

PSYCHOLOGICAL SCIENCE AGENDA

SCIENCE DIRECTORATE of the AMERICAN PSYCHOLOGICAL ASSOCIATION

JANUARY 2004
VOLUME 18 NUMBER 1

2000-2010
DECADE
of BEHAVIOR



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APA Fellows Appointed to Senior Advisory Positions at DHS

by Geoffrey Mumford, Public Policy Office

As this issue of PSA goes to press we have been at a high risk “code orange” of terrorist attack for several weeks. And although it was obvious that the Department of Homeland Security (DHS) was very concerned about airline hijackings over the holidays we only recently learned that the possibility of a dirty bomb detonation was also weighing heavily on DHS through New Years. And so for those of us working in downtown DC the cliché “That’s life in the big city” takes on a new and unsettling meaning.



Of course these threats and many others will continue to loom large even though we have returned to code yellow and that’s why we have the new Department after all. But DHS is, and will continue to be, a work in progress - an evolving infrastructure having to contend with an evolving threat matrix. That’s why we have been spending considerable energy trying to understand how DHS will embrace psychological science (and scientists) as it moves forward. And the news there is reasonably good.

We’ve reported previously on the role of at least one psychologist, Liz Kolmstetter, directly employed by the Transportation Security Administration to develop the recruitment, selection and training system for airport security personnel. Psychology students were also among those who received awards in the first round of the DHS Scholars/Fellows competition in September.

Further, the first DHS Center of Excellence which will be housed at the University of Southern California will be co-directed by a mathematical psychologist, Detlof von Winterfeldt, establishing the Homeland Security Center for Risk and Economic Analysis of Terrorism Events.

But as important as it is to have psychologists applying and conducting research for DHS, Science Policy Staff have been working to ensure that psychologists are helping to mold the programs and policies of this new administration. Science

Policy Staff regularly nominates psychological scientists to serve on federal advisory committees and through the years has enjoyed reasonable success in getting them placed. And in this issue of PSA, we’re pleased to report that efforts spanning two years to place psychologists on two high level DHS advisory councils have paid off. But the process was somewhat torturous in these instances as agency heads came and went and one bureaucracy (DHS) swallowed another (TSA).

The TSA nominations process began almost two years ago when we submitted a list of nominees to then Undersecretary John Magaw. The nominations were acknowledged but no action was taken to assemble the advisory committee. Then when Magaw missed a series of legislatively mandated deadlines to screen

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checked baggage and faced personnel cost overruns, he was replaced by Admiral James Loy and we had to start all over again. Loy, has since been elevated to serve as Deputy Secretary under Tom Ridge but this time our nominations were not only acknowledged but acted upon. We are very pleased that Deborah Boehm-Davis, Professor in the Human Factors and Applied Cognition Program at George Mason University has been appointed to the TSA Scientific Advisory Panel (SAP) originally chartered in the Aviation and Transportation Security Act of 2001. Boehm-Davis is well versed in advising on matters related to aviation and aviation security and, in fact, only recently rotated off as Chair of the Federal Aviation Administration's Research, Engineering and Development Advisory Committee (REDAC). The TSA's SAP will have its inaugural meeting the middle of this month and a summary of the meeting will be presented at the next REDAC meeting, sometime in February.

There are a whole host of advisory committees and subcommittees serving TSA's parent agency DHS. But the highest in the pecking order, the Homeland Security Advisory Committee (HSAC) reports directly to Secretary Ridge. Four senior subcommittees report to HSAC covering issues related to emergency response, state and local government, the private sector, and academic and policy research and it was the latter to which our nominee, Roxanne Cohen Silver, was appointed. As was the case with TSA, the appointment process was arduous because when the Office of Homeland Security became the Department of Homeland Security, large shifts in personnel meant that Silver had to resubmit the requisite paperwork and endure a lengthy vetting process twice.

Silver, who studies how people respond to traumatic events, was APA's featured researcher at the Coalition for National Science Funding Exhibition on Capitol Hill in May of 2002. Her study of how

individuals have been affected by 9/11 (results of which were first reported in the September 11, 2002 issue of JAMA at <http://jama.ama-assn.org/cgi/reprint/288/10/1235.pdf>) is one of the, if not the, only on-going federally funded longitudinal studies of the impact of that day on individuals mental health.

Asked to comment on her appointment, Silver said "Both the U.S. Surgeon General and the Institute of Medicine of the National Academies have made it clear that considering the nation's mental health is vitally important as we address terrorism here and abroad. The appointment of a psychologist to this advisory committee demonstrates this administration's commitment to addressing the psychological aspects of terrorism. I am honored to be included among the distinguished members of this committee and to have the opportunity to serve our nation in this manner."

For more information on the HSAC and its subcommittees, see the following links:

Academe and Policy Research Senior Advisory Committee:
<http://www.dhs.gov/dhspublic/display?content=2528>.

State and Local Officials Senior Advisory Committee:
<http://www.dhs.gov/dhspublic/display?content=1055>.

Emergency Services, Law Enforcement, and Public Health and Hospitals Senior Advisory Committee:
<http://www.dhs.gov/dhspublic/display?content=127>.

Private Sector Senior Advisory Committee:
<http://www.dhs.gov/dhspublic/display?content=2529>.

We are most appreciative to Drs. Silver and Boehm-Davis for their willingness to have their names put forth and for providing a voice for scientific psychology as DHS continues to shape priorities, programs and policies. ■

NSF Funded Research Potential Emerges for I-O and Human Factors

by Dianne Brown Maranto and Heather Kelly, APA Public Policy Office

Two program areas at the National Science Foundation (NSF) appear to have great potential for I-O and human factors researchers in areas like decision-making and risk, management science and organizational design, adaptation and resistance to technological change, and the dynamics of change in human behavior. APA members John Hollenbeck and Eduardo Salas met with NSF staff in the Social, Behavioral and Economic (SBE) Sciences Division in December to learn more about their programs and to highlight the value of industrial-organizational (I-O) and human factors research.

NSF's Decision, Risk & Management Sciences (DRMS) Program is not new, and may be quite familiar to cognitive psychologists, but may not be prominent with I-O and human factors researchers who often get funding through independent organizations or federal departments such as Homeland Security or the Office of Personnel Management. However, NSF's DRMS program supports exactly the kinds of research I-O and Human Factors psychologists are particularly skilled in, such as group decision-making, risk management, human performance, organizational behavior, and group/team processes. We encourage APA members to check out the DRMS web page at <http://www.nsf.gov/sbe/ses/drms/start.htm> to identify specific funding opportunities and obtain submission information.

NSF's Human and Social Dynamics (HSD) priority area is a brand new, foundation-wide research initiative designed to encourage multi-disciplinary collaboration

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EXECUTIVE DIRECTOR'S COLUMN**MERRY BULLOCK, Acting Executive Director for Science****Did Someone Move the Cheese?**

Welcome to the fourth edition of the new, online Psychological Science Agenda - to all you intrepid readers of PSA, we thank you for logging on! To those of you who are reading this online for the first time, we welcome you and wish you many happy returns. Using electronic media to reach you in dynamic and new ways is an experiment for us all - and we look forward to your feedback and comments as we tailor production and try out new ways to bring you the best in psychological science.

This is the first PSA column I have written as acting Executive Director for Science. I am sure my prose will not be as flavorful as that of Kurt Salzinger, who has returned to Hofstra University to pursue his great loves of research and scholarship. I will aspire, though, to address issues as timely and important for psychological science as those he took up in this column.

I chose the title for this month's column not because of shifts in personnel at APA, but because of shifts in the policy fabric underlying our science. Over the last couple of years, we have been hearing, sometimes loudly and sometimes quietly, that those agencies that fund psychological research are going to be doing business differently. These messages are greeted with many reactions, ranging from enthusiasm to disdain, depending on the agency and topic. Two examples:

- There has been a sea change in funding directions and priorities for educational research.
- There is talk of a sea change in funding



priorities at the National Institute of Mental Health.

How can we characterize these changes? In some areas where basic mono-discipline research has thrived (cognition, social psychology, learning, perception) agencies seem interested in moving the field toward larger, more interdisciplinary and explicitly targeted studies; in areas that have relied on large-scale, "real world" studies (e.g., education research) agencies seem interested in moving the studies to more rigorous designs; in areas where there has been a mix of basic and applied research, as at NIMH, leadership now appears more interested in giving priority to novel treatment applications than in maintaining a broad, balanced portfolio.

Now, so much change may make some of us nervous, and this is to be expected. Receiving grant funding is competitive enough on familiar territory; when the rules seem to change it escalates the uncertainty. And when the new rules seem to threaten to exclude whole subsets of psychological science research, we can get mighty cranky indeed.

We at APA have been following closely the recent pronouncements of new strategic planning at NIMH and the Department of Education. We have heard from our members - mostly from those who are concerned about these changes and who would like us to do something to stop them. We are committed to working as hard as we can to find, secure, and maintain opportunities for psychological science research, wherever we can.

When members tell us that their research is threatened, we listen. We have also talked with the policy makers to be sure they know about and understand the value of psychological science research. It is clear their perspective is based on a firm commitment to change in their agency's or institute's piece of the research enterprise. So, for example, NIMH Director Tom Insel's emphasis on research that will support brain science and that has a direct bearing on "alleviating the burden of mental disease" is indeed intended to spark new areas of research and collaboration in psychological science. He wants more of us to do research that can impact people suffering from mental illnesses such as schizophrenia, autism or bipolar disorder. If it means funding less basic research on cognition, social processes or personality, that is a price he is willing to pay. Similarly, with the goal of discovering effective interventions for students, the Institute of Education Sciences' (IES) Russ Whitehurst's emphasis on randomized controlled trials is indeed intended to alter the landscape of the education research field so that there is more experimental and less qualitative research done in the schools.

Change itself is not necessarily bad, although when it impinges on our

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Visit our Op-Ed Page at
www.apa.org/science/editorial.html

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discipline's breadth, strengths and traditions, we need to sit up, pay attention, and respond. What are the sorts of things that we at APA do? First, we learn from you, our science constituency, about the likely impact of any change. Our mutual goals are to assure that each of the many kinds of research we do in psychology has a home and sources of support.

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Of course, we do more - we actively trumpet our discipline's breadth, contributions, and need for "investigator independence" for the best science to be done. We stress the value and importance of high quality research of all stripes, of the importance of basic research to the vitality of application, and the dangers of defining "acceptability" or "relevance" so narrowly that large portions of an active research tradition have no home.

This is no simple task. We need to muster strong arguments and good data. We can reiterate to NIMH, that their authorization explicitly specifies a broad research program that includes "...the promotion of mental health, and the study of the psychological, social and legal factors that influence behavior" in addition to treatment for mental disease. If we point out that this provides a mandate to fund those areas of cognitive, social, developmental and learning research that seem too "basic" to be directly applicable to the "alleviation of mental disease", we must come to the table armed with examples of basic research findings that have indeed made a difference in people's lives. If we point out to the IES that the complex world of the schoolroom sometimes precludes purely experimental designs, we need to come to the table with strong examples of high caliber non-experimental data that allow us to draw sound conclusions that will be useful to policy makers.

In addition to talking with you and to championing psychological research, we

must continue to facilitate dialog with policymakers to inform their decision-making. We need to understand proposed changes, to make our science's concerns known, and to consider how to manage change and to benefit from it. As an example, how have we responded to proposed changes at NIMH?

We have encouraged conversation by talking with Director Tom Insel about the cultural importance of basic research, by asking him to speak directly to you at convention activities and through interviews and other coverage in the Monitor. We have worked with others to make discussion about priorities and portfolios be as open and public within the science community as possible. And we have tried to ensure that psychological researchers, both basic and applied, are well represented in advisory and review groups (e.g., by actively and persistently recommending your names for consideration).

Determining how to get the best answers to pressing social problems is not always so straightforward. There is an uneasy relationship between those who want immediate accountability for research dollars and fast solutions and those who believe that the key to lasting solutions lies in broad support for research, from basic to applied. There are many opinions on appropriate methodology, from the rigor of experimental control in the lab to application of some systematic control in everyday observational settings. At APA we try to embrace the whole gamut as "our" research constituency. Our central job is to ensure that all psychological research, from basic to applied, from experimental to qualitative, has appropriate and multiple homes within the federal research infrastructure. Our success depends not only on how well we can relate the relevance and value of psychological research to the goals of agency leaders and policymakers, but also on how well we can adapt our messages and strategies in

times of uncertainty. We invite you to join us in our efforts to and share your successes and challenges with us. ■

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across all the NSF Directorates, including SBE. The HSD priority area aims to foster breakthroughs in knowledge about human action and development as well as organizational, cultural, and societal adaptation to change. This priority area is very broad and has potential funding for many fields of psychological research in addition to I-O and human factors, including cognitive, social, developmental, educational, community and quantitative psychology. Within its overarching framework are three topical emphasis areas: (1) agents of change, (2) dynamics of human behavior, and (3) decision making and risk; and three resource-related emphasis areas: (1) spatial and social science, (2) modeling human and social dynamics, and (3) instrumentation and data resource development. In its first year of major funding in 2004, NSF anticipates awarding at least \$18,000,000 in HSD research, educational, infrastructure and exploratory grants. HSD will focus on funding multidisciplinary proposals, so this is also an opportunity for psychological researchers to team up with other disciplines. Please take the time to review the full HSD announcement at <http://www.nsf.gov/pubsys/ods/getpub.cfm?nsf04537> for much more detailed information about areas of emphasis and submission instructions. ■

SCIENCE BRIEFS

Developmental and Evolutionary Aspects of Female Attraction to Babies

by Dario Maestripietri



DARIO MAESTRIPIETRI

Dario Maestripietri earned his PhD in Psychobiology from the University of Rome "La Sapienza" in 1992. He is currently an Associate Professor of Human Development, Psychology and Evolutionary Biology at the University of Chicago and an Affiliate Scientist at the Yerkes National Primate Research Center of Emory University. His research interests focus on the biology of behavior from a comparative perspective. One line of research examines neuroendocrine, ecological and evolutionary aspects of social behavior in nonhuman primates. Another line of research examines evolutionary aspects of human mating and parenting. Professor Maestripietri has published over 100 scientific articles and book chapters and recently edited the book *Primate Psychology*. He was awarded the 2000 APA Distinguished Scientific Award for Early Career Contribution to Psychology in the area of Animal Learning and Behavior/Comparative Psychology and is currently the recipient of a Career Development Award from the National Institute of Mental Health.

Do People Think Baby Faces are Cute?

Austrian ethologist Konrad Lorenz (1971) argued that humans have a natural propensity to be attracted to the features of baby faces and that this innate perceptual bias evolved to enhance interest in infants and motivation to engage in caregiving behavior. To illustrate his point, he drew silhouettes of human and animal babies and adults and emphasized that the baby faces shared distinctive features including a round shape, protruding forehead, large eyes, and round protruding cheeks. The toy and the film industry have, over the years, produced dolls, stuffed animals, and cartoon characters that increasingly resemble human babies (e.g. Hinde & Barden, 1985). The marketing analyses and commercial success of these industries seem to have proved that Lorenz was right. But is it really true that most people find baby faces attractive?

In a recent study, a graduate student and I investigated preferences for baby faces across four age groups: children (6-10 years), adolescent (11-15), young adults

(19-35) and middle-aged/elderly (46-75) (Maestripietri & Pelka, 2002). All study participants ($n = 112$) were heterosexual European Americans from middle-class backgrounds in Chicago and Los Angeles. Participants were shown 20 pairs of images and asked to identify which image of the pair they preferred. The images included: 5 silhouettes (face profiles) of adult animals (rabbit, cat, dog, elephant, and bear) matched with their infant counterparts; 5 silhouettes of adult human faces (3 male, 2 female) matched with human infant faces; 5 color photographs of adult animal faces (male lion, male orangutan, female orangutan, female gorilla, male chimpanzee) matched with their infant counterparts, and 5 color photographs of adult human faces (3 male, 2 female) matched with human infant faces. All of the photographs were rated for equivalence of attractiveness to their matched counterparts.

All individuals, regardless of sex and age, preferred the photos of baby faces to the photos of adult faces. However, no preference for babies emerged for the silhouettes, despite the fact that these sil-

houettes were nearly identical to those used by Lorenz to illustrate his perceptual bias hypothesis. If one argues that responses to the silhouettes provide the most valid test of Lorenz's hypothesis because, unlike the photos, they provide no clues of individual identity and are less likely than photos to trigger beliefs and emotions associated with one's views of infants or adults, then the conclusion must be that our findings do not support Lorenz's hypothesis. People, in general, seem to like photos of babies better than photos of adults but for reasons other than an innate perceptual bias toward infantile facial features.

Do Human Females Find Baby Faces Attractive More than Males?

A modified version of Lorenz's hypothesis is that a perceptual bias toward finding baby faces attractive does exist but is only present, or is more pronounced, in females than in males, because women have been the primary infant caregivers for much of our evolutionary history. Consistent with this hypothesis, some

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previous studies have shown that women are more attracted to pictures of baby faces than men, but this difference is apparent in some age groups but not others (e.g., Berman, 1980; Feldman, Nash, & Cutrona, 1977; Fullard & Reiling, 1976).

In our study, females across all 4 age groups showed a greater preference for silhouettes and photos of animal and human babies than males. The sex difference was greatest for the silhouettes of humans and minimal for the photos of animals. Female attraction to baby face silhouettes was highest among children and adolescents, and lower for the older age groups. In contrast, male interest in infants remained stable across the four age groups. Thus, there may be a perceptual bias toward finding infantile facial features attractive but this bias is more likely to be found or expressed in human females than in males. Why are young girls so attracted to baby faces?

The Function of Early Female Attraction to Babies

Early sex differences in attraction to baby faces, or to babies in general, could be the product of socialization (e.g. in many cultures, parents and society encourage girls to play with dolls or to take care of younger siblings; Edwards 1993) or biological variables such as prenatal exposure to hormones (Herman, Measday, & Wallen, 2003; Leveroni & Berenbaum, 1998), or a combination of both. Regardless of its causes, the function of early female attraction to infants is probably to facilitate the acquisition of parenting skills through observation and hands-on experience. In this view, female interest in infants should emerge early in development and remain elevated until the first reproductive event, to ensure that females will have enough parenting experience and motivation to successfully raise their first child. After the first child, continued interest in all infants (as opposed to one's own infant) will no longer be crucial for offspring survival.

If this hypothesis is correct, one may expect that a change in female interest in infants should occur at puberty, when girls become sexually mature and potentially fertile.

Do Puberty and Early Environment Affect Female Preferences for Baby Faces?

A previous study reported that 12-year-old girls who had reached menarche were more attracted to pictures of infant faces than same-aged girls who had not reached menarche (Goldberg, Blumberg & Kriger, 1982). The authors of this study suggested that possible neuroendocrine changes associated with the onset of menstruation may increase selective attention and responsiveness to infantile features, and that such attentional changes would function to increase opportunities to observe and respond to infants in the years between menarche and actual childbearing. An alternative explanation, however, is that girls with early menarche had greater interest in infants than girls with late menarche even before the onset of menarche. If this interpretation is correct, then the finding to be explained would not be why post-menarcheal girls have higher interest in infants than pre-menarcheal girls, but why girls who reach puberty early are more interested in infants than girls who reach puberty late.

Timing of menarche is known to be affected by genetic and nutritional factors (e.g. Brooks-Gunn, 1988). A number of recent studies have also shown that early menarche is associated with father absence from home and/or early family conflict and stress (e.g., Ellis & Garber, 2000; Kim & Smith, 1998; Wierson, Long, & Forehand, 1993). These findings are consistent with the hypothesis that, under some circumstances, early menarche may be part of a reproductive strategy that emphasizes precocious reproduction in stressful environments or in situations in which male commitment to relationships or male parental investment is not expected (Belsky, Steinberg, & Draper, 1991; Chisholm, 1999; Draper & Harpending, 1982). Since early interest in infants may be function-

ally related to the success of early reproductive attempts, girls who reach menarche early should exhibit earlier and more intense interest in infants than girls who reach menarche late.

My graduate students and I tested this hypothesis in a sample of adolescent girls (n= 83; 61 European American, 19 African American, 1 Hispanic, and 2 of mixed-race descent) recruited in Chicago and Boston (Maestripieri et al. under review). The girls' ages ranged from 11 to 14 years. Girls exhibited a clear preference for images of infants vs adults irrespective of menarche. Consistent with our hypothesis, we found that girls with early menarche had a significantly higher preference for human baby faces, and in particular for their silhouettes, than girls with late menarche. Once the possible effects of age, race and previous experience with infants were controlled for, however, the association between timing of menarche and interest in infants became weak. Moreover, it turned out that this association was mostly driven by another variable, father absence, which was strongly and independently correlated with both timing of menarche and with preferences for infant stimuli. In fact, father absence was associated with an overall greater preference for baby faces across the 4 sets of pictures and independent of age and previous experience with infants.

Our findings suggest that father-absent girls reach menarche earlier and exhibit greater attraction to baby faces than father-present girls of the same age, which may suggest greater readiness for parenting or a greater tendency to find opportunities to acquire parenting experience. In other words, by being more attracted to infant stimuli, rapidly maturing girls may acquire crucial parenting skills earlier in life and be better equipped for early reproduction and child-rearing. The mechanisms by which father-absence may lead to the expression of this life strategy need to be further addressed by future research (but see Comings, Muhleman, Johnson, & MacMurray, 2002). Future studies

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should also further investigate the role of biological and environmental variables in the development of female interest in infants during childhood and adolescence and the relation between this variable and later parenting. ■

Acknowledgments

This work was supported by a grant from the Center for Early Childhood Research (McCormick/Tribune Foundation) and by NIH grants R01-MH62577 and K02-MH63097. I thank Nicole DeBias, Kristina Durante, Suzanne Pelka, Jim Roney, and Geertrui Spaepen for their helpful contributions to this research.

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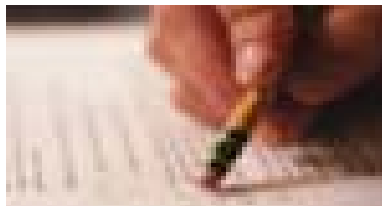
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Testing and Assessment Monitors Head Start Issues

by Frank Beylotte, Science Affairs Program Assistant and Marianne Ernesto, Director of Testing and Assessment

The Office of Testing and Assessment has been monitoring issues related to the reauthorization of a 38-year-old federal Head Start program that currently serves over 900,000 low income children. Overseen by the Health and Human Services Administration (HHS), Head Start is a "child-focused program with the overall goal of increasing the school readiness" in many developmental domains including cognitive, social and physical. The Office of Testing and Assessment has been following the Head Start reauthorization with close attention to the potential use of assessments for these children.

A version of the reauthorization that mirrors the Bush Administration's initiative (Good Start, Grow Smart) passed the House of Representatives (School Readiness Act of 2003) in July 2003 by a one-vote margin. Not unlike the No Child Left Behind Act, this legislation contains a significant accountability component. For example, "Head Start contracts issued by HHS will be evaluated according to test scores in early literacy, language, and numeracy skills"



(HHS, 2002). The exclusive focus on the cognitive domain has stirred considerable controversy.

The Senate is expected to debate its own version of the legislation in the next few months and will likely approve one that differs from the House version. In the current Senate bill, the proposed assessments associated with the reauthorizations are not solely focused on the cognitive domain. These include among early literacy, language, and numeracy skills, social and emotional development, physical development and progress toward acquisition of English language (for limited English proficient children).

Furthermore, the Senate bill proposes that a National Academy of Sciences

panel consider the appropriateness of additional educational standards and recommended educational outcomes. At the heart of the issue is what should two to four year old children know as they gear up for kindergarten? How do we reliably measure developmentally appropriate skills that should be enhanced by Head Start?

This winter, as lawmakers try to build a consensus on creating a testing based accountability system for Head Start that is both valid and reliable, the Office of Testing and Assessment will work with the Public Policy Office to inform the current debate on childhood assessments. APA staff are commenting on the Senate legislation and support the call for the National Academies study to review the state of the science on assessment for pre-school aged children given that few assessments have been developed and tested for the pre-school population. ■

Announcements for January 2003

Attend An Academic Career Workshop

As part of its outreach to graduate students and postdocs, the Science Directorate is proud to sponsor, "Academic Career Workshops" throughout the country. Topics range from a description of variations in the academic culture across institutions to the pragmatics of the recruiting and hiring process. Accomplished panelists share their insights, with plenty of opportunity for discussion.

The next workshop will be held at the Society for Personality and Social Psychology in Austin, TX on January 29, 2004 from 9:30 am – 11:30 am. Other workshops in 2004 are being planned for

the Southwestern Psychological Association, Midwestern Psychological Association, Eastern Psychological Association and the Asian American Psychological Association.

These workshops are FREE! Look for more details to come on the APA Science website at www.apa.org/science.

Awards and Opportunities

Carolyn Payton Early Career Award from the Association for Women in Psychology (AWP) recognizes the achievement of a Black woman in the early stages of her career - no more than 10 years post doctorate. Application deadline is April 1, 2004. Contact Ruth Hall,

Department of Psychology, The College of New Jersey, PO Box 7718, Ewing, NJ 08628-0718.

Also from AWP - an award for a paper relevant to the psychology of Jewish women. Deadline is May 1. Contact Lillian Klempfner, 4800 Topeka Dr, Tarzana, CA 91356.

APA has a year long internship program in Washington DC for graduate students interested in public policy.

Deadline for application is March 5. Get more information by emailing ppo@apa.org or visiting the Public Policy website at <http://www.apa.org/ppo/funding/pifell.html>. ■

Distinguished Scientist Lecturers Selected for 2004 Regional Meetings

by Jean Kelleher, Special Projects Associate

Mahzarin Banaji, John Gabrieli, and Randy Gallistel have been selected to participate in the 2004 APA Distinguished Scientist Lecture Program. Sponsored by APA's Science Directorate, each participant will give a featured address at a regional psychological association annual meeting (see <http://www.apa.org/science/regionals.html> for information about the seven regional psychological associations). The Board of Scientific Affairs (BSA), with the support of the regional association presidents, developed the program 14 years ago as part of its ongoing mission to promote scientific psychology. The Distinguished Lecturers, together with APA's G. Stanley Hall Lecturers, sponsored by APA's Educational Directorate, allow APA to support invited talks at each regional meeting.



MAHZARIN BANAJI

Banaji is the Richard Clarke Cabot Professor of Social Ethics in the Department of Psychology at Harvard University and the Carol K. Pforzheimer Professor at the Radcliffe Institute. She studies human thinking, feeling and attitudes in social contexts, with a focus on implicit or unconscious modes of thought. Paying special attention to how social perception and memory reveal characteristics of attitudes and beliefs, her in-

terests lie in the unconscious nature of our assessments of ourselves and others. Banaji uses questionnaires and surveys as well as fMRI neuroimaging in her work, and she explores the implications of her findings for theories of individual responsibility and social justice. In 2000, her work with R. Bhaskar received the Gordon Allport Prize for Intergroup Relations. Banaji will speak on "Mind Bugs: The Psychology of Ordinary Prejudice" at the New England Psychological Association in Providence, RI, October 15-16, 2004.



JOHN GABRIELI

Gabrieli is a professor of psychology in the Neurosciences Program and in Radiology at Stanford University. His research in human cognitive neuroscience explores the brain basis of memory, language and thought, examining both normal brain functions and diseased functioning in Alzheimer's disease, Parkinson's disease, stroke, epilepsy, dyslexia, and attention deficit disorder. His studies include how changes in brain functions affect the growth of mental abilities in children and the decline of some abilities in normal aging. He is the senior author of over 100 scientific papers. Gabrieli will speak on "How the Human Brain Regulates Thoughts, Feelings, and Memories: Evidence from Functional Neuroimaging" at the Southwestern Psychological Association meeting in San Antonio, TX, April 8-10, 2004.



RANDY GALLISTEL

Gallistel is a professor of psychology and cognitive science at Rutgers University. He also co-directs, with his wife, Rochel Gelman, the Rutgers Center for Cognitive Science. The long term goal of his research is to determine the cellular and molecular bases of memory. Using psychophysical methods to determine quantitative characteristics of the neural substrate for reward brain stimulation, he has been exploring behavioral methods to screen genetically manipulated mice to search for the molecular machinery of memory. He has published numerous books and reviews in the area of memory. Gallistel will speak on "An Information Processing Perspective on Conditioning" at the Midwestern Psychological Association meeting in Chicago, IL, April 29 - May 1, 2004. ■

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