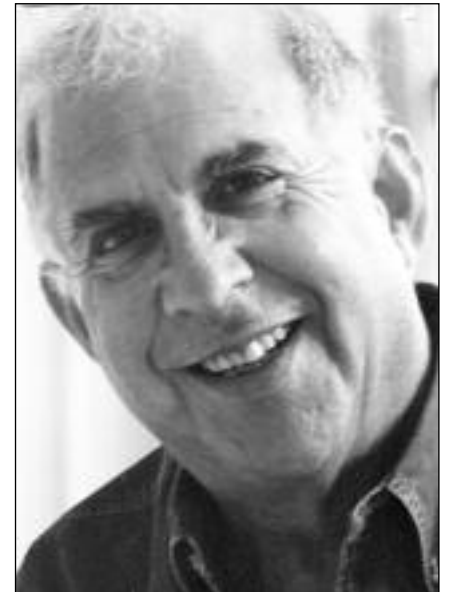
potential. Instead, the Merbaums were informed that Mike was wonderfully normal, average in nearly all respects, save for unusual dexterity and eye-hand coordination. It seemed, if the tests were to be trusted, that Mike's destiny lay in manual labor and certainly not the lofty halls of academe. Fortunately, Mrs. Merbaum's indignation at this news kept Mike from pursuing work as a watchmaker, diamond setter, or on the assembly lines of the Rust Belt. Eventually, of course, Mike found his way back to psychology, and proved the tests wrong (more on that later), but it would be a long strange trip to get there. But, let's start at the beginning.

Mike was born in 1933 to parents who immigrated to the United States, passed through Ellis Island, and then set about making a life for themselves in their adopted country. Mike's father was a lawyer and social activist who worked tirelessly to improve the working conditions and rights of common laborers, especially garment workers. With few labor laws in force at the time, it fell to individuals such as the elder Merbaum to advocate for the working poor who were ill-equipped to improve their lot, often because they were themselves immigrants with a poor understanding of their rights and fewer resources to do anything about it. Through the doors of the Merbaum home passed a steady

stream of people from just about every walk of life and ethnic background seeking help for injustices large and small. It was in this environment of social concern and open-mindedness that Mike was raised and undoubtedly formed the social ease and sensitivity that all who know him have come to admire.

Mike's educational path first took him to Drake University in Des Moines, Iowa—an educational choice that was guided mostly by the advice of an aunt who presumably had never been to Des Moines. Nonetheless, Mike headed off to Drake and there began to prove that maybe he was cut out for more than small object assembly. At Drake, Mike captained the tennis team, won the school talent competition for his folk guitar and singing skills, and even tried basketball for a year (but only a year as it became apparent that Mike was unusually susceptible to the laws of gravity).

While completing his education at Drake, Mike also made the acquaintance of an economics professor who brought together and mentored a small group of students, hosting regular and informal discussions that encouraged thinking widely and expansively beyond the traditional classroom setting. This contact would prove critical in paving the way for Mike's next academic move. In 1956,



Mike Merbaum

Mike received his B.A. from Drake. Not knowing what to do next, he consulted with his former economics professor who had since moved on to the University of Missouri at Kansas City. Apparently able to pull a few strings, he got Mike admitted to the social science department of his choice for graduate training. Mike chose psychology and in 1957 received his MA. But, Mike did not plan all that well for life after UMKC and an especially important oversight was his failure to take the GREs. This did not deter him from applying

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## Dr. Robert L. Williams

Professor Emeritus of Psychology and Professor Emeritus and Founding Director of African and African American Studies at Washington University

By Randy Larsen

Professor Robert Williams returned to the Psychology Department in the fall semester of 2008 to join us in celebrating the publication of his fourth book, entitled *History of the Association of Black Psychologists: Profiles of Outstanding Black Psychologists*. Robert presented a few historical remarks on the book, followed by a reception and book-signing event in the department. We decided to further celebrate this occasion by describing the highlights of his career in our newsletter, mentioning a few of his achievements, and recalling the exciting and challenging times he confronted during his professional life.

Robert was born in Little Rock, Arkansas, and he grew up as a child of



Robert Williams

the South. He completed his undergraduate education in Little Rock, fin-

ishing his bachelor's degree at Philander Smith College, where he graduated fifth in his class and received his degree with honors. Philander Smith College is a historically black college whose mission statement is to produce "academically accomplished students who are advocates for social justice and who are determined to change the world for the better." As is clear to all who know him, Robert has certainly fulfilled the mission of his alma mater. In fact, the home page of Philander Smith College names Robert Williams as one of its more famous graduates and describes him as the father of black psychology in America. As you'll see, this is not an overstatement.

After college, Robert traveled north to Detroit where he enrolled in graduate school at Wayne University (before it became Wayne State). Here he received an MEd degree in educational psychology, and his major research paper was entitled "A comparison of IQ test scores between white and black fourth grade students on traditional and culture fair tests." Work on culture-fair and culture-free intelligence testing was just getting started in the early 1950s, and Professor Williams made a major contribution to these efforts with his Black Intelligence Test of Cultural Homogeneity (or BITCH test for short).

With his master's degree in hand, he obtained his first professional job,

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## Chairperson's Corner



This is the last year of my five-year term as chair of psychology. Wow, that half-decade went by fast! Former dean, Ed Macias, who has been promoted to provost at Washington University, has asked me to stay on for another five-year term. I have accepted a second term as chair of psychology for a number of reasons. Primary among them is that we are already undergoing several changes in administration. This year we have a new dean of the Graduate School, and this summer we will have a new dean of Arts & Sciences. I

thought it would be bad timing to hand off psychology to an inexperienced chair given that these new deans will have a lot to learn about our department, and we will have a lot to learn about them, as they settle into their leadership roles in the University.

A second and more selfish reason to stay on as chair of psychology is that our department is functioning very well. We don't have any major academic problems that need fixing, and so my energies can be directed toward strengthening an already strong department. This makes leadership much more of a pleasure than a burden. A third reason is that we have a great staff of nine full-time people who do a fantastic job of handling the day-to-day challenges of running one of the largest departments in Arts & Sciences. This allows me to keep a hand in teaching and research (which is the real reason I went into this career) and not spend all my time in the chair's office. So, while I think we have several faculty members who would make excellent chairs, I have decided to stick around a bit longer in the position.

Things continue to go very well in our department. Two outstanding new faculty joined our ranks this year: Lori Markson is a developmental child psychologist who left the University of California at Berkeley to join our faculty, and Bob Krueger is a clinical behavior geneticist who joins us from the University of Minnesota as a full professor. Last year we had 362 majors in Psychology, the largest number of majors of any department in Arts & Sciences. This year we introduced several exciting and interesting undergraduate courses, including "Human Memory from Neurons to Novels," "Psychology of Young Adulthood" (for freshman only), and "Personality Judgment: How we Perceive Ourselves and Others." In terms of research, during the first six months of this academic year, Psychology faculty brought in \$4.29 million in new grants, which ranks us behind Biology, but ahead of every other department in Arts & Sciences. Psychology faculty continue to win awards for their research. This year Professor Jeff Zacks won the McGuigan Young Investigator Prize from the American Psychological Foundation, one of the most prestigious and lucrative prizes for young researchers in all of psychology. It is noteworthy that someone from our department has won this prize the last three times it has been awarded (Professors Kathleen McDermott and Todd Braver are the previous winners, see related article). A large number of our faculty hold important editorial positions or sit on grant review panels, which indicates a high level of professional accomplishment in this group. Our graduate students also continue to win awards and land excellent jobs upon finishing their degrees. Psychology is hitting on all cylinders as a department at Washington University

But things are not entirely rosy. The gathering cloud of economic gloom has cast its shadow on Washington University. You might have received the e-mail from Chancellor Wrighton around Thanksgiving, describing some of the challenges facing the Washington University community: the value of our endowment has fallen, projects in the planning stages are being eliminated or scaled back, salaries across the board will remain flat, new hiring will be severely restricted if not frozen, and the prospects for philanthropic support will be uncertain well into the near future. So we do confront significant fiscal challenges.

While the road forward will be difficult, there are reasons to be optimistic. At the highest level, the University leadership remains focused on achieving long-term excellence. I am confident that the University will not compromise future prospects for the sake of near-term expediency, nor will it lessen its commitment to sustain those units that have achieved success. The Psychology Department educates a huge number of undergraduates, we have a large group of world-class graduate students and post-docs, our psychology faculty as a group are outstanding educators and renowned scientists. With some dedication and creativity and hard work, combined with the depth of our existing strengths and the goodwill of our alumni and supporters, Psychology will sustain its reputation and continue its mission through these times.

Randy J. Larsen  
Chair, Psychology Department

## Mike Merbaum *from page 1*

widely to graduate programs in clinical psychology, but it did deter him from being widely accepted into those programs—all but one. Against all odds and apparently with the help of a graduate dean who bypassed the department's selection committee, Mike was admitted to the University of North Carolina at Chapel Hill, then one of the premier clinical training programs in the country. Mike proved the dean had a keen eye for talent, completing his PhD in 1961.

While pursuing his PhD, Mike still found time to satisfy his creative side. As part of a folk duo, "Mike and Gill," he could be found in the local coffeehouses, and the two even cut a 45 (only faculty and alums of a certain age will know what that means). They even attracted the mild interest of Decca Records, but psychology called and Mike followed (somewhere Bob Dylan is breathing a sigh of relief). While at Chapel Hill, in the 1950s, the South was convulsing with the Civil Rights movement. Mike, following in his father's footsteps, walked in protest and sat in while being refused service with his civil rights activist colleagues. These were powerful experiences that helped to shape Mike's commitment to the moral and ethical values that energize the science and profession of clinical psychology.

With PhD in hand, Mike next found himself in Chicago as an instructor, lecturer, and staff psychologist at the University of Chicago. That was followed, in 1964, by Mike's first real academic job, as assistant professor and director of the Psychological Service Clinic at Bowling Green State University. He remained at Bowling Green until 1966, when he was hired with tenure in the Institute of Advanced Psychological Studies at Adelphi University. Now, those familiar with Mike's behaviorist leanings will surely find this an odd home. Adelphi University at that time, and still today, is quite the haven for those of a psychoanalytic persuasion. But, Mike fit in well as the "house behaviorist," surviving in part by establishing contacts and collaborations with colleagues at the State University of New York at Stony Brook.

Mike's biggest move—geographically and culturally—came in 1972 when he left Adelphi to become professor of psychology, director of graduate training in Clinical Psychology, and director of the Psychological Counseling Center at the University of Haifa in Israel. By this time Mike was married and his wife, Marta, wanted to return to Israel. Mike embraced his new culture, striving mightily to learn Hebrew and serving a brief stint in the Israeli Defense Force. But, the Hebrew language proved to be an insurmountable barrier and Mike decided to return to the United States, much to Washington University's benefit. Mike became professor of psychology and director of the Clinical Psychology Training Program at Washington University in 1978, serving in the latter role until 1987 and shepherding the program

through a critical period of its development. Since 1987, Mike has continued to play a key part in the training of our clinical students and the education of our undergraduates. Over the years he has taught undergraduate courses in clinical and personality psychology and has taught graduate courses in personality, interventions, and ethics. In more recent years, he is perhaps best known for his undergraduate course, *Behavior Modification and Self-Management* (Psychology 314). The course is unique in two respects. First, students in the course learn by doing—each selects a behavior that becomes the target of a semester-long modification plan. As the course unfolds and students learn the tactics of behavior modification, they are applied to the particular behaviors that students wish to change. More recently, Mike has added a collaborative learning element to the course. Noting that much of learning outside the classroom is collaborative, Mike now introduces collaboration as an element of learning and evaluation in this course. Students spend part of the initial class meeting learning about each other and then, based on these initial impressions, identify classmates as potential partners. Mike pairs up students who are allowed to collaborate in their preparation and taking of quizzes. The approach seems to be particularly effective in part because students are motivated to hold up their end of the collaboration and because they learn the material from an additional perspective.

Outside of his professional life, Mike is well known for his love of tennis, a sport he took up in his youth and has played ever since. Over the years, he has competed regularly and successfully in regional club competitions. In 1986, he teamed up with his son Marc to advance to the national level of a father-son doubles competition (an all-expense-paid trip to the U.S. Open was their reward). He is also a devoted grandfather (his daughter, Tali, and her husband, Ariel, have two daughters, and Marc and his wife, Zara, have a baby on the way). When not hitting tennis balls or doting over the grandkids, Mike and Marta travel regularly and often find themselves back in Israel, where Mike's Hebrew is still a problem.

Oh, and now back to those tests that Mike took at the Johnson O'Connor Research Foundation. Some years ago, while sifting through boxes of material from his past, Mike came across the summary forms of those tests that had suggested he would probably not amount to much except perhaps as a safecracker, hairdresser, or other "hands-on" occupation. It seems that the psychologist failed to mention that Mike scored at an unusually high level on an aptitude known as *ideaphoria*—the ability to produce ideas quickly and the experience one feels from a constant onslaught of new ideas. Not a bad talent to have in a profession that demands creative problem solving in so many ways.

## Alumni Updates

Please e-mail Jim Clancy at [jclancy@wustl.edu](mailto:jclancy@wustl.edu) to include information about yourself in next year's issue.

### '50s

**Dice Cowger, MA '52**, worked at McDonnell Aircraft from 1952 until 1973 in human resources (employment, wage and salary, labor relations, and personnel management). From 1973 until 1997, Dice owned and operated a consulting/outplacement business, initially under his own name and then Right Management Corp. After retiring in 1997 he moved to Innsbrook, Missouri, and in 2002 started spending half of his time in Florida.

### '60s

**Everett Garvin, PhD '62**, at age 86, Everett is still working in private practice in Fitchburg, Massachusetts, doing mental status examinations for the Social Security office and one other agency. He no longer spends time in psychotherapy or research activities.

**Eugene Zwillinger, PhD '64**, chaired the Department of Counseling for four years at San Francisco State University before retiring in 1999 after 30-odd years teaching. His wife, Lesley, is still teaching at SFSU. Two of his children went to graduate school, one to law school at Stanford and the other to business school at Wharton in Philadelphia. His other son is a computer whiz and works as an independent contractor. Gene and his wife have a beautiful

granddaughter. "Retirement is a kick...travel, gardening, stained glass, cooking, reading, scooting around on a scooter, and not enough exercise."

### '70s

**Ken Waldman, PhD, MA '71** is retiring after 36 years with the state of Texas to go into full-time private practice as a psychologist. For 10 years, Ken has been director of Counseling and Psychological Services at University of Houston.

**Harry J. Berman, PhD '74**, has served as provost of the University of Illinois at Springfield since January 2005. In addition, he is currently chairing the Continuum of Learning, a regional economic development project whose aim is to increase high school completion and college-going rates of students in Springfield and Sangamon County.

**Nancy Berland, PhD '75**, is in private practice at Grayson and Associates, specializing in eating disorders and psychological factors affecting physical illness. "I work part-time, which is probably why I still love what I'm doing." Nancy would love to hear from any of her old schoolmates.

**Robert J. Ivnik, PhD '75**, currently professor of psychology, Department of Psychiatry & Psychology at the Mayo Clinic in Minnesota, received the 2008 Distinguished Mayo Clinician Award. This award recognizes staff members who make outstanding contributions

in patient care and embody Mayo's primary value: The needs of the patient come first. Bob is the first psychologist to receive this award. "I sincerely appreciate the training I received at Washington University that prepared me to succeed at one of the world's finest medical centers."

**Carole Benbassat, MA '76**, had a career for over 30 years as a computer consultant. During the last 18 years she owned her company and taught the database language Focus to corporate clients. She retired soon after she and her husband adopted their daughter from China.

**Eric Wish, PhD '77**, is the director of the Center for Substance Abuse Research and a professor in the Department of Criminology at the University of Maryland, College Park.

**Laura Schweitzer, PhD '79**, was named president of Union Graduate College. Union Graduate College is a private, independent institution in Schenectady, New York. Schweitzer became president in January 2009. She was named president of Union Graduate College following a nationwide search to replace former president Sue Lehrman, PhD, who left in 2007 to join Providence College.

### '80s

**Eric Vandenburg, PhD '84**, has been with the VA for 21 years and is the director of the Clinical Psychology Training at Jesse Brown VAMC. "I see adults in psychotherapy, and do some

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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. & Mrs. James Russell Bailey  
Dr. & Mrs. Bruce Joel Bikson  
Ms. Shauna L. Brodsky  
Dr. Gayle Brosnan-Watters  
Mrs. Meredith M. Coval  
Dr. & Mrs. Henry C. Ellis  
Mr. & Mrs. Steven A. Ginsburgh  
Dr. Joann Grayson  
Dr. Elizabeth Frey Grodsky  
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Dr. Kathryn E. Koenig  
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Ms. Melissa Shuman  
Dr. & Mrs. Daniel Jay Simons  
Dr. Kay Standley  
Dr. & Mrs. Kenneth S. Teel  
Mr. Michael Weissman

## Awards and Highlights

### Department Award Winners

The **Hyman Meltzer Memorial Award in Psychology** was created to honor Professor Meltzer's teaching, research, and practice, and his devotion to the betterment of others. His work helped to shape the field of psychology in general, and Industrial/Organizational Psychology in particular. The Meltzer award is given to a student who, in the view of the faculty, has demonstrated superior scholarship and research and also demonstrates special character and the sincere commitment to serve others. The 2008 recipient was **Tanya Antonini**.

Tanya completed a major in psychology and a minor in linguistics and graduated in May 2008 with Latin honors, *summa cum laude*. In addition to her research in the neuropsychology lab, she assisted in the memory lab and on a study in the Psychiatry Department. She was treasurer and social chair of Psi Chi, the National Honor Society in Psychology. In addition, she was a Peer Advisor for the College of Arts

& Sciences and played viola in the Washington U. symphony. Tanya entered a graduate program in clinical neuropsychology this fall.

The annual **John A. Stern Undergraduate Research Award** was established in honor of Professor John Stern for his support, encouragement, and efforts on behalf of undergraduate research. The award recognizes a student's undergraduate record of achievement in research, not merely a single research project. The 2008 recipient was **Mindy Krischer**.

Mindy double majored in psychology and economics, with a minor in applied statistics. She graduated in May 2008 with Latin honors, *summa cum laude*, and was elected to Phi Beta Kappa, the nation's oldest liberal arts honor society, founded in 1776. In addition to her honors research, Mindy spent the summer of 2006 engaged on a research project at the University of South Florida in epidemiology. That work resulted in two publications on stress in radiotherapy patients—the first of which evaluated the effects of stress-management

training in patients who were undergoing radiotherapy (and which appeared in the *Journal of Clinical Oncology*), with a follow-up paper that appeared in the *Journal of Psycho-Social Oncology*. Mindy also has a chapter in the book *Political Economy of Democracy and Tyranny*, written while she was an undergraduate. She spent part of a summer studying at the London School of Economics, taught English in northern Thailand in the summer of 2007, and began her graduate studies in industrial/organizational psychology this fall.

The annual **Outstanding Teaching Assistant Award** recipient for the 2007/2008 academic year was



*Karl Szpunar*

**Karl Szpunar**. "Karl is a natural. His pace is perfect. A glance at the students' comments should convince you that he is a skilled lec-

turer. Consider one student's comment that "as a grad student, he is better able to communicate in a way that undergrads can understand...class turned out to be a successful, enjoyable one in large part due to his enthusiasm for teaching and learning, his natural lecturing ability, his tireless work ethic, and his patience with students."

The annual **Outstanding Teaching Award** recipient for the 2007/2008 academic year was **Brian Carpenter**.



*Brian Carpenter*

This is Brian's 4th nomination since the 2004/2005 academic year, the most of any faculty. A typical nomination for Brian "... and to this day it has been one of my favorite classes here at Wash U. He did an excellent job of presenting a wide array of material in

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## Roediger wins Warren Medal for Contributions to Experimental Psychology

By Gerry Everding

The Society of Experimental Psychologists awarded its highest honor to Henry L. “Roddy” Roediger, III, an internationally recognized scholar of human memory and the James S. McDonnell Distinguished University Professor.

Citing “his creative experimental investigations of false memory and its underlying processes that have led to a new understanding of human memory,” the Society presented Roediger with its Howard Crosby Warren Medal at an annual meeting April 11-12, in Bloomington, Indiana.



Henry Roediger

Founded in 1904, the Society is an honorary elected group of about 200 psychologists. Members select one person each year to receive the Warren Medal for “outstanding recent work in experimental psychology.” Four Warren Medal winners have gone on to win the Nobel Prize.

In his award address, Roediger credited his many research collaborators, especially Kathleen McDermott, an associate professor of psychology at Washington University, who helped create the Deese-Roediger-McDermott paradigm, a powerful experimental tool for studying human memory.

Using the paradigm, which is based on earlier work by James Deese, researchers can, on demand and under tightly controlled laboratory conditions, lead healthy adults to recall with clarity items and events that never happened. Study participants typically recall nonpresented items at a rate similar to presented items and claim not only to know that these items were presented but also to vividly remember their moment of presentation.

In its presentation, the society credited Roediger and colleagues for pursuing Deese’s early but largely ignored discovery of interesting verbal intrusions in human recall.

Roediger’s work, they concluded, “has become a central thrust in the study of false memory—one of the most exciting and important new areas of research in cognitive psychology and cognitive neuroscience in the last 30 years.”

Roediger joined Washington University in 1996 as chair of the Department of Psychology in Arts & Sciences, a position he held until 2004, when he was named to his current position as dean of academic planning in Arts & Sciences.

## New Faculty and Staff

**B**ob Krueger joins the Department as professor of psychology and psychiatry. He received his BA, MS, and PhD from the University of Wisconsin – Madison, and completed his clinical internship at Brown University. Bob is a clinical and personality psychologist interested in understanding why and how people differ in their personalities, as well as the implications those differences have for understanding why some people develop mental illnesses (psychopathology). He approaches these issues by developing quantitative models of personality and psychopathology, and by studying the interplay between genetic and environmental forces that impact on human individuality. He has received career awards from the American Psychological Association, the American Psychological Foundation, and the International Society for the Study of Individual Differences. Bob also serves on the workgroup focused on Personality and Personality Disorders for the upcoming fifth edition of the *Diagnostic and Statistical Manual of Mental Disorders*, the official diagnostic manual used in conceptualizing psychopathology in clinical and research settings around the world. In his spare time, Bob and his wife, Kristen Kling, are busy trying to raise two adorable children, Claire (age 4) and Miles (age 1). He also enjoys playing his saxophone, cooking, and running after Claire as she tears around on her new bike in nearby Forest Park.

**Lori Markson** joins the department as an assistant professor. Lori completed her BS in psychology at Arizona State University, and her PhD in cognitive and developmental psychology at the University of Arizona. Following a three-year post-doctoral fellowship at Massachusetts Institute of Technology and Harvard University, she was an assistant professor of psychology at the University of California–Berkeley before joining Washington University in the fall of 2008. Lori studies cognitive development in early childhood. Her research focuses on word learning and concep-



From left: Jackie Turner, Sharon Corcoran, Bob Krueger, Lori Markson

tual development, pragmatics and theory of mind, and the development of social cognition. Current projects in her lab explore the role of intentional understanding in word learning, the development of preferences in infants’ and children’s reasoning about their own and others’ preferences, and children’s notions of conventionality. As an example of this work, recent findings from her lab show that children as young as 18 months use social cues to learn about objects in their environment. Specifically, toddlers prefer to play with objects that have been judged worthy by others, regardless of whether the child knows the person who likes the objects. Even more striking, two-year-old children will make predictions about whether they will like a new, unfamiliar object based on the reaction of someone with whom they know they share likes and dislikes. This shows a sophisticated ability to look to other people as resources in the absence of information. In her free time, Lori enjoys reading, watching films, hiking, sea kayaking, and traveling to new places.

**Jackie Turner** joined the department staff as a part-time administrative assistant in July 2008. She is a native St. Louisian, graduating from Riverview Gardens High School. She received a BS degree in criminal justice with a minor in political science from Southeast Missouri State University in Cape Girardeau, Missouri. Jackie was employed by the

state of Missouri for 11 years and held several positions, including case-worker, child support investigator, child support supervisor, and child support manager. She left the state of Missouri to stay home with her children for 7 years. Returning to the workforce in 2007, Jackie worked in the St. Louis Public Schools as a substitute teacher and teacher assistant. She is married to James and has three sons, Timothy, 16 (sophomore at John Burroughs), James, III, 7 (2nd grade), and Justin, 5 (kindergarten). Jackie loves to read and shop.

**Sharon Corcoran** returned to the Psychology Department last July after a hiatus of 22 years, taking up the position of coordinator of Undergraduate Studies. Prior to this appointment Sharon worked as a freelance book indexer and editor, having recently (in January 2007) moved back to Missouri from 16 years living in Ireland. There she was artistic director of the Courthouse Arts Centre in Tinahely, Co. Wicklow. Sharon worked in the Psychology Department from 1977 to 1986 as a secretary. During that time she also obtained a BA in psychology, then an MFA from the Writers’ Program at WU. After obtaining her master’s, she became administrative assistant to the director of the WU Gallery of Art (as the Mildred Lane Kemper Art Museum was then called). She says, “I’m delighted to be back at WU and the Psychology Department, both of which have been so important in my life.”

## Jane McConnell receives 2008 Outstanding Staff Award

**F**ormer Dean Ed Macias announced the winners of the 2007-08 Arts & Sciences Outstanding Staff Awards. Among the winners is our very own Jane McConnell. Jane has been in the department since 2001. She is a project associate in the Department of Psychology working for Professor Henry “Roddy” Roediger and Associate Professor Kathleen McDermott. Jane is also assistant to the dean for academic planning in Arts & Sciences, Roddy Roediger. Jane took the lead in scheduling the

Graduate Task Force for Arts & Sciences meetings, and she spent countless hours on the Web tracking down much information about other programs for this committee. She has trained other Arts & Sciences staff in the complexi-



Jane McConnell

ties of looking up citations in the Institute of Scientific Information database, and she is the lab manager for two faculty members in the Department of Psychology. Jane oversees all the activity of multiple grants, working with Sponsored Projects, and has been instrumental in overseeing the day-to-day operation of the grants. Jane’s work touches many areas of the University, and she is always helpful, cheerful, and willing to go the extra mile.

# 2007–2008 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.

**Note: Bold names are department faculty, bold italicized names are department graduate students or postdocs**

## Books and Book Chapters

**Balota, D.A.**, & Coane, J.H. (2008). Semantic memory. In J. Byrne (Ed.), *Learning and memory: A comprehensive review* (pp. 512-531). Oxford, UK: Elsevier

**Boyer, P.** (2007). Are specialized inference engines the precursors of creative imagination? In I. Roth (Ed.), *Imaginative minds*, London: British Academy (pp. 239-258). London, UK: British Academy.

**Braver, T.S.** & West, R.L. (2008). Working memory, executive processes, and aging. In F.I. Craik & T.L. Salthouse (Eds.), *Handbook of aging and cognition* (3rd ed., pp. 311-372). New York: Lawrence Erlbaum Associates.

DePisapia, N., Repovs, G., & **Braver, T.S.** (2008). Computational models of attention and cognitive control. In R. Sun (Ed.) *Cambridge handbook of computational cognitive modeling* (pp. 422-450). Cambridge, MA: Cambridge University Press.

**Dobbins, I.G.**, & Han, S. (2008). What constitutes a model of item-based memory decisions? In A.S. Benjamin & B.R. Ross (Eds.), *Skill and strategy in memory use* (Vol. 48, pp. 95-140). New York: Elsevier.

Eid, M., & **Larsen, R.J.** (2007). Ed Diener and the science of subjective well-being. In M. Eid and R.J. Larsen (Eds.), *The science of subjective well-being*. New York: Guilford.

Eid, M., & **Larsen, R.J.** (Eds.). (2007). *The science of subjective well-being*. New York: Guilford.

Einstein, G.O., & **McDaniel, M.A.** (2008). Prospective memory and metamemory: The skilled use of basic attentional and memory processes. In A.S. Benjamin & B. Ross (Eds.), *The Psychology of Learning and Motivation* (Vol. 48, pp. 145-173). San Diego, CA: Elsevier.

Einstein, G.O., **McDaniel, M.A.**, Marsh, R., & West, R. (2008). Prospective memory: Cognitive processes, lifespan changes, and underlying neural processes. In J. Byrne et al. (Eds.), *Learning and memory: A comprehensive reference* (Vol. 2, pp. 867-892). Oxford, UK: Elsevier.

**Finger, S.**, & Hagemann, I.S. (2008). Benjamin Franklin's risk factors for gout and stones: From genes and diet to possible lead poisoning.

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## The American Psychological Foundation F.J. McGuigan Young Investigator Prize goes to a Washington University faculty member for the third consecutive year.

The \$25,000 prize is awarded biennially to an early career researcher whose work has a psychophysiological focus. **Jeff Zacks**, the 2008-2009 winner, studies event perception and understanding as well as mental imagery and spatial reasoning. He directs the university's Dynamic Cognition Laboratory and chairs its Steering Committee on Cognitive, Computational, and Systems Neuroscience. He is a member of the Governing Board of the Psychonomic Society and is on the editorial boards of *Memory and Cognition* and the *Journal of Experimental Psychology: General*. Zacks earned his doctorate at Stanford University in 1999. **Todd Braver**, the 2006-2007 winner, explores the neural mechanisms of cognitive control. A decision many questioned led **Kathleen McDermott** to win the 2004-2005 Prize for her research on memory flaws. For more information, go to <http://www.apa.org/science/mcguigan.html>.



From left: Kathleen McDermott, Jeff Zacks, and Todd Braver.

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We have written *A History of the Department of Psychology at Washington University: 1924-2006*. This book covers events, people, and locations in our department from its founding in 1924 through the current day. Whatever your connection to psychology at Washington University, you should find something of interest in this book. You may obtain a copy of this book by making a \$50 donation to the Psychology Gift Fund.

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2008-09 Psychology Honors students back row, from left to right: Professor Mitchell Sommers, Glen Kunkes, Richard Andrews, Thomas O'Brien. Front row, from left to right: Marissa Fiorucci, Tara Singh, Julia Goldberg, MacKenzie Leonard, Kay Eastman, Fannie Zhou, Jeanine Sun.



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## Roediger Receives Faculty Achievement Award

By Gerry Everding

**H**enry L. "Roddy" Roediger, III, the James S. McDonnell Distinguished University Professor in Arts & Sciences, is the 2008-2009 winner of the Arthur Holly Compton Faculty Achievement Award.

"Professor Roediger represents the very best qualities of Washington University faculty," Chancellor Mark S. Wrighton said. "Through his internationally recognized research, he has improved our understanding of the complexities of the human mind and body.

"I am grateful for his many individual contributions to his field, and I applaud him on receiving this important accolade from his peers," Wrighton said.

Roediger joined WUSTL in 1996 as chair of the Department of Psychology in Arts & Sciences, a position he held until 2004, when he was named dean of academic planning in Arts & Sciences.

Roediger attended Washington & Lee University in Lexington, Virginia, graduating magna cum laude with a bachelor of arts degree in 1969. He earned a doctorate in cognitive psychology in 1973 from Yale University and began his career as an assistant professor at Purdue University.

He spent 15 years at Purdue and as a visiting professor at the University



From left: Roddy Roediger and Robert D. Schreiber, PhD, receive WUSTL's 2008 faculty achievement awards.

of Toronto before becoming the Lynette S. Autrey Professor of Psychology at Rice University in Houston in 1988.

Roediger is an experimental cognitive psychologist whose research is concerned with human learning and memory. He has published more than 200 articles, chapters, and reviews and has written or edited 11 books. Three are textbooks that have been through a combined 20 editions.

Roediger is well known for his early research on implicit or indirect uses of memory, in which retained

information is expressed in a relatively automatic manner, often without awareness.

His research since coming to WUSTL has focused on two issues: how people can suffer memory illusions and false memories and, most recently, applying basic knowledge of memory processes to improve educational performance.

His research has been funded by a variety of federal agencies and private foundations, including the National Institutes of Health, the Air Force Office of Scientific Research, the James S. McDonnell Foundation, the Institute of Education Science, and the National Science Foundation. He also received a Guggenheim Fellowship.

Roediger's teaching ranges from undergraduate courses on introductory psychology, human learning, and memory to seminars on memory (and on professional issues) for graduate students.

In 2006, he taught a freshman Focus course titled *Cognitive Illusions: Understanding Distortions in Perceiving, Remembering, and Thinking*. His laboratory includes a collaborative mix of undergraduates, graduate students, research assistants, and postdoctoral fellows.

Roediger has served as president or chief executive officer of the American Psychological Society, the Experimental Psychology Division of the American Psychological Association, the Midwestern Psychological Association, the Psychonomic Society, and the Society of Experimental Psychologists.

He is a fellow of the American Academy of Arts and Sciences, the American Association for the Advancement of Science, and several psychology associations. He has edited two major psychology journals and currently serves on the editorial board of 10 journals.

In 2008, the Society of Experimental Psychologists awarded Roediger its highest honor, the Howard Crosby Warren Medal, in recognition of his "creative experimental investigations of false memory and its underlying processes that have led to a new understanding of human memory."

psychological assessment. I no longer have a private practice, having closed it down after more than 20 years. I supervise psychology interns and externs, teach seminars, and am an associate clinical professor at Northwestern University Medical School. I have two kids, aged 19 and 16. My daughter is now a freshman at Kenyon College in Ohio, and my son is a sophomore in high school at Lane Tech College Prep High School in Chicago."

**Frances Burney, MA '85**, has been working for University of Medicine and Dentistry of New Jersey for over 20 years as a mental health clinician II. She semi-retired in May 2008 and began a private practice in 2009.

**Patty Cooper, PhD '87**, lives in Clayton, Missouri, just a few blocks from the Psychology Department. She continues to supervise clinical psychology graduate students doing neuropsychological evaluations at the PSC. Patty also works prn at SSM Rehab with brain injury, stroke, spinal cord, and other medical rehabilitation patients. Husband Ian has his law practice in Clayton. Patty's oldest child, Lauren, graduated from the University of Michigan-Ann Arbor this past December 2008, and Stephanie is a junior at UNC-Chapel Hill. Their younger sister, Jocelyn, is a freshman in high school this year.

**'90s**

**James R. Bailey, PhD '91**, is the Tucker Professor of Leadership and chair of the Department of Management at the George Washington University School of Business, and a Fellow of London Business School. He has been the recipient of many teaching distinctions, including three GWSB Outstanding Educator Awards, and in 2006 was named one of the world's top 10 executive educators by the International Council for Executive Leadership Development. He has published over 50 academic papers and case studies, and is the author of several books, including the award-winning, best-selling *Organizational and Managerial Wisdom* and the forthcoming *Riding the Change Curve: Leading Through Transition*. He currently serves as editor-in-chief of the Academy of Management Learning and Education, which is the seventh highest ranked publication in management and the second highest ranked in education. He and his wife were blessed with a healthy, happy baby boy, Joshua, in August 2007.

**Kittie Verdolini Abbott, PhD '91**, after having faculty positions at the University of Iowa and Harvard Medical School, is now full professor of communication science and disorders at the University of Pittsburgh (and loving it). She is an NIH

researcher and outgoing editor for speech for the *Journal of Speech, Language and Hearing Research*. Kittie has an active research lab with numerous doctoral students, many of them international. She also has a husband, two stepdaughters, and a live-in elderly father, as well as seven cats and one dog. Kittie qualified as Pennsylvania state champ for the 5k run in the 2009 Senior Olympics!

**Douglas Dunham, PhD '92**, is now the associate provost at Northwest Missouri State University in Maryville, Missouri. He has served as chairman of the Psychology/Sociology/Counseling Department from 2005-2007, the assistant to the Provost in 2007-2008, and has been associate provost since July 1, 2008.

**Brad Frank, PhD '92**, is in Houston, a partner in a private practice where he has worked since finishing his internship at Baylor College of Medicine in 1992. His days are evenly split between therapy and testing. He's been married to Laura for 14 years and has three children (Kyle-11, Sara-8, and Sam-8).

**Susan Robinson-Whelen, PhD '93**, is living in Houston, Texas, with Ken and three terrific kids (ages 6, 9, and 11). Susan works at the Center for Research on Women with Disabilities (CROWD), a small research center within the Department of Physical Medicine and Rehabilitation at Baylor College of Medicine. "Given the huge Houston sprawl, I am very fortunate to be able to work virtually from home most days, which is especially helpful given our busy afternoons and evenings filled with baseball, soccer, guitar, gymnastics, girl scouts, swim practice, Odyssey of the Mind, etc."

**Jay Pratt, PhD '96**, a professor in the Department of Psychology at the University of Toronto, recently became the chair of the department. His term as chair is from July 2008 until June 2013, during which time he hopes neither his research nor his cycling will be slowed down much. He and **Alison Chasteen, PhD '97**, an associate professor at the UofT) are also kept busy with their 5-year-old daughter, Avery.

**Gayle Brosnan-Watters, PhD '96**, retired from Slippery Rock University.

**Barbara Mazer Gross, MA '99**, is the director of development of a performing arts center in Clearwater, Florida. She first learned about non-profit development by running a couples counseling project in Columbus, Ohio, which was funded by grants and individual donors. Due to her passion for the performing arts, Barbara decided to apply that funding knowledge to advance arts education. She is married to another Washington University Psychology alum, **John**

**Gross (LA 1998)**, who is a primary care/sports medicine physician in St. Petersburg, Florida.

**'00s**

**Amie O'Donoghue (Braman), PhD '02**, is a social science analyst in the Division of Drug Marketing, Advertising, and Communications in the Center for Drug Evaluation and Research at the Food and Drug Administration. Amie conducts research on direct-to-consumer (DTC) advertising of prescription drugs as well as other risk communication issues. Amie lives in Silver Spring, Maryland, with her husband, Erik, and their two children, Tynan, 2.5 years, and Shauna, 6 months.

**John Zelenski, PhD '02**, is an associate professor of psychology at Carleton University in Ottawa Canada. This year he is on sabbatical and spent the fall '08 term teaching positive psychology on a ship traveling around the world as part of the Semester at Sea program sponsored by the University of Virginia.

**Ann Pearman, PhD '03**, is an assistant professor in the Gerontology Institute with a joint appointment in Psychology at Georgia State University in Atlanta, Georgia.

**Anthony Bishara, PhD '05**, started as assistant professor at the College of Charleston in Charleston, South Carolina, in the Fall 2008.

**Jeanne M. Gabriele, PhD '08**, is a health psychology postdoctoral researcher at Pennington Biomedical Research Center in Baton Rouge, Louisiana, conducting research on the effects of Internet programs in the prevention and treatment of obesity. She is working on a DOD-funded project assessing the effects of a weight management web site on weight loss and weight maintenance in Army soldiers and on an NIH-funded study assessing the effects of primary prevention and primary plus secondary prevention programs on obesity in school children in rural Louisiana. In addition to these projects, Jeanne serves as a behavioral counselor on CALERIE which is an NIA randomized controlled trial assessing the effects of 2 years of 25 percent caloric restriction on physiological markers associated with aging.

**Hannah Locke, PhD '08**, lives in Washington, D.C., and is working as a policy analyst at the Government Accountability Office (GAO), a non-partisan federal agency that conducts audits and investigations for Congress. Hannah is with the health care team, which researches issues like Medicare/Medicaid, private insurance, and public health. Her husband, Ivan, is working as a civil engineer with NIH.

**Alumni**

We would like to keep in touch with our Alumni. Please let us know what you are doing by sending an email to Jim Clancy at jclancy@wustl.edu or a note mailed to Washington University, Psychology Department, Campus Box 1125, One Brookings Drive, St. Louis, MO 63130.

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# Stanley Finger Retires from Teaching

By Sandra Hale

Say the word “retirement” to Professor Stanley Finger (a member of our department for 40 years) and you are likely to get the comment, “Who said anything about retiring? I am certainly not planning to stop working!” This is because he is simply shifting his scholarly activities, so that instead of spending some of his time teaching and most of his time researching and writing books and articles, he will now spend all of his time writing.

Stan has really enjoyed a two-part career while a member of our department: first as a wet-lab scientist studying recovery from brain damage using animal models, and second as a historian of the neurosciences. One of his pinnacle findings during the first phase of his career was the fact that damaging an organism’s brain slowly over time (analogous to what might happen in the case of tumors) can result in less loss of function than the same degree of damage endured rapidly (analogous to what might happen in the case of stroke or accidental injury). This difference led him to

question the previous dogma about structure-function relationships, the potential for recovery, and the effects of

brain injuries in all the textbooks. He also conducted research demonstrating that early nutrition could markedly affect behavior associated with later brain damage, with undernourished subjects showing considerably less recovery, even though they might have seemed normal prior to a brain lesion. Findings such as these go a long way toward explaining variability in performance after human brain damage—why some subjects are able to do fairly well while others are markedly impaired. As Stan likes to say, “Too much attention was being paid to the hole in the doughnut and not enough to the nature of the dough.”

In the mid to late 1980s, Stan began to recognize that continuing these endeavors at a high level meant that he had to be part of a larger team, with individuals specializing in each of several distinct areas. Given that he had long been a researcher who did everything from start to finish (surgery, physiology, behavioral testing, histology, etc.), and enjoyed being in the Psychology Department, he pondered how to continue. While spending a sabbatical at Cambridge, England, he saw that his contributions to the neurosciences could continue in a new direction. By combining his love of history and his passion for the neurosciences, he could become a leader in showing how we have come to know what we now do about the nervous system in health and disease. Thus, he would devote the second part of his career to the

history of the neurosciences, looking at the successful thoughts and missteps that characterized ideas about the brain and behavior since ancient times.

Stan recognized that he was not formally trained as a historian, but it was clear that his strong scientific background would make it possible for the history of neuroscience to receive the coverage and attention that it deserved. Armed with the confidence that he had made the right decision, he closed his lab in the early 1990s and put himself on a “fast track,” reading 100 pages of history of medicine and science daily for a full two years. He then wrote his critically acclaimed *Origins of Neuroscience*, published in 1994, which is still considered the source for historical information by researchers and scholars.

At about the time this book was coming out, Stan took the lead in establishing the International Society for the History of Neuroscience and was elected its first president. Under

his leadership, the society took over a fledgling journal and quickly transformed it into a well-respected publication.

*The Journal of the*

*History of the Neurosciences* is the only journal devoted exclusively to this subject. Not surprisingly, the journal has had Finger at the helm as its editor since the society acquired the journal—and he intends to continue in this role for many years to come. Clearly, he was on a path to becoming the pre-eminent historian of the neurosciences.

The list of books that Stan Finger has published over the past 15 years is impressive, and each has made its mark on the field. He has books on the founders of the neurosciences, on cranial trepanation, on the neurosciences in the 18th century, and was especially honored to have been asked to serve as the lead editor for the volume, *History of Neurology*, a part of the long-running *Handbook of Clinical Neurology* series published by Elsevier. This almost 1,000-page volume, which will come out this year, includes 55 chapters written by scholars from all over the world and covers a variety of topics, including ancient cranial trepanation, the birth of localization theory, various neurological disorders, and the roots of functional brain imaging in humans.

Some of Stan’s ideas about what to examine in the history of the field were kindled by his experiences teaching the history of neuroscience to undergraduate and graduate students in our department. For example, David Gallo (who received his PhD in 2002) expressed a strong interest in music while taking Finger’s course. For a course project,



Stanley Finger

Finger encouraged Gallo to investigate the music used by Mesmer (as in “mesmerism”) in his séances. This led Gallo and Stan to an instrument called the glass armonica (no, not a harmonica; actually revolving glass bowls), which produces somewhat eerie-sounding music (both Mozart and Beethoven wrote pieces for it). Most interesting from the perspective of the neurosciences, however, is that Benjamin Franklin was the inventor of this glass instrument (in 1761), and that it was Franklin who was called upon to evaluate Mesmer’s claims about his ability to manipulate a cosmic force in order to produce wondrous cures. Franklin debunked Mesmerism experimentally, coming forth with the first systematic studies showing how a placebo can affect the human mind. The dissemination of Franklin’s 1784 report marked both the death knell for Mesmer’s theory and for Franklin’s glass armonica, which had now become too closely associated with Mesmer.

Finger gradually immersed himself into the medical life of Franklin, gaining access to some 30,000 letters by him or to him. In 2006, on the 300th anniversary of Franklin’s birth, he published a book on this overlooked side of Franklin’s life, *Doctor Franklin’s Medicine* (University of Pennsylvania Press). This book covers material absent from his numerous biographies, some of which Stan worked on with other graduate students in our department. It includes Franklin’s early experiments with medical electricity, such as his novel idea of treating deep melancholia with shocks to the head (also the subject of a detailed paper with Sherry Beaudreau who received her PhD from our program in 2005) and the electrical accidents that led Franklin to publish the first descriptions of shock-induced amnesia (also in an article with Frank Zaromb, who will go on to receive his PhD in our program in 2009).

But these days, if you want to hear Stan really get excited, all you have to utter is the phrase “electric fish” and he will begin talking excitedly about how people viewed the numbing powers of the torpedo ray, electric catfish, and electric eel (which is actually a fish) since antiquity. Up to now, the history of electric fish, sadly, has received very little atten-

tion. In the book he is currently writing with colleague, Marco Piccolino, he will show that the shocks of these fish were first used therapeutically by the Romans for treating painful disorders (e.g., gout, headache). More importantly, it was the discovery of fish electricity in the 1700s that led natural philosophers to the possibility that other living organisms, including people, also might be electrical. Fish, in other words, revolutionized physiology and made it modern, although this is rarely recognized! Perhaps not surprisingly, even this story involves Benjamin Franklin, who (behind the scenes) designed experiments and tools, and mobilized his colleagues at the Royal Society of London to test the hypothesis that some fish really can release electricity. In 1776, to everyone’s amazement, one of his protégés was able to obtain a spark from an electric eel. There is much more to this story, but to avoid spoiling all the details, I will simply say that it includes material garnered from 10th-century Arabic texts, dusty letters written by missionaries to Ethiopia in the 1600s, a notorious spy, and even connections to a Scottish physician who had emigrated to South Carolina. The story also contains information about Galvani (considered the father of modern electrophysiology), whose research on frogs in the 1790s was stimulated by—you guessed it—these earlier studies on electric fish.

What will be the focus of Stan Finger’s next historical research project, once he is done with electric fish? He informs me that he has agreed to write a monograph (his 13th book!) on the history of the earlier physiological idea that spirits course through the nerves and activate the muscles. Perhaps even more exciting is the fact that Stan says, “I have been asked to help direct a television mini-series on the history of the brain, based on my 200X book, *Minds Behind the Brain*, and there will also be a new illustrated book associated with this project.” This plan is contingent on signing up the TV stations (all over the world) and adding a few more sponsors, but the project is definitely on Stan’s horizon.

Based on Stan Finger’s current queue of projects, I would not even try to guess what might come afterwards, but it is bound to be eye-opening for both historians and neuroscientists. Moreover, it is worth noting that historians often produce their greatest works in their seventh or even eighth decades. So although Stan Finger may no longer be teaching classes each semester, he is still energized and his greatest contributions may yet lie ahead of him. Thus, it is easy to see why Stan Finger does not feel like a man who is about to “retire!”

# Can You Identify the “Real” Bono?

By Randy Larsen

When most people hear the name “Bono,” they think of U2’s perpetually bespectacled vocalist. I’ve always wondered how an Irish guy could have such an Italian-sounding name, so I looked into it. It turns out that “Bono” is the stage name adopted by Paul Hewson in the 1970s, which he shortened from “bono vox,” Latin for “good voice.” I don’t know about you, but I was disappointed to learn that the U2 Bono was a bit of a fake. All that charity work made me think he was a good guy, and now we know he is an impostor of sorts. However, around the Psychology Department we have a genuine “Bono,” someone legit, who really deserves the name and its Latin meaning.

Tim Bono is a third-year PhD student in the personality-social area of the Psychology Department. Before going into his history, let me mention just what he accomplished last semester. He was appointed by the chancellor to be the graduate student representative to the Board of Trustees for this academic year. He attends all board meetings and represents the interests of all graduate students to the board. He was also appointed by the chancellor to the search committee for the new dean of Arts & Sciences, and was part of the successful team that recruited Gary Wihl to be our new dean. He also is serving as a graduate fellow in the Office of Residential Life. He co-taught a new course last semester on “The Psychology of Young Adulthood,” a new freshman-only course on what psychology knows about college students. Tim also was in the Washington U. production of “Of Thee I Sing” last semester, which involved, for a time, rehearsals five nights a week. He represented



U2's Bono

Washington University at a conference on student affairs in Washington, D.C., plus he went to the Gallup Organization in Omaha for a workshop on student development. And he did all this on top of his normal duties of being a full-time teaching assistant, taking graduate classes full time, and conducting research. “Tim is a great role model for both our undergraduate and graduate students,” says Jim McLeod, vice chancellor for students and dean of the College of Arts & Sciences, “...plus he has done much to promote Washington University, through his own example, as a place where fantastic opportunities await each student.”

Tim Bono grew up in St. Louis. He comes from a traditional Italian Catholic family on the North Side. Tim is the middle child of five in his family. He has over 70 cousins on his dad’s side of the family alone, most of whom live locally. He says it is not uncommon for 80 people to show up at family events at his parents’ home. Tim attended Rosary High School on the north side, which closed down the year after he graduated. While there he got involved in theater, played the piano at church and school functions, and edited the school newspaper, web page, and the



Tim Bono

yearbook. He also was elected to the Student Council and the National Honor Society.

As his high school years drew to a close, Tim claims that attending Washington University never crossed his mind. Instead, he figured he would be lucky to end up going to a state school for his undergraduate studies, such as the University of Missouri at St. Louis. Nevertheless, during his senior year in high school, a counselor nominated him for the Washington University Book Award, which he won. When he came to campus to receive the award, he was taken on a tour of the University. He says he was “blown away” by the facilities and the people. Ultimately, Tim was offered a full scholarship to attend Washington University.

During his undergraduate studies at Washington U., Tim elected to major in psychology, and was one course shy of a double major in music, taking piano courses every semester throughout his undergraduate years. Tim currently freelances as a piano player and turns up at all sorts of events around campus and town playing the piano in the background. As an undergraduate he worked in the admissions office all four years, where one of his duties was providing campus tours to par-

ents and prospective students. He estimates he has given over 200 official tours of our campus, which means he is proficient at walking backwards while talking loudly, and that he knows a great deal about Washington University, its buildings, its history, and its unique strengths.

When asked to name some of the most positive events in his undergraduate education, Tim first mentions relationships; with people in the dean’s office, with his psychology professors and fellow students, and with his piano teacher, whom he saw once a week for four years straight. Clearly Tim is people-oriented, and he sees as Washington U.’s greatest asset the collection of people who teach, study, and work here and the wonderful atmosphere of productive collegiality that we have developed over the years. Even today, if you walk across campus with him, it takes at least 30 minutes because so many people stop him to say “Hi!” and catch up with him. He is very socially connected at Washington University.

Tim earned his bachelor’s degree with honors in psychology from Washington University in 2005, *summa cum laude*. At that time he decided to take a year off and was looking for employment as a research assistant in our department. Several faculty members competed to hire him as a full-time paid research assistant in their labs. He ended up working half-time in my laboratory and half-time with Professor Jacoby. That whole year, Tim participated, at a graduate student level, in two active NIH-funded research labs. We all viewed him (and treated him) on par with graduate students. In addi-

*continued on page 16*

## Awards and Highlights from page 3

an easy-to-understand, accessible fashion and also was a highly entertaining lecturer, as evidenced by the fact that the lecture hall was always full, even though class was at 10 a.m. Thank you.”

### Faculty

**Leonard Green** received special recognition being named an ABAI Fellow-Fellow of the Association for Behavior Analysis International.

**Alan Lambert** was awarded a Fulbright Scholarship to support research and teaching in the former Soviet Republic of Georgia.

**Mark McDaniel** was elected a member of the Memory Disorders Research Society.

**Tom Oltmanns** was elected president of the Society for Research in Psychopathology. He becomes “president-elect” at the annual meeting in

September 2009 and will serve as president beginning in September 2010.

**Henry “Roddy” Roediger, III**, was awarded The Howard Crosby Warren Medal from the Society of Experimental Psychologists for “his creative experimental investigations of false memory and its underlying processes that have led to a new understanding of human memory” in April 2008.

Roddy also received the Arthur Holley Compton Faculty Achievement Award from Washington University in December 2008 and the Outstanding Faculty Mentor Award from the Graduate Student Senate for 2008.

**Becky Treiman** was a Leverhulme Visiting Professor at the University of York during the first half of 2008. She presented the

Nata Goulandris Memorial Lecture at the meeting of the British Dyslexia Association and also a keynote address at the Sixth International Workshop on Writing Systems, which was held in Germany.

**Jeff Zacks** won the America Psychological Foundation’s F.C. McGuigan Young Investigator Prize in September 2008.

### Students

**Andrea Goldschmidt** has received the American Psychological Foundation’s Elizabeth Munsterberg Koppitz Travel Stipend of \$4,000. Goldschmidt may use the stipend to attend either the 2008 Elizabeth Munsterberg Koppitz Workshop in Boston or the 2009 Elizabeth Munsterberg Koppitz Workshop in Toronto and to present her research at child psychology conferences of her choice.

**Wingyun Mak**, “Psychological Well-being, in Persons with Dementia” and **Emily K. Porensky**, “Breaking Bad News in Healthcare: The Impact of Physician Communication on Patient Response” were awarded grants to support their dissertation projects by the WU Center for Ethics and Human Values as the Student Ethics Grant Winners for 2008.

**Elena Stepanova** received the American Psychological Association International Conference Travel Award (May 2008) to present research *Studying Explicit and Implicit Ethnic Attitudes and Ethnic Categorization Effects in the Russian Federation* at the XXIX International Congress of Psychology, Berlin, Germany, July 2008.

## Celebrating 50 Years of Success!

**O**n May 30 and 31, 2008, about 80 colleagues and friends came together to celebrate the 50th year anniversary of the Aging Training Grant. The festivities included talks by past graduate students and post-docs who are now carrying on their own active research and teaching careers, lots of eating (and some drinking), and were capped off by a trip to a baseball game at Busch Stadium. Highlights included a wonderful keynote address by Tim Salthouse, professor of psychology at the University of Virginia (a former postdoctoral fellow of the program), and the presentation of an honorary bench to Martha Storandt for her remarkable leadership in the program. The bench is now well-positioned on the 3rd floor of the Psychology Building (see picture). It was very rewarding to see the large group of former trainees who came back to join in the festivities from across the country (from Virginia to California and many states in between, and even Canada). There was plenty of interesting science, a few good laughs, and renewing of old acquaintances.



From left: current graduate students Carolyn Dufault, Anna Mackay Brandt, Veronica Shead, and Patrick Brown.



From left: Patty Cooper, PhD '87; Amy Bertelson, PSC Director; Sherry Beaudreau, PhD '05; Caroline Racine, PhD '05.



Martha Storandt is the first to sit on her dedicated bench.

Christopher Hertzog (current president of Division 20 Adult Aging and Development, and professor of psychology at Georgia Tech Institute) came to the celebration accompanying his wife, Ann Pearman (assistant professor at Georgia State University), who was a student of Martha's. In his presidential newsletter, Chris wrote, "It was fascinating to listen to the talks at the event that recounted the history of the program there, and a reminder of an important tenet of life-span developmental psychology that our lives evolve in historical context. Certainly, Washington University's program has made a

major contribution to the growth of life-span developmental research through the training of outstanding scientists who are leaders in our field."

The conference concluded with a surprise visit from NIA program officer Molly Wagster who flew in from Washington to present a special commendation recognizing the training grant's celebration. The commendation read "It is with great admiration and pleasure that the NIA notes the achievements and the considerable contributions that those who have mentored and those who have trained have made to the field of cognitive aging research. Congratulations on Washington University's 50 years of dedication to the training of scientists through this grant and ultimately to better understanding of how we age," signed by the Richard Hodes, director of NIA; Robin Barr, director of the Office of Extramural Activities; and Marcelle Morison-Bogorad, director of the Division of Neuroscience.



From left: Christopher Hertzog and wife, Anne Pearman, PhD '03 and former post-doc David McCabe.

## Barch Named New Director of Conte Center

By Jim Dryden

**T**he Silvio Conte Center for Neuroscience Research at Washington University in St. Louis has a new director.



Deanna M. Barch, associate professor of psychology in Arts & Sciences, of psychiatry and of radiology, takes over leadership of the center from John G. Csernansky, the former Gregory B. Couch Professor of Psychiatry, who has become the chairman of psychiatry at Northwestern University.

Barch has been a close collaborator of Csernansky's throughout the history of the Conte Center, which was established in 2001. It is one of a handful of such centers around the country created to honor former Massachusetts congressman Silvio O. Conte, a longtime advocate for scientific research. Prior to his death from cancer in 1991, Conte had sponsored the Congressional resolution that designated the 1990s as the "Decade of the Brain."

The center, funded by the National Institute of Mental Health, coordinates and oversees several major brain-mapping projects that are attempting to locate and identify anatomical and functional differences in the brains of patients with schizophrenia.

In her new position, Barch will coordinate the activities of a group of neuroscience researchers using several methods to identify and study subtle structural and functional differences in the brains of people with schizophrenia and in their relatives, as well as animal models designed to elucidate the sources of these differences. The researchers use various types of MRI imaging, combined with very powerful computer programs, to look at the size and shape of several brain structures and the ways in which the brain responds during different types of memory and thinking tasks.

"A major component of our work in the Conte Center involves looking at what types of changes in brain structures, brain function, and cognition may occur in schizophrenia; what types of changes may be present in the siblings of people with schizophrenia; and which of those changes may predict who eventually will develop the illness," Barch says. "The work may help us identify both risk factors for schizophrenia and factors that protect against the disease."

The center also conducts research projects focused on evaluating treatments for memory and other cognitive problems that affect many people with schizophrenia, as well as research to better understand how changes in emotion, motivation, and social interactions may influence the development and the course of the illness.

"Part of the center's mission also involves community service and education," Barch says. "So we're not only publicizing our research projects to doctors and to families affected by schizophrenia but also to the community at large."

## Psychology Department New Grant Funding

January 1, 2008–December 31, 2008

Principal Investigator	Grant Title	Funding Organization
Barch, Deanna	Cognitive Neuroscience Task Reliability & Clinical Applications Consortium	National Institutes of Health
Braver, Todd	Dual Mechanisms of Cognitive Control	National Institutes of Health
Dobbins, Ian	Functional Neuroimaging of Strategic Retrieval Processes	National Institutes of Health
Goldschmidt, Andrea	Laboratory Based Study of Mood & Eating Behavior in Overweight Children	American Psychological Foundation
Roediger, Roddy	Applying Cognitive Psychology to Enhance Educational Practice	McDonnell Foundation
Sommers, Mitch	Auditory Training and Talker Variability	National Institutes of Health
Sommers, Mitch	Improving Cochlear Implants for Older Adults	Pfeiffer Foundation
Treiman, Rebecca	The Effect of Environmental Variation on Language and Reading Development	National Institutes of Health/Subcontract
Treiman, Rebecca	Development Skilled Reading: fMRI Studies	National Institutes of Health/Allocation from Neurology, Brad Schlaggar, PI
White, Desiree	Effects of Sapropterin on Brain and Cognition in Individuals with Phenylketonuria	BioMarin Pharmaceutical
Woods, Carol	Differential Item Functioning Testing with Estimation of the Latent Densities	National Science Foundation
Zacks, Jeffrey	Encoding & Remembering Events Across the Life Span	National Institutes of Health

## Robert L. Williams *from page 1*

as director of guidance at a high school in Mississippi. For some fairly interesting and memorable reasons (described in his new book), he quit this job and returned to Little Rock and became a staff psychologist at the Arkansas State Hospital. Robert was the first African-American psychologist to work in the State Mental Health System of Arkansas.

Conversations with a supportive supervisor put into his head the idea that he was capable of obtaining a PhD in psychology, and so he applied to various programs.

Robert was accepted into a number of PhD training programs, and he chose to enroll at Washington University in our department. When he graduated from our program in 1961 he was the first African-American student to obtain a PhD from our department. There was not much interest in IQ testing in the department at the time, so he set these interests aside for a while and produced a dissertation entitled "The relationship of body-image to some physiological reactivity patterns in Peptic Ulcer and Rheumatoid arthritic patients." His dissertation research was well designed and nicely written, but he admits it is on a very boring topic, one to which he has never returned.

He dedicated his dissertation to his wife, Ava, and the five children they were raising at the time. It is difficult enough working and taking classes toward the PhD degree, so it is amazing that Robert did this while raising a family of five. In December 2008 Robert and Ava celebrated their 60th wedding anniversary. To date, their marriage has produced eight children, 17 grandchildren, and nine great-grandchildren.

After finishing his degree in our department, Robert took a post-doc as assistant chief psychologist at the VA hospital in St. Louis. He stayed there five years then moved to Spokane, Washington, where he was director of

a state hospital improvement project. In 1968 he moved to San Francisco as a mental health consultant to the National Institute of Mental Health (NIMH) Region 9 and was assigned the State of Alaska. He was in Anchorage on April 4, 1968, a day that would change Robert's life. That was the day when Dr. Martin Luther King, Jr. was assassinated.

Professor Williams reports that this tragic event had an enormous impact on him. San Francisco was a hotbed of social unrest at the time. There was a surge of black consciousness and black pride getting under way in America and in this atmosphere Robert began his transformation. In his own words, he changed from being a Negro to being a black man, a transformation he describes in his new book. He studied the lives of famous African Americans, such as W.E.B. Dubois, Booker T. Washington, and Malcolm X. In San Francisco he befriended two prominent black psychiatrists, including Dr. Price Cobbs, co-author of the book *Black Rage*.

Robert was living out the conflict that many black professionals experienced

while working in Eurocentric settings. He resigned from his position with the NIMH and took a position as chief psychologist at the Jefferson Barracks VA Hospital in St.

Louis. He began writing articles exclusively on the black experience. The first of these was entitled: "Changing image of the Black American: A Socio-Psychological Appraisal."

The titles of a few of the papers he published during this period give you a feel for where he was and where he was heading during these tumultuous times:

- "Black pride, academic relevance and individual achievement," in 1970
- "Abuses and misuses in testing black children," in 1971
- "The death of white research in the black community," in 1974

### Because of segregation, Marion Bunch conducted his interview with Robert Williams on a park bench.



Psychology alum Aaronette White (Ph.D., 1988) visits with her dissertation advisors Dr. Mike Strube (left) and Dr. Robert Williams.

- "From dehumanization to black intellectual genocide," in 1974
- "Scientific Racism and IQ: The silent mugging of the black community," in 1974

To pigeonhole Robert as merely another "Angry Black Man" would have been to greatly underestimate him at the time, for he was embarking on a new phase of his career that would do more to increase the representation of African Americans in psychology than any other single person.

In 1968 he and several colleagues founded the National Association of Black Psychologists. He continued to work on the IQ testing issue and to draw attention to the fact that cultural biases led to flagrant misuses of psychological tests.

Around this time the Washington University Psychology Department invited him back to give a colloquium. His former professors were curious about what he was up to and what he had to say for himself. Robert showed up wearing an Afro, a traditional dashiki, and a full beard. He recited poetry and quoted Thoreau and, in short, shocked and stunned most of the audience. However, the chairman of our department at that time, Professor Marion Bunch, asked Robert to present the same talk at the APA annual convention in Washington, D.C., the follow-

ing summer. This was the meeting where a group of Black student protestors took over the microphone from APA president George Miller. This event and Robert's talk at the meeting were widely covered in the media.

In 1969 Marion Bunch traveled to Arkansas to meet with Robert Williams and to see if he might be interested in a job at Washington University. They met at the train station in Little Rock. However, because of segregation, Professor Bunch could not meet with Robert Williams inside the station. Instead, they conducted their meeting on a park bench, and Robert agreed to join the faculty of our department as a full professor of psychology and as the first director of our newly established African American Studies program. The curriculum he developed there became a model adopted by many Black Studies programs around the country. In the Psychology Department, Robert obtained a \$1 million training grant from NIMH to start a Minority Mental Health Training Program. (In today's dollars, this translates into about \$5.5 million, which we would consider a huge grant). He used this grant to train African-American students in the delivery of services to minority communities. That grant

*continued on page 15*

## Dr. Donald Kausler Sr., Aging Expert at University of Missouri-Columbia, dies

*St. Louis Post-Dispatch 11/24/08*

**D**onald Kausler Sr., PhD '51, a leading authority on aging and a professor emeritus of psychology at the University of Missouri-Columbia, died Thursday, November 20, 2008, at his home in Columbia after a long battle with cancer. He was 81 and formerly of St. Louis.

Dr. Kausler, a leading researcher in the field of aging and memory, helped launch a doctorate program in psychology at Saint Louis University that remains strong today.

He published *The Graying of America*, an encyclopedia written to help a wider audience understand the effects of aging on memory. The book, currently in its third edition, is now called *The Essential Guide to Aging in the Twenty-First Century*. In addition, Dr. Kausler wrote a column for the Scripps Howard News Service and was a frequent guest on many radio shows.

He was born in St. Louis and graduated from McKinley High School.

He then earned his bachelor's degree and a PhD in experimental psychology, both from Washington University.

After serving in the Air Force, he was a psychology professor at the University of Arkansas and then chairman of the Saint Louis University psychology department. He moved to Columbia in 1971. Among the honors he received during his 21 years at the University of Missouri were the Curators' Professor

of Psychology award, the Middlebush Professorship, and the Byler Distinguished Professor Award

Dr. Kausler retired in 1992. He was married to Martha B. Kausler for 52 years. She died in 2005. Among the survivors are two daughters, Renee Ratna of Columbia and Jill Krupsaw of Little Rock, Ark.; two sons, Don Kausler Jr. of Anderson, S.C., and Barry Kausler of Columbia; and 12 grandchildren.

# Serving on the IRB: My Personal Journey

By Sandra Hale

In July 2008, I stepped down as chair of the Behavioral Minimal Risk Subcommittee, once known as the Hilltop Human Studies Committee or IRB, turning things over to Mitchell Sommers' capable hands. It has been my distinct pleasure to serve as an IRB member since the early 1990s, when I was asked to take on a University committee membership even though I was still a junior member of our department. Over the next couple of years I attended all of the committee meetings except one. At that fateful meeting, the committee unanimously voted for me to become the next chair, so let this serve as a warning about the dangers of missing meetings!

When I took over the reins, I began working on the development of a standardized IRB application. This small step represented the first of many changes, most of which were prompted by revised federal guidelines. Notably, some of these changes resulted in a welcome expansion of the breadth of studies that qualified for Exempt or Expedited IRB review, although others resulted in an increase in the amount of information and documentation required for IRB approval.

Over time, the duties associated with my role (which included providing IRB education and reviews) increased to such a point that I needed additional administrative support, and I was fortunate to be able to work with GERALYN FISHER, without whom I could not have continued as chair of the committee and who currently serves as its manager. I also asked Mitch Sommers to serve as associate chair, a role that he graciously accepted—he even took over as chair for six months so that I could take an IRB sabbatical. The three of us met regularly, and these meetings served as a springboard for the development of a set of standard operating procedures. We also documented the need for both a more sophisticated database as well as an online IRB system.

During this same time period (the early 2000s), Chancellor WRIGHTON made the decision to have the human subjects' protection system for the entire University reviewed (and subsequently approved) by a newly formed national organization, the American Association for Human Research Participant Protection (AAHRPP). AAHRPP approval would lead to further changes, including the unification of the IRB offices at the

School of Medicine Campus and the Danforth Campus. The unification process was accompanied by a change in name to reflect the fact that one body would serve the needs of all researchers at Washington University: the Human Research Protection Office (HRPO).

One critical change associated with the formation of HRPO was a new division of review responsibilities. Instead of assigning proposals for review based on the project director's primary campus affiliation, the review process would be handled according to the type of research: behavioral or biomedical. To reflect this change, my committee's title became the Behavioral Minimal Risk Subcommittee, and the responsibilities changed accordingly. By the time these changes were in place, I was more than ready to relinquish my role to devote more time to my own research. However, the unification also marked the formation of a team to develop an online IRB system, and I decided to stay on a little longer and serve as a member of that team.

Although the electronic IRB system is not yet fully functional, I can say that it is now close to reaching this goal (especially for behavioral studies conducted by researchers in

our department), and I trust that Mitch Sommers and Gerri Fisher will carry the ball the final 10 yards. They have a fantastic team of IRB analysts and reviewers, and I know that they will work hard to continue to serve the needs of behavioral researchers on both campuses. In particular, they play a key role representing the needs of Danforth Campus researchers, which might otherwise be swamped by those School of Medicine researchers who substantially outnumber us.

The changes in the years to come should include speedier handling of applications that qualify for Exempt Status or Expedited IRB Review and expanded IRB educational opportunities for behavioral researchers. These two worthy goals were put forward by our own campus administration when we underwent the unification process, and I believe they can be met once the Behavioral Minimal Risk Subcommittee is adequately staffed to accommodate the influx of behavioral IRB applications from the School of Medicine. To date, HRPO unification has been a bit of a bumpy road, but at the risk of mixing metaphors, I do see smooth sailing ahead.

## Robert L. Williams *from page 14*

was continuously funded for 12 years due to its great success. During this time Robert trained 110 African-American students through to the master's degree level. Twenty percent of these students went on to earn their doctorates in psychology. This makes Robert personally responsible for starting the careers of a whole generation of black psychologists.

Robert went on to make other contributions, and we'll mention just two more. In the mid 1970s he coined the term "Ebonics" and published a book that presented black street speech as a linguistically legitimate dialect and refuted the notion that Ebonics was merely slang or in some way deficient or derivative speech. In the 1980s he turned his attention to identity and personality, and wrote a second book, this one presenting an Afrocentric theory of the black personality. He rejected concepts such as "self" or "ego" since these are exclusively from the European worldview. Instead he borrowed terms, phrases, and concepts from African cultures and languages to develop a theory of the black personality.

Robert's work received a great deal of media attention over the years. Articles on him and his ideas have appeared in such outlets as the *New York Times*, *Washington Post*, *Chicago*

*Tribune*, *People*, *Newsweek*, *Psychology Today*, and the like. He appeared with Dan Rather on a story on IQ testing; he has been on the Phil Donohue show and the Montel Williams show. He has been the keynote speaker at hundreds of events, ranging from national and international conferences to major universities.

Robert retired from Washington University in 1992 after 22 years of service. Since then he has spent his time traveling, lecturing, working out, golfing, and writing (this is the second book Robert has published since retiring). The Psychology Department reconnected with Professor Williams about five years ago when we were doing research on the history of our department, and Robert filled in some gaps for us. Since then he has visited the department on several occasions. With the publication of his new book, the public is able to learn even more about the remarkable journey he and his colleagues have been on, a journey of struggle, commitment, determination, and some extraordinary successes, both personal and professional. The lives described in his latest book, including his own, are an inspiration to us all. Currently he is completing a book on raising black children properly.

### ***The History of the Association of Black Psychologists: Profiles of Outstanding Black Psychologists* by Robert L. Williams, PhD can be obtained from Dr. Williams with his autograph.**

The book contains autobiographies of 43 outstanding black psychologists such as Dr. Charles Thomas (first president of ABPsi), Dr. Robert Williams (second president of ABPsi), and other luminaries such as Drs. Na'im Akbar, Harriette McAdoo, Wade Nobles, Joseph White, Ruth King, Reginald Jones, Robert Guthrie, and many others. The book contains 630 pages of valuable information.

The book also gives a history of the association, relates a story of the beginning of the Black Student Psychological Association (BSPA), ABPsi Publications, the founders of the association and its presidential history.

Ordering Information: Make checks or money orders payable to:

Robert L. Williams, and Associates Inc.  
8052 Amherst St.  
St. Louis, MO 63130  
314-862-4120 (Home) 314-322-7747 (cell)  
Email: dr1ebonics4@aol.com

Pricing and shipping information:

1. *History of the Association of Black Psychology: Profiles of Outstanding Black Psychologists* (2008). \$40.00 S&H (priority mail-2 days \$6.50 including insurance) Total = \$46.50

Or

*History of the Association of Black Psychology: Profiles of Outstanding Black Psychologists* (2008). \$40.00 S&H (Express mail-overnight, \$16.50 automatically insured): Total = \$56.50

3. The second book deals with how racism is taught by parents, relatives, media, peers, schools, and religious organizations to young children. *Racism Learned at an Early Age Through Racial Scripting* (2007) by Robert L. Williams. \$20.00, S&H (priority mail-2days. Total = \$6.50: overnight \$16.50), Total = \$36.50. (330 pp.)

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## Can You Identify the “Real” Bono? *from page 12*

tion, even though he was not a “real” graduate student at the time, he served as a teaching assistant for our social psychology and our memory studies courses that year. So, although Tim had taken this year “off,” he was deeply involved in psychological research in two active labs, and he participated fully in the intellectual atmosphere of our department.

After this year off, Tim applied to several graduate schools around the country and was accepted virtually everywhere he applied. However, he decided to stay with Washington University for his graduate education. We rarely accept our own undergraduates into our graduate program, but for Tim we made an exception. We did this for several reasons. First, Tim accomplished a great deal as an undergraduate in terms of grades and research experience. Second, most of us (the faculty) knew him, liked him very much, and simply wanted to continue our relationship with this outstanding young man. And third, given that as an undergraduate he demonstrated a great deal of civic pride in Washington University, it was a natural decision to allow him to continue at the institution he was already deeply committed to. It was a wise choice on our part, as Tim is off to a very good start to his graduate career.

Tim’s research in his first year and a half in graduate school followed up on some findings from his honors thesis concerning social stereotypes. He was using cognitive priming paradigms to investigate the effects of exposure to images of people from different races in terms of influencing judgments of dangerous objects, such

as handguns compared to hand tools, an effect found a few years earlier by another graduate student in our program. Tim’s work generalized this finding beyond stereotype beliefs about what objects are associated with people of different races and found that emotional reactions towards people from different races influenced the results. In other words, how one feels about people from a different race (e.g., threatened) produced a bias to mistakenly see benign objects (e.g., hand tools, safe animals) as dangerous objects (e.g., handguns, threatening animals) in a speeded judgment task. This work establishes that racial biases include an emotional component, in addition to a cognitive belief component, about people from different races. Reports of this work are in press in a book on social stereotypes and under review at a journal. In addition, Tim published his undergraduate Honors thesis, entitled “Distinguishing Threat from Stereotype: Do Black faces facilitate categorical judgments in White subjects?” in the *Washington University Undergraduate Research Digest*, 1, 16-22.

Starting in his second year in graduate school Tim turned his interests away from this darker side of human nature (racial stereotypes and prejudice) and began to develop an interest in positive psychology and questions about personal growth and well-being. This interest is based in his long-standing involvement with the Washington U. Residential Life program and its emphasis on positive student development. This year Tim started a large study of freshmen at Washington University. He just finished collecting data on a group of

incoming freshmen by intensively following them through their critical first semester in college. The goal is to develop an understanding of the critical variables that predict success in college and beyond. Who are the students who thrive in college? And in what ways are they different from those who are overwhelmed? Who succeeds in academics? Who succeeds in the social realm? What variables predict a satisfying transition to college? What can universities do to facilitate that adjustment? These are the kinds of questions Tim is currently pursuing. As part of this study, approximately 100 freshmen keep a weekly web-based diary in which they report all aspects of their life throughout their first semester, including academic demands each week, relationships, their physical health, their daily habits and how they spent their time, their recreation, their emotions, their self-esteem, their roommate relationship, and so on. For each student Tim can build a profile of how his or her first semester went in terms of the trajectory across the 16 weeks of the semester. Each student has also given Tim permission to access his or her academic record throughout their years at Washington U., so Tim ultimately will be able to see if adjustment in the first semester of college predicts longer-term outcomes in later years, such as overall GPA or other measures of success.

Tim’s vision of an ideal career is in an academic setting, where he can pursue the traditional roles of teaching, research, and service, with an emphasis on the latter. Even in his role as a graduate student, he has expanded his involvement in mentoring and advising undergraduates and

working on student development projects with the Residential Life Office. Jill Stratton, associate dean of students and director of Residential Academic Programs, has worked with Tim ever since he was an undergraduate Resident Advisor: “I am consistently impressed with Tim’s willingness to go above and beyond to help others. In his role as a Graduate Fellow in the Office of Residential Life, he coordinates programs that foster student success. Tim cares deeply about undergraduate students, investing his time and numerous talents to teach, mentor, and advise them. Because he is so passionate about student development, he actually lives in a student dormitory so he can interact with and support them on a daily basis. Utilizing his outstanding interpersonal skills, Tim is able to connect with and positively impact all those around him. It is a joy to see him in action. Washington University is a better place because of Tim’s commitment to students’ learning and development.”

The name “Bono” is Italian for “good,” and Tim truly personifies this meaning of his name; a good student, a good person, and a good bet for a bright and successful future.