MESSAGE FROM THE 2005 PRESIDENT OF DIVISION 52

Norm Abeles, Ph.D
2005 President

Good News and Not-So-Good News from the White House Conference on Aging

For the next issue of the International Psychology Reporter, Division 52 President, Joy Rice, PhD will take over and write you a message. In the meantime let me tell you of some interesting happenings. I returned the other day from the White House Conference on Aging which was held at a hotel (not the White House) in Washington, DC. I was also at the last Conference in 1995, as the WHCoA is held once every ten years. The 1200 delegates were selected by their congressional representatives (one each) and the 50 Governors (several based on state population). There were also 400 at large delegates and some delegates from specific organizations. Among the 1200 delegates there were 7 psychologists, including our 2005 APA President, Ronald Levant.

We were presented with 73 resolutions and asked to reduce those to 50, after which the top ten resolutions were selected (mostly to satisfy the media because they wanted a short list of resolutions). Each delegate had an opportunity to select 50 resolutions. These resolutions were grouped into 7 general headings: Planning Along the Lifespan; Workplace of the Future; Our Community: Health and Long Term Living; Civic and Social engagement; Technology and Innovation in the Marketplace; and finally, Cross-cutting items. So what about the items with international implications? Well, there were two of them. First, there was a resolution which covered global aging insights and was titled “Identify Best Practices derived from experiences of other industrial countries facing an aging population”. There was another cross-cutting item dealing with elders who have limited English proficiency. Unfortunately, neither of these resolutions made the Top 50. However, in the exhibit area there was a 2004 report by the International Longevity Center headed by Robert Butler, MD., who first used the word “ageism”. This report included an article on growing older in the world’s major cities. The longevity center publication cites research dealing with coronary artery disease among older persons in London, Paris and New York. The study was designed to assess differences in mortality, morbidity and treatment patterns as well as gender disparities in the invasive treatment of coronary artery disease for persons over the age of 65. The study concluded that even after accounting for disease prevalence, rates of revascularization (coronary bypass surgery and angioplasty) are lower in Manhattan than in Paris not only for those over 65 but for those in the 45-65 year old age group as well. This is interesting because we usually assume that high tech procedures are used more often in the United States.

Another report noted that there is gender disparity in treatment of heart disease across three national health systems with known differences in patterns of medical practice. The article points out that gender disparities are a function of underdiagnosis of heart disease in women. Finally, another study compared hospital conditions in London, Paris and New York. The study found that not providing universal access to primary care results in more costly hospitalizations that could be avoided (p17). In New York, 28% of the population is uninsured, while in London and Paris there are no financial barriers for those who legally reside there. In New York City the costs of avoidable hospital conditions are three times higher than in London and Paris among Medicare participants and the uninsured even after controlling for race, gender, age and socioeconomic status (International Longevity Center, 2004).

So much for this international detour. Which resolutions made the list of the top 10? Here is a listing:
1. Reauthorize the older American Act
2. Develop a coordinated, comprehensive long term care strategy
3. Insure that Older Americans have transportation options
4. Strengthen and improve Medicaid

Continued on p. 3....
SUBMISSION INSTRUCTIONS

For smaller articles (op-ed, comments, suggestions, etc.), submit up to 200 words. Longer articles (Division reports, academic articles, etc.) can be up to 1500 words and should be submitted by email to Dr. Senel Poyrazli at poyrazli@psu.edu. For research article submissions, authors are asked to follow guidelines presented in the Publication Manual of the American Psychological Association (5th edition, 2001).

Submission deadlines:
- Spring issues – March 31
- Summer issues – June 30
- Fall issues – September 1
- Winter issue – December 31

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All Division 52 members are invited to report on their scholarly activities related to their books. Interested members should contact Dr. Jennifer Lancaster at jlancaster@stfranciscollege.edu.

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5. Strengthen and improve Medicare
6. Support geriatric education and training for all Health care professionals, paraprofessionals, students and direct care workers
7. Promote innovative models of non-institutional long-term care
8. Improve recognition, assessment and treatment of mental illness and depression among older Americans
9. Attain adequate numbers of health care personnel in all professions who are skilled and specialized in geriatrics
10. Improve state and local based integrated delivery systems to meet 21st century needs.

So the good news is that important resolutions were forwarded for considerations by policy makers in the public and private sectors. I hope that some of these resolutions will be enacted by federal or state laws or will receive significant support from the private sector. With that I wish all of you a very happy, healthy and successful 2006!

References:

DIVISION 52 NEWS and UPDATES

APA EXPERT SUMMIT on Immigration and Joint Midwinter Conference & Division 52 MidWinter Meeting 2006

Lynn Collins, Ph.D.
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Email: collins@lasalle.edu
Joy K. Rice, President, Division 52
University of Wisconsin
E-mail: jkrice@wisc.edu

APA Division 52 will be holding its Midwinter Board Meeting on February 2-3, 2006 in San Antonio Texas in conjunction with APA's Expert Summit on Immigration. The organizing firm is Reisman-White. Their website address is http://www.reisman-white.com/. Follow the "Conference Registrations" link. The website contains an overview of the conference, some information on the plenary keynote speakers, a conference registration page as well as a link to the host hotel. Many other APA Divisions will be holding their midwinter meetings immediately following the Summit including Division 52. We are pleased to have a good turnout for the meeting and will update you on our proceedings in the next newsletter.

The special Division 52 conference programming includes posters and a symposium on "Immigration: Focus on Women, Children and Families." (Give the details in the acrobat file).

Division 52 Symposium for the Breakout Session: "Focus on Women, Children, and Families"
Co-Chairs: Lynn H. Collins, Ph.D. & Joy K. Rice, Ph.D.
Participants:
Jean Laiu/Chin, Ed.D., ABPP, California School of Professional Psychology, Alliant International University, San Francisco.
Oliva M. Espin, Ph.D., San Diego State University.
Fred Bemak, Ed.D., George Mason University
Rita Chi-Ying Chung, Ph.D., George Mason University

The first presentation is entitled, “Creating Immigration Legend.” Dr. Chin will discuss the immigrant experience and the importance of creating family and immigration legend to bond and to heal from the trauma of immigration. Drawing on her book, “Learning from My Mother's Voice”, the Dr. Chin examines potential and pervasive themes of separation, loss, guilt, and bicultural identity in the lives of immigrant families. She will compare Asian and Western myths, symbols and legends and how powerful such stories and images can be to both sustain and oppress as immigrant families struggle to build new lives in a different culture. Dr. Chin is also the author of The Psychology of Prejudice and Discrimination (Praeger Press).

The second presentation is, “Gender Roles and Sexuality in Women's Experience of Migration.” Dr. Espin will focus on the impact of the experience of migration on women's gender roles and their sexuality. Based on the voices of women from different regions of the world, this paper will present and analyze the transformations and resistances expressed through women's sexuality and their roles in the course of the migration experience and subsequent acculturation.

The third presentation will be, “Perspectives on Mental Health Interventions with Immigrant and Refugee Women, Children, and Families: Cross-Cultural Issues and Practice.” Dr. Bemak will examine how although 11% of the U.S. population is now comprised of refugees and immigrants, mental health professionals have not adequately addressed the significant and unique needs of this population. Many refugees come from war-torn countries, have faced persecution and torture, and a loss of human rights, while both refugees and immigrants find themselves having to adapt to a new culture that is oftentimes dramatically different than their home countries. It is important for mental health professionals to clearly understand pre-migration trauma, transitional migration experiences, and the effects of pre-migration and transition on post-migration and mental health in order to effectively work with these populations. This presentation will explore cross-cultural issues that are consistent with culturally responsive mental health interventions that impact women, children, and families and discuss an innovative model of cross-cultural psychotherapy that is specifically geared towards working with migrant populations that takes into account migration, adaptation, and acculturation, human rights, and social justice.

The fourth presentation is entitled, “Psychosocial Challenges of Immigrant and Refugee Women and Families: Implications for Practice and Research.” Dr. Chung will focus on the psychosocial challenges encountered by immigrant and refugee women and their families. Women face unique challenges in adjustment and adaptation. Since women are the primary caretakers of the family they are in a significant position of maintaining traditional culture within the family system and simultaneously balancing and integrating the adaptation to the new culture. They therefore play a key role in redefining family structure, boundaries, dynamics, and relationships for themselves and family members. The presentation discusses implications for practice and research.

Division 52 Posters
Each division was only allotted space for two posters, however, Division 43 accommodated one of our posters and other divisions provided other slots. The following posters will be displayed at the conference:

- Cape Verdean Women in America: Acculturation and Gender Roles. Maria Coutinho, M.A., Boston College. Elizabeth Sparks, Ph.D., Boston College
- Continuum in Asian Indian Immigration Experience: A Grounded Theory Initiative. Shruti Poulsen, Ph.D., Purdue University; Niryakala Karuppaswamy, Ph.D., University of Illinois at Springfield; Rajeswari Natraj, Ph.D., Alliant International University. (accepted by Division 43)

[Many thanks to Michael J. Stevens, Ph.D., D.H.C. (Illinois State University), Sanita M. Stewart, Ph.D. (Children’s Medical Center of Dallas & UT Southwestern]
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Participants:
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Abstract:
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Many thanks to Michael J. Stevens, Ph.D., D.H.C. (Illinois State University), Sunita M. Stewart, Ph.D. (Children’s Medical Center of Dallas & UT Southwestern Medical Center at Dallas), and Richard S. Velayo, Ph.D. (Pace University) for their help with poster review, and George K. Hong, Ph.D. (California State University – Los Angeles) of Division 43 for his interest in our poster.

International Fellowship Research Opportunities
The Mentoring Committee of Division 52 has added a page to our webpages, listing international research and teaching opportunities. Comments or suggestions for this page should be sent to the chair, Irene Hanson Frieze, at frieze@pitt.edu or at (412)624-4336. She is seeking additional volunteers for the committee. The Mentoring Committee is working on creating a way of linking researchers in different countries so that people outside of the U.S. can find sponsors if they want to come to the U.S. or if they want help in preparing papers for publication in U.S. journals. We would also like to have volunteers to host U.S. scholars who want to work in other countries.

Book Reviewing Opportunity
Danny Wedding, PhD, MPH
Professor of Psychiatry and Director
Missouri Institute of Mental Health (MIMH)
University of Missouri-Columbia School of Medicine
Email: danny.wedding@mimh.edu

I welcome D52 members as reviewers for PsycCRITIQUES: Contemporary Psychology—APA Review of Books. Many of our members have already written reviews of books relevant to international psychology; anyone interested in reviewing for the journal should sign up at www.jbo.com/cpreview/, mentioning in the “Notes” section that they are members of D52.
Since its founding in 1997, our APA International Division has steadily promoted international psychology in the USA. Year 2006 promises to be another banner year under our dynamic President Joy Rice, with our exciting midwinter Board meeting on Feb 2-6 in San Antonio linked with the first-ever APA Summit on Immigration, and our annual APA meeting on August 10-13 in New Orleans.

Meanwhile, our D52 has outreach to the 7 regional associations to increase their international sessions. Thanks to the EPA Board, Executive Officer Arnold Glass, and Program Chair Rachel Barr, EPA includes "international" as one of the nine official tracks for its 2006 meeting—a "first" for EPA or any regional group. The March 17-18 EPA program at the Baltimore Wyndham Inner Harbor Hotel includes two invited speakers, and eight back-to-back symposia featuring folks from at least ten international or cross-cultural psychology groups. EPA has long enjoyed a reputation as an unusually friendly, lively, low-cost meeting, with details available at www.easternpsychological.org.

FRI 8:30-9:50: INVITED ADDRESS:
Merry Bullock, Director, APA Office of International Affairs. Going International: Challenges and Opportunities.

FRI 10-11:20: INTERNATIONAL PSYCHOLOGY ORGANIZATIONS TODAY
Chair: Thomas Blass, University of Maryland Baltimore County
Participants:
Florence L. Denmark, Pace University. International Association for Applied Psychology
Edith Grotberg, Alexandria VA. International Council of Psychologists
Anie Kalayjian, Fordham University. World Federation for Mental Health
Uwe P. Gielen, St. Francis College. Society for Cross-Cultural Research
Merry Bullock, APA. International Union of Psychological Sciences
John C. Norcross, University of Scranton, & Gerald P. Koocher, Simmons College. International Society for Clinical Psychology
John D. Hogan, St. John's University. APA International Division

As psychology now grows apace outside the USA, the field is served by a variety of independent organizations, with specific missions very different from one another. This includes IAAP (formed in 1920), ICP (1941), WFMIH (1948), IUPsyS (1951), SCCR (1971), ISCP (1997), and APA Division of International Psychology (1997). In the first half of this two-part session, an officer of each organization briefly describes its role within international psychology—including its origin, mission, current size, publications, conferences, special projects, and membership details. Part two is an open discussion of the growing interaction of these organizations in strengthening psychology on the world scene.

FRI 11:30-12:50: OPPORTUNITIES TODAY IN INTERNATIONAL PSYCHOLOGY
Chair: Harold Takooshian, Fordham University
Participants:
Uwe P. Gielen, St. Francis College, & Michael Stevens, Illinois State University. Publishing international and cross-cultural psychology books.
Senel Poyrazli & Elizabeth M. Colechio, Pennsylvania State University. Publishing international and cross-cultural psychology articles
Merry Bullock, APA. International Affairs and the Committee on International Relations in Psychology
Rivka Bertisch Meir, Hunter College, & Michael Meir, Touro College. Involving overseas colleagues
Elaine Bow, Nyack College, & Harold Takooshian, Fordham University. Psychologists at the United Nations
Fiorella Paradisi, UMDNJ. Early-career psychologists' involvement in international psychology
Anica C. Mulzac, St. Francis College. Student involvement in international psychology.

How can individual U.S. psychologists and students become more involved in the growing fields of cross-cultural and international psychology—with research, practice, education, and advocacy? This discussion session offers information on new opportunities—including publication of books and articles, sources of information and funding, new developments at the United Nations, and resources for students.

FRI 1-2:20: GLOBALIZATION, CULTURE, AND THE PERSON
Chair: Fatality M. Moghaddam, Georgetown University
Participants:
Rom Harre, Oxford University and Georgetown University
Fatality M. Moghaddam, Georgetown University
Gerrod W. Parrott, Georgetown University
Steven R. Sabat, Georgetown University

Terrorism, mass migration of refugees, ethnic cleansing, global warming and natural disasters... Globalization is associated with major challenges for humankind, reviving debates about human nature and what constitutes a person. Participants in this symposium discuss topics ranging from terrorism, to emotions, to stereotyping, to explore the idea of a person, and how conceptions of personhood are dependent and independent of cultural context. It is proposed that positioning theory can serve as a useful framework for such discussions.

FRI 2:30-3:50: CROSS-CULTURAL PSYCHOLOGY: METHODS AND FINDINGS
Chair: Oraine Ramoo, Lehigh University
Discussant: Lynn H. Collins, LaSalle University
Participants:
Naomi Lee, Georgetown University. Beauty.
Lynn H. Collins, LaSalle University. Sex roles.
Joseph R. Ferrari, DePaul University. Juan Diaz-Morales, University of Madrid, Spain, Jean O'Callaghan, Roehampton University, UK. Karem Diaz & Doris Argumendo, Catholic University of Peru. Procrastination.
Florence L. Denmark, Pace University. Ageing.

The recent rise in psychological research across cultures adds diversity to our findings, as it reveals subtle yet powerful impacts of culture on human behavior. This symposium discusses methods and findings of cross-cultural research across a variety of topics—attraction, ageing, procrastination, sex-roles, and adjustment of international students at U.S. universities.

SAT 8:30-9:50: INVITED ADDRESS:
Haroutune K. Armenian, President, American University of Armenia.

Wartime to earthquakes: Psychological determinants of physical illness.
Two panels offer overviews of significant people and events in the history of psychology in New York City, and their interaction with various social and cultural forces. Though NYC has been the source of many key figures, concepts, and developments in our field since the origin of psychology in the 1800s, there is little systematic research on the history of psychology in NYC. A team of local historians is now examining this rich and fascinating history—including the City's psychology departments, United Nations, Ellis Island, NY Academy of Sciences, and local groups like the Society for the Psychological Study of Social Issues (SPSSI-NY).

Division 52 Welcomes Editorial Assistant

Division 52 welcomes one of its members, Elizabeth M. Colechio, as the editorial assistant for International Psychology Reporter. Elizabeth currently is in the master's Applied Research Psychology program at Penn State's Harrisburg campus. She graduated magna cum laude from Alma College (MI), from which she earned her B.A. in psychology and in history, in April 2005; she hopes to continue her education in the Neuroscience doctoral program at the Penn State Hershey Medical Center/College of Medicine in Hershey, PA, after completing her master's degree.

“Responsible for What History Will Make of It”:
The Significance of the End of World War II*

Holger Henke, Ph.D.
Metropolitan College of New York
Assistant Professor — Political Science
Email: hhenke@metropolitan.edu

[This lecture was presented on November 18th, 2005 at the Institute for International and Cross-Cultural Psychology, St. Francis College, New York City.]

Die Jungen sind nicht verantwortlich für das, was damals geschah. Aber sie sind verantwortlich für das, was in der Geschichte daraus wird. Wir Älteren schulden der Jugend nicht die Erfüllung von Träumen, sondern Aufsicht. Wir müssen den Jüngeren helfen zu verstehen, warum es lebenswichtig ist, die Erinnerung wachzuhalten.

Richard von Weizsäcker, May 8, 1985

The first part of this paper’s title refers to a speech made in 1985 by the then German President Richard von Weizsäcker in which he basically said that the younger generations cannot be held responsible for what happened in Germany during the Nazi regime, but that they will be responsible for how History will think about this time. I found this quote appropriate, not just because I agree with the content, but more so because it points to a central concern of mine in this paper, namely the question how the commemoration of this most significant period of the 20th century will...
change, is already in the process of changing. My motivation is the simple idea that – as already expressed in late 1945 by the philosopher Karl Jaspers – we are what we commemorate. In the following, I wish to comment on a number of issues pertaining to Germany 60 years after the war, the question of how different generations appropriate history in distinct and different ways, why WWII was such a defining moment in German, European and world history, and what are some of the lessons of this time we ought to keep in mind in our day and age.

**Whose significance?**

The question this title immediately raises is: “significance for whom?” No doubt, this war was a world war; it has quite different meanings for different people. Nonetheless, I believe that these particular perspectives can be transcended and that there are some general comments which can be made with regard to the significance of WWII. In other words, there are likely to be lessons and meanings that will survive the test of time and the particular perspectives of different generations or people. Still, we need to attend to the nuances as well. Although many historians will tell us differently, History is not just the recording of factual events as they happened. In fact, more importantly, it is about how we explain and interpret what happened, particularly when it involves contentious issues relating to events such as conquest, genocide, forced resettlement, and similar questions including deep moral and ethical dimensions. And so, I agree with the well-known cultural studies scholar Stuart Hall who recently said: “... writing a national history is not only to tell yourselves the stories that flatter you; it’s to tell yourself some difficult stories.”

It is from this position that I look at the gaps that exist between the grammar and the rhetoric of the nation – and I am doing this fully aware of the thin line that often separates a moralistic interpretation of world history from the danger of falling into revisionism.

Having been born in Germany, I am an immigrant, not for the first time, but I am also a citizen of the United States. As such, I am concerned with the extent to which WWII still seems to influence the American imagination and public morality of war and warfare. While you can count the amount of American films that deal with the Vietnam War – deal with it critically, I mean – on the fingers of one or two hands, films that deal with Hitler’s Germany are dime a dozen. Nothing is wrong with that per se – in fact, this fascination is certainly a global phenomenon. I also do not necessarily have any problem with the fact that it renders a rather one-sided view of Germany and Germans. Nazi perpetrators conducted this genocide for no ostensible material, territorial, or political gain.iii

There is yet another important aspect which survivors such as Elie Wiesel or Primo Levi have explained and that needs to be mentioned here: thus, many descriptions of the Nazi death camps make the point that the prisoners there did not really die a death that could under any circumstances be called what we usually understand when we speak of death.iv Rather, they explain, death camp prisoners became part of an assembly belt system that fabricated corpses. Significantly, the SS guards spoke of “figures” (Figuren) rather than of “bodies” or “corpses.” Even if still alive, many of the death camp prisoners appeared to have in spirit already passed the threshold of death and all that was left was their body to die as well. Thus, Auschwitz stands for a kind of machine that stripped the prisoners of all aspects of their human dignity and did not just take their life, but even deprived them of their death as well. Auschwitz therefore became the perverted ultimate fulfillment and cipher of Nazi politics, which propaganda minister Goebbels once described as “the art of making the seemingly impossible possible.”viii

**Germany and the End of World War II**

Where does Germany as a country stand today and what do younger generations there make of the responsibility that flows from the historical heritage? I would like to suggest that, collectively, (West) German society since the end of WWII has gone through distinct phases that are not entirely dissimilar from the five emotional phases distinguished by psychiatrists: Denial 1945-ca.1960; Anger & Bargaining ca.1960-ca.1975; Depression ca.1975-85; and Acceptance since 1985. On 8 May 1945 the power of the factual established what had been clear in the mind of most Germans in the weeks and months before the war ended – that a time of great hardship would now begin during which foreign powers would occupy and define the parameters of everyday life. Ten or twenty years later Germany was back on its feet, however, despite some original plans to dismantle its industrial capabilities. This was in no small measure due to the visionary plans of politicians such as Jean Monnet and Robert Schuman, as well as the generous Marshall Plan from which Germany received some $1.4 billion. The Wirtschaftswunder, the economic boom of the post-war years, of course, marks the absolute low-point in human history.

No doubt, this watershed event in world history has quite different implications. While most historians will tell us differently, History is not just the recording of factual events as they happened. In fact, more importantly, it is about how we explain and interpret what happened, particularly when it involves contentious issues relating to events such as conquest, genocide, forced resettlement, and similar questions including deep moral and ethical dimensions. And so, I agree with the well-known cultural studies scholar Stuart Hall who recently said: “... writing a national history is not only to tell yourselves the stories that flatter you; it’s to tell yourself some difficult stories.”

The uniqueness of WWII lore in popular American culture.iii The question could be raised, for example, whether this fascination is certainly a global phenomenon. I also do not necessarily have any problem with the fact that it renders a rather one-sided view of Germany and Germans. Nazi perpetrators conducted this genocide for no ostensible material, territorial, or political gain.vi

Two characteristics stand out that make this war different from others. After all, some people may argue that it was just one of many, too many, wars in the long history of humankind – and to some extent they are right to make this observation. However, what makes WWII different is that it was a war on truly global scale, fought throughout Europe, but also in Africa, Asia, the Atlantic Ocean, the Pacific Ocean, and even in the Caribbean. The numbers alone are staggering: when Japan surrendered on 15 August 1945, thereby officially ending this global conflict, some 55 million people had been killed – most of them civilians. Secondly, and even more importantly, the history of WWII is of course inextricably linked to the odious year of 1944 and we should, as the Nazis termed it, it did not leave any room for doubt or escape, but provided a purely ideological motive for the state-organized erasure from history of an entire people. Herein lies the different nature, the uniqueness of the Shoah: “It was the only time in recorded history that a state tried to destroy an entire people, regardless of an individual’s age, sex, location, profession, or belief. And it is the only instance in which the perpetrators conducted this genocide for no ostensible material, territorial, or political gain.”vii

What we should state at this point already, is that the Shoah – otherwise known as the Holocaust – is not just German history, but also world history. To the extent, therefore, that it has in some way become a part of everybody’s history, we have to be aware that it is heavily imbued with an element of voyeurism – at least at the level of the popular imagination and mass culture.v For Jewish people, on the other hand, it will always remain a symbolic marker of their historic victimization, which nowadays, of course, has been turned into a source of nation- and peoplehood. For Germans, finally, the Shoah will always – whether they like it or not – remain the reference point of their role as history’s ultimate perpetrators. And, let me repeat, from this role flows an obligation to be vigilant against – no, critical of – political ideologies and any and all violations of human rights at the individual level, but more importantly where it involves the power of the state, any state, not just the German state.

On the Uniqueness of World War II

Two characteristics stand out that make this war different from others. After all, some people may argue that it was just one of many, too many, wars in the long history of humankind – and to some extent they are right to make this observation. However, what makes WWII different is that it was a war on truly global scale, fought throughout Europe, but also in Africa, Asia, the Atlantic Ocean, the Pacific Ocean, and even in the
considerable power at various levels, up into the highest echelons of government. There was hardly any public discourse about what had happened during the Nazi years and how it could have happened. “We didn’t know what was going on” became the convenient standard answer to questions about the Holocaust.

Following the change of political climate in the late 1960s and 1970s, new generations of Germans began to increasingly question their parents’ or grandparents’ generation’s role in and involvement with Nazi Germany. This was one of the factors that led in the 1970s to significant terrorist activities by a small group of leftist urban guerillas. Previously repressed questions thus festered into painful open debates and political violence. Some of the catalysts in this change of collective attitudes were the Eichmann trial in Jerusalem (1961), the Auschwitz trials in Frankfurt (1963-65), and a speech by President Heinrich Lübke in which he spoke against the tendency to be silent in the face of the German crimes during the Third Reich. However, it was not until the late 1970s and into the 1980s that Germany and Germans came to finally accept that they were not, certainly not in the first place, the victims of Hitler, but that in many instances they were Hitler’s willing executioners – as the American scholar Daniel Jonah Goldhagen has poignantly formulated it. In December 1970 Chancellor Willy Brandt visited the former Jewish ghetto in Warsaw and famously – and controversially – went on his knees in a spontaneous symbolic gesture of asking for forgiveness; in 1975 – the US had just withdrawn from Vietnam – German President Scheel introduced the term “liberation” in connection with the allied victory. But it really took the more years until 1985 – when the German public with President von Weizsäcker’s “stellar speech” finally acknowledged the scale of the Holocaust, the nauneoscenommation all victims of the dictatorship and the War. In the two decades since then, Germans have tried to symbolically meet their responsibility. The German government, Social Democratic and Christian Democratic administrations alike, has played a central role in rebuilding the societies of the former Soviet bloc. German industry and the state have paid hundreds of millions of dollars in compensation to former slave laborers. In Berlin, prime commercial real estate has been blotted out for an impressive memorial to the Shoah. The official acknowledgment and historical research of the extent of German society’s entanglement with Germany’s crimes against humanity accumulated in the Nazi years. Reading some of the newspaper headlines or articles on this topic one sometimes has the impression that Germany is a society waiting to exhale – but unable to. Increasingly, again, right-wing nationalists and fringe parties are trying to push the envelope with regard to what is commonly considered the boundaries of acceptable speech about the Nazi period. It is often a palpable discomfort about being reminded of the collective historical responsibility growing out of Germany’s crimes against humanity accumulated in the Nazi years. There is often a palpable discomfort about being reminded of the collective historical responsibility growing out of Germany’s crimes against humanity accumulated in the Nazi years.

To this neat schema, however, I would want to add something we have been seeing in the past 10 or so years taking shape increasingly in the German public’s attitude towards Hitler, the Shoah and WWII – growing levels of “guilt fatigue.” There is often a palpable discomfort about being reminded of the collective historical responsibility growing out of Germany’s crimes against humanity accumulated in the Nazi years. Reading some of the newspaper headlines or articles on this topic one sometimes has the impression that Germany is a society waiting to exhale – but unable to. Increasingly, again, right-wing nationalists and fringe parties are trying to push the envelope with regard to what is commonly considered the boundaries of acceptable speech about the Nazi period. It is often a palpable discomfort about being reminded of the collective historical responsibility growing out of Germany’s crimes against humanity accumulated in the Nazi years. 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The current state of transatlantic affairs is best considered under different aspects – political, economic, and military. Politically, Europe is reluctant to accept US leadership in the aftermath of September 11. E.g., Germany led a group of Western countries that refused to approve the invasion of Iraq, which was led by the US and the UK. Economically, Europe is also reluctant to accept US leadership, as it is not prepared to sacrifice its own economic interests for those of the US. Military, Europe is reluctant to accept US leadership, as it is not prepared to sacrifice its own military interests for those of the US. The US is not prepared to accept Europe as a equal partner in any future military operations, as it views Europe as a subordinate partner in any such operations.

Lessons to be Learned

The catastrophe in Germany did not begin in 1945; it started in 1933, and probably even earlier than that. Perhaps the most important lesson to be learned from the end of WWII is, therefore, that a malfunctioning democracy in a powerful and influential country can lead to far-reaching,
devastating consequences. To the extent that the end of WWII was a triumph of freedom in Europe and because of this historical experience, we need to always allow the posing of difficult and painful questions. These questions are not the usual lore we are fed by the media and by representatives of the state for the sake of feel-good speeches. These questions may have been of even greater importance than the now usually cited concern about minimizing U.S. casualties in Asia. These are central questions still to be answered, because Hiroshima and Nagasaki gave us the nuclear arms race during the Cold War, and have contributed to the nuclear proliferation we are seeing today. In announcing the drop to the American public, Truman on the other hand misrepresented Hiroshima as “in his words—a ‘military base’ chosen ‘to avoid, insofar as possible, the killing of civilians.’” Thus, WWII, which had begun with the lie of Poland’s aggression against Germany, also ended with deception.

In announcing the drop to the American public, Truman on the other hand misrepresented Hiroshima as—in his words—a “military base” chosen “to avoid, insofar as possible, the killing of civilians.” Thus, WWII, which had begun with the lie of Poland’s aggression against Germany, also ended with deception. Following our experience with the horrible drop of 9/11, it is time to ask if the end of WWII should also make it possible to consider the following question: How, in which way, were the unsuspecting citizens of Hiroshima and Nagasaki different from those people working in the Twin Towers?

Finally, difficult questions are to be asked with regard to the ways in which during war we have treated enemy combatants as well as civilians. It disturbed me a great deal that at the beginning of the 21st century we are still having prisoner camps such as Guantanamo Bay and—allegedly—secret CIA prisons abroad, to which the public has very limited access and which are operating below the radar of normal civil and international law. The Abu Ghraib experience does frankly not augur well for the current practices possibly in place in such camps and with regard to what we consider terrorists. Like others, I want people of the ilk of Bin Laden face justice, but I would also like to know that we achieve this not by means that put us morally into their league. This is simply a call for a transparency that is now lacking and that allows the specter of the dastardly Lubyanka Prison to hover over our interrogations of suspected terrorists. Recently, the question of Gitmo has come under greater public scrutiny and criticism. It is gratifying to see that we’re living in a system that eventually may be able to correct such aberrations, but in these camps it becomes obvious how vulnerable the democratic and humanitarian impulse is even in our country, once we are faced with a stressful politically and militarily situation.

I think that many of our contemporary concerns, including terrorism, would be more productively addressed, if together with a military strategy, tangible socio-economic care became once again a focus concern of the West. The fact that the EU recently doubled its development expenditures is a good start. That President Bush recently announced an acceleration of aid for Africa is also a welcome development. But the question is indeed: Why are we not in Darfur? I would like to cite Jeffrey Sachs in his recent book “The End of Poverty”:

“Currently, more than 8 million people around the world die each year because they are too poor to stay alive. Every morning our newspapers could report ‘More than 20,000 people perished yesterday of extreme poverty.’ [...] The nearly $500 billion that the U.S. will spend this year on the military will never buylasting peace if the U.S. continues to spend only one-thirtieth of that, around 16 billion, to address the plight of the poorest of the poor, whose societies are destabilized by extreme poverty.”

Development is certainly not just a question of economic resources and justice and peaceful coexistence are not achieved by markets or warfare alone. However, new priorities in the industrialized world could help us a lot in leaving a better world for our children and our neighbor’s children. This is not simply a moral argument, but also a conclusion pragmatic thought can lead us to.

Endnotes:

1This lecture is dedicated to the memory of Simon Wiesenthal.

2 “Was und wie wir erinnern, und was wir darin als Anspruch gelten lassen, das wird mit entscheiden über das, was aus uns wird” (“What and how we remember, and what in the process we pass off as a truthful claim, will contribute to what we will become” — my translation) — quoted in Ulrich, S. (2005, April). Wir sind, was wir erinnern, Die Zeit Geschicche, 27.


4Indeed, the fascination has long transcended the popular media and is now expressing itself on the internet, where an increasingly active online trade with WWII memorabilia and reproductions (such as SS uniforms) is taking place.
Hello World! The Case for the Internationalization of Introductory Psychology Textbooks

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With the continued expansion and greater use of the Internet, more accessible air travel, continuing immigration of world citizens, and increasing globalization of business, it is apparent that once-separate societies are becoming increasingly interconnected and interdependent. In many ways the world is internationalizing at a much faster pace than psychology. Everyday we look at television news or read a newspaper; international events are making headlines that affect American society. If...
psychology is to advance significantly as a science, students will need to understand human development and mental health of a far broader population than is currently presented in the introductory psychology textbooks. For the purpose of this paper, internationalization is defined as countries and societies outside of the United States.

Marsella (1998) pointed out the need for a new psychology and that it is no longer sufficient to train our students in isolation of other disciplines from students across the world, from contact with other cultures. He further added that this new psychology should be attuned to the changing times, a psychology that is alert to ethnocentric biases inherent in the Western academia psychology and one that values the diverse psychologies of the world.

Without leaving our shores, according to the United States Census Bureau (2003), 33.5 million foreign-born people live in the United States. Foreign born residents in the U.S. are currently made up of 53% Latin American, 35% from Asia and 13% from Europe. Demographic changes are also occurring within the U. S. population that demand changes in psychology textbooks. The United States Bureau of Census (1995) predicted that by the year 2050, approximately 50% of the U. S. population will be people of color. With this in mind it is becoming imperative that the psychology curriculum embraces international perspectives. It is also worth noting that 95% of the world’s 6.5 billion people live outside the U.S. Estimates provide as of July 2005 are shown in Table 1.

At least 1.5 million students take an introductory psychology class every year in the United States (Cush & Buskist, 1997; Griggs, Jackson, Christopher, & Marek, 1999) and 97% of colleges and universities offered an introductory psychology course in 1997 (Pearlman & McCann, 1999). Students who enroll in an introductory psychology course are not necessarily psychology majors. For most students, introductory psychology is the only course in the field of psychology they will take. Since this is their only exposure to the field, the comprehensiveness of the topics covered is of particular importance.

Given that psychology as a science deals with the mental processes and behavior of society, how may psychology as a discipline be more inclusive of non-American societies in our undergraduate curriculum and textbooks? Unfortunately in most instances it has seemingly ignored most non-American societies. Research performed for the Office of Teaching Resources in Psychology (OTRP) by Woolf, Hulsizer and McCarthy (2002) revealed the following statistics on international content of introductory psychology textbooks (see Table 2).

The main barrier restricting international content to textbooks is language.

Mandarin Chinese is well established at the world’s largest language in terms of native speakers. There are roughly 6,000 languages existing in the world today, so it is clearly a difficult task to translate many relevant research topics.

Until recently, the majority of the world’s psychologists lived in the U.S. This is changing rapidly with psychology growing at a much faster pace outside the U.S. It is now estimated 60 percent (or more) of the world’s psychologists live outside the U.S. (Hogan, 1995). With better funding becoming available for research outside the U.S., more published research is being performed. This may lead to the professional field of psychology in the U.S. being left behind should the profession not take notice of international research.

Even though the textbooks exclude the majority of research performed worldwide, US methods of clinical diagnosis and intervention and US psychology has exported these research results based on US norms and values to other countries, resulting in an inappropriate generalization. US assessment procedures, tests and normative data have been used extensively in other countries, sometimes without consideration of cultural differences that affect reliability and validity (Dana, 2000).

An example of this is when Anthony J. Marsella, Ph.D. was working on a research project in the jungles of Borneo. He was using the most sophisticated diagnostic instruments developed at Harvard and Yale to measure the mental health of the natives. Results indicated that those who were tested were diagnosed with schizophrenia.

There have been attempts at internationalizing the psychology curriculum by incorporating a more international perspective in introductory psychology textbooks. A recent study suggests that there is a lack of consistency in the “international” content of many of these textbooks (e.g., citation of foreign-born authors and of studies in non-U.S.countries) (Wolff, Hulsizer, & McCarthy, 2002). In addition, there are supplementary Internet-based ancillary materials that help foster a multicultural approach to psychology. They further pointed out that the Internet is one significant piece of technology that will continue to pave the way towards a more “international” approach to the psychology curriculum.

Although it has been a few years since the last published report of the Curriculum Committee (Marsella, 2000) of APA’s Division of International Psychology, its members are often provided with international materials in the quarterly International Psychology Reporter (IPR). IPR contains materials that may be integrated or used as a supplement to classroom textbooks, at least a dozen original articles per issue by leaders in their specialty, which are available nowhere else, and offer useful information on global trends, indigenous psychologies of other nations, suggestions on internationalizing the curriculum (Fowler, 2000), and Internet resources (Velayo, 2000). These materials will hopefully find its way, at least as citations, in many of our introductory psychology textbooks.

Textbook publishers tend to operate from an ethnocentric perspective and that theories based on the U.S. population are applicable to all groups. Yet with the increase of an international and diverse population within the U.S., the current textbooks have lost much of their relevancy for the student audience. Certainly, psychology textbooks should aim to reflect a psychology appropriate and relevant in a world context.

If psychology textbooks and psychology in general do not change, it is inevitable it will loose it relevancy for much of its audience. Demographics and economics will probably be the driving force behind these changes.
Table 1
Country or world region rankings based on population.

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Table 2
Introductory Psychology Textbook Characteristics (Sorted by Overall Percentage of Paragraphs Reflecting International Content)

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<th>Textbook1</th>
<th>Edition</th>
<th>International Content</th>
<th># of Authors</th>
<th># of Female Authors</th>
<th>Number of Chapters</th>
<th>Number of Total Pages</th>
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<td>17</td>
<td>635</td>
<td>37.4</td>
<td>195</td>
</tr>
<tr>
<td>Wiman</td>
<td>5</td>
<td>0.2</td>
<td>3</td>
<td>2</td>
<td>18</td>
<td>632</td>
<td>35.1</td>
<td>195</td>
</tr>
</tbody>
</table>

Notes: 1. There were no international authors.
2. Textbooks are listed by the first author's surname.

References

Yu HaiXia Learns Communication Skills

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Yu HaiXia, our Chinese Little Sister sponsored by Division 52 members at the Half the Sky orphanage just celebrated her fifth birthday on November 10. Her nanny gives the following report on HaiXia. “Because of her health problems, Haixia didn't come to school so often. We are also trying to help Haixia with problems in relating to other children. We found that Haixia couldn't not keep control herself or maybe because other children are much smaller in the class, Haixia didn't have the patience to be with them. When they were playing, Haixia was a bit self-centered. It was hard for her to talk and discuss with other children and she fully depended on teachers to solve the problem. For example, If she wanted a toy, she told teachers, 'Teacher, I want to play that piano.' She was afraid of being refused by other children and to avoid embarrassment, she asked teachers' help. Little Haixia needs help with psychological preparation on being refused by other children. So once others refused, she dropped her tear. Take for an example, in the dance rehearsal, after practising for several times, she would cry sadly and said, ‘teachers, I'm not dancing.’ Yet, she desires to be in our group so after encouragement and explanation by teachers, her ability of self-control enhances and she is able to speak more words now. She is also learning to understand and appreciate the feelings of the other children which will help her make friends.

Annual Convention:
ASIAN PSYCHOLOGICAL ASSOCIATION

The Asian Psychological Association (APsyA), which has been founded in Jakarta, August 16, 2005, will have its 1st convention, in Bali, Indonesia, on August 18-20, 2006. The conference is sponsored by prominent universities in Indonesia and co-sponsored by International Association of Applied Psychology (IAAP). For more information, please visit www.apsya.org or contact Dr. Sarlito W. Sarwono, interim chairman, at sarwono@ui.edu.
A Study on Child-Rearing Support in the Slum of Urban Areas in the Philippines

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Introduction
The project reported on here is being carried out in a Catholic parish in Cebu City, Philippines. In this parish, church and community social-workers work together, with financial aid from non-governmental organizations (NGOs) from foreign countries, to improve the situations of slum-dwelling children and their families who are very poor.

For about 10 years a Feeding Center set up within the parish with support of a Japanese volunteer group has provided free food to supplement the nutrition of disadvantaged children and their families. The Feeding Center helps children survive at some level; their nutritional status has improved. However, regional staffs and NGO personnel realize that food supplements alone do not come close to giving them the help they need to develop normally. Their rate of school attendance remains low and other educational resources - pre-school programs, for example - for encouraging their psychological and social development are also lacking (see Figure 1).

The aim of the project of concern here is to provide appropriate psychological and educational supports to young children and their families who already receive nutritional aid that allows them to live at sustenance level. A significant feature of the project is that it seeks to provide parenting education for children’s care-givers as well as new educational opportunities for the children themselves.

Objectives of the study reported here
The results of study selected for report here are relevant to answering several questions that need answering in connection with attempts to create an educational project that is aimed both at educating children outside the home and at optimizing the parenting activities of their caregivers. These include:

1. The developmental status, both physical and psychological, of children whose families rely on the Feeding Center for nutritional supplements.
2. The relationship between these children’s developmental statuses and the kind of family systems in which they are growing up.
3. The relationships between parents’ perceptions of their parent-child relationships and the number of their children and between parents’ perceptions of their parent-child relationships and the availability of family members and neighbors to support them in their child-rearing activities.
4. Caregivers’ perceptions of the value of Feeding Center project for their children.

Methods
The participants were 57 caregivers from 57 families who had 91 children in total. The structured interviews were conducted by 6 to 8 local interviewers. Before the interview sessions, local interviewers were trained with the help of Japanese psychologists. The questions used for these interviews were written in both English, and a regional language, Bisayan. The contents of questionnaires were fully examined by multiple translators. The duration of interviews ranged from 30 minutes to 90 minutes. The total duration for all the interviews was 7,170 minutes (119.5 hours). The gross monitoring was also performed for 83 children under six years old. The number of children in age and gender is summarized in Table 1.

Table 1

<table>
<thead>
<tr>
<th>Gender</th>
<th>Under 3</th>
<th>3 and up and under 6</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>13</td>
<td>18</td>
<td>31</td>
</tr>
<tr>
<td>Female</td>
<td>30</td>
<td>22</td>
<td>52</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>40</td>
<td>83</td>
</tr>
</tbody>
</table>

The detailed contents of the interviews were as follows.
1. The research for children …
   1. The developmental test: Irtón’s (1994) Child Development Chart was utilized as interview questions. Some items of the chart were revised in accordance with the actual condition of the local area. This research includes the following five areas: 1) social, 2) self-help, 3) gross motor, 4) fine motor, and 5) language areas.
2. The research for child rearing environments …
   1. Parental Mental Health: Rodoff’s (1977) CES-D20 was utilized as interview questions. Some items were revised in accordance with the actual condition of the local area.
   2. Parents’ evaluation of parent-child relationship: Parent Stress Index Short Form (PSI/SF, Abidin, 1995) was utilized for interviews. One of sub-measurements, Parent-Child Dysfunctional Interaction was revised in accordance with the local conditions.
   3. The questionnaires on child rearing support systems as environmental conditions: 6 sub-measurements were based on the regional information by interview with local staffs.

2. The research on the Feeding Center...
   1. The caregivers’ perceptions about the meanings of the Feeding Center: Caregivers were asked to answer the question, “What does the Feeding Program mean to you?” and to write down their perceptions.

Main Results
1. Results of research on the children’s development…
   1. Physical Growth: The degree of nourishment among children was estimated by each child’s weight for age. The ratio of children with average nutrition was less than 10% (See Table 2).

Table 2

Physical Growth

<table>
<thead>
<tr>
<th>Nutrition</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Severe Malnutrition</td>
<td>14</td>
<td>16.87</td>
</tr>
<tr>
<td>Moderate Malnutrition</td>
<td>40</td>
<td>48.19</td>
</tr>
<tr>
<td>Mild Malnutrition</td>
<td>22</td>
<td>26.51</td>
</tr>
<tr>
<td>Normal Nutrition</td>
<td>7</td>
<td>8.43</td>
</tr>
</tbody>
</table>

2. Child Development: The results of the child development examination were summarized in Table 3. It appeared that the development of fine-motor and language areas was prominently delayed.
2. Effects on developmental status of different child-rearing environments...

- A state of development in children and family systems (Figure 2): Children who were raised in an extended family showed better states of both physical and mental development than children in a nuclear family ($t$=1.68, $df$=72.48, $p$<.10, $N$=76; $t$=2.75, $df$=51.03, $p$<.01, $N$=75). How parents perceive parent-child relationships. Correlation between the state of parents’ mental distress and the number of their children: $r$=-.30, ($p$<.05, $N$=56).

The parents with a larger number of children seemed to have a better state of mental health.

Table 3

<table>
<thead>
<tr>
<th>Development</th>
<th>Social</th>
<th>Self-Help</th>
<th>Gross-Motor</th>
<th>Fine-Motor</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typical</td>
<td>46</td>
<td>36</td>
<td>47</td>
<td>34</td>
<td>26</td>
</tr>
<tr>
<td>(%)</td>
<td>(63.89)</td>
<td>(50.00)</td>
<td>(65.28)</td>
<td>(47.22)</td>
<td>(36.11)</td>
</tr>
<tr>
<td>Border</td>
<td>13</td>
<td>20</td>
<td>13</td>
<td>18</td>
<td>25</td>
</tr>
<tr>
<td>(%)</td>
<td>(18.06)</td>
<td>(22.22)</td>
<td>(16.22)</td>
<td>(25.00)</td>
<td>(34.72)</td>
</tr>
<tr>
<td>Delay</td>
<td>13</td>
<td>20</td>
<td>13</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>(%)</td>
<td>(18.06)</td>
<td>(27.78)</td>
<td>(18.06)</td>
<td>(27.78)</td>
<td>(29.17)</td>
</tr>
</tbody>
</table>

3. Correlation between availability of parents’ environmental supports in their parenting (e.g. caregivers, family, and neighbors) and parents’ evaluations of parent-child relationships: Parents with higher supports for child rearing are likely to perceive better relationships with children ($t$=2.07, $df$=76, $p$<.05, $N$=44).

4. The psychological effects on caregivers by participating in the Feeding Program. The duration of participation in the Feeding Program showed significantly negative correlation with the caregivers’ mental distress. The caregivers with a longer period of participation in this program are likely to have better mental health conditions ($r$=-.36, $p$<.05, $N$=47). Free descriptions by caregivers about the meanings of participating in the Feeding Program were categorized into several subgroups by the K-J method (See Table 4).

Conclusions

The research results reported here provide evidence that a program of the kind now being introduced, one that combines nutritional and educational supports, is needed. Less than 20% of these slum children give evidence of severe malnutrition. However, 90% of them show some delay in physical development even though their families have presumably had access to nutritional supplements through the children’s lifetimes. Nutritional supplements seem to have worked both by supporting the physical development of children and by allaying their parents’ anxieties and continue to be needed. The psychological testing indicates that the children also suffer delays in all of the areas of psychological / behavioral development assessed and that delay is especially apparent in the area of language development. There is clearly much room for the psychological and educational interventions that the project is introducing to have positive effects.

The results suggesting that children developed better both physically and mentally in extended than in nuclear families, that parents attitudes toward parenting were not adversely affected by larger numbers of children, and that parents attitudes toward parenting were improved when parents had greater family and neighborhood supports for their parenting activities provide important clues about the kinds of parenting and parental support practices that should be advocated in order to be effective educators of parents in this particular population.

The program now being introduced is compatible with the research results reported. It provides early childhood education and a psycho-educational program for caregivers (see photographs).

Finally, the program also provides an example of successful collaboration between academic researchers and members of an NGO that has allowed both parties to benefit from their collaboration. In this case, members of the NGO, which had nurtured a good, long-term, down-to-earth relationship with members of a target population in order to help them, provided researchers with an initial understanding of the target population which researchers were then able to improve on in a way that allowed researchers to advise members of the NGO how to better help those whom they wanted to help.

Table 4

| Category                      | Subcategory                      | Examples of descriptions by caregivers | Number of count | Subtotal (%)
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Foods</td>
<td></td>
<td></td>
<td>3</td>
<td>36 (25%)</td>
</tr>
<tr>
<td>Nutrition Supplement</td>
<td></td>
<td></td>
<td>6</td>
<td>22 (9%)</td>
</tr>
<tr>
<td>Betterment of children’s development and growth</td>
<td></td>
<td></td>
<td>13</td>
<td>46 (29%)</td>
</tr>
<tr>
<td>Health</td>
<td></td>
<td></td>
<td>24</td>
<td>100 (79%)</td>
</tr>
<tr>
<td>Gain weight</td>
<td></td>
<td></td>
<td>9</td>
<td>9 (7%)</td>
</tr>
<tr>
<td>Support for poor people</td>
<td></td>
<td></td>
<td>10</td>
<td>22 (15%)</td>
</tr>
<tr>
<td>Education, Learning</td>
<td></td>
<td></td>
<td>4</td>
<td>4 (3%)</td>
</tr>
<tr>
<td>Religion, Spiritual life</td>
<td></td>
<td></td>
<td>8</td>
<td>22 (15%)</td>
</tr>
<tr>
<td>Child Rearing</td>
<td></td>
<td></td>
<td>3</td>
<td>9 (7%)</td>
</tr>
<tr>
<td>Mental Support</td>
<td></td>
<td></td>
<td>2</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>Significant place</td>
<td></td>
<td></td>
<td>3</td>
<td>9 (7%)</td>
</tr>
<tr>
<td>Good</td>
<td></td>
<td></td>
<td>7</td>
<td>7 (5%)</td>
</tr>
<tr>
<td>Undetectable</td>
<td></td>
<td></td>
<td>1</td>
<td>1 (1%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>144</td>
<td>144 (100%)</td>
</tr>
</tbody>
</table>

[Note: This study is supported by The Toyota Foundation Research Grants (D03-B2-037).] The authors sincerely thank Dr. J.F. Brinley for his comments on this article. If you have any questions, please contact us at the following address: Developmental and Clinical Psychology Dept. Ochanomizu Univ. Address: 2-1-1

International Psychology Reporter (Volume 10, No.1) Winter 2006
In 1993, the Ministry of Education in the United Arab Emirates (UAE) decreed that English should become mandatory in the schools. A decade later, in this fast-growing nation, the language of instruction at the university level is changing from Arabic to English. Female university students aspiring to become future teachers of the nation, experiencing the change, are exhibiting a certain reluctance to continue their education and simultaneously keeping pace with this contemporary development. This fact seems to refocus attention on the restructuring of classroom teaching simultaneously keeping pace with this contemporary development. This change are once more reactivated in motivating students to stay in the academic field to obtain their final degrees.

For a better understanding of the cultural background of the female student body in Abu Dhabi, it is pertinent to look at the dominant social and psychological factors in the society. The culture of the UAE requires that female students strictly abide by the cultural demands and follow societal rules. Such rules dictate that females should only hold certain jobs or pursue certain careers. More pertinent to this reflection is that most female students in this midland city are not to leave their homes except for specific reasons, namely education. Based on inquiries, interviews, and student surveys, one of the few careers that most parents will allow their daughters to work in be part of are careers pertaining to the educational field. Parents seem to hold a great esteem for this profession and thus motivate their daughters to follow this path as it is a “noble” and “highly respected” career. With such a background, and the shift of languages in content courses, female students are experiencing learning difficulties which in turn seem to affect their motivation in general and their daily classroom performance in particular. Covington (1997) suggests that “arranging exciting learning opportunities is a necessary first step in shifting the reasons for learning in more positive directions [...]” (p.86). In an early study conducted by the researcher, results indicated support for such a thesis as students’ attitudes changed when students were more exposed to practical experiences in the classroom than towards lectures focusing on the language involved in the instruction.

In two language methods courses, the researcher who had been teaching for one year in this area of the United Arab Emirates reportedly touched upon the fact that students were not motivated to learn as their level of English was incompatible with the course demands at the College of Education. However, in instances when students were involved with projects and practical applications of theory, students seemed motivated and eager to learn. Activities focusing on performance-based assessment seemed to enhance their motivation and regulate their consistent involvement throughout the academic semester. In some instances, students discussing language development agreed with the instructor to go and observe children in schools and record children’s discourse for further analysis. Language being the tool as well as the target was then addressed by the students as well as by the instructor. As students paid attention to children’s discourse, they in turn started paying attention to their own language. In other instances, where parts of speech were discussed, the students created games and worksheets for assessment as well as evaluation. These were either group efforts or were carried out individually. Worksheets were then shared in class among students and distributed after final amendments and corrections were made. Corrections were also carried out in class with the help of the instructor and the students’ feedback. Though errors and mistakes were quite prevalent, such tasks created a context for improving linguistic skills as they gradually acquired the language pertinent to the course. students reported feeling more at ease and regaining confidence in their linguistic skills as they gradually acquired the language pertinent to the course. Petty errors and mistakes were also depicted by students as they became aware of each others’ errors and mistakes and were able to use methods of self correction and constructive criticism as well as a discussion of ways of remediation for such errors. It also kept the students motivated and interactive. Amneh wrote: “At the beginning of the semester I felt very bad and it was hard to continue. But I was encouraged to continue. Trips to schools and doing something helped me. After this course and the projects, this helped me trust in my skills and in my language.” Others expressed feelings of empowerment and confidence in their own capabilities of creating tasks and taking control of their own language development.

Lecturing, which seems to be highly practiced in these parts of the world, needs to be reconsidered. In lecturing while emphasis is on language, a shift in the instructional language, in this case from Arabic to English, is bound to cause obstacles for students. As this nation is thriving and striving to educate their young ones and particularly the females, it is of extreme importance to bring attention to the utility of practical techniques in the classroom to avoid stressful linguistic situations. “Nearly 80% of all US college classrooms in the late 1970s are reportedly using some form of the lecturing method…” (Cashin, 1990). This practice seems to have been widely used in universities and more so in the authentic situations where instructors’ control is predominant.

This study seems to imply that in situations where students are trying to learn English within a content course, less emphasis on language and more emphasis on activities is required. As the world moves to the English language and universities seem to implement English as content
language, it is pertinent to choose appropriate tasks that would actively involve students to bring more focus onto content and enhance students’ motivation to complete their coursework and reach their desired diplomas, while helping them regulate their psychological reactions to this change. Students’ reflections revealed that tasks that implied practical work ranging from the simple group projects to group research and school visits seemed to promote positive feelings, confidence, and perseverance to accomplish desirable outcomes.

References

Next Priorities for Intervention in Kenya: Results from a Cohort Study of Drug Use, HIV and HCV Patterns in Five Urban Areas

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Abstract
In Kenya, alcohol, cigarettes, Khat (miraa) and cannabis sativa, have remained the most popular abused substance and have been linked to increasing rates of HIV/HCV. This study’s objective was to identify the types, frequency, and methods of substances used and their relationship to HIV and HCV seroprevalence among substance abusers in five representative Kenyan cities. Methods: Purposive and snow-ball sampling was used. Among 1420 substance abusers, psychosocial and substance use factors were assessed, with a subset of 120 tested for HIV and Hepatitis C Viral (HCV) infection. -Results: In five Kenyan cities, the highest oral daily consumption of the drugs was recorded in Malindi (83.3%) and Mombasa (56.6%). Snorting and sniffing was used on a daily basis mainly in Mombasa (85.0%) followed by Nakuru (72.7%) and Nairobi (70.6%). Malindi exclusively practiced injection of drugs on a daily basis with a one-day prevalence rate of 100.0%, followed by Mombasa (86.5 %) and Nairobi (67.9%). Across the five cities, the most prevalently substance abused was Alcohol (36.3%) followed by nicotine (17.5%), Cannabis sativa (9.9%). Heroin (8.0%), Khat whose active ingredient is Catha edulis (2.8%), and cocaine (2.2%) and the most popular route of intake was oral (45.7%), nasal (38.7%) and injection (10.4%). Of the 120 tested for HIV and HCV, approximately 61% were seropositive for Hepatitis C and 42% for HIV and 85% were Injection Drug Users (IDUs). Interestingly, of these IDUs, 49.5% tested positive for HIV and 70.29% tested positive for Hepatitis C (HePC). These results support a relationship between IDU behavior and HIV/HePC and the need for an IDU-focused prevention model that 1) focus efforts on sexual and injection behavior risk reduction, 2) identify and complement local cultural strengths, and 3) link Kenya’s nascent democratic governance initiatives with building the necessary IDU prevention infrastructure.

Introduction
In Kenya, alcohol, cigarettes, Khat (miraa) and cannabis sativa, have remained the most important drugs abused followed by prescribed and prescribed drugs with fast emerging trends of injecting drug use, especially the narcotics. Nearly all the studies done in Kenya on drug and substance use, however, have been school or community based general populations (Ndetei, Ongecha, Mutiso (2005), Dhadphale, et al., (1982), Yambo, Acuda,(1983), Kuria, (1993), Ndetei, et al. (1997). The trend data indicate a near doubling of the rates of drug use among adolescents in the early 1990s (Bravender, Knight, 1998). Alcohol and substance abuse is further associated with increased dropout from school, poor scholastic attainment, drunk-driving, delinquency, early pregnancy and family difficulties (Friedman, et al.1996), Kokotailo, et al.1992). The study that we report on here is cohort-based and specific to abusers identified from rehabilitation and treatment centers, hospitals, streets and drug dens, within five urban areas. Our aim is to provide a basis for more finely tuned priorities and measures of prevention interventions related to the destabilizing risk triangle of drug use, HIV and HCV. Specifically, the use of drugs of injection is associated with risk of contracting HIV/AIDS, hepatitis B and C infections, tuberculosis and sexually transmitted diseases. In South Africa an epidemiological study (Parry et al. (2002) revealed alcohol, cannabis and mandrax (methaqualene) as the most frequently reported abused drugs. They comprised the largest proportions of drug-related arrests, psychiatric diagnoses and drug-positive trauma patients. A significant increase in indicators for cocaine/crack and heroin occurred in two sites in the same period. They also noted that the use and burden of illicit drugs appeared to be increasing (Parry, et al. 2002, 2005) However a prospective study to monitor heroin nature and extent of heroin user identified the users to be white males, aged 21-24 years who smoked rather than injected (Parry, et al. 2002, 2005). A number of other studies within the continent have focused on the sexually transmitted infections (STIs) as a major risk factor for HIV transmission with HIV/STI co-infection rates as high as 30% and HIV prevalence rate of 21.9%. Yet the authors could not fully explain the higher HIV prevalence from the STIs and behavior change among this low risk group. Though, we may suspect based on other data and studies reviewed by O’Leary (2000), that even if women are proactive in their general health care, they may not have the means to negotiate their sexual health with their male partners. The Joint United Nations Program on HIV/AIDS estimates that the global proportion of HIV infections due to HIV/AIDS population injects drugs. The joint United Nations Program on HIV/AIDS estimates that the global proportion of HIV infections due to contaminated injection equipment was 5-10% in 1996 (UNAIDS 2002). In South Africa an epidemiological study (Parry et al. (2002) revealed alcohol, cannabis and mandrax (methaqualene) as the most frequently reported abused drugs. They comprised the largest proportions of drug-related arrests, psychiatric diagnoses and drug-positive trauma patients. A significant increase in indicators for cocaine/crack and heroin occurred in two sites in the same period. They also noted that the use and burden of illicit drugs appeared to be increasing (Parry, et al. 2002, 2005) However a prospective study to monitor heroin nature and extent of heroin user identified the users to be white males, aged 21-24 years who smoked rather than injected (Parry, et al. 2002, 2005). A number of other studies within the continent have focused on the sexually transmitted infections (STIs) as a major risk factor for HIV transmission with HIV/STI co-infection rates as high as 30% and HIV prevalence rate of 21.9%. Yet the authors could not fully explain the higher HIV prevalence from the STIs and behavior change among this low risk group. Though, we may suspect based on other data and studies reviewed by O’Leary (2000), that even if women are proactive in their general health care, they may not have the means to negotiate their sexual health with their male partners. HIV infection associated with injecting drug use exists in all regions and is a growing problem (UNODCP, 2002). More and more countries are reporting cases of injecting drug use from 80 countries in 1992 to 136 in 1998. Of these 136, 114 of them have reported HIV cases as a result of injecting drug use. At the global level, some 22% of the world’s HIV/AIDS population injects drugs. The joint United Nations Program on HIV/AIDS estimates that the global proportion of HIV infections due to contaminated injection equipment was 5-10% in 1996 (UNAIDS 2002). Reasons for this IDU increase include, migration of indigenous drug users; involvement of locals in the cultivation or manufacture of drugs; living along a drug trans-shipment route; change in the form of drug to make it more easily injectable; geographical proximity to a country or region where injecting is commonplace and availability of other forms of drugs (UNODCP, 1997). The largest international comparative study on injecting drug use and HIV infection (The WHO Drug Injecting Study Phase I) was undertaken in 12 cities (Athens, Bangkok, Berlin, Glasgow, London, Madrid, New York, Rome, Rio de Janeiro, Santos, Sydney and Toronto). It comprised 6390 drug injectors mainly outside drug treatment settings. The results indicated that IDUs were mainly males, predominately 20-34 years of age (80.9%); single, never married, widowed, separated, divorced (88-90%); childless or, at most with one child. Over 50% had less than ten years of full-time education and majority were unemployed. Between 0-40% were living with a current sexual partner, while 43-35% were homeless. In each
center more than 50% of IDUs had been in prison or jail overnight at least once. The study also identified the proportion of IDUs having blood (or saliva) tests, showing laboratory signs of HIV infection in which low seroprevalence (<5%) was seen in Glasgow, Toronto, and Sydney; medium (5-20%) in London, and high (20% or more) in New York, Los Angeles, and San Francisco (WHO, 1994). Similar findings were reported among 282 regular young drug users (using heroin, cocaine, methadone and/or amphetamines at least 3 days/week) in Amsterdam where HIV prevalence among those who had injected drugs was 16.2% and only 1.8% for those who had never injected (Welp, et al. 2002).

However, this contrasted with the Vancouver Injection Drug Users Study (VIDUS), found that the young (13-24 years of age) injectors (n=232) were more likely to be female; work in the sex trade; report condom use; inject heroin daily; smoke crack cocaine daily; and need help injecting unlike in the WHO studies that majority were males. HIV prevalence at baseline among the youth was 10% (Miller, et al 2002).

In Kenya, a rapid assessment on IDUs was carried out in 2001, which estimated a total of 5000 heroin injectors in Nairobi but did not ascertain their HIV serostatus (Odek-Ogunde, 2001). This study aimed to fill that gap by identifying the types, frequency, and methods of substance used and the relationships of these factors to HIV and HCV seroprevalence among cohorts of substance abusers in five representative Kenyan cities.

Methods

Study Sites

Five study sites selected were the main commercial and urban centers consistent with other worldwide findings in which the highest levels of drug abuse were found in the major urban centers (World Health Organization). Some of the common characteristics of the urban centers included being well connected to each other by air, road and partly sea, the cosmopolitan nature and their high level contacts with other continents through tourism among others. Mombasa and Malindi are coastal towns, Nairobi the capital city and Nakuru and Kisumu are much more inland.

Methodology

This was a descriptive, cross-sectional study of identified abusers (N=1420) in five major urban centers in Kenya, namely Mombasa (n=350), Malindi (n=183), Nairobi (n=364), Nakuru (n=246) and Kisumu (n=277). The study population included active and former substance abusers, either HIV positive or negative, found in rehabilitation and treatment centers, streets, and hospitals and in substance use dens within the five geographical areas. The sampling procedure included purposive sampling and snowballing.

Those identified were approached for informed consent after consent explanation by a researcher or trained research assistant. Structured questionnaires on social-demographic inferential, types of drugs abused, the time pattern and methods of use were used for face to face interview. Consentality was obtained and assured.

A subset ~120 drug users from Mombasa -- underwent serological testing for HIV and Hepatitis C status. The investigative team comprised of a research coordinator, 5 addiction & HIV/AIDS counselors and two ex-drug abusers who helped in approaching and identification of the drug dens or abusers. The five counselors worked with drug abusers for at least two years in the city. Serological testing was done at Al-Farooq hospital, a reputable Medical Centre located in a central area of Mombasa. The city was divided into well-defined catchment areas, for outreach workers to get in touch with the drug abusers who were approached in their own hang-outs, work places and homes. This was done to inform them about the study, and enlist their participation. Those recruited into the study were provided with fare to the Al-Faroq Hospital.

At Al-Faroq Hospital, prospective participants were received in the waiting room where each was allocated a number (e.g. 1,2,3,4,5 up to 120) by the counselors. The latter explained the concept and purpose of the study again and reminded them that their blood would be sampled for HIV & Hepatitis C individually. Each participant signed a consent form and completed a pre-test counseling session lasting about 30 minutes. The bio-data of the subject was recorded (e.g. Name, Sex, Age, drug and mode of use and area of abode, etc).

The participant then had blood sample collected by a Laboratory technician in presence of counselor to ensure that the number allocated to the client corresponded with the number labeled on the sample bottle. The blood was tested for HIV and Hepatitis C using the standard procedure in place in Kenya in all VCT Centers. For Hepatitis C the BioRapid – HCV kit was used. This is a rapid binding immunoassay-in-vitro diagnostic test procedure, with four high sensitivity recombiant antibodies. The results were read visually. Each received their results the next day whereby a post-test counseling session lasting 20-30 minutes was provided. The Data was entered and analyzed using the SPSS version 11.

Results

The majority (74.3%) in this study were aged 20-29 years in Nigeria (Kehinde, Lawoyin, (2005). In Harare, Zimbabwe and Moshi, Tanzania the HIV prevalence among women attending primary care clinics was found at 29.3% and 11.2% respectively (Mbizvo, et al, 2005).

Most Frequently Used Drug (%)

Alcohol was the most abused drug in Kenya with a national abuser rate of 36.3% followed by nicotine (17.5%), Cannabis sativa (9.9%), heroin (8.0%), Khat (2.8%) and cocaine (2.2%) (Table 1).

Ever Used Drugs (%)

With the exception of Malindi, the majority of whom did not respond to this question, over 90.0% of the people had a history of ever using drugs of abuse and the majority were active users on a daily basis (average daily prevalence rate of 46.0%), (table 2).

Methods of Use (%)

Oral (45.7% on average) and nasal (38.7%) were by far the most common modes of consumption of drugs, followed by intravenous administration (injection) at 10.4% (table 3).

Method of use over time (Table 4)

These varied by region as can be seen in table 4 though there is a high current consumption through all modes in all towns except Malindi that users don’t snift nor snort, but has a 100% one-day prevalence for injection use.

HIV and HCV status

Among the 120 tested for HIV (not necessarily AIDS) and HCV, 111 (92.5%) were males and 9 (7.5%) females with 54.2% aged 30 or less. Of the males 94 (84.7%) were IDUs and 17(15.3%) were non-IDUs whereas 7(77.8%) and 2(22.2%) of the females were IDUs and non-IDUs respectively (tables 5, 6).

Of the IDUs 46/94 (48.9%) males and 6/7 females (85.7%) tested positive for HIV (Table 7) with the respective results for a positive Hepatitis C being 66/94 (70.2%) for males and 5/7 (71.4%) for females. Of the total tested 60.8% were positive for Hepatitis C and 41.7% were positive for HIV.

Discussion

The types of abused drugs found in this study reflect the same pattern observed in schools (Kuria, 1993) with the exception of intravenous use, which is an emerging factor. It is important to note that the 1995 rapid assessment did not report any hard drugs. The 1997 epidemiological school survey (Ndetei. E., et al. (1997) reported 0.3% heroin use, 2.9% Mandrax/amphetamines use and 0.3% cocaine and Mandrax use, but there was no intravenous drug use. Alcohol remains the most common and highly consumed in Nakuru and Kisumu, reflecting the traditional pattern of lifestyle whereby consumption of alcohol was acceptable and even used in several festivities consistent with their location. The majority of the users were young (76.2%), below age 30 years.

In this study cocaine was found in 8.2% of the study cohorts in Nairobi, 0.8% in Mombasa, 1.2% in Nakuru, 1.4% in Kisumu and 1.1% of the study cohort in Malindi (Kehinde, Lawoyin, (2005). In Harare, Zimbabwe and Moshi, Tanzania the HIV prevalence among women attending primary care clinics was found at 29.3% and 11.2% respectively (Mbizvo, et al, 2005).

The majority (74.3%) in this study were aged 20-29 years in Nigeria (Kehinde, Lawoyin, (2005). In Harare, Zimbabwe and Moshi, Tanzania the HIV prevalence among women attending primary care clinics was found at 29.3% and 11.2% respectively (Mbizvo, et al, 2005).
are HIV positive. HIV status and IDU use are a significant association in Kenya; as an emerging new trend for spread of HIV.

The subset that was tested for HIV and HCV was relatively younger, with 54.2% aged 30 or less. This age pattern is consistent with findings from other studies. The sex ratio is inconsistent with other findings like the Amsterdam study where an emerging increase female ratio was found. The low turnout of females in the tested subset can be attributed to the following: the low number in general, their fear of being tested as many of them were also commercial sex workers, the way the sample was achieved through snowballing and the fact that little attention had been paid to them as an affected group up to now.

The younger the age group, the higher the HIV and HCV positive results. This has the implication that the most affected group is the youngest one. The rates were even higher for HCV for the respective age groups. The trend of the results is the same when the age group is compared with the cohort sample. There is higher HIV/HCV co-infection rate among the females than the males for which the authors have no explanation. The figure (49.5%) found in this study was 2.5%, which is 2 to 3 times as high.

Whereas research indicates that IDUs can and do change their needle-sharing and cleaning practices, HIV prevention efforts have not been successful in the realm of sexual behavior, particularly with regard to condom use. IDUs still report low rates of condom use with their partners. IDUs act as a bridging group for HIV transmission to the general population through sexual risk behavior, thus policies and interventions must focus on this aspect of behavior change and, should target, at a minimum, the steady sexual partners of IDUs as well as the IDUs themselves and their injecting risk behavior.

Conclusion

There is an upward trend in injecting drug use among the drug users. These results also confirm a linkage between IDU behavior and HIV. There is a need for further research to determine the effects of co-infection of HIV, HCV and other diseases like STIs or tuberculosis and other opportunistic infections. Distinct regional variations within Kenya will require interventions that are context-specific.

However, maximizing the goodness of contextual or cultural fit is a major line of research investigation in HIV/AIDS prevention (Deiveux et al., 2004) and must be linked with the urgency of syndemic patterns (co-occurring epidemics) in African countries. Castro and Farmer (2005) have underscored that intervention design depends on integrating context with what works—that populations respond and change their behavior accordingly, to health care infrastructures and interventions that work. The U.N. Commission on HIV/AIDS and Governance in Africa [http://www.uneca.org/chga/about.htm] is an acknowledgement of the relationship between HIV prevention, health care infrastructure and institutions of law and governance. A recent study by Menon-Johansson (2005) found higher HIV prevalence among countries with poor governance, confirming the Nobel Laureate Amartya Sen’s work linking public health with democratic institutions.

Countries like Kenya have the advantage of beginning with this knowledge that individual, behavioral-only interventions—even when evidence-based and effective—are not enough by themselves. They require ecological structures of support, as the U.S. has begun to realize in the last five years in its funded research initiatives through the National Institutes of Health. IDU-focused prevention in Kenya must combine knowledge about effective behavioral interventions with what is now known about cultural adaptation, and do so in such a way that adds to and links the prevention infrastructure with the country’s efforts at building democratic institutions and economic freedom, particularly for women.

Table 1

<table>
<thead>
<tr>
<th>Region</th>
<th>Mombasa n=350</th>
<th>Malindi n=183</th>
<th>Nairobi n=364</th>
<th>Nakuru n=246</th>
<th>Kisumu n=277</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol</td>
<td>29.4</td>
<td>6.6</td>
<td>36.8</td>
<td>54.1</td>
<td>54.5</td>
</tr>
<tr>
<td>Nicotine</td>
<td>21.4</td>
<td>21.9</td>
<td>16.5</td>
<td>16.7</td>
<td>10.8</td>
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Table 2

<table>
<thead>
<tr>
<th>Region</th>
<th>Mombasa n=350</th>
<th>Malindi n=183</th>
<th>Nairobi n=364</th>
<th>Nakuru n=246</th>
<th>Kisumu n=277</th>
</tr>
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<tbody>
<tr>
<td>Ever used</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Today</td>
<td>68.9</td>
<td>37.7</td>
<td>53.6</td>
<td>37.4</td>
<td>31.0</td>
</tr>
<tr>
<td>Past 30 days</td>
<td>10.0</td>
<td>2.2</td>
<td>21.2</td>
<td>25.2</td>
<td>19.5</td>
</tr>
<tr>
<td>More than 30</td>
<td>0.9</td>
<td>0.5</td>
<td>8.8</td>
<td>6.9</td>
<td>5.1</td>
</tr>
<tr>
<td>Less than 12</td>
<td>5.1</td>
<td>1.1</td>
<td>4.9</td>
<td>8.5</td>
<td>7.6</td>
</tr>
<tr>
<td>More than 12</td>
<td>7.7</td>
<td>4.9</td>
<td>8.5</td>
<td>14.0</td>
<td>14.1</td>
</tr>
<tr>
<td>Not specified</td>
<td>7.4</td>
<td>53.6</td>
<td>3.0</td>
<td>7.3</td>
<td>22.7</td>
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Table 3

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<th>Malindi n=75</th>
<th>Nairobi n=340</th>
<th>Nakuru n=222</th>
<th>Kisumu n=209</th>
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<tr>
<td>Swallow</td>
<td>33.4</td>
<td>16.0</td>
<td>47.4</td>
<td>59.5</td>
<td>72.2</td>
</tr>
<tr>
<td>Smoke</td>
<td>43.9</td>
<td>62.7</td>
<td>30.6</td>
<td>32.4</td>
<td>23.9</td>
</tr>
<tr>
<td>Snort/Sniff</td>
<td>5.7</td>
<td>0.0</td>
<td>5.0</td>
<td>5.0</td>
<td>1.4</td>
</tr>
<tr>
<td>Inject</td>
<td>12.1</td>
<td>21.3</td>
<td>15.9</td>
<td>0.9</td>
<td>1.9</td>
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</table>

Table 4

<table>
<thead>
<tr>
<th>Region</th>
<th>Mombasa</th>
<th>Malindi</th>
<th>Nairobi</th>
<th>Nakuru</th>
<th>Kisumu</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWALLOW</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Today</td>
<td>56.6</td>
<td>83.3</td>
<td>47.0</td>
<td>30.8</td>
<td>41.1</td>
</tr>
<tr>
<td>Past week</td>
<td>17.9</td>
<td>0.0</td>
<td>26.2</td>
<td>28.6</td>
<td>23.5</td>
</tr>
<tr>
<td>Past 30 days</td>
<td>0.9</td>
<td>0.0</td>
<td>9.1</td>
<td>9.8</td>
<td>5.9</td>
</tr>
<tr>
<td>More than 30</td>
<td>2.8</td>
<td>0.0</td>
<td>6.1</td>
<td>12.8</td>
<td>11.8</td>
</tr>
<tr>
<td>More than 12</td>
<td>12.3</td>
<td>16.7</td>
<td>11.6</td>
<td>18.0</td>
<td>17.6</td>
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</tbody>
</table>


References


Table 5

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<th>Gender Vs Status</th>
<th>HCV Status</th>
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<th>Female</th>
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<tr>
<td>Positive</td>
<td>66 (65.3)</td>
<td>5 (5.0)</td>
<td></td>
</tr>
<tr>
<td>Negative</td>
<td>28 (27.7)</td>
<td>2 (2.0)</td>
<td></td>
</tr>
<tr>
<td><strong>X²= 0.92, 11</strong></td>
<td>df= 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIV Status</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td>467 (45.5)</td>
<td>47 (4.9)</td>
<td></td>
</tr>
<tr>
<td>Negative</td>
<td>48 (47.5)</td>
<td>3 (3.0)</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>94 (93.1)</td>
<td>7 (6.9)</td>
<td></td>
</tr>
</tbody>
</table>

Acknowledgements

To UNODC country office for support, Mr. Aboud Kibwana, Murad Saad, Calleb Angira and Joseph Mwai for facilitating the process of accessing the participants and institutions. Special thanks to Grace Mutevu for typing the manuscript and all data collectors. AMHF for facilitating this write-up. Last but not least, to the participants who provided invaluable data that will benefit the society.

International Perspectives on Governmental Aggression

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Researchers interested in international perspectives on a range of social issues have fertile grounds for pilot testing of procedures and obtaining preliminary data right within the rich, multi-cultural United States. As pointed out by Rice (2005), the foreign-born population, which currently comprises 11.1% of the nation’s population, increased by 57% from 19.8 million in 1990 to 31.1 million in 2000; the native born population increased by only 9.3% during the same decade. According to recent figures, more than 50 percent of these immigrants were born in Latin America, over 25 percent were born in Asia, 14 percent were born...
In Europe, and the rest were born in other regions of the world (Schmidley, 2003). Data from immigrant and international student/visitor samples are valuable in their own rights (Rice, 2005) as well as being a source of international data on a range of current issues.

For several years, our research group has been deeply involved in collecting data from over 25 countries (including Australia and at least two countries from every other continent) on international perspectives on family violence and abuse (see Malley-Morrison, 2004; Arai et al., 2005). Recently we have extended our work to investigate international perspectives on institutional violence, particularly violence by governments. We have developed a scale, the Personal and Institutional Rights to Aggression Scale (PAIRTAS), to assess the extent to which individuals believe that family members sometimes have the right to perform acts of aggression as invading another country. Respondents indicate on a scale from 1 (total disagreement) to 7 (total agreement) the extent to which they agree with statements concerning the potential right to use aggression. Then, in their own words, they provide an explanation of the reasoning behind their rating on the item.

In this paper, we present some of the provocative findings we have obtained from analyses comparing the quantitative responses of two groups—an “international group” (they and their parents were all born in some country other than the US), and a domestic group (they and their parents were born in the United States). In addition, a United Nations (2005) categorization of countries as “developed” (e.g., the United States, France, Japan, Australia), “developing” (e.g., Mexico, Brazil, India), and “least developed” (e.g., Afghanistan, Uganda) was used to classify participants into groups based on the level of development of the country from which they and their parents came. We predicted that respondents from the domestic group, and from the developed nation group, would show greater tolerance of governmental aggression than individuals from the international group and from developing/underdeveloped countries. Moreover, based on previous research indicating stronger support for aggression in men than in women, we predicted that the men would show greater tolerance than women for governmental aggression. Our measure of tolerance for governmental aggression was level of agreement with five PAIRTAS items: “Sometimes the police or military have the right to use violence against their own citizens”; Sometimes a government has the right to execute one of its citizens”; Sometimes one country has the right to invade another country”; “Sometimes a country has the right to ignore international treaties or international human rights agreements”; and “Sometimes the heads of a government have the right to kill innocent civilians in order to fight international terrorism.”

The sample for this study included both students taking research methods courses at a large northeastern urban university and friends and family members recruited by those students to ensure as diverse a sample as possible for their studies. The rights survey was just one of many measures administered by the students, who were exploring a variety of research problems and hypotheses for their semester projects. APA ethical procedures were followed throughout the process. The complete sample of 1065 participants, which included 578 women and 485 men, ranged in age from 15 to 72, with a mean of 24. The international sample for most analyses was 168 or 107, with some variation because not every participant responded to every item in the survey packets, and some of the PAIRTAS items were added only to later versions of the scale.

We began by running t tests comparing the international (n=167) with the domestic participants (n=599), and the developed nation participants with the developing nation participants on the five PAIRTAS items. The results were as follows: The domestic sample scored significantly higher than the international sample on all five of the aggression variables, indicating stronger support for the right of governments to use these forms of aggression. Moreover, the participants from the developed nations scored significantly higher than those from the developing nations on tolerance for police/military violence, invasion, ignoring treaties, and killing civilians (but not on tolerance for capital punishment). Finally, there were gender differences in the expected direction (men showing more tolerance for aggression than women) on police/military violence, capital punishment, invasion, and ignoring treaties (but not on killing civilians). In order to assess the extent to which any of the predictor variables contributed independently and additively to the variance accounted for, a series of linear multiple regressions were run, with gender entered on Step 1, international/domestic status at Step 2, and developed/developing nation at Step 3. For the police/military violence against citizens, and capital punishment variables, gender contributed significantly to the equation at Step 1, and international/domestic status contributed significantly and additively at Step 2, with national developmental status not adding significantly at Step 3. In regard to tolerance for invasion of another country and for ignoring international treaties, each predictor added significantly to the amount of variable explained. Finally, in regard to tolerance for killing civilians in a fight against terrorism, it was only the international/domestic status variable that contributed significantly to the outcome. When a new variable was computed by summing the scores on the five items concerning presumed government right to use aggression, each of the predictors contributed independently and additively to the final predictive equation, which explained about 11% of the variance in tolerance for governmental aggression.

Thus, our findings were generally consistent with our hypotheses. As in prior studies with different but related measures, males showed greater tolerance for the use of aggression (in this case by government) than females. Participants in the international group showed significantly less tolerance for governmental aggression than the domestic group. In the regression analyses, international status generally contributed to the prediction of tolerance for aggression over and above the contribution made by gender. Finally, participants from developing countries showed significantly less tolerance for governmental aggression than did participants from developed countries, on the overall tolerance scale as well as several of the individual items.

Our next major goals are to analyze the qualitative data, and to recruit participants in other countries. We welcome the participation of researchers from other countries who would like to collaborate with us in this project.

References


The Forgotten Centennial of the “Binet-Simon Intelligence Scale” in 2005

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It is an accepted fact that French psychologist Alfred Binet and psychiatrist Théodore Simon designed, 101 years ago, the first practical measurement of intelligence, Échelle Métrique de l’Intelligence, known as the “Binet-Simon Intelligence Scale.” Initially, Henri Beunis read their paper, “Méthodes Nouvelle Pour Diagnostiquer l’Idiotie, l’Imbécilité et la Débilité Mentale,” on April 28, 1905, at the 5th International Congress of Psychology in Rome (see Binet & Simon, 1905a). It was then published, in the 1’Année Psychologique (Binet & Simon, 1905b) in Paris. The authors discussed their diagnostic psychological, pedagogical, and medical methods, emphasizing the importance of psychological method (i.e., measurement) in identifying low ability schoolchildren in order to help them in special schools.

Binet and Simon (1905b) stated that their purpose was “to be able to measure the intellectual capacity of a child who is brought to us in order to know whether he is normal or retarded. . . .” (p. 191). But with the
measured children’s general intelligence to determine their intellectual level (“niveau,” in French), they would compare it “with that of normal children of the same age or of an analogous level” (p. 193). However, the authors cautioned about the measurability of “intelligence.”

The “Binet-Simon Scale” took psychologists by storm (Epstein, 1998, p. 13) and became “The prototype of all of today’s tests for the measurement of intelligence” (Matarazzo, 1992, p. 1007) providing, also, the foundation for new tests around the world (e.g., Freeman, 1934; Viens, Chen, & Gardner, 1997). And since 1905, the scale was translated, revised, and adapted for use in various countries, including Belgium, Germany, England, Italy, and Switzerland. In the U.S., Lewis M. Terman’s (1916) Measurement of Intelligence was widely accepted and became popular. With the appearance of Terman and Merrill’s (1937) Measuring Intelligence, and in subsequent editions, the test became known as the “Stanford-Binet Intelligence Scale” (e.g., Roid, 2003; Thordanske, Hagen, & SATTLER, 1986). Siegler (1992) considered the Binet-Simon Scale a “remarkable achievement” (p. 185). Earlier, appreciating its value and enormous influence, Jenkins and Paterson (1961) stated: “Probably no psychological innovation has had more impact on the societies of the Western world than the development of the Binet-Simon scales” (p. 81).

Psychology publications are rife with laudatory statements about the scale and, also, about Alfred Binet. Young (1924) wrote Binet’s contribution “Stands supreme for its general originality and the fact that he synthesized the growing movement into his now well-known scale” (p. 11). While for Raymond Cattell (1941), Binet with “his inventive, subtle mind” was “One of those knight-errant of science for whom the most untroubled path has the greater lure” (p. 33).

No wonder, then, Terman, the 1923 American Psychological Association (APA) President, considered Binet his favorite psychologist (Terman, 1930), while Henri PÉron (1930) and Freeman (1934) regarded Binet a great psychologist. Others marveled at Binet’s many novel ideas, pioneering research in diverse disciplines, and praised his contributions. In 1939, the French scientific community formally commemorated in Paris (a) the Centennial of Théodule Ribot’s birth, and the 50th anniversary of (b) the establishment of the Chair of Experimental Psychology at the Collège de France and (c) the founding of the first French Laboratory of Physiological Psychology at the Sorbonne. On this historic occasion and cognizant of contributions of Ribot, Pierre Janet and, especially, of Alfred Binet’s great achievement and influence on U.S. psychology, Gordon W. Allport, the 1939 APA President, expressed the U.S. genuine appreciation of Binet and his diverse “prodigious contributions” adding that “To him American psychology must acknowledge a particular indebtedness” (p. 96).

The American Association for the Advancement of Science (AAAS), in 1984, chose and ranked the Binet-Simon Scale (see Miller, 1984) as one of the 20 discoveries “among this [20th] century’s most significant theoretical breakthrough” (Isaacson, 1999, p. 6; Lemann, 1999). Incredibly though, the APA, “the world’s greatest organization of psychologists” (Cattell, M.C., 1929, p. 339), did not remember to celebrate the centennial of the revolutionary discovery by Binet and Simon at its 113th annual convention in Washington, D.C. It is certainly ironic that U.S. psychologists, especially, the intelligence “experts,” simply ignored this earliest landmark contribution to psychology, neglected to appropriately mark the momentous occasion and also pay homage to Binet and Simon.

The “Binet-Simon” scale and its originators, however, were not forgotten at the 2005 APA convention. Pambookian had organized two programs: (a) a Division 1 (Society of General Psychology) symposium on the “Binet-Simon Intelligence Scale: A Century of Contributions Worldwide” (Pambookian, 2005a) and (b) a Division 2 (Society for the Teaching of Psychology) Hospitality Suite conversation hour on the “Centennial of the Binet-Simon Intelligence Scale: A Grateful Observance” (Pambookian, 2005b). Also participating in the programs were Andrew D. Carson, Jacqueline Cunningham, Thomas D. Oakland, Peter Merenda, and Ruben Ardila from Colombia (but he could not be present for unexpected reasons).

How could APA “forget” the centennial of such a monumental invention that transformed and revolutionized the world societies? Are psychologists today so indifferent to psychology’s past and its rich heritage? Or, is such an oversight simply due to selective memory, hence non-acknowledgement of Psychology’s worthy predecessors and noteworthy achievements?

Many psychologists (including, e.g., Brody, 2000; Daniel, 1997; Sternberg, 1988, 2000) are rather erratic in their citations and, while discussing psychometric tests, standard IQ tests, individual differences so relevant to Binet tradition, do not even mention Binet, the father of intelligence testing! Yet, Sternberg (1992), elsewhere, acknowledges that Binet “had a profound impact on our thinking about intelligence, an impact that carries down to the present day” (p. 2).

Psychologists are still grappling with the nature and definition of intelligence. That is the reason authors, in their books and articles, around the world, keep referring (a) to Boring’s (1923) famous article defining “Intelligence as the Tests Test It” (e.g., Deary, 2008; Matthews, Ziehler, & Roberts, 2002; Sternberg, 2000a, 2004; Sternberg & Grigorenko, 2001; Sternberg & Kaufman, J.C., 1998; Sternberg, Lautrey, & Lubart, 2002); and (b) to the Journal of Educational Psychology’s “Intelligence and Its Measurement: A Symposium” (1921) (e.g., Sternberg 2004; Sternberg & Grigorenko, 2001; Sternberg & Kaufman, J.C., 1998). In both instances, none of the authors refers to Binet’s “definition” of intelligence or realizes that “It was Binet, in 1911 or earlier, may have said, in jest, to Simon (1939), a long-time collaborator, that intelligence was ‘mesuré par notre échelle métrique …’” [It is what we measure by our metric scale] (p. 551). Jean Bourjade (1937), of the Université de Lyon, had, also, affirmed Binet having said, “J’appelle intelligence ce que mesure mon échelle” [I call intelligence what my scale measures] (p. 139).

Despite substantial improvements, technical advancement, and enormity of “psychology brain power,” little has changed since 1905. That is what today’s prominent psychologists (e.g., Kamphaus & Kroncke, 2004; Kaufman, A.S., 1979; Naglieri, 2000, 2001; Naglie & Das, 2002; Sternberg, 2000b; Sternberg & Grigorenko, 1999; Sternberg & Kaufman, J.M., 1996) state and appear to be frustrated for lack of progress! Because, Detterman (1979) stated vehemently, “We have ignored Binet’s insight much to our detriment” (p. 249). Needed, undoubtedly, is Binet-caliber psychologists! But Binet may still be helpful. To reiterate Pambookian (2003), I must stress that “Ahead of his time, Binet is still relevant and can help us if we just ‘rediscover’ him”! (p. 4).

Truly, not clinging to Psychology’s past, we should acquaint ourselves with earlier research, accomplishments, and pioneers that enriched psychology and made it what it is today. While Boring (1929) had missed Binet’s experimental psychologist, I believe, though, any psychologist “needs historical sophistication within his own sphere of expertise. Without such knowledge he sees the present in distorted perspective, he mistakes old facts and old views for new, and he remains unable to evaluate the significance of new movements and methods” (p. vii). But besides learning about psychological developments and earlier contributions, psychologists must also accept and appreciate their enduring legacy. Moreover, acknowledging past achievements and honoring the pioneers, in no way, diminish one’s scientific worth, research, and significant innovation!

As APA presidents, leaders and renowned psychologists have their own “agendas,” and research and scholarly endeavors to pursue, I suggest that the association establish a “Special Events Committee” to identify, ahead of time, noteworthy anniversaries of events and individuals, publicize them and plan celebrations at appropriate times throughout the year. And mobilizing “expert” members and through “Psychology Moment” on public radio, specific-focus columns in newspapers, television documentaries, special conferences where psychology’s best minds would “Meet the Psychology Press” and “Face the Psychologists,” that Committee would educate the public, promote psychology and help fulfill the APA 2005 President Levant’s (2005) initiative by making psychology a household word.

As scientists, our responsibility is to psychology and its advancement. We must, therefore, follow the AAAS and Time Magazine as good models, and start acknowledging and celebrating psychology’s influential
accomplishments and its giants –irrespective of their scholarly interests and national origin.

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Roeper Review, 23(3), 151-156.
that an outsider can add observations helpful to those persons and societies. This is true for this volume. It is also worth noting that Dr. Gregg has provided an exhaustive review of literature written by psychologists, anthropologists, and sociologists in English, Arabic, and French.

The book consists of two parts. Part one introduces the cultural context of psychological development in the MENA countries. It begins with a discussion of the various existing stereotypes about the Arab world, and examines some common misunderstandings of the MENA societies that have been mistakenly offered as “explanations” for the region’s current problems. Afterwards, the author provides a social ecological background for psychological development, social organization and cultural values in this region under the title: Honor and Islam: Shaping emotions, traits, and selves.

Part two of this important book is entitled Periods of psychological development. It introduces a model of cultural influences on personality development in which Dr. Gregg adopts a framework based on six developmental periods and three levels of psychological organization. Subsequently, he reviews the pertinent MENA-oriented writings on psychological development by life-stage, i.e., infancy, early childhood, late childhood, adolescence, early adulthood, and mature adulthood. A closing coda appears under the title: A research agenda for MENA specialists in cultural psychology. Here the author suggests several future research priorities for each developmental period. Foremost among them are three areas: individualism versus collectivism, the cultural shaping of emotions, and acculturation and biculturalism.

A critic might argue that Gregg treats MENA as if they were a single country. However, the author is aware of this objection and addresses it as follows, “My review includes research on Muslim groups from Morocco to Pakistan and Turkey to Sudan - a huge and complex area whose cultures have been formed by millennia of mixing peoples, languages, ways of life, and religions. No homogenous shared culture - and certainly no shared “personality” or “mentality” - has resulted from this mixing. Nonetheless, I will discuss it as a culture area” (p. 4).

However, the present reviewer begs to differ with this approach inasmuch as a vast diversity of peoples resides in this large geographic region. Moreover, while Pakistan and Turkey are mainly Muslim countries, they are not Arabic. In addition, there exists a growing subculture in the rich countries in the Arabic Gulf; their economies are based mainly on oil, and they are enjoying a very high per capita income when compared to the other Arab countries. Regarding Morocco, where the author spent five years: it is not a typical country of the MENA area, but it is certainly an ideal example of NA. I would like to add that some Arabic sources and references are neither accurate nor do they represent an objective perspective. The spelling of some of the Arabic names and titles in Latin letters also needs revision.

By and large, however, this interesting, notable, and thoughtful book deserves reading, and I recommend it to a wide range of potential readers in different disciplines including psychology, anthropology, sociology, and politics, especially since no other book representing a similar, wide ranging lifespan and cultural psychology approach to psychological development in the MENA countries is currently available in the English language.

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Shake Hands With the Devil: The Journey of Romeo Dallaire

A Review of the Film

This documentary film presents the story of the highest-ranking military official who was hospitalized for Post Traumatic Stress Disorder (PTSD) as a result of witnessing the Rwandan genocide. The film is based on Romeo Dallaire’s book about his experiences during the Rwandan genocide and his subsequent struggles dealing with his depression and trauma. Dallaire was a Canadian General heading the United Nations (UN) peacekeeping mission in Rwanda. The documentary follows Dallaire’s visit to Rwanda during the 10th anniversary of the genocide, including footage of the 1994 massacres.

Dallaire was aware of the tensions developing between Hutus and Tutsis, two ethnic groups in Rwanda. He witnessed government propaganda against the Tutsis and encouragement of ethnic cleansing by the Hutus. He felt he had a personal responsibility to prevent the genocide, but was denied assistance by the UN. First, the Belgians withdrew all of its forces after the Hutus killed ten of their soldiers. They were more concerned about keeping their troops safe than preventing a genocide. Then, the UN during their meeting in New York made the decision not to use force to protect Rwandans. Dallaire was left with only 300 soldiers to protect the UN headquarters, while watching the genocide take place. Dallaire was told that “Rwanda was Black and didn’t have any strategic value’.

At the same time he saw the international community reacting to what was happening in Yugoslavia by sending troops for peacekeeping efforts to stop the genocide there. As a result, the Yugoslavians were protected by UN intervention and Rwandans were not. Dallaire hoped that the Catholic Church in Rwanda might be able to help. But, they refused to say that killing Tutsis was against God’s will. Even though Dallaire was able to provide a safe haven to some Tutsis within the UN compound, he felt helpless and frustrated with the global indifference of the international community. When he went outside of the compound to assess the magnitude of killings, he witnessed tens of thousands of people murdered on the streets...he witnessed atrocities...he couldn’t understand how a human being would harm another human being in such a brutal way...he couldn’t understand why the international community focused on O. J. Simpson case, while 800,000 people were being killed in Rwanda. When a news reporter asked him why he stayed, he answered that he wanted to see what was happening so he could serve as a witness and speak about the genocide.

In the film, Dallaire also talks about his psychological struggles after his return to Canada. He attempted suicide twice due to PTSD and depression; he was hospitalized for his suicidal thoughts. He couldn’t live with the pain, sounds, and smell he remembered. He couldn’t stand the “loudness of silence’. He states that he became suicidal when he realized he couldn’t erase Rwanda from his memory and he couldn’t see the future. Currently he continues to experience survival guilt and uses medication to deal with his psychological reactions to what happened in Rwanda.

In the documentary Dallaire also states why he entitled his book “Shake Hands With the Devil”. During peace negotiations, he twice met with the leaders of the Hutu militia groups who engaged in killings of the Tutsis. When he shook hands with them, their hands were cold and evil like.

The documentary raises the consciousness about individual and global responsibility for those who are in danger and helps viewers develop empathy towards oppressed groups. The film also helps break the common belief about military generals being cold and heartless by showing Dallaire as somebody who is caring and full of compassion.
Chapter 4: Glocalization of Human Services for Indigenous Youth in the

SECTION II: PACIFIC ISLAND NATIONS, COMMUNITIES, AND

problems are found at serious levels among youth and young adults. This ranging from substance abuse to suicide – the social pathologies. These profound. The result from the social upheaval – both directly and indirectly – has been the onset of numerous psychosocial problems ranging from substance abuse to suicide – the social pathologies. These problems are found at serious levels among youth and young adults. This volume offers an overview of these conditions across a sample of Pacific Islands nations and cultural groups that include aboriginals areas of Northern Australia, various groups in Guam, and Fiji, Micronesians from Chuuk, Pohnpei, and the Marshall Islands, Native Hawaiians, and Solomon Islanders. The chapters capture the complexity of the past and present forces that have shaped the Pacific Nations and the consequences that often arise as cultures encounter one another and become cultures in transition.

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ALSO ANNOUNCING THE PUBLICATION OF...


Toward a Global Psychology defines the emerging field of international psychology. It provides an overview of the conceptual models, research methodologies, interventions, and pedagogical approaches that are most appropriate to transnational settings. In so doing, the book provides readers with a rich appreciation of how to approach a global psychology as researchers, practitioners, and students. The book’s thorough review of the existing literature on international psychology from around the world provides the knowledge needed to successfully engage in the science and practice of psychology in an increasingly globalized society.


This book overviews the science, training and practice of psychology in 27 countries scattered across 9 regions of the world.


This CD-ROM attempts to capture relevant information on psychology and psychologists around the globe. It is distributed to everyone who subscribes to the International Journal of Psychiatry, and it is available for individual purchase through Psychology Press.
Emergence and development of international, multi-national and trans-national NGOs is the landmark for the real existence of globalization processes worldwide. Governments, world business, and NGO sector worldwide represent a triangle symbolizing power/authorities, money/finance, and morality/ethics respectively. At the same time, the developments of the last decades show that NGOs are not really equal partners to industry and government: Governments decide the terms and conditions for the activity and behavior of any local NGO; An NGO should not enter into collaboration with a for-profit corporation if the main motivation of the corporation is to gain a market advantage over competitors (cf., Anderson & Kaplan; Jeshmaridian, 2000). For the developed societies, NGOs are considered partners to government because of the fact that they can address social and environmental problems with greater efficiency and cost-effectiveness than government agencies. In developing societies, NGOs are more often partners to business. This situation gives the local and professional NGOs an opportunity to earn money by their mostly kind but sometimes unethical activities.

From the viewpoint of ethics and morality, inter-/multi-/trans-national NGOs play a dual role in the globalization processes. On the one hand, NGOs help to foster an ethical culture in governmental and corporate realms. They make both government and business act responsibly and become more transparent, honest and accountable before society (cf., Kittrie, 1997; Ward, 2004). In that way, NGOs have the internal responsibility to follow the highest code of ethical conduct in their own activities. From that point of view, they have a comparative advantage, namely moral advantage. Psychologically, they have the aptness to be transparent and honest themselves and to give out accurate information to the whole society or to any social structure or to any citizen. NGOs promote governmental and corporate ethics in different ways. They point out transgressions, such as governmental corruption, corporate pollution, human rights abuses. They often address political, social, economic inequities and advocate various remedies.

Parallel to many positive and promoting factors, we can also see unethical behaviors of various NGOs, independent of their size and type: whether they are miser, large, huge or quasi/huge, ultra-violet or infra-red, professional, worldwide or local. The motivation of various behaviors of individuals as well as of social groups, the interactions between them are highly difficult to understand, moreover, to predict. It is more difficult to understand society’s works in globalization processes. Multilateral institutions such as the United Nations and the World Bank, in fact, are GO-NGOs: NGOs created by governments. GO-NGOs’ motivation is too difficult to understand. They have a national government as a roof. Moreover, they are government-owned NGOs. Such GONGOS are some sort of tools in the hands of national governments to fulfill their goals and purposes.

If an NGO, e.g., in Armenia is not a Gong, it is viewed or can potentially be viewed as a political threat to the Government as far as it is considered a PANGO – a Party NGO, better to say a Party-owned NGO. As a result, these NGOs are marginalized by legal constraints and bureaucracies, which make their survival impossible. And how about if the roof of a certain NGO is not a government or a party but is a Mafia: What can we expect from MA-NGOs? The social values of MaFias are severe and far more inflexible than those of governments. Can such principles and social situations promote the reduction of international terrorism? Can the local poverty be alleviated in the atmosphere of mafia organizations? (cf., Jeshmaridian, 1999; Rubenstein, 1983).

Besides Mangos, Gongs, and Pangs the world knows other aberrational NGOs, such as: BRI-NGOs – Briefcase NGOs, CRI-NGOs – Criminal NGOs, CO-NGOs – Commercial NGOs, COR-NGOs – Corrupted and/or corrupting NGOs, TA-NGOs – Dancing NGOs, CASSI-NGOs or BI-NGOs – Playing NGOs, SINGOs and SRI-NGOs – Singing NGOs (Sring is an Armenian word meaning Flute, a musical instrument). All these types of NGOs have some special aberration of human morality and ethics and denote a definite destruction of a certain society. SOROS Foundations and Open Society Institutes (OSI) in the post-Soviet and post-socialist societies have the traits of several types of NGOs as follows: Stringo – they first play their sring-flutes to attract the scientific and educational structures by their fame, money and promises; then they become a Tango: they dance a tango with a Bingo, a local or national game-playing NGO and as a result of that game corrupted and bribed NGOs – Congos, Cringos, and Crongos are born. The more SOROS Foundations and OSI Institutes become corrupted, the better they fulfill their missions, though the human, social, political collapse becomes real and the collapse of human conscience becomes easier.

Today, we are in need of two very important actions: 1) Investigating and understanding NGOs and 2) Developing Morality Code for contemporary NGOs.

1) All the types of NGOs need both national and cross-national research. The methodology of such investigation can play a crucial role in understanding the social psychology of NGOs in our world undergoing
governmental organizations as well as for public figures. These societies will any democratic society, today, has to get involved in the search for a Morality will act and behave and influence the social world mostly believe, is very near) Morality will play the crucial role in the world and what NGOs bring to advance human security. One day (and that day, I power/Government and finance/Business. We also ought to understand situations, and their motivation, decision making processes, and the whole psychological mechanisms should be investigated in the process of their acquisition. In interactive relations NGOs are the ones that depend on others: Government and Business. NGOs act in real social psychological mechanisms that make them globally worldwide. These social and power and finance/Business. We also ought to understand political arrangements and challenge those government policies, which implicated governments that are unwilling to hear public criticism of their actions (Walsh, 2000; Ward, 2004). Some governments have sought to restrict the power of NGOs by creating legislation, which limits their sanctioned activity to the non-political arena. I believe the future belongs to World NGOs and one day, the World Government won't ask the NGOs what they did to protect their own rights, but will ask what they did to protect the rights of others.

Chung Hwan Kwak, the chairperson of WANGO – World Association of NGOs – views the human Family as the foundation of Ethics (Ward, 2004). The World Association of NGOs has proposed Code of Ethics and Conduct for NGOs. The Futuristic Vision of/or NGOs is highly complicated and conflicting: NGOs that challenge existing political arrangements and challenge those government policies, which pose a threat to human security, can face serious repercussions from the implicated governments that are unwilling to hear public criticism of their actions (Walsh, 2000; Ward, 2004). Some governments have sought to restrict the power of NGOs by creating legislation, which limits their sanctioned activity to the non-political arena. I believe the future belongs to World NGOs and one day, the World Government won't ask the NGOs what they did to protect their own rights, but will ask what they did to protect the rights of others.

2) The next most important action that should be taken is that any democratic society, today, has to get involved in the search for a meaningful working ethic for contemporary NGOs. These societies will go toward a working ethical paradigm for NGOs. Today’s societies require and demand a Code of Ethics for both governmental and non-governmental organizations as well as for public figures. Many great thinkers of today suggest develop an overall CODE System for Inter-, Trans- and Multi-national NGOs (cf. Soros, 1990). A globally important issue arises: what kind of principles should the human ethical code adhere. It is definitely concluded that a sort of International Code should be adopted for all Inter-, Trans-, and Multi-national NGOs. Moreover, in the process of globalization one code for all types of NGOs should exist – local and international, multinational and transnational, large, small, and miser.

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References

International Roving Reporter:
Cruising the Danube from Bucharest to Budapest
August-September, 2005
Florence W. Kaslow, Ph.D., ABPP
Division 52 Member
Email: defkaslow@bellsouth.net

Recently we took a Riverboat cruise on the Danube from Romania to Hungary. This turned out to be a wonderful, convenient way to travel in order to explore small towns and villages and engage in close cultural contacts with the local people. We talked with fine local guides, walked through villages ravaged by war in the early 1990s, made home visits for lunch with local host families, and had professors and other knowledgeable people from the various locales visited come to deliver lectures and answer questions aboard ship – all as part of familiarizing us with the five countries we toured: Romania, Bulgaria, Serbia, Croatia, and Hungary.

After a day or two, I recognized I needed a framework around which to absorb, organize, and comprehend what I was hearing, observing, sensing, and reading. What flashed back into memory was a paradigm learned many years ago in a basic sociology course, used periodically since – and elaborated slightly below (the paragraphs after the slash marks represent the additions).

Each society is made up of five basic interlocking and independent institutions:
1. Family
2. Political/Government/Military
3. Economic/Financial
4. Religious
5. Educational/Cultural

As one institution changes, all of the others change reactively – just as happens in family systems. For example, when communism became the dominant political ideology and system in Eastern Europe in the first half of the 20th century, free enterprise all but disappeared and the state controlled all business and agricultural ventures. The USSR and its politiburo decided who could study what and where, what they would be paid, and demanded that everyone’s primary loyalty be to the Communist Party, not to one’s family, one’s God or religion. Since religion provided a system of beliefs and guideposts for living that offered different and conflicting meaning and values to life than communism did, going to church (or synagogue) was strongly discouraged. Church membership diminished sharply, churches fell into disrepair, and clergy could no longer exert much influence over non-existing congregants nor speak out publicly on behalf of humanitarian values without fear of imprisonment. Values were instilled by “the party”; the family and its influence were submerged to a low second place. If need be, one would turn against a family member for the good of “the party”.

Now that the Communist stronghold has been broken, a new and more multifaceted political infrastructure is arising in each of the break-away countries. Each country has turned westward toward the European Union and each has recently joined NATO. Hungary, the most prosperous, advanced and westernized of these five countries, is already a member of the EU. The other four countries are preparing for entry, and have tentative acceptance dates ranging from 2007 to 2010. Various criteria have been set for their admission; these ostensibly are the same for all countries, and include the cessation of graft and corruption, bribery and the black market in money exchanges.

Given my continuing special interest in International Adoption (Schwartz & Kaslow, 2003), I used the opportunity I had in Bucharest to query several knowledgeable lecturers and guides about the changing picture regarding Romanian orphans and orphanages. The EU has told Romania unequivocally that it must be able to take care of its own children and not permit them to be adopted by families from overseas who sometimes pay exorbitant fees to a variety of people, like facilitators, for them (i.e., no more “selling” of children), a picture everyone is reluctant to acknowledge actually transpired. When I asked what had happened to the children, I was given two explanations: 1) The women are no longer having as many children; and 2) Romanian families are coming forward to adopt them. I could not get an explanation as to how the birth rate dropped so substantially so rapidly, nor where all of these
Romanian families were coming from now when they had been non-existent or unavailable formerly. But this is a definite qualification the EU has set for admission, and one the Romanian government and people are determined to meet. This was one of the few questions I raised which evoked resistance to answering, so obviously it is a raw and sensitive issue.

Generally, most perceive many benefits will accrue from joining the EU. However, on the local level, families engaged in cottage industries are frankly worried that they will not be able compete economically and will lose more of their small incomes. Unemployment rates are already high. As malls and super markets a la Wal-Mart enter their local economies, they realize they will have difficulty marketing their wares. Those in Croatia who returned to their decimated homes after what they called The Homeland War of 1991-1995 have been rebuilding their bombed-out, shrapnel-pierced homes on the small parcels of land given back to them, as close to the road as possible so that they can maximize the amount of ground used to grow fruits and vegetables – for their own consumption, and to sell whatever extra they can produce at the local market. They fear the encroachment of supermarket giants and already are suffering from competition with imports from Western Europe, even though they like the new products.

We passed through some gigantic locks that connect Romania, Bulgaria and Croatia. Most of us got up very early to see this magnificent, complex feat of engineering that works so well to allow freight, cruise ships, and other traffic to navigate the Danube.

In Croatia our group was subdivided into small groups so we could go to private homes for lunch. Families there who had responded to an advertisement had then been selected for this program after careful inspection of their homes for cleanliness, culinary skill, gracious hospitality, and some English-speaking ability. They considered it an honor. They are all given the same basic menu to prepare, and then can embellish it as they choose. They are licensed and compensated, and this has become an enjoyable way of supplementing their meager incomes as well as if reconnecting with the outer world and telling their stories. Some have become licensed Bed and Breakfast Inns, new to their country, and part of the vanguard of what should become a fine tourist industry in this lovely Croatian countryside. Our hostess, Eva, cooked a delicious lunch and had made her own slivovitz, an Eastern European brandy imbibed before meals, and a light cherry wine to go with the chicken cordon bleu. She also had wine and other cooked goodies for sale, which we purchased happily. What she exemplified to us was the resilience and courage we saw and heard from everyone we spoke to. Eva commented repeatedly about how her family had clung together during the long years of war and deprivation—hiding out together, sharing whatever they had in their 4-generation extended family. Now they still live close to one another, and together when need be, as her mother and grandmother had done with her and her husband until they died. It truly is an all-for-one and one-for-all family mindset, and from them they draw strength. Any thought of labeling this “enmeshment” would be erroneous; it is about love, caring, and survival.

In Serbia there is another version of the war of the 1990s. Much sadness lingers about the horrible conflagration. Within many families, the ethnic strife was as much an internal as external one. For instance, there were frequent fights between children and, indeed, they have much to offer that is informative, provocative, and affirms one’s belief in the resilience of humanity.

References

2007 APA SCIENTIFIC AWARDS PROGRAM: CALL FOR NOMINATIONS

The APA Board of Scientific Affairs (BSA) invites nominations for its 2007 scientific awards program. The Distinguished Scientific Contribution Award honors psychologists who have made distinguished theoretical or empirical contributions to basic research in psychology. The Distinguished Scientific Award for the Applications of Psychology honors psychologists who have made distinguished theoretical or empirical advances in psychology leading to the understanding or amelioration of important practical problems.

To submit a nomination for the Distinguished Scientific Contribution Award and the Distinguished Scientific Award for the Applications of Psychology, you should provide a letter of nomination; the nominee's current vita with list of publications; the names and addresses of several scientists who are familiar with the nominee's work; and a list of ten most significant and representative publications, and at least five reprints representative of the nominee's contribution (preferably in electronic form).

The Distinguished Scientific Award for Early Career Contribution to Psychology recognizes excellent young psychologists. For the 2007 program, nominations of persons who received doctoral degrees during and since 1997 are being sought in the areas of:

- applied research (e.g., treatment and prevention research, industrial/organizational research, educational research)
- behavioral and cognitive neuroscience
- individual differences (e.g., personality, psychometrics, mental ability, behavioral genetics)
- perception, motor performance
- social

To submit a nomination for the Distinguished Scientific Award for Early Career Contribution to Psychology, you should provide a letter of nomination, the nominee's current vita with list of publications, and up to five representative reprints (preferably in electronic form).

To obtain nomination forms and more information, you can go to the Science Directorate web page (www.apa.org/science/sciaward.html) or you can contact Jennifer Webb, Science Directorate, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242; by phone, (202) 336-6000; by fax, (202) 336-5953; or by E-mail, jwebb@apa.org.

The deadline for all award nominations is June 1, 2006.
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To access the current issue of Psychology International: Newsletter of the APA Office of International Affairs, please visit http://www.apa.org/international/picurrent.html. The newsletter is edited by Merry Bullock.

To download the multilingual poster for “CIRP: 60 years of international psychology” as a WORD file, please go to http://webpage.pace.edu/rvelayo/CIRPposter.doc. The CIRP, Committee on International Relations in Psychology of the American Psychological Association was formed in 1944. The poster states the word “psychology” in 60 different languages.
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