

San Francisco and scholarship: Can it get any better?

Patricia A. Alexander



If you have not done it yet, it is time to mark your calendars and make your plans to join us for APA's annual convention, August 24th to 28th. This year APA returns to one of its most popular venues...San Francisco, "City by the Bay." Thanks to the hard work and creativity of Allan Wigfield and Roger Azevedo, program co-chairs, the membership of Division 15 is guaranteed an array of sessions that will engage, stimulate, and provoke. For instance, among our invited speakers is John J. McDermott, international scholar on Dewey and James. John promises to challenge our perceptions about the place of philosophy in psychological research. John's invited session will be followed by a special symposium in his honor. Members of this symposium are three young scholars whose careers have been directly and significantly influenced by McDermott's teachings and writings. If that were not enough, both James Greeno and Sandra Graham have agreed to share their insights on learning and motivation in highlighted sessions that you cannot miss. This year's Thorndike winner, John Bransford, will also be on hand to remind us why he is so deserving of this Distinguished Career Award. We can also look forward to Clark Chinn's presentation following his receipt of the Richard Snow Early Contributions Award.

This is just a taste of Division 15 outstanding offerings at APA's Annual Convention. There are other symposia, paper sessions, and poster sessions that you will want to attend. But these scholarly exchanges are just one part of the convention experience. Between sessions be sure to take advantage of the many social gatherings, including the Division social hour and designated graduate student events. Of course, leave some time to see the sights of this exciting city and visit with old and new friends. So let's make it a date! See you in San Francisco.

APA Division 15 Convention Preview

Friday, August 24

5 - 6:50 p.m. *Poster Session: Focus on Science*
Moscone, Exhibit Hall

7 - 9 p.m. *Executive Committee Meeting*
Marriott, Sierra Conference Suite H

Saturday, August 25

8- 8:50 a.m. *Graduate Student Chat with Presidents*
Moscone, South Room 274

9-10:50 a.m. *Symposium:
Exploring the Future in the Study of Motivation*
Moscone South, Room 303

12- 12:50 a.m. *Outstanding Dissertation Award*
Moscone South, Room 236

1 - 1:50 p.m. *Invited address, McDermott
Hast Any Philosophy In Thee?*
Philosophical Perspectives on Psychological Research
Moscone South, Room 250

1 - 2:50 p.m. *Poster Session: Focus on Science*
Moscone, Exhibit Hall

2 - 3:50 p.m. *Symposium:
Role of Philosophy in Psychological Research*
Moscone South, Room 250

4 - 4:50 p.m. *Business Meeting*
5 - 5:50 p.m. *Presidential Address: Patricia Alexander*
Palace Hotel, Marina Room

6 - 7:50 p.m. *Social Hour*, Palace Hotel, Presidio Room

Sunday, August 26

8 - 8:50 a.m. *Graduate Student Conversation with
Educational Psychology Researchers*
Moscone South, Room 258/260

10 - 11:50 a.m. *Poster Session:
Learning and Motivation in Children and Adolescents*
Moscone South, Exhibit Hall C

2-2:50 p.m. *Thorndike Award Address*
Moscone South, Room 303

Monday, August 27

9-10:50 a.m. *Symposium: Impact of School and Community
Practices on At-Risk Students' Discipline*
Moscone South, Room 310

11-11:50 a.m. *Invited Address: James Greeno
Students With Authority: Affording Intellectual
Identities in Classrooms*
Moscone South, Room 310

12-1:50 p.m. *Poster Session: Teachers, Teaching, and
College Students' Learning and Motivation*
Moscone South, Exhibit Hall C

2 - 2:50 p.m. *Invited Address: Sandra Graham
New Perspectives on Ethnicity, Gender, and the
Development of Achievement Values*
Moscone South, Room 232/234

Tuesday August 28

12-1:50 p.m. *Symposium: Underexplored Issues in the
Study of Adolescents' School Functioning*
Moscone South, Room 236

1 - 1:50 p.m. *Early Contribution Award Ceremony*
Moscone South, Room 238

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**Newsletter for Educational Psychologists
NEP / 15
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NEP/15 will publish minutes of official business meetings, committee reports, news items, and information on topics and issues of interest to the Division 15 membership. Items and articles for NEP/15 should be addressed to Anastasia Morrone, School of Education, Indiana University Purdue University Indianapolis, Indianapolis, IN 46202 or e-mail to amorrone@iupui.edu.

Greetings from Indiana!

In this issue, you will find a message from President Patricia A. Alexander that highlights the upcoming APA convention, August 24-28 in San Francisco. For your convenience, we have also included a preview of the Division 15 program. Many thanks to Allan Wigfield for providing NEP/15 with this information. Please note that we went to press while the Division 15 program was still being finalized. *Be sure to check the APA convention program for any changes that may have occurred.*

Robert Sternberg, who has served as president of Division 15, is currently running for President of the American Psychological Association. We are fortunate to have message from Robert Sternberg outlining his priorities for the APA Presidency in this issue of NEP/15.

We are also fortunate to have an interview with Howard Kirshenbaum, conducted by William Herman in this issue of NEP/15. This is the second interview by William Herman to appear in NEP/15. We are grateful for his efforts to highlight the contributions of well-known psychologists.

The minutes from the Executive Committee Meeting that was held at AERA in April are also included in this issue.

Finally, I would like to thank my new editorial assistant, Ms. Lauren Vaught, for her assistance with the newsletter. Lauren is a master's student in Instructional Systems Technology at Indiana University. I am truly grateful for all of her hard work during a very busy summer.

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Transforming the APA Presidency into a Platform to Advance Educational Psychology

Robert J. Sternberg

As a Fellow and Past-President of Division 15, I appreciate the opportunity given me by the division to speak about my run for the Presidency of the American Psychological Association. If I were elected, I would be one in tradition of presidents of APA who have been closely connected with the field of educational psychology.

In this statement, I will first talk about this tradition of presidents, then say a little bit about myself and my background for the APA presidency, and then describe my agenda as it pertains to educational psychology, should I be elected.

A Capsule History of the Interface between the APA Presidency and Educational Psychology

The latter part of the twentieth century witnessed at least three distinguished educational psychologists in the APA presidency. J.P. Guilford is often credited with reawakening the field of creativity with his 1950 article in the *American Psychologist* on the surprising absence of the study of creativity in psychology. The article was his APA presidential address. Another famous APA presidential address was that of educational psychologist Lee Cronbach (one of my PhD dissertation advisors at Stanford), whose 1957 *American Psychologist* article on the two disciplines of scientific psychology became a classic and awakened interest in how differential and experimental approaches to human abilities could be combined. And Frank Farley, famous for his work on thrill seekers (Type T people), also used his APA Presidency to advance the cause of educational psychology, and continues to advance this cause as a Past President.

My Background for Contributing to the Interface between the APA Presidency and Educational Psychology

Before describing my plans for the APA Presidency, I probably should say something about my credential for the APA Presidency as they pertain to educational psychology.

I am currently IBM Professor of Psychology and Education in the Department of Psychology at Yale, as well as Founder and Director of the Yale Center for the Psychology of Abilities, Competencies, and Expertise. (Please see our website at www.yale.edu/pace.) I have taught the educational-psychology course at Yale, and am senior author of a textbook, *Educational Psychology*, which is co-authored by Wendy Williams and is to be published this year by Allyn-Bacon.

Our research at the PACE Center is also primarily in the area of educational psychology. I have been funded for 15 consecutive years of grants by the U.S. Office of Education, and currently am PI on 4 separate grants from them. One of these grants is on doing research on the efficacy of instruction in a charter school (Sanger Academy in Sanger, CA), which uses my theory of successful intelligence as a basis for its instruction; a second grant (through the IERI programs) is on the efficacy of using Internet technology to teach high school science effectively; and the fourth grant is on understanding the nature of giftedness at different points in the lifespan. We also have a grant from the W.T. Grant Foundation on teaching for wisdom at the middle school level, using my balance theory of wisdom. We further have funding from the College

Board to develop assessments that might someday supplement the SAT by measuring creative and practical skills, and from the College Board and the Educational Testing Service to do research about how to infuse ideas about successful intelligence (in particular, developing analytical, creative, and practical thinking) into the Advanced Placement programs in psychology and statistics. In addition to these grants, we have several grants for studying and helping improve instructional practices abroad (at present, in Zambia and in the Gambia). I wish to emphasize that all of our research at the PACE Center at Yale is done as a team, and that I am only one of roughly two dozen people working on these projects.

I have published in most of the major educational-psychology journals, and some of the not so major ones! I have won four awards from the American Educational Research Association (Outstanding Book, Research Review, Sylvia Scribner, Palmer O. Johnson), as well as numerous awards from other organizations, including two awards from APA. My work in the field of educational psychology has been recognized by four honorary doctorates from around the world, and I am a Fellow of APS, AAAS, and the American Academy of Arts and Sciences, as well as of APA.

As President of Division 15, one of my major initiatives was editing a special issue of the *American Psychologist* on life-long learning. This issue, which was explicitly sponsored by the division, contained a variety of articles on the role of learning throughout the life span. I would hope that my own life-long learning has contributed constructively to the platform described below.

My Platform for the APA Presidency as it Pertains to the Interface with Educational Psychology

A major platform issue for me, if I am elected President of APA, is the transformation of American education so that school reform is motivated by findings from educational psychology, rather than by political considerations. I believe, along with many and perhaps most Division 15 members, that educational psychology has provided the research that can help us create much more effective learning environments, and much more effective assessments for learning and thinking, than are currently available. Many of the instruments now available are perfectly fine as far as they go, but do not incorporate all of the advances made in educational psychology over recent years. School reform needs to be guided by principles of teaching and learning, not by politics or even by shuffling school administrators from one position to another. Thus, I would like to create a partnership with interested educational psychologists in attempting to reach policy-makers at the federal, state, and local levels to make them aware of the contribution we, as educational psychologists, have to make to policy regarding instruction and assessment.

My own work in this area, predictably, has been guided by my own theories, such as the triarchic theory of successful intelligence, the investment theory of creativity, and the theory of thinking styles I refer to as the theory of mental self-government. But I do not believe that the APA Presidency is the appropriate forum for advancing only one's own particular theories. Indeed, even the PACE Center at Yale which I direct is not wedded to any particular set of theories, whether my own or others'. Rather, it is guided by the tenets of sound psychological science and educational practice, wherever they may originate. It is for this reason that I believe APA, in general, needs to partner with Division 15, in particular, to bring to the fore all of the best psychological science our field has to offer. Division 15 has sponsored a marvelous series of books on how educational theory can be put into practice. I am honored

on how educational theory can be put into practice. I am honored to have coauthored one of these books (with Louise Spear-Swerling) on teaching for thinking. I would hope to use the APA presidency as an opportunity to help advance the cause of putting the principles described in these books into practice.

The kind of initiative I am describing comprises three main parts. The first part pertains to research—ensuring that high-quality research on educational psychology receives the funding it needs in order to ensure that policy-based agendas can draw upon solid scientific research rather than fluff. The second part pertains to teacher education—ensuring that teacher education in schools of education transmit to future generations of teachers the modern advances in educational psychology that members of Division 15 and other educational psychologists have had to offer. Too often, these advances make it into scholarly journals, but not into the curricula of future teachers (as well as administrators). The third part pertains to policy activism—ensuring that policy-makers are informed of what we have to offer and of how it can improve instruction and assessment. I, personally, have been frustrated that the school-reform movement often seems to draw last, if at all, on the contributions of educational psychology. If elected President of APA, I would hope to work with you all to put educational psychology into the premier position it merits in school reform. I have appreciated the honor of having served as your President, and hope that you will consider helping me serve you further as President of the American Psychological Association. If I am elected, I hope you will work with me to advance the agenda I have described in this brief statement.

Call for Applications

Division 15 invites members to apply for Fellow status in the American Psychological Association.

Eligibility:

Elections to Fellow status require evidence of unusual and outstanding contributions or performance in the field of psychology. Fellow status requires that a person's work have had a national impact on the field of psychology and beyond a local, state, or regional level. A high level of competence or steady and continuing contributions are not sufficient to warrant Fellow status. National impact **MUST** be demonstrated.

Requirements:

- Vitae
- Uniform Fellow Application
- Fellow Standard Evaluation Forms (endorsements requested from current fellows)
- Supportive documentation from other sponsoring division(s) (optional)
- Self-statement (optional)

Deadline:

Application materials must be received by January 3, 2002. For further information and/or to request forms, please call or write to:

Barry J. Zimmerman
Ph.D. Program in Educational Psychology
Graduate School and University Center
City University of New York
365 Fifth Avenue, New York, NY 10016-4309
(212) 817-8291 (voice)
(212) 817-1631 (fax)

Nomination for Outstanding Dissertation

Division 15 (Educational Psychology) of the American Psychological Association is seeking nominations for the year 2000 outstanding dissertation award. Dissertations eligible for this year's award are ones that have been successfully defended during calendar years 1999 and 2000 (from 1/1/99 to 1/1/2001). Nominations must be received by Dec. 1, 2001 to be eligible for consideration. Nominations are accepted on a continuing basis and those not meeting the Dec. 1, 2001 deadline will be eligible for consideration in 2002, provided the dissertation was successfully defended in calendar years 2000 or 2001.

The recipient of the Annual Dissertation Award received a plaque of recognition, automatic acceptance to present the dissertation at the APA annual meeting, and a \$500 cash stipend. Nominees must be a member, affiliate, or student member of Division 15. Applicants who are not members or affiliates may apply for membership when submitting materials for the dissertation award.

Nominations must include a letter of recommendation and 8 copies of a 1500 word summary. In addition to the 1500 word summary, two (2) additional pages of figures or tables may be included. Further information concerning guidelines for submission and a nomination form can be obtained from the chair of the Dissertation Award committee. Inquires and nominations are to be submitted to:

Maria Pennock-Roman, PhD
Dept. of Educational and School
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232 CEDAR Bldg.
Penn State-University Park
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Richard E. Snow Award for Early Contributions

Division 15 seeks nominations for the Richard E. Snow Award for Early Contributions. This award is given to an individual who is no more than 10 years past receipt of a doctorate and who has made significant research contributions to the field of educational psychology.

If you wish to make a nomination for this award, send eight copies of a letter of nomination describing his or her contributions, eight copies of the individual's vitae, and one copy of a representative reprint of the individual's research to:

Mike Royer
Richard E. Snow Award for Early Contributions
Department of Psychology
University of Massachusetts
Amherst, MA 01003

The deadline for submissions is January 3, 2002.

Special Insert

An Interview with Howard Kirschenbaum

Newsletter for Educational Psychologists (NEP/15)
Volume 24, Number 3
American Psychological Association



Current appointment: Frontier Professor of School, Family, & Community Relations, Warner Graduate School of Education and Human Development, University of Rochester, Rochester, New York 14627 (E-Mail: kirs@troi.cc.rochester.edu) Ed.D., Temple University, 1975.

Interviewer: William E. Herman, Associate Professor, Department of Psychology, State University of New York College at Potsdam (E-Mail: hermanwe@potsdam.edu) Ph.D. in Educational Psychology, University of Michigan, 1987. M. A. in Guidance and Counseling, Eastern Michigan University, 1980.

Question #1: Some readers might not immediately recognize your name or your contributions to the field of educational psychology. I quickly reviewed about 15 popular undergraduate educational psychology textbooks sitting on my shelf and found your name referenced to the following topics: values clarification, moral development in schools, alternative assessment, counseling practices applied to the classroom, humanistic education, and Carl R. Rogers. Have I missed anything here?

Kirschenbaum: No, you've been embarrassingly thorough. Recently I've also been doing research and writing in the area of school-family-community relations and parental involvement in education.

Question #2: Perhaps your best-known book was: Values Clarification: A Handbook of Practical Strategies for Teachers and Students published in 1972 (co-authored with Sidney Simon and Leland Howe). Can you describe how this book came into existence and speak about the impact of such ideas upon education for more than a quarter century?

Kirschenbaum: Louis Rath's first developed the values clarifi-

cation theory. Its central hypothesis was that value-clarifying experiences could help young people who were apathetic, flighty, over-conforming and over-dissenting become more purposeful, zestful, consistent and committed. Rath's defined the characteristics of value-clarifying experiences. Sidney Simon and Merrill Harmin extended the theory and developed (particularly Sid) a number of thinking, writing and discussion activities to help young people and adults reflect on, clarify, and act on their values. Rath's, Harmin and Simon's Values and Teaching was published in 1966.

I was a student of Simon's at Temple University and soon became his colleague. He, Lee Howe, and I built on the earlier work, developed more activities, and wrote the book Values Clarification. We told the publisher it might sell only about 25,000 copies, not as many as our previous book (Kirschenbaum, Napier and Simon, Wad-Ja-Get? The Grading Game in American Education). To our surprise, Values Clarification eventually sold over 600,000 copies.

Follow-up Questions: Why do you think this book did so well? What cord did it strike in readers?

Kirschenbaum: For one thing, it was a product of its time. This was the seventies, when many people were questioning traditional values and protesting against a society that appeared to value material success more than equal rights, social justice and world peace. Anyone with an ounce of rebellion gravitated to values clarification, which encouraged young people to think about the critical personal and social issues of the day, and develop their own values from the array of available alternatives, and close the gap between their beliefs and their actions. Secondly, the value clarification strategies were practical, enjoyable and workable; they could be used by helping professionals, teachers, and parents without any esoteric training, at least for starters.

It's hard to realize today, but experiential learning was pretty rare back in the sixties and early seventies. Now we take it for granted when teachers, counselors, group leaders, ministers and other educators ask their students or audience to raise their hands in favor or against a proposition, or rank several choices in order, or finish incomplete sentences which reveal their opinions and beliefs, or move to a part of the room to represent their position on a continuum, or talk about their feelings or values. Used properly such activities can enrich the curriculum, motivate learners, and help them see the connection between the subject matter and their own values and lives. But this was a novel approach thirty years ago. I remember getting a "C" in one of my first student-teaching experiences because the supervisor told me I had no right to invade the student's personal lives by asking them about their values. Now values clarification and other experiential learning activities are part of how teachers, counselors and other helping professionals do business. Even though people don't talk about values clarification that much any more, it has permeated the methodology of many professions.

Question #3: In 1989, you co-edited the book: *The Carl Rogers Reader* with Valerie Land Henderson. What can you tell us about the influence of Carl R. Rogers on your theoretical, philosophical, and pragmatic approach to education?

Kirschenbaum: Carl Rogers' "client-centered" or "student-centered" or "person-centered" approach to counseling, therapy, education and other helping relationships was perfectly consistent with what I had come to appreciate about values clarification. It was based on the central hypothesis of Rogers' career--that surrounded by the proper growth-producing conditions people will grow in predictably healthy ways. Rogers spent his life defining, studying and researching those conditions--empathy, unconditional positive regard, and congruence--and demonstrating how they can be implemented in therapy, education, group leadership, other fields and, in his last years, resolving inter-group and international conflicts and fostering political and social change.

I was captivated by Rogers during my doctoral program, when I read several of his books. When I couldn't find a biography of him, I figured I might as well write on myself. Somehow, I managed to do this for my dissertation--a study of his life and work which, in different form, was later published as *On Becoming Carl Rogers*. While writing the book, I got to know Carl very well, and we had occasions to work together over the following decade. When he decided to collect his writings into a "reader," he wrote and asked me to help him with the project. He died before my answer reached him.

His colleague, Valerie Henderson, and I went on to complete the project. It turned into two volumes--*The Carl Rogers Reader* and *Carl Rogers: Dialogues*, which contained Roger's dialogues and correspondence with Martin Buber, Reinhold Niehbur, B.F. Skinner, Rollo May, Gregory Bateson and other intellectual giants of the century.

Question #4: Did Rogers come across in person as he did in his writing? Do any personal memories stand out?

Kirschenbaum: The first time I saw Carl, I had driven across the country to meet him. We met in his study in La Jolla, California, for about 45 minutes. I told him about myself and my thoughts on the book. Then we went to the living room where he introduced me to his wife, Helen, and in three or four minutes he brilliantly summarized all the main points I had shared with him. I thought to myself, "This guy's an amazing listener!" Then I laughed to myself for being surprised. I mean, he was Carl Rogers.

My experience was typical. I interviewed over a hundred people who knew and worked with him, many of them intimately, over many years. If there was anything his associates agreed upon, it was that Rogers was a "good man"--caring, accepting, understanding, genuine--very congruent

with his theories and writing. That was one reason his work was so influential. Through his writings, professional demonstrations, and personal example, over a sixty-year career, he was a role model for several professions. Not that he was a saint. Along with his genuine humility, he could also be stubborn, old fashioned, and occasionally prideful. In other words, he was human like all of us. But what stands out most was how he exemplified the qualities of the "fully functioning person" that he so often wrote about.

Question #5: A few years ago, you made a dramatic leap from well-known author outside of academia to a professorship in the Warner School of Education and Human Development at the University of Rochester. Perhaps you could share with us the reasons for making such a professional move. How has becoming part of the professoriate brought about new challenges and opportunities in your life?

Kirschenbaum: I was living part of the year in Rochester then and coincidentally met the dean and a professor from the Warner School at a conference on "Character Building" in Washington, DC. One of them informed me of the position. I had just written a book called *One Hundred Ways to Enhance Values and Morality in Schools and Youth Settings*, which merged values clarification and the current focus on character education into a more comprehensive approach to values education. Perhaps that interested them in me. Still, I didn't think I would be considered seriously with my non-traditional background, having left academia to found and direct an educational institute in the Adirondack Mountains for many years. But at age 52, I figured it was about time I had a job my parents could explain to their friends, other than "consultant" or "he runs this conference center in the mountains." So I applied and got the job.

How has it affected my professional life? First, it's been a great learning experience. I've learned an enormous amount from my colleagues--a group I've come to respect a great deal. I've done more professional reading than I had done in many years. Getting back into the world of empirical research has been good for me, causing me to stretch some muscles that hadn't been used for a while. Having on-going relationships with students has been very satisfying--much more so than the life of a consultant or visiting professor. Perhaps most of all, I've learned from immersing myself in the Rochester City School District, working with administrators, teachers and parents primarily around issues of school-family relations. I've worked on a strategic plan for parental involvement in the district, done several research and evaluation projects, and am now chairing a task force on developing a "parent university" to coordinate all the parent education programs in the district. Before coming to the university, I think I would have said the main benefit was that it would enable me to be more effective in doing the work I wanted to do, give me more of a platform and enhanced credibility. Now, I'm not so sure. I think the main benefit

has been how much I've grown from the experience. Maybe with all my university responsibilities I've had *less* time to do the writing and publishing I love to do. But, the jury is still out on that. After four years, I'm still new at the academic side of education.

Follow-up Question: Do I understand you recently received a promotion?

Kirschenbaum: I'm not sure if it's a promotion or not, but last year I became Chair of our Department of Counseling and Human Development. This has been both wonderful and awful. Wonderful, in that it's allowed me to re-immense myself in the counseling field which has always been close to my heart. Awful, because this year, in addition to my doing everything for the first time, we did a major search for several faculty members, and we have been going through the national, professional accreditation process (CACREP) for the first time. It's been one of the most intense years of my professional life.

Question #6: Can you elaborate a bit on your current and future work?

Kirschenbaum: I've got to make some hard choices. It feels like I have three major fields now. There's my life-long area of interest in values and character education. Right now I'm working on a different approach to sex education and on the process of role modeling for character and social responsibility. I've also become very involved in the school-family-community relations field--for example, writing and publishing and serving on the executive committee of AERA's special interest group in this area. And now that I'm chair of the department, counseling is a major area of my scholarship and professional activities. That's too much for one person. I need to make some difficult choices--one of those classic, values clarification rank orders.

Question #7: I understand a large part of your personal and professional life, has been centered in the Adirondack Mountains of upstate New York. Can you describe the lure of nature and your love of the Adirondacks in relation to your professional work?

Kirschenbaum: I grew up in Long Beach, New York, a barrier island on Long Island's southern shore. My boyhood was spent exploring the beaches, marshes and bays and developing a love of wild places where civilization ended and unknown expanses began. My years in the Boy Scouts contributed to my love of nature. Then in college, when I read Thoreau's Walden, I was hooked philosophically as well as emotionally. I knew I wanted to spend a major part of my life in the woods, learning "to live deliberately".

My friends, Sid and Marianne Simon, had a farm in the northern Adirondacks. After a couple of visits there I knew I wanted a place of my own. With \$2000 in the bank and a

\$2000 gift from my parents, I bought my first camp in 1969--a cabin in the woods, with no phone or electricity, ultimate privacy, and a little mountain on the property with a view for forty miles in several directions.

Comment: That camp sounds like a great place to write.

Kirschenbaum: It was. After finishing my doctoral course work in Educational Psychology at Temple University, I moved up to the cabin and wrote most of my dissertation and a couple of other books there, on a manual typewriter (if you remember those). At the same time, I was getting increasingly active as an educational consultant and hated to leave the Adirondacks to conduct summer workshops around the country. So the Simons and I decided to create a conference center in the Adirondacks, so people could come to us in the summer. We bought a defunct riding school for girls, on an old farm, and with my wife then, Barbara Glaser, turned it into the National Humanistic Education Center. We offered personal and professional development workshops, environmental education, and a summer "Human Relations Youth Adventure Camp." We also had a consulting outreach arm, a materials clearing house, a national Humanistic Educators Network, and a number of other projects in education that had a national focus. So the love of nature and the work in education went pretty much hand in hand.

Question #8: Since I live on the geographic edge of the Adirondacks near Potsdam, I'm aware that you are known as a leader in historic preservation for the Adirondack region. How did that come about, and does it have anything to do with your educational interests?

Kirschenbaum: Actually, my historic preservation vocation grew out of my educational activities. After about six years, we outgrew our little conference center. We searched around the Adirondacks and eventually found two properties on which to relocate the conference center and our own home. Both of these properties, Sagamore Lodge and Camp Uncas, are known as "Adirondack Great Camps"--large complexes of many buildings, in a rustic artistic style, typically situated on lakes. Sagamore and Uncas were formerly owned by Alfred Vanderbilt and J.P. Morgan, respectively. Today properties like these have come to be recognized as historical and architectural treasures, but in the late 1970's they were considered "white elephants" and could be bought for a song. Sagamore, formerly owned by Syracuse University, became our conference center where we could house 100 participants and staff. Uncas became our private "camp".

Incidentally, the first workshop the National Humanistic Education Center conducted at the Sagamore Conference Center in 1971 was a two-week, person-centered workshop led by Carl Rogers and his colleagues. Carl and Helen Rogers spent three weeks with us that summer. I'll never forget the first day of the workshop as the staff and 100 participants filed into the dining hall. There we were--opening day at our new conference center, deep in the wilderness, on its own lake, in a large room with three fireplaces and beau-

tiful rustic architecture, and Carl Rogers, Natalie Rogers, and other leaders in humanistic psychology there to lead the inaugural workshop. I really felt that my cup runneth over.

Question # 9: Do you still spend your summers in the Adirondack Mountains?

Kirschenbaum: Yes, I spend most of June, July and August in the Adirondacks--taking part in historic preservation activities, writing, and being department chair long distance. It's ironic that you can live deep in the woods and still conduct departmental business via phone, email, voice mail, fax, U.S. Mail, and if needed, Fed Ex.

Question #10: What basic theoretical and philosophical ideas form humanistic education do you see as being most relevant for future research and innovation in education?

Kirschenbaum: I see the theoretical and philosophical basis of humanistic psychology and education in the Enlightenment and democratic tradition. That's a long story. However, if I had to mention some of the basic premises and principles of humanistic education that are relevant for future research and innovation, some that come to mind are:

- Each child (person) should be encouraged and supported in achieving his or her full potential.
- Education should be holistic, integrating cognition, affect and behavior (some would add spirit).
- Young people learn best when the focus of their learning is meaningful to them.
- Learning can become meaningful when it is self-directed and experiential.
- Teachers who demonstrate facilitative attitudes and behaviors are more likely to encourage self-directed learning.
- Education should encompass learning about and consideration of values, goals, meaning, and important problems for individuals, groups, society, and the world.
- Education should involve young people in contributing to and improving their world.

Question #11: How would you respond to critics that might charge that much of your work has been done in "soft" psychology that lacks an empirical base?

Kirschenbaum: That's partly true and partly false. Humanistic psychologists and educators have often neglected to learn the

research, cite the research, synthesize the research, and conduct the research that both supports and guides good practice. Nevertheless, there is a large amount of empirical research that supports the theoretical premises of humanistic education and psychology. Rogers himself won the APA's first Distinguished Scientific Contribution Award. David Aspy and Flora Roebuck took Rogers' ideas on the facilitation of learning and did extensive empirical research that dramatically demonstrated the effectiveness of empathy, unconditional positive regard and congruence in facilitating student learning. David and Roger Johnson of the University of Minnesota did a huge amount of research and compiled literally hundreds of studies in several meta-analyses that demonstrated the effectiveness of cooperative learning structures on student achievement and democratic attitudes. I could give other examples. John Swisher, John Monsted, Ron Aide, Ted Wilson and I once put together a bibliography of outcome studies in humanistic education, published by the Institute for Policy Research and Evaluation at Penn State, that cited over 130 empirical studies. We had as many more in our files. So I think there is a reasonably strong research base out there, although much more work is needed.

Question #12: You have devoted a great deal of time and energy to advancing the field of educational psychology. Many in the field know you as a tireless worker, person of great ideas, and supportive friend. Do you have any words of encouragement for those who work in the field?

Kirschenbaum: I don't think encouraging others to do this sort of work is very effective. Rather the encouragement comes from inside. It's gratifying to see the principles you believe in actually work--when a student or client blossoms or succeeds because of the care, attention and support you helped provide; when a group you've facilitated comes together and experiences cohesion and productivity, when a system changes a little because you exercised the persistence or moral leadership required. That's what encourages one to keep on going in the face of setbacks or intangible results. A premise of humanistic psychology and education is that motivation best comes from within. Rather than encourage my fellow professors, teachers, administrators, counselors, and other colleagues to keep working for their ideals, I can only take my hat off to them out of respect and admiration for all they do.

Newsletter for Educational Psychologists (NEP/15)
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**Minutes of the Executive Committee Meeting
Division 15 (Educational Psychology) of APA
Washington, DC
April 10, 2001**

Present: P. Alexander, Pintrich, Wigfield, Zimmerman, Meyer, Mayer, Phye, Winne, Corno, Rennock-Roman, Morrone, Lohman, Torney-Purta, J. Alexander; Guests: Jerry Carlson, George F. Johnson, Rene Subotnik

1. Winne/Torney-Purta made the motion to approve minutes from August 2000 meeting. The motion carried.

2. APA Business. Rene Subotnik reported two main initiatives: 1) an Education Conference next summer; and 2) the Gifted Education Policy Center. The conference may have on its agenda the topic of psychology in education and education in psychology. APA wants the Education Directorate to play a role in the discussions. What are the issues and concerns that the legislature needs to know about? The Education Directorate has a lobbyist focused on educational issues and the Education Directorate would like to have ideas for them to lobby about. Examples: What are Educational Psychologists' feelings about NCATE? Educational Psychology has no standards? Is that a problem? Do we need some? The conference is scheduled for September 24-25 and the agenda is currently evolving. Any ideas for focus groups or discussions would be welcome. The new Center for Gifted Education Policy is funded through a recent gifted education endowment which has turned into a full-time center. Their focus is on giftedness in academics, arts, sports. Science and Math have good programs for gifted high school students, but there doesn't seem to be much else out there. On other news, a panel has just been convened at APA to examine the psychology of selective admissions. If anyone wants to be involved and would be interested in working with the group please e-mail rsubotnik@apa.org. Rene also encouraged all educational psychologists to seriously consider being involved in the APA fellowships because of the opportunities they present.

3. New Business. Gary Phye brought before the board a proposal from Jerry Carlson and Joel Levin about developing an affiliation between Division 15 and the journal *Issues in Education: Contributions from Educational Psychology*. It's goal is to address major topics from the science of educational psychology being as data based as possible about recommendations. Infoage publishing has proposed some revenue sharing and presented several different scenarios for affiliation with the division ranging from an optional additional journal at reduced rates to a journal, much like the EP, which would go to every member increasing member divisional dues. Discussion issues covered extended of affiliation, editorial control, cost, availability of electronic versions, APA accountability, current journal format and coverage, production costs, editorial statements, etc. Most issues concerned the obvious overlap in both substantive content and presentation format with current APA journal (*Educational Psychologist*). Pintrich moved that the Division decline the invitation to affiliate with the new journal. Winne seconded. The motion passed 9 votes for; 3 against.

4. President's report. Alexander noted that Subotnik has opened the door to making some policy suggestions. We do need a cohesive statement to send to the Education Directorate. We can build on our strengths as a divisions. One are of application of psychology to education is the Learner Centered Principles. The conference seems more interested in focusing on education in psychology than

on psychology in education so they seem resistant to try to incorporate the LCP's. We do need suggestions for speakers that will stimulate discussions. Alexander will begin a dialogue on e-mail so that we can set priorities. David Berliner's name was suggested as a speaker. In addition, APS also has workshops going on about the psychology of learning. By mid-May we should try to come up with themes and speakers. Alexander also noted that the congressional fellowships might be a great way for educational psychologists to talk about their concerns. We do need to know closer what legislature members are thinking. Up to this point, educational psychologists have not wanted to define criteria for educational psychology training. The question about NCATE criteria is probably a good one to think about. Do we want to deal with this? A suggestion was made that it might be appropriate to write a paper for the *American Psychologists* or maybe a whole issue in *Psychology and Policy* where we talk about 3 or 4 of the LCP and their applicability (see later discussion).

5. Publication Committee Report. The *Educational Psychologist* is experiencing thoughtful and timely reviews by ad hoc reviewers and Board members. Although the slate of special issues is strong for the next year and a half, the lack of unsolicited manuscripts is a concern. The editors have sent letters to any program topics at AERA and APA that looked relevant. The editors would also like to encourage junior scholars with interesting thought pieces to submit them for review. The editors requested \$2500 for operating costs. Motion by Zimmerman/Pintrich. Motion passed. The NEP report was delivered by Morrone. The newsletter continues to run smoothly. The newsletter can be posted in an Adobe Acrobat format very quickly. Although the text cannot be directly copied or searched for terms within the document, it is a quick and effective method for making the newsletter available on the APA web server. Full-text versions could be e-mailed to interested parties. Morrone's term expires in 2001 although she could do an additional year of service to facilitate transition to the new electronic communications committee.

6. The past-president's report was presented for Everson. The new slate of individuals for the upcoming elections has been submitted to APA. Mike Royer, Phil Winne have been nominated for President. For member-at-large, Mitch Rabinowitz and Sandra Graham were willing to have their name on the ballot. All APA-affiliated Division members are encouraged to participate in the elections.

7. Pintrich presented the President-Elect's report. Pintrich noted that APA has moved to a more "cluster" type of scheduling for the program in August 2002. Chris Woltes and Shirley Yu are coordinating the program efforts. The new format included 3 tiers of sessions-plenary sessions with noting else in the cluster scheduled; and divisional sessions. We will technically have less division controlled hours. There could be some advantages with the right cluster group but how that will get organized is still unclear. Program chairs will supposedly be the cluster deciders. We may want to try this format once and see if it works. Zimmerman made a motion that data on how successful the hours. There could be some advantages with the right cluster group but how that will get organized is still unclear. Program chairs will supposedly be the cluster deciders. We may want to try this format once and see if it works. Zimmerman is extremely unhappy as council representative at the way this format change was presented to Divisions as there was no vote or discussion (see discussion later). Zimmerman made a motion that data on how successful this format is be fed back to council. Motion was seconded by Torney-Purta. Motion passed.

Executive Committee minutes continue on page 10

8. The program report was presented by Wigfield. Wigfield noted that fewer symposia were accepted for the Summer meeting because of time restrictions. Approximately 50 out of the 85 paper proposals were accepted. Invited addresses by Graham, Greeno, McDermott, and Alexander promise an exciting program.

9. Treasurer's Report. Financially, the Division is doing well, mostly because of income from publications.

10. Council Representatives report. Zimmerman noted that we, as a division, do have some information we could share with the Education Directorate. Valerie Lee has data showing 700 to 900 students is optimal size for schools. We should also address the issue of the role of psychology in teacher training programs. We should be proactive in defining our own discipline and deciding what standards are reasonable. After some discussion, Zimmerman/Torney-Purta motioned to form a white paper committee to set guidelines for the role of educational psychology including course content in teacher training programs. Woolfolk and Schunk were offered as excellent candidates to begin to write this paper. It was noted that APA will likely publish this paper as part of the education directorate and we, as an executive committee, will have to approve of the content. Motion passed.

11. Dissertation Award Committee Report. Pennock-Roman suggested some wording changes to the call for outstanding dissertations. Deadlines were discussed and a target is to know who the next year's winner is at the AERA convention so that they can be present at the official announcement at the business meeting in August.

12. Clark Chinn will receive the Richard E. Snow award for early contributions in August 2001.

13. Bransford will be the recipient of the Thorndike award for 2001. Joel Levin will receive the award in 2002. Motion to adjourn by J. Alexander. All seconded.

NEW!

The Second Edition of Self-Regulated Learning and Academic Achievement

Theoretical Perspectives was published recently by Lawrence Erlbaum Associates. The book, edited by Barry J. Zimmerman and Dale H. Schunk, presents comprehensive descriptions and analyses of the classical theoretical perspectives on self-regulation: including operant, phenomenological, social cognitive, information processing, volitional, Vygotskian, and constructivist theories. The conceptual origins, scientific form, and pedagogical effectiveness of each perspective is discussed in light of a decade of very productive research by the same prominent editors and authors who contributed to the first edition of the book. A common conceptual framework for comparing and contrasting theories, evaluating their strengths, and considering points of controversy is used, and this format enables the book to function like an authored textbook rather than a typical edited volume. The final chapter offers a historical assessment of changes in theory and trends for future research.

Call for Nominations to the Committee on Urban Initiatives

The American Psychological Association's Committee on Urban Initiatives (CUI) is seeking nominations for two new members to begin terms in January 2002. The committee seeks to contribute to a greater understanding and amelioration of those problems associated with urban life, to promote and sustain those aspects of urban life that enhance individual and societal growth, and to encourage research, training and practice related to urban issues.

The committee pursues its mission through the identification, integration, and distribution of scientific research and professional and community knowledge regarding those domains in which psychologists have demonstrated particular expertise: the family, the schools, the community, and the work environment.

CUI seeks to address issues of public policy and affect scientific research and professional practice with the intent of enhancing the quality of life for urban residents. The committee is interested in persons with demonstrated interest and experience in urban issues to serve a 3-year term beginning in January 2002 and ending in December 2004. For this term, the committee seeks at least one member with expertise in public safety issues in urban communities (broadly understood, e.g., strengthening relationships between law enforcement and communities, re-entry of incarcerated persons into communities). It was decided that the other slate would seek candidates with expertise in "urban families" (e.g., strengths of urban families, housing, poverty, education). The committee is particularly interested that one of these slates be filled by an individual with expertise in underserved populations, such as the poor, women, ethnic minorities, and/or immigrant populations. Also, to fulfill its commitment to full diversity in representation, one of the slates should be filled by an ethnic minority psychologist. Letters of nomination should clearly describe the candidate's specific qualifications relative to these criteria.

Selected candidates will be required to attend two committee meetings a year in Washington, DC, with expenses reimbursed by APA. For this term, the dates of these meetings are: March 15-17, 2002; September 20-22, 2002; March 28-30, 2003; September 19-21, 2003; March 26-28, 2004; and October 1-3, 2004. Members are also expected to work on CUI issues and priorities between meetings. The necessary time per month will vary depending on the nature of the projects. If possible, members attend a CUI Network meeting at their own expense held during the APA Convention (August 22-25, 2002, in Chicago, Illinois; August 8-12, 2003, in Toronto, Canada; and July 30-August 5, 2004, in Honolulu, Hawaii).

Except for the CUI public member, committee members should be members of APA. Nomination materials should include the nominee's qualifications, a letter from the nominee indicating willingness to serve on CUI, and a current curriculum vita. Self-nominations are encouraged. Nominations are open to members who are retired or employed less than full time. Nominations and supporting materials should be sent by August 15, 2001 to:

Marsha Jenakovich
APA Public Interest Directorate
750 First Street, NE
Washington, DC, 20002-4242

Exploring Behavior Week: October 15-19, 2001

Take the thrill of psychology to school!

Why an Exploring Behavior Week?

Psychological science is an exciting and important enterprise - but one about which the general public knows too little. One goal of the Decade of Behavior initiative is to raise awareness of the crucial role of psychology and other behavioral/social sciences in meeting our nation's challenges. Targeting a week in the fall for outreach will help generate energy and coordination and increase the visibility of our efforts.

Why school outreach?

Education inclusive of the behavioral/social sciences:

- models the real world by cutting across boundaries of time, space, and discipline;
- engages students in the study of their own, direct experience; and
- invites use of compelling, inquiry-based activities on a shoestring budget.

Why grades 8-10?

Most students in these grades have had no exposure to psychology - but plenty to Frasier, Doctor Laura, and other characters they may confuse with psychologists. An early introduction to psychological science can shape their view of science and educational choices.

Why me?

All of us whose futures - as scholars, teachers, and citizens - depend on the health of the behavioral/social sciences need to pitch in and advocate for what we do. The students need us, and we need them. Besides, it's fun!

Easy as 1 - 2 - 3

Psychology students and faculty are a busy bunch. So we ask that you make just one, 45-minute visit to a Grade 8-10 classroom during the week of October 15-19, 2001. We've done some things to make the visit as easy and enjoyable as possible (see Resources for details).

#1 - READY

Contact a local school:

- Call the principal,
- Contact faculty at your institution who are connected with a school, through research or enrollment of their children, or
- Ask us for a local contact or an introductory letter

#2 - SET

Plan a lively, interactive presentation. We've prepared materials to help, but be yourself - add, subtract, and edit as you wish. The goal is simple: for students to learn that (a) some psychologists do scientific research, (b) this research contributes to our understanding of and ability to deal with important issues, and (c) the Decade of Behavior is underway to promote awareness of (a) and (b).

#3 - GO!

Visit a classroom, and have fun! The students will learn plenty, and so will you. We've designed a simple evaluation form for you to use and will appreciate feedback from you about it. And tell your colleagues; make Exploring Behavior Week a new tradition in your department!

Resources

- Preview the Exploring Behavior Week presentation template online. (**NOTE:** Depending on your settings, text may appear imperfectly during the preview. Fonts may be modified in the electronic version of the presentation template that is available upon request.) **IMPORTANT!** The online preview works only with the Internet Explorer browser.
- If you like what you see in the preview, request your copy of the Exploring Behavior Week presentation materials! Send an email to request the PowerPoint presentation template as an attachment, which may be modified for your presentation as you see fit --or-- request a hard-copy set of presentation transparencies that are ready to go at a moment's notice!
- Download the presentation instruction booklet [PDF file - requires [Adobe Acrobat Reader](#)]
- Decade of Behavior website: www.decadeofbehavior.org
- Decade of Behavior poster (available upon request while supplies last)
- APA's Activities Handbook for the Teaching of Psychology: Volumes 1-4 (www.apa.org/books/apatitles.html)
- APA's (1999) National Standards for the Teaching of High School Psychology Online (www.apa.org/ed/natlstandards.html)
- AAAS's (1990) Science for All Americans Chapter 1: The Nature of Science Online (www.project2061.org)
- APA's psychology career publication for students: Psychology: Scientific Problem Solvers--Careers for the 21st Century

For more information, contact the APA Science Directorate at (202) 336-6000 or science@apa.org.

NEP/15
NEWSLETTER OF EDUCATIONAL PSYCHOLOGY
DIVISION 15 / AMERICAN PSYCHOLOGICAL ASSOCIATION
750 FIRST STREET N.E., WASHINGTON, D.C. 20002-4242

**Application for 1-Year Membership in APA
Division 15: Educational Psychology**

Name: _____

Institution: _____

Mailing address: _____

E-mail address: _____

Phone number () _____

- APA Dues-Paid Member \$9.00
(APA ID# _____)
- Non-APA Member \$25.00
(affiliate of the Division only)
- Student Member \$10.00
(include proof of student status)

Send completed application and membership fee to
(Make checks payable to *DIVISION 15-APA*):

Dr. Howard Everson
The College Board
45 Columbus Ave.
New York, NY 10023-6992

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