By Shera Dalin

“One of the most prestigious awards any academic can get”

Boyer selected for Guggenheim fellowship

T.R. Kidder, PhD, professor and chair of anthropology and psychology, says that it must be the rejection letter. “When I received the letter, it was written in legalese, and I thought that it must be the rejection letter. I was very happy but still surprised.”

Boyer’s selection is a testament to his cross-disciplinary work in anthropology and psychology, says T.R. Kidder, PhD, professor and chair of the anthropology department. Boyer focuses on cognitive processes, cultural transmission, cognitive development, evolutionary psychology, cross-cultural psychology and religion.

“The Guggenheim is one of the most prestigious awards any academic can get. It is really recognizing Pascal’s intellectual scholarship at the boundaries of anthropology and psychology,” Kidder says.

“Pascal is simply a brilliant scholar, and his previous publication record is a testament to that,” Kidder says. “His work exploiting the cultural and psychological ramifications of religion and religiosity is really quite intriguing. He is one of the few scholars approaching it from that perspective.”

Boyer from among 3,000 nominees to be one of its fellows for 2011. Boyer, PhD, the Henry Luce Professor of Culture and Individual Memory and professor of sociocultural anthropology and of psychology, in arts & sciences, was one of only 180 scholars selected for the highly esteemed honor.

“I didn’t believe it at all,” Boyer says. “When I received the letter, it was written in legalese, and I thought that it must be the rejection letter. I was very happy but still surprised.”

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‘One of the most prestigious awards any academic can get’

By Shera Dalin

Cheri Levinson, from Mozart to Japan

Cheri Levinson, a fourth-year graduate student in the clinical psychology program, feels she owes her current situation at least partly to Mozart. Mozart’s ‘Fantasie in D’ to be precise.

A seemingly off-hand decision led to her acceptance as a student in the Kentucky Governor’s School for the Arts, which led to her receiving a full scholarship at the University of Kentucky, which is where she became interested in psychology and met her fiancé.

Cheri had been studying piano since the age of 8, and decided during her sophomore year of high school to audition for the Kentucky Governor’s School for the Arts. She knew that the competition for acceptance was intense, and so she did not expect to succeed. But, despite a history of stage fright, at the audition she played her favorite piano piece by Mozart better than she ever had before and won a coveted place at the KGSA.

“Perhaps now after studying anxiety I know it because I didn’t give myself high expectations,” Cheri says.

This Psychonucle profile of Cheri Levinson was prompted because of her remarkable productivity, including receipt of a National Research Service Award from the National Institute of Mental Health in September 2011. The grant, entitled “Shared Vulnerabilities of Social Anxiety and Eating Disorders” will allow Cheri to extend her doctoral studies by an extra sixth year, through 2014.

Dr. Tom Rodebaugh, her research mentor, says, “Cheri’s research productivity has just been amazing. Here’s an example: Most graduate students try to get a jump on research, but Cheri sent me a draft of a paper section in June, just three months after she was admitted.”

Dr. Rodebaugh explains that the primary reason for inviting Cheri to join his lab in 2008 was the combination of her promise as a researcher and clinician. However, her background at the University of Kentucky Governor’s School for the Arts caught his eye.

Tom Rodebaugh attended the equivalent school in Pennsylvania during his high school years, as a fiction writer. Like Cheri, Tom Rodebaugh was a double-major (English and Psychology), and seriously considered the other field as a career.

As an undergraduate at the University of Kentucky, Cheri was majoring in history and languages with a piano performance minor until her senior year. She pursued a second major in psychology, just for fun.

“I decided to switch to psychology when I was studying abroad in Japan the first semester of my senior year of college,” she says. “I originally planned to become either a Japanese history professor or go to law school, and while I was in Japan I was trying to decide between these two options. I had just taken a class on personality psychology before leaving for Japan, and I realized that I wasn’t so much fascinated by the history of Japan as I was in the psychology behind cultural differences. While still in Japan, I contacted Dr. Greg Smith at University of Kentucky and asked if I could be a research assistant in his lab. I also applied to work at the psychology clinic as an undergrad intern. Both of these experiences during the final semester of senior year were the deciding factors to go to graduate school in clinical psychology.”

In addition to the NRSA grant award, Cheri Levinson has eight research articles either published or in press and another 10 either under review or in preparation (at the time of this writing). Her research focuses on shared risk factors between social anxiety and eating disorders. She is interested in the negative health outcomes that often result from these disorders, such as avoidance of physical exercise. Her interest in eating disorders began during her undergraduate work in Dr. Greg Smith’s lab at U.K.

Cheri adds that she has known several individuals who have suffered from those disorders. Her personal observations and work with clients, as well as her research and discussions with colleagues showed her that quite often eating disorders co-occurred with anxiety disorders, a phenomenon which she found interesting, and, in her words, “scary.” Although she had the opportunity to study eating disorders at other programs, she felt...
New Faculty and Staff

Josh Jackson joins the department as an assistant professor. He received a BS in psychology and philosophy from the University of Wisconsin-Madison and his PhD at the University of Illinois, Urbana-Champaign.

Josh is interested in understanding why personality change or changes across the life span, as well as how these changes (or lack thereof) impact important life outcomes, such as one's health or educational attainment.

His work extends to methodological issues that address the difficulties in measuring personality across time and contexts. He is currently studying questions such as: how does education affect self-regulation; does the personality of your spouse change your personality and impact your health; and can genetic risk for specific diseases be overcome by the right suite of personality characteristics? When not working, Josh spends his time in the kitchen either cooking or pretending he is the Sickle Cell Disease Community Projects Director. In his spare time, he enjoys writing short stories and loves poetry. He is a member of the Society of Research Associates, Alpha Sigma Lambda Honor Society and the Professional Organization of Women.

Michelle Ellis joined the Department of Psychology in July 2011 taking on the role as grants administrator. During Michelle’s nine-year career at Washington University, she has had the opportunity to work in the Human Research Protection Office, Office of Sponsored Research Services and the McDonnell Center for Systems Neuroscience. Michelle has received her Associate of Arts degree from Washington University, and plans to tackle the accelerated BS/MA program in the coming year. Michelle is a six-time marathon runner and triathlete. In addition, Michelle has volunteered a great deal of her time to community projects such as the Sickle Cell Disease Advocacy, St. Louis Effort for AIDS and the Court Appointed Special Advocates (CASA) of St. Louis. In her spare time, Michelle enjoys writing short stories and loves poetry. She is a member of the Society of Research Associates, Alpha Sigma Lambda Honor Society and the Professional Organization of Women.

Chairperson’s Corner

It has been another busy and productive year for the Psychology Department. On the undergraduate front, we continue to have large enrollments in our courses. Two new undergraduate courses we offered this year were Psychology of Close Relationships taught by Professor Simine Vazire and Positive Psychology: The Science of Happiness taught by Dr. Tim Bono. You may remember, 10 years ago when we did on Tim Bono a few years ago when he was a graduate student in our department. He graduated last year, and was hired by Washington U. as an assistant dean and part-time instructor in Psychology. Another assistant dean recently hired by Washington U. is a graduate of our department. Dianna Hill graduated with an AB from our department in 2003 and went on to Princeton University where she obtained her PhD in Social Psychology in 2010. She started as an assistant dean at Washington U. in 2013 and will teach a new psychology course next year in our department on Social Stereotypes.

Our undergraduate Supplemental Concentration program is turning out to be very popular. This program allows psychology majors to augment their bachelor's degrees with a supplemental concentration in a particular sub-discipline within psychology. We now have six established concentration areas (Cognitive Neuroscience; Cognition in Children; Reading, Language, and Language Acquisition; Learning and Development; Experimental Psychopathology; and Personality and Individual Differences). To complete a concentration, students take an additional 9-10 credits over and above the minimum required for the major, including an independent research project. It is a fairly large undertaking. The supplemental concentration experience is especially useful for students planning to go to graduate school in psychology, but it is popular with those students just wanting more in-depth study within a particular area. Some of our majors take a supplemental concentration instead of the more intensive Honors Program in psychology.

At any rate, after introducing the program a year ago, we now have several dozen undergraduates working on supplemental concentrations to their bachelor's degrees.

On the graduate front, we continue to do well. The number of applicants to our PhD program continues to rise, setting a new record again this year (385 applicants for approximately 12 positions). It is interesting to note that over the past several years some of our students have taken a different route; instead of going on in psychology, they took a career in medicine, and are now in medical school.

One consequence of the growth in our faculty over the past decade is that this year we had a record number of faculty come up for promotion. Faculty careers typically progress through three stages: Assistant, Associate to Full Professor. Each step is an opportunity for the university to acknowledge the achievements and contributions made by particular faculty members. This year we had six faculty members in our department come up for promotion, the most in anyone's memory for one department in one year. For me, these promotions imply that our department is a supporting place where faculty members have what they need to excel in their research and teaching careers and that Washington U. is the kind of university that rewards excellence with career advancement.

So our existing faculty continue to excel, and you can read about some of their recent achievements in the publications listing elsewhere in this issue. There are, however, two noteworthy achievements that deserve special mention this year. One is that Professor Dave Balota successfully extended the funding for our long-running NIH training grant in the Psychology of Aging. You may remember that, a few years ago, we celebrated the 50th year of continuous NIH funding of this training program, which supports graduate students and post-docs in training for research on aging. The National Institute on Aging reviews this training program every five years, and at each review it competes with all the other training grant applications submitted for funding. It is a testament to the quality of our faculty, and the successes and achievements of previous students and post-docs supported in this program, that the application submitted this year by Dave Balota achieved an outstanding priority score and was funded for another five-year period of support. Congratulations to Dave and to all the psychology researchers already on our faculty who contributed to the training effort in aging.

The second noteworthy achievement is the creation of the Center for Integrative Research on Cognition, Learning, and Education (CIRCLE) at Washington University by psychology faculty member Mark McDaniel. If you know the history of our department, you know that we have long been associated with research on learning. Indeed, prior to 1924, psychologists and psychology courses at Washington University were only in the Department of Education. In 1924 Professor Edgar James Swift petitioned the chancellor to split education into two departments. One would be a traditional Department of Education that focused on connecting with local school systems and the training of teachers. The second would be the Department of Psychology, which would, at least in the beginning, focus on basic research on learning and memory.

Our department has always been strong in the area of learning and memory, and that tradition continues with this new center. CIRCLE will provide a bridge between our faculty doing basic research on learning and memory and opportunities to test that research in applied settings, such as schools and university classrooms. Several innovative teaching and learning formats are being developed and tested in the first wave of research projects supported by this new center. We all look forward to seeing how CIRCLE, and the research it supports, impacts how we teach and how students learn.

And so I am pleased to tell you that we have had another good year here in the Psychology Department at Washington University. We continue to develop our undergraduate degree program with new courses and opportunities, the size and quality of our graduate program steadily increases and our faculty continues to grow and, as individuals, they each are excelling in their own particular areas. Like it says on the tee shirt I am wearing, as I write this column over spring break: “Life is Good.”

Randy J. Larsen Chair, Psychology Department
Awards and Highlights

Annual Department award winners

Each year, the Department of Psychology recognizes two senior psychology majors by awarding the John A. Stern/Katherine F. Hoopes Undergraduate Psychology Research Award and Hyman Meltzer Memorial Psychology Undergraduate Award.

The Stern/Hoopes award recognizes a psychology major with an outstanding record of achievement in research. The Meltzer Award recognizes a psychology major who has made significant contributions in the service of others.

This year’s Stern/Hoopes recipient is Katrina Jongman-Sevrens. Katrina has pursued a number of important research projects and has presented her work at national and society meetings. She also will be presenting her honors research findings at the ur-PSYmposium.

The Meltzer Award is being given to two seniors this year, Joelle Kranz and Paul Johannet. Joelle has been a member of the NightOwl program since her freshmen year and is president this year. NightOwl is a student-run service that provides free child-sitting for families with a child with autism. She also has served all four years on and was chair of the Autism Awareness Committee.

Paul founded Books and Basketball, a student-led community service organization dedicated to the mission of providing St. Louis Public School children with an enriched after-school academic and athletic environment. Founded in fall 2008, Books and Basketball enrolled 85 volunteers this semester who tutor at four different public schools for four days per week.

The Outstanding Teaching Assistant Award recipient for the 2010-2011 academic year was Erica Carlson. This award was created to recognize an individual TA who has gone beyond the requirements of their TAship and exhibited dedication to teaching. All students in her class nominated her for this award.

Erica has gone above and beyond the call of duty as the TA for Quantitative Methods I and II. She led a homework help session every Wednesday, answered questions regarding the theoretical issues of statistics during office hours and supplied us with helpful study materials and practice exam questions for the exams. Furthermore, Erica was able to answer any questions that we had in a succinct and clear manner. Erica’s enthusiasm for the subject material and her devotion to helping us excel in Quantitative Methods I and II substantially contributed to our overall performance in both courses. We can think of no other better deserving of this award than Erica Carlson given her devotion to both teaching and the subject of statistics.

The Outstanding Teaching Award recipient for the 2010-2011 academic year was Bryan Loney. Bryan is the first adjunct instructor to receive this award.

He has an enthusiasm and passion for both his class material and the students that is very difficult to find… he kept the students engaged and involved during the classes, since he believed learning the material was actually fun. Bryan made himself very approachable to the students, such that after each class there would usually be anywhere from 3-10 students lining up to chat with him about assignments, interesting aspects of the lecture, or potential future careers in psychology. Bryan offered himself up as a teacher, a mentor and a professional development counselor, which I thought was very kind of him (and I know the students greatly appreciated his willingness to do so). I think Bryan encompasses everything that undergraduates look for in a professor — enthusiasm, fairness, energy, humor, kindness, dedication, and a desire to challenge and encourage critical thinking.

Faculty

Dave Balota was the 2011 recipient of the David Hadas Teaching Award in Arts & Sciences. This award was established in 2008 to honor and publicly recognize an outstanding and dedicated faculty member in Arts & Sciences who demonstrates commitment and excellence in teaching first-year undergraduate students.

Pascal Boyer received a fellowship from The Guggenheim Foundation from among 3,000 nominees. See related story on pg 1.

Tom Oltmanns was selected as the American Psychological Association’s 2011 recipient of the Toy Caldwell-Colbert Award for Distinguished Educator in Clinical Psychology. This award honors a psychologist who displays excellence in mentoring his or her clinical psychology students, interns, fellows and junior faculty. It recognizes those individuals who have been outstanding in supporting, encouraging and promoting education, training and professional development. This award honors a psychologist who displays excellence in mentoring his or her clinical psychology students, interns, fellows and junior faculty. It recognizes those individuals who have been outstanding in supporting, encouraging and promoting education, training and professional development.

John Stern Memorial Fund for Undergraduate Research

John was a strong believer in exposing undergraduates to psychological research and getting them involved in laboratory work.

If you would like to honor John Stern’s memory with a donation to this special fund, please use the following link. Indicate “for the John Stern Memorial fund” in the “I have additional gift information” section. This fund will be used exclusively to support undergraduate research.

Making a gift online to the Psychology Department is very easy by going to the following link: https://gifts.wustl.edu/giftform.aspx

Please note where it says “Where would you like to direct your gift?” Please indicate “Other.” Then type “Psychology Department” in the next box and this will ensure that the department receives your gift.

Alumni Updates

Please email Jim Clancy at clancyw@wustl.edu to include information about yourself in next year’s issue.

Neil Massoth, PhD ’66, retired from the Psychology Department at Fairleigh Dickinson University, Teaneck, N.J., after 45 years. Neil currently has a private practice in Paramus, N.J., and serves on a couple of APA Boards and committees. He is also a grandfather of three.

Nancy Manning, PhD ’66, retired from her 30-year practice in psychotherapy. Nancy’s post-retirement activity is as a docent at the Princeton University Museum, a nice change of pace.

Walter Nord, PhD ’67, and Ann Nord (Fagan), PhD ’68, recently published a book entitled Rethinking the Knowledge Controversy in Organization Studies: a Generative Uncertainty Perspective. The book is part of the organization and management series published by Routledge. The book is in essence an explorations of the nature of knowledge in organization studies and related social science disciplines. It emphasizes the merits of accepting uncertainty about our ability to know things.

David Crenshaw, PhD ’69, is clinical director of the Children’s Home of Poughkeepsie. David is also founder and director of Rhinebeck Child and Family Crisis, LLC, in Rhinebeck, N.Y., as well as a faculty associate at John’s Hopkins University.

Marc Bekoff, PhD ’72, taught at the University of Colorado in Ecology and Evolutionary Biology for 32 years ending in 2006. His homepage is marc Bekoff.com, and with Jane Goodall, http://www.ethologicalethics.org/.

Toy Caldwell, PhD ’74, is active in community organizing with a child with autism. She also has served all four years on and was chair of the Autism Awareness Committee.

Marc Bekoff

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continued on page 5

Steven Perlow, AB ’79, PhD, graduated from Washington U. with an AB in Psychology and Sociology. Steven went on to obtain his PhD in clinical psychology from DePaul University.
University in Chicago in 1985 and moved to Marietta, Ga., in 1992. He soon became involved in the Georgia Psychological Association and has taken on various roles including chair of the Division of Child, Family and School Psychology; chair of the Annual Meeting, and chair of the Ethics Committee. He was recently elected to serve as president of the Georgia Psychological Association for the 2012-13 year. Steven is married to Ellen, also a Washington U. gradu- ate, who is pursuing her doctorate in physical therapy. Together, they have two sons, one of whom is in the pro- cess of obtaining his PhD in school psychology. The other is interested in dentistry.

Harry J. Berman, PhD '74, retired on July 1 after serving as a faculty member and administrator at the University of Illinois—Springfield for 34 years. His administrative roles included appointments as associate vice chancellor for Graduate Education and Research (2001-04), provost and vice chancellor for Academic Affairs (2005-10) and interim Chancellor (2010-11). He has active connections with the Springfield community, serving as chair of the Continuum of Learning, a partnership of the United Way, the Greater Springfield Chamber of Commerce and the Community Foundation of Land of Lincoln, aimed at increasing educational attainment through the face-to-face delivery of interventions from pre-K through college.

G. Patrick Farrell, PhD '74, retired in 2008 (his daughter, Emily, grades 1974-75 postdoc, University of Maryland Baltimore in Maryland; 1975-78 Kennedy Institute at Johns Hopkins Medical Center in Baltimore; 1978-88 Golden Gate Regional Center, San Francisco, Calif. (a semi-state agency providing services for develop- mentally delayed adults and children).

Joann Grayson, PhD '75, retired from full-time work at James Madison University in 2014. She is now doing part-time work for JMU and private practice work for the local hospital, social services and the courts. Ruth Litovsky, PhD '79, a clinical neuropsychologist and a professor of psychology at the Mayo Clinic in Rochester, where he brought Clinical Neuropsychology to Mayo as a sub- specialty practice 35 years ago. He has begun to consider retirement but has yet to make firm plans.

Tom Ludwig, PhD '77, is in his 15th year of teaching and research at Hope College in Holland, Michigan. In 2007, he was appointed the Dink Werkman Professor of Psychology.

Erie Wish, PhD '77, is director of the Center for Substance Abuse Research (CSAR) at the University of Maryland and an associate professor in the Department of Criminology and Criminal Justice. He also teaches courses in criminal justice to many majors in the stock market and runs the University of Maryland Stock Market Challenge (UMSMC).

Bruce Rogers; they have a 10-year-old daughter, Sophia.

Laura Baker, PhD '95, is now a faculty member in the Department of Psychiatry & Behavioral Sciences at the University of Washington School of Medicine. Laura is a clinical researcher and studies the effects of aerobic exercise and hormone modu- lation on cognition and Alzheimer’s disease biomarkers in the brain.

Amy Waterman, PhD '94, is an associate professor of medicine in the Division of General Medical Sciences at Washington University School of Medicine, the vice-chair of the UNOS Living Donor Committee, and the Barnes-Jewish Transplant Center qual- ity manager. Dr. Waterman has multiple federal grants from the National Institute of Diabetes, Digestive and Kidney Diseases and from Health and Human Services Division of Transplantation to conduct research about effective health care delivery of patient education, reduction of dis- patches in living kidney donation, and training health-care providers to edu- cate patients about transplant. She also is the founder of a nonprofit cor- poration, Explore & Thrive (www.exploretreatorgan.org), committed to ensuring that every kidney patient makes an informed transplant choice. Her transplant video and print educa- tional resources will be in half of the dialysis centers in the United States by 2013.

David Gallo, PhD '92, is still at the University of Chicago. His review paper, “False memories and fantastic beliefs: 15 years of the DRM illusion,” was awarded “Best 2010 Article in Memory & Cognition.” David’s book Associative Illusions of Memory was translated into Japanese by Kitaohji Shobo in 2010, and he continues to publish in aging and Alzheimer’s dis- ease, as well as fMRI research.

Casie Redding, PhD '93, is teaching at Mills College, research at UCSF and private practice. Shawn Christ, PhD '94, is curr- ently an assistant professor of psy- chological sciences and associate director of the brain imaging center at the University of Missouri-Columbia. Jeremy Reynolds, PhD '95, is assistant professor of psychology at the University of Denver. His research remains in the areas of cognitive neu- roscience of cognitive control but has expanded to include collaborations studying control and decision making processes in clinical populations, such as individuals with eating disorders and substance use disorders.

Nicole Speer, PhD '95, is working as a research associate at the University of Colorado-Denver Anschutz Medical Campus. She is focused on the area of mental health intervention and services research and recently completed a NIMH- funded study of a 32-campus inter- vention targeting smoking among college students with mental-health problems.

Steve Balsis, PhD '95, assistant professor in the Clinical Psychology at Texas A&M, is the sole recipi- ent from the College of Liberal Arts for a Montague Scholar Award. The Montague awards are for assistant professors who have made outstanding contribu- tions to teaching at Texas A&M. This is the third time that a psychology faculty has received this award.

Timothy Bono, PhD '11, the assistant dean in the College of Arts & Sciences and lecturer in psychol- ogy, has received a 2011 National Orientation Directors Association Outstanding Research Award for his research on academic performance and college satisfaction.

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, One Brookings Drive, Psychology Department, Campus Box 1125, St. Louis, MO 63130.
2010–2011 publications from the Department of Psychology

Following is a publications list of Department of Psychology members. If you are interested in receiving a copy of any article, please 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

Publications in Refereed Journals


### Books and Book Chapters


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Tim Bono: 2011 Outstanding Graduate in the School of Arts & Sciences
Pursuing the science of happiness

By Steve Givens

T en years to the day after Tim Bono first stepped foot on campus as an admitted high school senior, he was seated at the dining room table in the Alumni House defending his doctoral dissertation.

Bono, who received a doctorate in psychology last spring, first sat at that table in 2001 as a finalist for an undergraduate scholarship.

This year, after comparing the schedules of the six faculty members on his defense committee, March 31 was selected as the day. When he realized it would be exactly 10 years, he asked a staff member in Alumni & Development if he could use the dining room.

"I'm a sentimental person and there's no apology for that," says Bono, a native St. Louisan who completed his undergraduate degree in 2001. "Growing up, I never imagined I'd have an opportunity to attend a private university — let alone one of this caliber — so receiving a scholarship to come here was quite a thrill. I still feel so fortunate to be here."

Bono was the model of an engaged student at both the undergraduate and graduate level, serving in a myriad of roles, including most notably as the graduate student representative to the Board of Trustees and to the search committee for the dean of the faculty of Arts & Sciences. But that doesn't mean things didn't start off a little rocky.

"The high school I attended wasn't especially rigorous, so at first the level of academic challenge here was a bit overwhelming. But I made it somehow," says Bono, who also went on to make the dean's list all eight semesters and graduate summa cum laude. "And I think it was because of the support I received and the opportunities I had to become engaged in the university community."

And so a seed was sown for his graduate work. Bono's dissertation investigates predictors of academic performance and university satisfaction among undergraduates at WUSTL and looks at aspects of undergraduate life such as academic and co-curricular engagement, happiness, social support and regret.

"What we're finding is that when students come in, there are some things about their personalities that push them in one direction or another in terms of academic performance and their satisfaction with the university," says Bono, whose dissertation was guided by Randy Larsen, PhD, chair of the Department of Psychology in Arts & Sciences.

"But it's also a matter of, once they're here, how much they get involved and what kind of a support system they develop."

The past three years, Bono has taught a freshman psychology course with Larsen and, as part of the class, students completed weekly surveys gauging their transition to college life. Bono then tracked the students for several years to see what predicts academic and social success in college.

"Tim has a passionate interest in college students and in understanding the changes they go through during the college years," says Larsen, the William R. Stuckenberg Professor of Human Values and Moral Development.

"He is an outstanding teacher, even earning higher student evaluations than me, and I've been at this for 25 years! His research has important implications for the kinds of programming services colleges and universities can provide to their students in order to facilitate success."

Bono is now an assistant dean for student services program assessment at Washington University, where he's been putting his research to work and building an assessment program for Campus Life and the First Year Center.

He also teaches and does research in the psychology department. The research that Bono and Larsen perform is based on the relatively new field of positive psychology.

"It's the science of happiness, essentially," says Bono, who frequently gives talks on and off campus on the subject. "It's taking a scientific approach to the question, 'How do we build a life of meaning and purpose?'"

Winton H. Manning, PhD '59, and Nancy Manning, PhD '66

Winton had a distinguished career in testing and higher education, contributing to the landmark Supreme Court Bakke decision upholding affirmative action in college admissions. He began his career as a professor of psychology at Texas Christian University, and later moved into the field of measurement and testing, first as director of research and development at the College Entrance Examination Board in New York, and later at Educational Testing Service in Princeton. He was a Fellow of the American Psychological Association and a member of the Eastern Psychological Association and Psychometric Society. He was also a member of Phi Beta Kappa, Sigma Xi, New York Academy of Science, and a recipient of an Alumni Achievement Citation from William Jewell College. He passed away in 2004. Nancy has enjoyed a long career as a psychotherapist.

Laura Schweitzer, PhD '79, and Michael Gruenthal, MD, PhD '81

Laura Schweitzer was on learning and memory in infant rats with Len Green. She became interested in how brain development served as a substrate for behavior, she focused on sensory systems where that doesn't mean things didn't start off a little rocky.

"Growing up, I never imagined I'd have an opportunity to attend a private university — let alone one of this caliber — so receiving a scholarship to come here was quite a thrill. I still feel so fortunate to be here."

"The high school I attended wasn't especially rigorous, so at first the level of academic challenge here was a bit overwhelming. But I made it somehow," says Bono, who also went on to make the dean's list all eight semesters and graduate summa cum laude. "And I think it was because of the support I received and the opportunities I had to become engaged in the university community."

And so a seed was sown for his graduate work. Bono's dissertation investigates predictors of academic performance and university satisfaction among undergraduates at WUSTL and looks at aspects of undergraduate life such as academic and co-curricular engagement, happiness, social support and regret.

"What we're finding is that when students come in, there are some things about their personalities that push them in one direction or another in terms of academic performance and their satisfaction with the university," says Bono, whose dissertation was guided by Randy Larsen, PhD, chair of the Department of Psychology in Arts & Sciences.

"But it's also a matter of, once they're here, how much they get involved and what kind of a support system they develop."

The past three years, Bono has taught a freshman psychology course with Larsen and, as part of the class, students completed weekly surveys gauging their transition to college life. Bono then tracked the students for several years to see what predicts academic and social success in college.

"Tim has a passionate interest in college students and in understanding the changes they go through during the college years," says Larsen, the William R. Stuckenberg Professor of Human Values and Moral Development.

"He is an outstanding teacher, even earning higher student evaluations than me, and I've been at this for 25 years! His research has important implications for the kinds of programming services colleges and universities can provide to their students in order to facilitate success."

Bono is now an assistant dean for student services program assessment at Washington University, where he's been putting his research to work and building an assessment program for Campus Life and the First Year Center.

He also teaches and does research in the psychology department. The research that Bono and Larsen perform is based on the relatively new field of positive psychology.

"It's the science of happiness, essentially," says Bono, who frequently gives talks on and off campus on the subject. "It's taking a scientific approach to the question, 'How do we build a life of meaning and purpose?'"

Married Graduates, Post docs and others from the hallowed halls of Eads and the current Psychology Building

Please forgive us if anyone was missed, our institutional memory is aging.

* Also see Alumni update

Walter Nord, PhD '67, and Ann Fagan, PhD '68

Walt Nord studies organization theory and behavior and is currently researching the topic in a political/economic context. The author of numerous books, text- books and scholarly articles, he will contribute to the field of organization studies.

Laura Schweitzer, PhD '79, and Michael Gruenthal, MD, PhD '81

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Andrew Futterman (Postdoctoral Research Fellow ’95-'96)

Andrew and Amy are at the College of the Holy Cross in Worcester, Massachusetts. Andrew is a professor of psychology and chair of the Health Professions Advisory Committee. His research interests are the diagnosis and treatment of psychopathology focusing on the grief, depression and psychological responses to uncontrollable stress in later life.

Amy, associate professor in psychology, is also associate dean for Faculty Development. She has devoted her research and consulting to adolescents’ (middle and high school age) sleep and daytime functioning such as academic performance. Some of her recent work has focused on women’s sleep during pregnancy and the postpartum months. Over the last two years, Amy has worked on developing and evaluating a sleep hygiene program for middle school-age adolescents, the Sleep-Smart Pacesetter Program. Her first book was published in 2001, The Woman’s Book of Sleep: A Complete Resource Guide.

Jay Pratt & Alison Chasteen

Jay Pratt, PhD ’96 and Alison Chasteen, PhD ’97

Jay and Alison are at the University of Toronto. He was tenured in 2005 and is now in his fourth year as chair of the department. He has been an associate editor for three journals and continues to have an active laboratory that studies visual cognition, vision and motor control.

Alison went on to do post-doc research at the Institute for Social Research at the University of Michigan. After two years she joined Jay at the University of Toronto and was tenured and promoted to associate professor in 2005. Her ever growing laboratory, which receives funding from all three of Canada’s federal granting agencies, investigates stereotyping and prejudice from both the perceiver’s and the target’s perspective.

Alison and Jay’s absolute proudest achievement is their daughter, Avery, who is now in grade 3 and enjoys reading, swimming, soccer, and like all good Canadians, skating. Happily, Toronto is a short drive to Alison’s home town of Chelsea, Michigan, where much of her family lives. The photo is from a trip two summers ago to Jasper National Park in western Canada, a place where Jay spent many of his childhood summers having been born and raised in Edmonton, Alberta.

Mike Cortese & Maya Khanna

Mike Cortese (Postdoctoral Research Fellow ’97–00) and Maya Khanna (AB ’90, Psychology and PNP)

“Mike (PhD, University of Kansas 1997) and I met in the Cognitive Psychology Lab of David Baldwin and Jan Duchek. We worked together on several of Mike’s word nerd projects and, during my senior year, Mike helped me with my senior honors thesis project. We got along very well as soon as we met in 1998, but realized how much we had in common in the fall of 1999. We worked together in the lab just about every day and also ended up seeing each other most weekends, as neighbors on Forynthia Boulevard. We started dating in December 1999. At the end of the summer of 2000, we left St. Louis due to our career moves. Mike started his first academic position as an assistant professor of psychology at Morehead State University in Kentucky. I moved to Houston and then to San Jose through my training and service with Teach For America as a high school science teacher. After two years of this long-distance relationship, we shortened the distance a bit. I began graduate work at the University of Michigan in the Cognition and Perception program, while Mike stayed in Morehead for one more year until accepting a position as an assistant professor at the College of Charleston. After two years in Ann Arbor, I took advantage of a detached study program at the University of Michigan and continued my dissertation work in Charleston. While in Charleston, I taught as an adjunct instructor at the College of Charleston and then as a visiting assistant professor of psychology at The Citadel. As I closed in on completing my dissertation, we applied to the handful of cities with two academic psychologist positions, and, miraculously, landed two jobs in Omaha, Nebraska, Mike’s hometown.

“Currently Mike is an associate professor at the University of Nebraska at Omaha (his undergradate alma mater) and I am an associate professor at Creighton University. We collaborate on word nerd research and branch out on our own, as well. Mike does the nerdiest of word nerd research. His research interests include word processing, memory, attention and language throughout the life span and in those with distinctive neuropsychological profiles, while I work on cognitive development studies in reading instruction and the impact of lead exposure on neuropsychological development.

“Our family consists of Mike’s children, Sara and Luke. Sara is a junior at the University of San Francisco, while Luke is a freshman at Creighton. We have a fun-loving dog named Libby and will be expanding our family late this summer, as I am pregnant.”

“Dave Gallo, PhD ’02 and Laura Lodewyk, lab manager for Kathleen McDermott

“We started dating after Laura left Washington U., while she attended the Chicago School of Performing Arts. We did long distance while I was at Harvard, then got married and moved to Chicago in 2005, where I work at University of Chicago. Our first son, Jack, was born in May 2010. Now almost 2, he is very psychological and dramatic. We get to visit St. Louis fairly often because Laura’s family lives in Des Peres.”

Dave Gallo & Lauren Lodewyk

Keith Payne & Beth Marsh

Keith Payne, PhD ’02 and Beth Marsh (Postdoctoral Research Fellow ’01–03)

Keith is associate professor, Department of Psychology at the University of North Carolina at Chapel Hill. He studies social cognition — thinking and feeling about people and socially important issues. His research is especially interested in the unconscious and the automatic. Beth (PhD, Stanford University, 1999) is associate professor, Psychology and Neuroscience at Duke University. Beth’s research focuses on continued on page 10

A woman is holding a baby in a sleep study environment.
Amy Alderson (Parcher) PhD ’99 dies

Amy Alderson was a board-certified neuropsychologist at Emory University until illness forced her to take medical leave earlier this year. She passed away at her sister’s home in Texas. Amy had been battling an autoimmune condition and related gastric complications. At the age of 16, Amy’s doctors told her she would not live past her 20s. Unfazed by this prognosis, Amy went on to earn a doctorate (summa cum laude) from the Clinical Psychology Program at Washington University.

She did her internship at the University of Virginia Health Sciences Center and her fellowship at Spain Rehabilitation Center/University of Alabama at Birmingham. In her short career, Dr. Alderson was the director of Inpatient Neuropsychology for the Acquired Brain Injury Unit at Shepherd Center in Atlanta and was co-director of the Shepherd Center Neuropsychology Fellowship. After leaving Shepherd, she became director of North Georgia Neuropsychology, her private practice and medico legal consulting firm.

Dr. Alderson’s final position was as assistant professor of Rehabilitation Medicine at Emory University. One of the rare breed of neuropsychologists who are equally adept at diagnosis and treatment, Dr. Alderson had just developed a treatment program for patients diagnosed with “psychogenic” non-epileptic seizures when she became too ill to continue working. Despite a thin, diminutive stature, Dr. Alderson had a large, high-energy and unfailingly optimistic personality that was better than a double espresso in the morning for getting my workday started.

I miss stopping by her office to get my morning dose. She will be fondly remembered for her cheerfulness, her competence as a neuropsychologist, her dedication to her patients and students and her great love of horses.

Anthony Y. Stringer, PhD, ABPP/ CN, CPCRT
Professor and Director
Division of Neuropsychology and Behavioral Health
Department of Rehabilitation Medicine
Emory University School of Medicine

Pascal Boyer

During the year of his fellowship, which begins in July, Boyer will pursue two research topics: how groups caught in ethnic conflict, particularly in China and South Africa, establish trust with other ethnic groups, and how in-born human psychology affects beliefs about family relations and marriage such as gay unions. The results of his research will be published in a forthcoming book.

“It’s an ambitious project,” Boyer says, but one made possible by the fellowship. In 2001, he published his third book, *Religion Explained: The Evolutionary Origins of Religious Thought*, which was preceded by *Tradition as Truth and Communication* and *The Naturalness of Religious Ideas*. As head of WUSTL’s Memory and Development Laboratory, Boyer works with neuro-cognitive systems that are part of the evolutionary makeup of human minds and that support the acquisition of cultural knowledge, concepts and norms.

Parts of this research involve studies of adults and young children in natural and lab contexts. Boyer studied philosophy and anthropology at the University of Paris and Cambridge, where he did his graduate work with Jack Goody, PhD, on the memory constraints on transmission of oral literature. He has done anthropological fieldwork in Cameroon on the transmission of the Fang oral epics and on Fang traditional religion. An anthropological application of his work was a series of studies on supernatural concepts and their retention in memory as well as a more general description of the cognitive processes involved in transmission of religious concepts.
Washington University was the best fit for her interests. She says Washington U. has worked out perfectly because she has been able to study both eating and anxiety disorders. Cheri is enthusiastic about explaining how social anxiety, disordered eating and unhealthy lifestyles arise and interact in individuals.

She says, "In women who are very highly socially anxious about their appearance is likely to be avoided, which could include exercise. My research clearly shows that social appearance anxiety is related to body disatisfaction and other disordered eating behaviors. We have found that social appearance anxiety is related to body fat content. It is possible that body fat content is related to appearance anxiety because if people have higher body fat content, they may feel more judged on their appearance as a result. Thinking about body weight and body fat is a key thing to keep in mind is that people who have high levels of social anxiety are going to have high levels of other types of social anxiety and individuals with high levels of social anxiety are likely to be avoiding lots of different social situations, including going anywhere where people might see them exercise. Thus, their social anxiety is really getting in the way of having healthy life habits." Cheri is completing a paper that looks at a mechanism of the ability to effectively exercise in social situations.

To continue her research on risk factors shared between disordered eating and social anxiety, Cheri felt it would be optimal to move beyond self-report alone and to gain training in ecological momentary assessment (EMA) and behavioral genetics techniques. EMA is using a device to let people report on their feelings and behaviors over multiple time points during the day. Cheri will be using an Android telephone-based program piloted by Dr. Eric Lenze, professor of psychiatry at the Washington University School of Medicine and co-sponsor on Cheri’s grant.

Participants in the research will carry the program and report on them for about a week and it will keep 4-5 times a day and ask them different questions. Cheri is interested in looking at anxiety and eating behaviors during the day and plans to test whether these behaviors correlate with eating behaviors and negative evaluation fears in the laboratory. She is learning how to work with samples of twins to determine shared genetic variance in social anxiety and eating disorder comorbidity.

When asked if she has a preference for research or clinical work, Cheri replies, “I really like clinical work, but I can’t see myself doing it full time. I like experiencing the impact therapy can have on people’s lives and I love my longstanding clients, but the thing that stands out to me the most is the research ideas that come up from working with clients.” Part of Cheri’s graduate training has been to gain experience teaching. She taught Abnormal Psychology last summer and loved it. “Everyone in my family is a teacher, so I think it is natural for me to like teaching. I definitely think that I want to be able to teach and do research at the least, and would ideally have some sort of clinical component involved as well.”

Cheri was born in Detroit, but moved to Louisville when she was 5, so she considers Kentucky home, thinks Louisville is a great city and misses it very much. Her father is a professor of pathology at University Medical Medical School. Her mother has a master’s degree in microbiology and teaches at a community college. Cheri has two older sisters, one of whom now lives in Louisville and works as a law professor at University of Louisville. Her other sister is a computer engineer and lives in Los Angeles. In all, Cheri has two nephews and two nieces, whom she wishes she could see more often.

Cheri lives with her fiancée, Justin Wallen, who is an attorney. They have two cats and a Cairn terrier named Ford who chases the cats. Cheri, Justin and Ford like to go running and walking together. Though she has little spare time these days, Cheri likes to cook, practices yoga, enjoys reading and manages to participate in a book club once a month. Lately, much of Cheri’s spare time has been devoted to planning her September wedding. They recently acquired a keyboard so that Cheri can begin playing again — something that besides being a pleasure has served as a stress reliever.

Looking back on her life, Cheri marvels that those five minutes of piano playing in a high school audition have at least partially determined her life’s course. She often wonders if she had not done so well in that audition, would she be at Washington University now — studying clinical psychology, and planning a wedding?

James Reid recipient of the James Holobaugh Honor

James D. Reid, PhD, senior lecturer in psychology in Arts & Sciences, was a recipient of the James Holobaugh Honor, which recognizes individuals and organizations that promote Lesbian, Gay, Bisexual and Transgender (LGBT) equality. Reid joined the university in 1994 and has taught the university’s only semester-long course focused on history and cultures of LGBT people, gender socialization, identity formation across the life span, cultural prejudices, the liberation movement and recent legal changes affecting stigmatized minorities.

The honor was named after WUSTL alumnus Jim Holobaugh (BS engineering, 1989), who was a cadet in the campus Reserve Officer Training Corps program. In 1989, after coming out as gay to his squad commander, Holobaugh was removed from the program and ordered to repay the U.S. Army for his scholarship.

Eventually succumbing to pressure from campus groups and LGBT rights organizations across the country — in addition to an impassioned response from WUSTL administrators — the Army reversed its decision. Holobaugh went on to travel across the country, engaging diverse groups in dialogue on issues of service and citizenship.

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