

Cross-Cultural Psychology Bulletin

International Association for Cross-Cultural Psychology



©2002 Richard & Juanita Baker

**Popsicle with Boy and
Broom
China**



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Cross-Cultural Psychology Bulletin

***A PUBLICATION OF THE INTERNATIONAL ASSOCIATION
FOR CROSS-CULTURAL PSYCHOLOGY***

William K. Gabrenya Jr., Editor
Florida Institute of Technology, U.S.A.

Cross-Cultural Psychology Bulletin is an official publication of the International Association for Cross-Cultural Psychology (IACCP). Its aim is to provide a forum for the presentation and discussion of issues relevant to cross-cultural psychology and to IACCP. The contents of the Bulletin are intended to reflect the interests and concerns of all members of IACCP.

The *Bulletin* publishes theoretical and position articles, commentary from the membership, news, and statements from IACCP, book/media notices and reviews, and other announcements of interest to the membership of IACCP. Contributions from all areas of (cross-)cultural psychology are encouraged and should be submitted to:

William K. Gabrenya Jr., Editor
Cross-Cultural Psychology Bulletin
Florida Tech
School of Psychology
150 W. University Blvd.
Melbourne, FL 32901-6988 U.S.A.

Telephone: +1 (321) 674-8104
Fax: +1 (321) 674-7105
E-mail: gabrenya@fit.edu

Editorial Assistant: Angelia McCormack, Florida Tech
Assistant Editor for Teaching: Harry Gardiner, University of Wisconsin-La Crosse
Assistant Editor for Theory & Method: Joan Miller, University of Michigan
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Uncivilized Academics and Real Men

NEWS IN THIS ARTICLE:

Lawn mower man
Pay your dues
Write an article



SUBURBIA

**SO IT'S ONE WEEK BEFORE I'LL
LEAVE FOR THE CONGRESS AND
A FEW THINGS HAVEN'T QUITE
GOTTEN DONE YET.**

Maybe I haven't exactly finished writing my presentations, and there is the problem that the lawn mower won't start. I can deal with the papers by playing liberated Beatles MP3s loud enough to drown out the incessant Florida Monsoon, and thinking real hard. But the lawn mower is a bigger problem, because in the American suburbs real men pull the cylinder head, disassemble the Sooper-pollooter® carburetor, and otherwise tear off their fingernails for lack of a good socket set before packing it all off to the "we'll get to it before the end of summer for sure" lawn mower repair shop. This incites an ongoing discussion, mainly one-sided, in our family: what do academics in more civilized countries do on weekends, if they're not rebuilding engines, digging, painting their houses, or driving their children to soccer practice? As far as I can tell, the sociology of science has altogether missed this side of academia.

PAID ANY DUES LATELY?

One always wonders how many IACCP members there really are. The IACCP Constitution's rather easy-going approach to membership allows for "probationary members" who haven't paid dues for a few years but are kept on the rolls. They

Pay Dues: 26►

Cross-Cultural Psychology Bulletin

1 UNCIVILIZED ACADEMICS & REAL MEN

Why a lawn mower is bad for science. Why you should actually pay your dues.

BILL GABRENYA

5 IACCP 2003 REGIONAL CONFERENCE

The Regional Conference next year will be in Budapest, Hungary, July .12-16. Márta presents a thorough description of the arrangements and setting.

MÁRTA FÜLÖP



*This is not
Márta!*

13 DEVELOPMENT APPLIED: DEVELOPMENTAL PSYCHOLOGY: HISTORY, THEORY AND PRACTICE FROM THE RUSSIAN PERSPECTIVE

Irina traces the vicissitudes of Soviet and Russian developmental psychology over periods of authoritarian control, social problems, poor funding, and lack of social acceptance, illustrating some of the notable accomplishments of psychologists over these periods and the many applied projects currently underway.

IRINA A. SHMELEVA



27 REGIONAL REPORT: CROSS-CULTURAL PSYCHOLOGY DOWN UNDER

Don uses a quantitative approach to describe the current situation of cross-cultural psychology in Australia and New Zealand, finding mixed news.

DON MUNRO





Volume 36, Number 1
March 2002
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INTERNATIONAL ASSOCIATION FOR CROSS-CULTURAL PSYCHOLOGY

ABOUT THE COVER PHOTO

RICHARD AND JUANITA BAKER

The Bakers took this photo somewhere in China in 1976 while they were living in Pakistan. In the social construction of popsicles (and beer), context would surely be as important as the material artifact itself.¹



Dick was a mosquito researcher in Pakistan and has continued his work for many years in Central Florida (this area was named "Mosquito County" before Florida discovered tourist \$\$\$). Juanita is a clinical psychologist in the office next to the editor's at Florida Tech. See <http://www.canoesrus.com> for the real story.

¹Translation: taste better when it's hot outside.

12 *CALL FOR PAPERS: A SPECIAL SERIES ON CROSS-CULTURAL PSYCHOLOGY AND PEACE INTERVENTIONS*
ARIEL KNAFO

33 *NEW BOOKS*
Gardiner, Kashima, Shweder, and others

35 *CONFERENCES*
✿ IACCP Hungary 2003
✿ IACCP China 2004
✿ And more...

JOHN WILLIAMS

John Williams died on May 28, 2002; he was 74 years old. John's health had been failing over the past months, and his wife, Jane, whom some of you met at past IACCP conferences, died of cancer earlier this year.

John received his PhD from the University of Iowa in 1954 and after appointments at Yale University and the University of Richmond, he joined Wake Forest University where he was Director of the Center for Psychological Services and in 1960 became the first Chair of the Department of Psychology. John retired from Wake Forest in 1995 and was a Visiting Professor at Georgia State University at the time of his death.

John's cross-cultural research interests were in the areas of sex stereotypes and roles, age stereotypes, and personality trait assessment. John was a Fulbright and NSF Lecturer to India in 1983, 1989, and 1996-97. He was on the Executive Board of IACCP from 1986-1990 and served as Editor of *JCCP* from 1991-1995. His contributions to cross-cultural psychology will be missed.

Many IACCP members have been personal friends and colleagues of John Williams over the years. An obituary of John will appear in the *Journal of Cross-Cultural Psychology* in a forthcoming issue.

Deborah Best, President
June, 2002



***John Williams at the 1990 Conference
on Collectivism and Individualism,
Seoul, South Korea***

An additional photo of John is on page 32.

IACCP Regional Congress 2003

“Cultures in Interaction”

Budapest, Hungary

July 12 - 16, 2003

Hosted by

International Business School - Budapest, Hungary

INVITATION

Welcome to the 6th Regional Congress of the International Association of Cross-Cultural Psychology in Budapest, Hungary.

The Social Psychology Section of the Hungarian Psychological Association is proud to host the IACCP Conference, and we will do our best to make it fruitful and enjoyable. Fruitful because the congress will be an excellent opportunity for participants to interact, exchange and debate new directions, and to explore answers to current questions of interest in cross-cultural psychology and intercultural relationships. After the Conference held in Debrecen 1991 this is the second time that Hungary gives home for a scientific meeting of IACCP. We hope that experiencing Hungary and this part of the world will contribute to the study of cultures in interaction.

Hungary is in many ways in the intersection of East and West. This area was inhabited and ruled by Romans, occupied by tribes coming from Asia establishing Hungary, was part of the Ottoman Empire for 150 years and also part of the Austro-Hungarian Monarchy. After the Second World War it belonged to the Eastern block and now it is facing the European Union. Therefore the interaction of cultures discussed scientifically has a very a particular significance in this historical context.

GENERAL INFORMATION

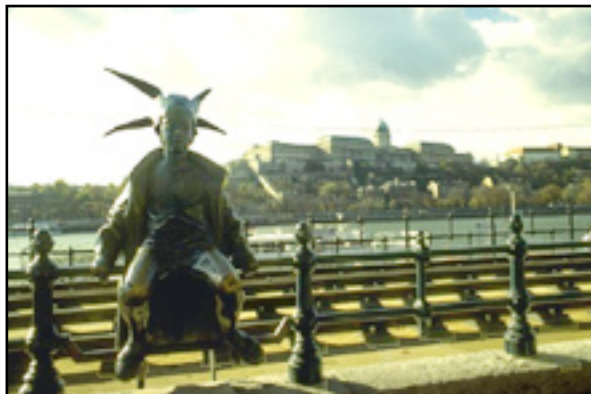
CONGRESS VENUE

International Business School
H-1021 Tárogató út 2-4. Budapest
Hungary
www.ibs-b.hu

CONFERENCE INTERNET ADDRESS

www.psychology.hu/iaccp

We also hope that the conference will be an enjoyable experience for all the participants. Budapest is one of the most beautiful capitals of Europe, with the view of Buda belonging to the UNESCO's World Heritage. Originally there were two cities built on the two opposite banks of the



river. On the hilly Buda side lay the political centre of Hungary from the medieval age. The country's historical heart is the Castle that was besieged and rebuilt many times, and is today a major touristic attraction with several museums including the National Gallery. It is perhaps the most characteristic and most beautiful spectacle of the capital. On the flat eastern side of the Danube, Pest was once a major centre for trade and industry, now is the centre of the business life. It also abounds in historical places, museums and other places of interest. The hills above Buda on the Western side of the capital are also worth visiting, as they command a fine view of the whole city. Among the sights of the city there are 2000-year-old Roman amphitheatres, 400-year-old Turkish baths, and turn-of-the-century and characteristically Hungarian Art Nouveau buildings. Here can be found Europe's largest Parliament, a more than 100-year-old neo-Gothic palace facing the mirror of the Danube water. The only difficulty that lovers of culture will face is choosing what to see. We hope that staying in Budapest will provide you an unforgettable remembrance.

On behalf of everyone who is contributing to make this Congress a success we express our warm welcome to Budapest!

Márta Fülöp
Chair of the Conference
President of the Social Psychology Section
Hungarian Psychological Association

Lan Anh Nguyen
Chair of the Organising Committee

ABOUT THE CONGRESS

The IACCP-Hungary 2003 Congress is the latest in the series of European regional IACCP congresses, and the second time after Debrecen, 1991 that IACCP will have come to Hungary. We hope that the 2003 Budapest, Hungary congress will replicate the success of the IACCP congresses recently held in Europe: Graz, Austria, 1999, Pultusk, Poland, 2000 and Winchester, UK, 2001. We also hope that this congress will bring cross-cultural psychology to a wider professional audience in Eastern

and Central Europe. We believe that this changing and developing region offers a potential for both, finding new themes to study the effects of culture and for extending the professional community of those involved in cross-cultural research. The Budapest IACCP Congress will directly follow the European Congress of Psychology, which is to be held in Vienna from July 6-11, 2003.

CONGRESS THEME

The theme of the congress is 'Cultures in Interaction'. This will focus upon the various interactions cultures engage in, be these interactions benevolent and harmonious, neutral, or even hostile. Interactions can have many forms – among several factors migration, the exchange of goods and ideas, telecommunication and the forming and functioning of multinational organisations all contribute to the phenomena involving interaction between cultures. This theme covers a wide range of research fields from intergroup stereotypes to acculturation and to implications for organisational development in a multi-cultural environment, from issues of theoretical interests to practical applications. It is preferable that submitted papers should reflect the theme of conference, but submissions relevant to all aspects of cross-cultural psychology are also encouraged.

CONFERENCE CHAIR

Márta Fülöp

ORGANISING COMMITTEE

Lan Anh Nguyen (chair)
Paszkal Kiss, Attila Kovács, Mihály Berkics,
Mónika Sándor

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Éva Kósa	Eötvös Loránd University, Hungary
Attila Oláh	Eötvös Loránd University, Hungary
Hedvig Sallay	University of Debrecen, Hungary
Peter B. Smith	University of Sussex, UK

CONGRESS LOCATION

The conference location is International Business School, Budapest, 1021. Tárogató út 2-4. The school is a relatively new, private institution with excellent facilities. It was founded in 1991, after the political transition to provide top quality education for young people choosing the business profession. The education is bilingual (Hungarian and English). The school is located on the hilly Buda side of the City. It is in a quiet and beautiful surrounding, yet getting downtown takes only 20-25 minutes by public transportation.

The International Business School has a Fitness Salon with gymnasium, sauna and solarium. There are also tennis and football courts available. Entrance to the Fitness Salon is 2 USD per occasion. Sauna is less than 1 USD per occasion etc. The tennis court costs 4 USD/hour.

For detailed maps of Budapest please visit the congress website at www.psychology.hu/iaccp .

REGISTRATION FEES IN US DOLLARS

	IACCP Members	Non- Members	Accompanying Persons
Early registration before 28/03/2003	300	360	180
Regular registration	330	390	180
On-site registration	360	420	180
Students	160		

Registration fee includes the conference program and the book of abstracts, the welcome reception and the conference dinner on a cruise on the Danube, on-site meals including lunch and dinner, coffee and refreshments, and a folk dance party.

GUIDELINES FOR SUBMISSION OF ABSTRACTS

The congress will include presentations in the form of symposia, papers, individual posters, and some workshops.

Symposia will generally consist of a chairperson and 4-5 additional participants. It is strongly encouraged that presenters from at least three countries or three separate ethnic groups be represented in each symposium. Accepted symposia will last from 90 - 120 minutes, with length determined by the organising chair. The chair of the symposium is responsible for organising and convening the symposium as well as submitting all participants' abstracts and the names of any discussants at the same

time.

Single papers will normally be 20 minutes in length and will usually be grouped in a session with other related papers. It is expected that papers will be enhanced by overheads, slides, computer-driven presentations, or sufficient handouts for everyone in the audience.

SUBMISSION REQUIREMENTS

Submitted abstracts should not be more than 300 words in length.

We strongly encourage submission of abstracts through the conference website, or by e-mail. Abstracts can also be submitted by post but these must be accompanied by an IBM-compatible 3.5" disc copy of the abstract. Website, e-mail, and postal submission addresses are presented in a sidebar.

All presentations should be in English. Abstracts or general summaries in another language for on-site distribution are welcomed and are the sole responsibility of the author or chair/convenor. There will be no on-site simultaneous translation services provided by the congress.

ACCOMMODATION

ON-SITE

There is a hotel attached to the International Business School (Hotel Beta Garden ***) where there are almost 100 double bed rooms. 55 of them cost 40 USD per night and 45 of them are cheaper as they function as the dormitory of the International Business School (hopefully half of the normal price).

OFF-SITE

Off-site accommodation is available (Hotels, Bed and Breakfasts, Guesthouses, etc.) via the congress secretariat:

Cooptourist/Coopcongress
H-1371 Budapest Po Box 434
e-mail: coopcong@euroweb.hu
www.col.hu/coopcongress

ABSTRACT SUBMISSION DEADLINES

The **Abstract Submission Form**, together with the 300-word abstract, must be received by **31 December 2002**.

Accepted abstracts will appear in the book of abstracts, providing registration fees have been paid by **31 May 2003**

Last minute posters may be submitted until **6 May 2003**, but will not appear in the book of abstracts.

To aid those seeking funding, submissions received by end of November 2002 will receive a decision within one month.

Authors will be notified of decisions by the scientific committee by **14 February 2003**.

FURTHER INFORMATION

SOCIAL EVENTS

The congress will include a number of social events, including a welcome reception on the 12th of July and a Hungarian dance evening on the 13th.

The farewell dinner will be organised on a boat on the Danube in the last evening (15th July). The International Business School also includes bar facilities that will be open for congress delegates. A tour to Szentendre, a beautiful small city on the Danube is planned for the 14th, subject to availability. For latest information check the congress website.

PUBLICATIONS

When checking in, all paid participants will receive the congress programme and the book of abstracts.

USEFUL INFORMATION ABOUT HUNGARY AND BUDAPEST

Hungary is situated in Central Europe, and makes up less than 1% of all Europe (93,000 sq. km.). The country is in the temperate zone, which means that in July the weather will be rather hot around 25-30 C in the daytime. Europe's second largest river, the Danube, flows through Hungary in 417 kms; our second largest river is the Tisza. The largest lake of Central and Western Europe, Lake Balaton, can be found in Hungary also. The capital city is Budapest, which is said to be one of the most beautiful cities in Europe (not without reason). Besides the various industries, agriculture is very important in the country; but the activity that might interest you the most is probably wine production. The most important wine producing areas are Tokaj-Hegyalja, Eger, and Badacsony. A stereotypical view of Hungarian culture has emerged, backed by the national tourist industry. It consists of the following features:

Gypsy music: this is the "nóta", which is not to be mistaken with the folk music adored by Béla Bartók or Zoltán Kodály; nevertheless, it has been an integral part of traditional, mainly village life in Hungary, and it has inspired for example the Hungarian Dances of Brahms.

Hungarian food: spicy and often heavy, rather anti-vegetarian but worth to try at least once in a lifetime (Hungarian wine goes best with Hungarian food...); some examples are goulash soup, letscho (pepper and tomato stew), paprika chicken, stuffed pepper, layered cabbage, Székely/Transylvanian goulash etc.

Hungarian folklore, which is extremely rich and beautiful; manifested on clothes, pottery, in folk music and folkdance, and also in folk rhymes, tales.

HOW TO GET TO BUDAPEST

More than 20 airline companies operate regular flights to Budapest. Budapest, Ferihegy Airport has direct access to all major European cities, and is located 24 km away from the heart of the city. The Airport Minibus travels between any requested destination in town for a reasonable price (1800 HUF = approx. 7 USD). For those who are coming from the European Psychology Congress held in Vienna we recommend to take the train or the boat. Budapest is a 3 hour long train ride from Vienna. Travellers may even take a boat on the river Danube. There is a scheduled hydrofoil service on the Danube, calling at Vienna (Austria), Bratislava (Slovakia) and Budapest. It takes 5 hours from Vienna to Budapest through scenic areas and arrives in the heart of the town. If you prefer coming by car, it is a 250 km drive from Vienna to Budapest by highway.

VISAS

In order to enter the country it is necessary to have a valid passport. Entry visas are not required for citizens of the USA, Canada, Japan or for citizens of EU. If your country does not have a visa exemption agreement with Hungary, then it is wise to arrange an entry visa before leaving home.

INSURANCE

Since the organizers do not accept responsibility for individual medical, travel or personal insurance, congress delegates and accompanying persons are advised to arrange their own insurance policies.

CURRENCY, EXCHANGE, CREDIT CARDS

The official currency in Hungary is the Hungarian Forint (HUF). One USD is approximately 260 HUF (2002 June exchange rate). Exchange facilities are offered at the airport, in hotels, and at the exchange desk of banks. American Express, Visa, Diners, Eurocard, Mastercard are accepted in the hotels, first class restaurants and city stores, where the logos are indicated.

Life on the Great Plain, the “Alföld,” which is often called the “Pusztá” - cattle and whip cracking herdsman, traditional shepherds with their smart and uniquely Hungarian dog, the “puli”. (This has little to do with everyday life in Hungary, but it is certainly very exotic.)

Now it is time for some disillusionment.

If you come to Budapest, you will not find this exotic Hungary. Hungary, and mainly Budapest gives you the picture you would see in most European countries and

CALL FOR PAPERS:

A SPECIAL SERIES ON CROSS-CULTURAL PSYCHOLOGY AND PEACE INTERVENTIONS

The *Cross-Cultural Psychology Bulletin* will publish in its forthcoming issues a new special series tentatively titled "Cross-Cultural Psychology and Peace Interventions". It will be edited by Ariel Knafo (Ben-Gurion University). The purpose of this special issue is to highlight the ways in which (cross-) cultural psychological work can enhance peace initiatives.

The series' goal is to bring together an international, multidisciplinary collection of short articles (max. 3500 words plus references) from psychologists, teachers, counselors or other practitioners, engaged in peace-promoting efforts. An important aim of the series is to present a broad range of different intervention efforts.

Each article should briefly give some historical background about the conflict, and then present the intervention project(s): theoretical rationale, procedure, and implications, including the strengths and weaknesses of each method. Articles in which an evaluation of intervention success is given are encouraged. Articles that best illuminate the central role of cultural factors and advance our understanding of their special importance will receive the highest priority for publication. Cultural issues that can be considered include, but are not limited to: dealing with cultural differences as a source for conflict, the use of cultural points of view in planning and implementing interventions, and culture-specific intervention methods.

Articles from diverse world regions are welcome. Papers jointly written by two or more authors coming from two conflicting ethnicities are especially encouraged. All submissions will be peer-reviewed.

The Series Editor will welcome, but does not require, preliminary letters of interest giving a brief description of the focus of possible submissions. Contact Ariel Knafo msarielk@huji.ac.il as soon as possible (time requirements for full papers will be discussed with the Series Editor). Early submissions are welcome. Articles can be submitted electronically to Ariel Knafo at msarielk@huji.ac.il or to the address below.

Ariel Knafo, Ph. D.
Department of Education
Ben-Gurion University of the Negev
Beer-Sheba 84105,
Israel

Developmental Psychology: History, Theory and Practice from the Russian Perspective



IRINA A. SHMELEVA
SAINT-PETERSBURG, RUSSIA

The Russian psychology of development is undoubtedly a significant branch of European and world psychology. Some of the Russian psychologists who have made an indisputably important contribution to world science include V. M. Bechtereve, L. S. Vygotsky, D. N. Uznadze, M. Y. Basov, A. R. Luria, S. L. Rubinshtein, B. G. Ananyev, A. N. Leontjev, D. B. Elkonin, V. V. Davydov, P. Y. Galperin, and V. P. Zinchenko. Despite many decades of the "Iron Curtain," some of their works were published in foreign languages and became known to the world psychological community (see appendix).

Psychological science in Russia followed a complicated path through the 20th Century and experienced some dramatic events during the Soviet period. Under totalitarianism, the "special paths" of Marxist psychology as a "uniquely valid" branch of knowledge were cultivated. Therefore, all of the conceptual constructions of Soviet psychologists between 1920 and 1950 should be considered in this context (Petrovsky & Yaroshevsky, 1996). During the 1930s and 1940s, and again in the 1980s, the idea of forming the "new person" was imposed by communist (Bolshevist) ideology (Dodonov, 1981). Such absurd ideological requests have played a role in the creation of a number of psychological myths, for example, about shaping mentality through a process of pedagogical procedures and about the formation of a uniform, ideal image of the person of the future "homo sovieticus." (Zinchenko & Morgunov, 1994).

These ideas have not received scientific confirmation. However, in spite of everything, Russian psychology developed and has given the world a set of interesting terms and concepts.

***The practical application
of psychology to several
spheres of social
activity—education,
policy, business, etc.—
have appeared.***

scientific discipline within relatively few professional communities.

Presently, modern Russian psychology is situated at a turning point in its development. There is an intensive introduction of psychology to several spheres of social activity—education, policy, business, etc.—and the possibilities for the practical appli-

***The natural course of
scientific development
was interrupted by the
ideological dogmas of
1917.***

cation of psychology, to help the Russian population, have appeared. As V. P. Zinchenko (1994) points out, by the middle of the 1990s the widespread practical use of potentialities of psychological science that had not been in demand during the stagnation period had become necessary. The paradigm shift of modern psychology results in the advancement

of issues centered on developmental psychology—the most important from the point of view of many researchers.

THE HISTORICAL EXCURSUS

According to L. H. Hyden (1988) (see also Scheere, 1980; McLeish, 1975; Kussman, 1974) Western psychologists are aware of the division of Soviet (Russian) psychology into a number of periods, as summarized in Part I of the sidebar. To gain a complete picture of the development of psychology in Russia it is necessary to add some additional periods (see sidebar, Part II).

For a long time, developmental psychology in Russia took place in close symbiosis with other psychological directions: pedology, pedagogical psychology, and differential psychology. At the present time, the list of psychological specialties included

in the state standard of university professional training includes a double title: “psychology of development” and “age psychology.” The first original textbooks in Russian with the title “Developmental psychology” appeared in 2001 (*Human Psychology from Birth to Death*, edited by A. A. Rean [2001], and *Developmental Psychology*, edited by E. Stroganova).

The complexity and paradoxical nature of Russian psychology’s expansion in the 20th Century was also determined by the ideological dogmas of 1917 in which the natural course of scientific development was interrupted. Numerous pre-Revolutionary researchers were deleted from a history of domestic psychology for many years. But for the last several decades a number of scientists have been working to fill in the gaps, “the white spots,” in the Russian psychology of development (Zinchenko & Morgunov, 1994).

The Decree of a Consignment of Bolsheviks of July 4, 1936 “About pedagogical distortions in a system of the National Commissariat of Education” actually liquidated a whole scientific direction—pedology. Pedol-

PART I	
1917-1923	campaign against idealism in psychology and criticism of introspection
1923-1930	predominance of “objective” psychology and the discussion of what form “Marxist” psychology should take
1930-1936	political restrictions imposed on research and practice
1936-1940	centralized attempt to create a “Marxist” psychology
1941-1945	participation of psychologists in rehabilitation of wounded soldiers during the Second World War; neuropsychological research
1945-1955	Pavlovianism was introduced as the general framework of Soviet psychology
1955-1966	attempt to reorganize Soviet psychology as an independent science after the death of Stalin
1966-	normalization
PART II	
1900-1917	existence of two directions – philosophical-psychological, focusing on items of idealistic philosophy, and natural science (“objective psychology”, “psychoreflexology”, “biopsychology”, experimental psychology), during which Russian psychology developed without basic discrepancies with the development of science in the West
1966-1979	expansion of applied psychological research, creation of the first psychological services in the country
1980-1985	increase in the stagnation phenomena of the “communist board epoch,” one more attempt by communist party regulation to control the topics and directions of psychological research
1986-1991	“reorganization” of public life, including psychology, deideologization of psychology
since 1992	critical stage of development, attempt rethinking of progress of domestic psychology, openness to the ideas of world psychology, expansion of a problematic of research, actual final end of state regulation and financial support of research

ogy, having arisen in the West, was widespread in Russia in the beginning of the 20th Century and experienced the greatest expansion after 1917. Such outstanding psychologists as Vygotsky, Basov, and Blonsky worked in this field. The Decree of 1936

In 1950, the Academy of Sciences and Academy of Medical Sciences endorsed Pavlovian physiology, giving priority to psychophysiological approaches for many long years

problems, it is abundantly clear that its suppression for many years brought research in developmental psychology to a virtual halt.

At the end of the 1930s, the ideological dogmas of the time caused research on personality development to disappear (except for the research of several scientists such as D. N. Uznadze and S. L. Rubinshtein). In the 1940s, the social ideal

Up to 1987 psychological journals were vehicles for the ideas of the USSR communist party leadership.

a person's need to choose his values for himself, build his own plans, and readily accept information noncritically that is given from above."

branded pedology "false science." University departments of pedology were completely liquidated. Many scientists were dismissed from work and arrested. Practically, all scientific journals were closed down, the publications of the work of scientists having a relation to pedology were forbidden, and research in the field of children's psychology was actually terminated. This also explains the fact that the publication of L. S. Vygotsky's work after his death in 1934 did not commence again until 1974. Although pedology as a scientific-practical field may have had its

of "comprehensively and harmonically developed personality" of the "Soviet human" had penetrated into psychology and formed a barrier to the real study of personality (Petrovsky & Yaroshevsky, 1996; Tolstyx, 2000). As noted by A.V. Tolstyx, "the Soviet system really has generated a special type of personality, one of its major features is the basic absence of

In 1950, a tragic turn in the development of psychological science was instigated by the Academy of Sciences and Academy of Medical Sciences of the USSR in a United Scientific Session devoted to the doctrine of I. P. Pavlov. From the very beginning the session had acquired an antipsychological character. During this session the idea that psychology had to be replaced by physiology of the highest nervous activity (HNA) was proclaimed, which meant the effective liquidation of psychology. Fortunately,

APPLIED DEVELOPMENTAL PSYCHOLOGY

Series editor: Heidi Keller

A collection of articles intended to demonstrate the mutual interdependence of developmental perspectives, culture-specific viewpoints, and our treatment of practical problems.

this time psychology escaped the fate of being relegated to the status of a forbidden science, but in the domestic development of psychology, priority was given to psychophysiological approaches for many long years.

Thus, the development of psychology under Soviet rule was rigidly defined by the managing role of the communist party. Its interference in the life of the scientific community began in the late 1920s and acquired the character of absolute dictate by the 1940s. Priorities in the field of social sciences were defined by special decrees of the Central Committee of the CPSS (Communist Party of the Soviet Union), and any scientific direction could be closed, proclaimed false, bourgeois, or reactionary. This situation has had a strong effect on the destiny of developmental psychology.

The revival of scientific psychological journals did not begin until 1955, at which time the first scientific psychological journal of the post-war period, *Problems of Psychology*, was founded. The second, *Psychological Journal*, did not appear until 25 years later, in 1980.

An analysis of publications in two leading psychological journals for the period from 1980 to 2001 demonstrated that up to 1987 these journals were vehicles for the ideas of the USSR communist party leadership. Practically every issue had an article by a well-known scientist devoted to problems of "socialist (communist) construction" and problems of psychological science (age, pedagogy, social psychology) placed by the CPSU.

***For Russian psychology,
the concept "development"
is primarily a
methodological principle.***

For example, the relationship between Marxism and psychological science, and problems in Lenin's theory vis-à-vis psychology, were regularly discussed.

Communist party control lasted until the middle of the 1980s. However, interference by official authorities was typical in the middle of the 1990s as well. As an example, we can cite the Decree of the President of the Russian Federation of July 19, 1996, #1004, "On the Revival and Development of Philosophical, Clinical and Applied Psychoanalysis".

Only in the mid-1990s were new independent scientific journals founded. The *Acmeology* journal has been published since 1996, *Psychology of Maturity and Aging* since 1997, and *Practical Psychology* since 1998. The applied psychology journals *The Psychologist in a Kindergarten* came out in 1998 and both *The Psychologist at School* and the weekly journal *The School Psychologist* have been published since 1999. These journals attempt to fill gaps in the field of practical application of the results of theoretical and experimental research in developmental psychology.

THE THEORETICAL BASIS

For Russian psychology, the concept “development” is primarily a methodological principle. It was a strong and recurring interest of the most outstanding Russian psychologists of the 20th Century: M. Y. Basov, P. P. Blonsky, L. S. Vygotsky, S. L. Rubinshtein, B. G. Ananyev, and P. Y. Galperin.

Undoubtedly, L. S. Vygotsky's (1982) cultural-historical concept of development has received the greatest world renown. The basic notions of the theory—social situations of development leading types of activity; crisis of development; new growth; nonuniformity; heterochrony; sensitive period of development; zone of the nearest (proximate) development; sign, significance and sense as the elements of consciousness—have been developed further in the work of many Russian scientists, such as A. Leontiev, P. J. Galperin, V. V. Davydov, A. V. Zaporozhets, D. B. Elkonin, V. T. Kudryavtzev, Asmolov and their followers. Over recent years many publications analyzing Vygotsky's ideas have been published (*Modern Psychology*, 1999, *Psychological Science in Russia of the 20th Century: Problems of Theory and History*, 1997).

Less known to our foreign colleagues are the concepts of B. G. Ananyev (1907-1972), a theorist and contributor to the understanding of the broadest spectrum of problems in psychology (N. Loginova 1999). In fact, he defined a research tradition within modern Russian developmental psychology. Ananyev considered development a multilevel organization and theorized that it forms the person as a whole. The key idea in his conceptualization is an examination through psychological research of the lifespan of the person from infancy to late old age, focusing on the person as an individual and looking at personality and individuality from the genesis of elementary psychophysiological functions in ontogenesis through development of self-consciousness. Ananyev showed that development is exhibited in a unified manner over the lifespan (Ananyev B.G. 1977). He was the first psychologist in Russia to focus on the issue of development during maturity and introduced the term “Acmeology” to Russian psychology. He viewed development as a function of heredity, diverse conditions of the natural and social milieu, previous life conditions, tutoring, and education that generated at any given moment a structure of the individual personality. The set of characteristics of the human being as a person finds its expression and development in the life span of a person in the society, in his or her social biography.

An important contribution of B. G. Ananyev (1977) was his connection of personality development with the anthropological context in the concept "Human knowledge" (Loginova, 1999). Much of the modern research in developmental psychology in Russia is carried out within Ananyev's framework (Rybalko, 1990). Clearly, although a great deal of empirical data concerning development has been acquired, less attention has been given to the problems of personality and life-span development. There is little doubt that for many years the complete study of the person was restrained by ideological barriers and reluctance by official authorities to accept an objectively complete picture of the "Soviet person," that could very well destroy their idyllic image of the "new person" (Petrovsky & Yaroshevsky, 1996). Of course, it is impossible within the framework of the limited space of the article to give a complete review of the results of theoretical and empirical research of Russian developmental psychology.

STATE POLICY AND PRACTICAL APPLICATIONS OF RESEARCH RESULTS IN THE FIELD OF DEVELOPMENTAL PSYCHOLOGY

As early as at the end of the 1980s, serious progressive changes in state policy in relation to psychology, psychology of aging, and pedagogical psychology in particular, occurred. Governmental regulations on the creation of psychological services in the education system were adopted, and their introduction to practice has been underway since the mid-1990s. In the mid-1990s, due to a large-scale shift in the value orientations of the state authorities, an intensive application of developmental psychology research to practical problems commenced.

At the same time, a highly unstable economic situation was observed in Russia: decrease in the living standards of many families; poverty; weakening of public health services infrastructure, education and culture; noticeable deterioration of the situation of children and of family and state resources for their support, development, and socialization. This situation led to the Decree of the President of the Russian Federation by which "The National Plan of Operations in the Interests of Children Until the Year 2000" was approved and several "Children of Russia" presidential programs were adopted, including specifically-focused programs: "Children of the North," "Children - Orphans," "Children of Chernobyl," "Handicapped Children," "Family Planning," "Children of Refugee Families and Compelled Migrants," "Safe Maternity," "The Prevention of Child Neglect and Minor Offences," and "Gifted Children."

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These programs included issues on the psychological support of child development. However, we can now view the results of these programs as only partial measures in attempting to normalize the process of child development in a hitherto unstable socio-economic situation.

In 1992, the deterioration of the demographic situation in Russia, a critical fall in the birthrate, and increases in newborn illness and infant mortality were noted. It became highly necessary to turn public opinion and professional thinking in the direction of realizing the priorities of the earliest stages of personal development (Mukhamedrahimov, 1997, 1998). According to the data in the State report "On the situation of children in Russian Federation in 1993," no psychological or social work with families having babies, and in particular babies of risk, was available. Practically, there was no possibility for the parents of the babies of high risk to choose between institutionalization and keeping the child in the family. The problem was also aggravated by insufficient university training of psychologists for work with children under three years old. In order to grapple with these many problems, the city of St.-Petersburg initiated the "Baby habilitation" program in 1992. The program includes: organization of baby screening, determination of the level of their functional development, and creation of centers for developmental assistance of at-risk children, from birth until three years, in various areas of the city. Now "Centers for Baby Habilitation" operate successfully in all areas of St.-Petersburg under the direction of a non-governmental educational establishment, The Institute of Early Intervention.

The government program, "Nonordinary children in a Nonordinary world," was created in the mid-1990s on the basis of earlier research on the relationship between training and development using the "genetic-simulation" method (Davidov, 1996; Zaporozhets & Elkonin, 1971; Elkonin, 1977; Lompsher, 2000). The program has demonstrated the importance of developmental psychology in the system of special education, and has been further implemented in other programs, such as "Creative Endowments," "Social-psychological Support, Teaching and Education of Children with Aperiodicities of Development," and "Social Help to Children and Youth." Within the framework of the program a series of schools were established, including the Scientific Methodical Center "Diagnostics. Adaptation. Development" and the "Pedagogic of Development" (L. V. Zankov). However, these programs are present in only a limited number of comprehensive schools in Russia and haven't been disseminated very far.

IACCP ONLINE DISCUSSION LIST

The IACCP maintains a list server (email discussion list system) for members to...well...discuss things. The list currently has about 450 members. To join the list, or for list administration information, see the IACCP web site.

The situation of St.-Petersburg, a city with a population of 4,674,000 inhabitants, can be described as an example. Today there are about 40 centers for psychological help and support, some of which are oriented toward problems of developmental psychology. These include: "The Center for Socialization of Children and Teenagers," "The Center for Family Psychology and Psychotherapy," "District Centers for Psychological, Medical and Social Accompaniment of Child Development," "The Cabinets of the Emergency Psychological Help to Children, Teenagers and students," "The Round-the-Clock Telephone Hotline for Children and Teenagers," "Teenage Consultation Center at the V. M. Bekhterev Psycho-neurological Institute," and a number of psychotherapeutic units acting on the basis of a license for private practice. Unfortunately, the population of the city is insufficiently informed of the types of the psychological help provided by these centers, and the number of centers is obviously insufficient.

CONCLUSION

There is a remarkable proverb "do not remove rubbish from the hut" (do not wash one's dirty linen in public), which means that probably it would be not necessary today to recall all the changes of course in the history of psychological science in Russia. However, such an analysis is necessary in order to understand Russian psychological research in the context of world psychology and to encourage true, mutual understanding between Russian scientists and the world psychological community. Unfortunately, this is a very complicated task and hard to do within the limited space of this short article. The introduction of psychology as a vital activity in Russian society still remains a complicated and painful process in the context of unpredictable social, political, and economic problems. By 1989, the crisis of Soviet psychological science was clearly evident. Its principal social function was determined by the fact that the Soviet party-, state-, and administrative-command system subordinated the whole society to itself, and did not require scientific psychological investigation of real people. Moreover, in a society that was in a state of stagnation, telling the truth about people was dangerous (Petrovsky & Yaroshevsky, 1997). As B. F. Lomov remarked, the general social situation that persisted for decades produced deep internal strains on Soviet psychological science and in the psychology of psychologists. Long-term and constant fear of appearing under the influence of ideological acquisitions and obstructions, the necessity for this or that measure to be evaluated in terms of worldwide "bourgeois

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psychology” and other problems served to deform the thinking and personality of scientists.

Today it is possible to see that the research on the history of Russian (Soviet) developmental psychology is poor and inconsistent and it's very difficult to discuss this extremely complicated problem for a number of reasons. First, many Soviet psychologists engaged in research in this field are no longer living, so we hardly can judge with confidence whether they sincerely held the philosophical ideas of Marxism or the ideological doctrine of Marxism-Leninism, or just carried out the instructions of communist party functionaries and used quotations from the works of Marx and Lenin to preserve the opportunity to publish their research results behind this mask. As V. P. Zinchenko and E. B. Morgunov (1994) fairly remarked, for the last few decades many criticisms of the older generation of psychologists for quoting, sometimes quite sincerely, “the classics of dialectic materialism” have appeared. It is necessary also to consider the possibility of reinterpreting older conceptual ideas.

The second reason is that many scientists of the older generation are still active, still occupy high positions in scientific and educational establishments, continue to publish their investigations in which explanations of events of a history of psychology in the 1990s are inconsistent with, and occasionally contradict, their own points of view as expressed in the late 1960s to mid-1970s (Petrovsky, 1967; Petrovsky & Yaroshevsky, 1996).

Russian psychology, having survived pressure and monitoring on the part of a state and the communist party, lost both financial and social support beginning in the 1990s. In connection with this absence of financing, a sharp divergence of research directions and topics at universities and scientific establishments took place. The low level of state financing of educational establishments during the last two years has resulted in a steep reduction of staffing for school psychological services.

ABOUT THE AUTHOR

Irina (Irene) A. Shmeleva received her Ph.D. in 1983 from the Department of Psychology, Leningrad State University, Leningrad (Saint-Petersburg), Russia. In 1987 she received a Diploma in “Artificial intelligence and Expert Systems” at the Leningrad Institute of Qualification Increase in Management Methods and Techniques. She is currently Docent (Associate professor) and vice chair of the Psychology Department, St.-Petersburg University of Humanities and Social Sciences, Saint-Petersburg, Russia.

Irina A. Shmeleva
St. Petersburg University
St. Petersburg, Russia

irina_shmeleva@hotmail.com

At the same time over the last 10 years deep paradigm shifts in Russian developmental psychology have taken place. The shift in attention to the whole lifespan of “real people’s” complicated and inconsistent lives, needs, and problems has resulted in the appearance of a large (but still insufficient) number of centers for practical psychological help and support. Many scientific - practical journals appeared, conferences with a practical orientation were held, and training centers and programs for improvement of professional skills appeared that permitted an exchange experience with practicing professionals.

Besides its serious achievements, Russian developmental psychology also has some important deficiencies and problems (Kudryavtzev, 1998). Despite the careful theoretical and experimental studies of various aspects of human development many theoretical ideas are not yet implemented in applied research. The approaches to training, education and development of children are still characterized as beyond the historical approach and do not take into account the historically new type of children’s development at the turn of the Century (Kudryavtzev, 1998). As before, in the majority of research the child “in general” is considered in isolation from the modern cultural-historical situation of development.

***Over the last 10 years
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But real changes in the research interests of Russian developmental psychologists are evident. Among the new problems are: the problems faced by a person through the life span including current situation life prospects (Anzyferova, 1999); “coping behavior” of the person with difficult life situations (*Psychological Science in Russia of the 20th Century: Problems of theory and history*, edited by Brushlinsky, 1997); a problem of the characteristics of the ethnically self-consciousness adult, living in conditions of ethno-cultural deprivation; changes in values orientation system in teenage and youth age groups (*Russian Mentality: the Issues of Psychological Theory and Practice*, edited by Abulkhanova & Brushlinsky, 1977).

There is a fear that our foreign colleagues sometimes have the impression that “reorganization” and democratization of Russian society, and the changes that have taken place for the last 10, years have had only a positive character. The Russian reality obviously contradicts the usual judgment. The statistical data of current times testify to the catastrophic tendencies taking place in Russian society. For example, from 1 to 3 million homeless, uncared-for, and neglected children are documented. Never has such a large number of homeless people of various adult age categories been seen in Russia. Never have elderly people and retirees experienced such a low standard of living.

Nonetheless, we look forward to making progress in meeting human needs, and developmental psychologists in Russia look with hope to the future.

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APPENDIX

RELATED WORKS BY RUSSIAN PSYCHOLOGISTS PUBLISHED IN FOREIGN LANGUAGES

Ananiev, B.G. (1972). Integration of various properties of man. Some forms and levels of the integration. *Totus Homo*, 4(2).

Asmolov, A. (1998). *The paradigm of nonclassic psychology of human development: From relativity of activity to relativity of consciousness*. Paper presented at the Fourth Congress of the International Society for Cultural Research and Activity Theory. Activity Theory and Cultural Historical Approaches to Social Practice. Aarhus, Denmark (pp. 127-131).

Boshowitsch, L.I. (Bocoviti) (1980). *Die Personlichkeit und ihre Entwicklung im Schulalter*. Berlin, Volk und Wissen.

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► 1: Pay Dues

receive the *Bulletin* but not *JCCP* and we send them stuff. Last month I cut the folks who were beyond probationary, the less-than-probationary types who hadn't paid dues for a long time, from the *Bulletin* subscriber list. Here's the ridiculous announcement I placed in their envelopes:

If you haven't paid your dues, you probably have a year or two of grace before you're less-than-probationary, but why wait?

WRITE AN ARTICLE?

If you have some interesting article ideas for the *Bulletin*, either of your pen or another's, I would be very pleased to hear them. We are always looking for interesting articles that combine good ideas with the writer's personal touch. "American Psychologist meets National Geographic" if you are familiar with these two obscure publications.



► 11: Budapest

cities. First of all, the signs of globalization: a McDonalds or a Burger King on every second corner, and about a dozen malls scattered around in the city. People are in an ever increasing hurry, and public transportation is rather overcrowded during

IACCP MEMBER PROJECTS WEB PAGE

The IACCP web site now includes a new page featuring member's projects, including research, training, consulting and other activities relevant to the goals of IACCP. Please see www.iaccp.org - Member Projects for details on how to submit your project for inclusion on this page.

the day. But don't worry: traditional Hungarian culture is still there. And not only in the shops of Váci street ("Váci utca"= the show-off shopping street in the inner city). The most enduring part of it seems to be the food, which you will have the chance to taste. On the other hand, folklore is having a revival (a modest revival). Folkdance and traditional handicraft is getting popular, and you will have the chance to experience the former one within the frames of the folk dance party organized for the second evening of the congress.

Cross-Cultural Psychology Down Under



DON MUNRO
NEWCASTLE, N.S.W.
AUSTRALIA

I could name several talks at IACCP conferences which were attention-getting at the time they were given and remain memorable, and one of these is Walt Lonner's Presidential Address to the 1988 Conference here in Newcastle, Australia. In that address he focussed on the way in which cross-cultural psychology was represented and used in introductory texts, concluding that "coverage...is variable and generally quite limited and predictable...and there is little evidence to suggest that many authors of introductory texts are consulting current cross-cultural literature" (p. 20). I am not sure that the situation has changed much over the last decade, but the quotation just given raises the question of what kind of current literature we are producing in the different countries where there is both opportunity and need for such research.

Australia and New Zealand are homes to one of the most diverse populations of immigrants in the world (a recent statistic is that about 70 languages are spoken in homes in the city of Melbourne), and provide one of the biggest groups of members in IACCP after the USA. One would expect, then, that cross-cultural psychology would be among our most active subdisciplines. However, a letter from the Director of Membership of the Australian Psychological Society in May 2002 (also giving 70 as the number of languages spoken by APS members) admits to being quite ignorant about how much this diversity impacts on the Society and the activities of its members, and I suspect we are similarly unaware

of the impact of cross-cultural research.

SEARCHING THE LITERATURE

To find out what cross-cultural research is going on in Australia and New Zealand, I have made a first attempt to survey recent literature, using APA PsychLit and the abstracts of conferences which took place in Australia in the last five years of the old millennium (1995-1999). PsycLit was entered with 'cultur\$' as the keyword, and separate searches done for authors with institutional addresses in Australia and New Zealand. This yielded 388 and 89 items respectively (about 6.5% of national publications); after rejecting items in which the references to culture were incidental, there remained 224 for Australia and 50 for New Zealand – about 45 and 10 publications per year, or roughly two per annum for each million in the populations! Each paper was summarised in a spreadsheet and sorted by topic, publication 'source', the country/culture(s), and the type of analysis involved; all information was taken from the titles and abstracts only, and all categorization done by only one judge.

Australia and New Zealand provide one of the biggest groups of members in IACCP after the USA.

TOPICS ADDRESSED

The most striking finding about the principal topics of the publications is their variety. When they were sorted on the main focus of the study, followed by less important features (e.g., Communication/intercultural), within the 274 items there are over 180 distinguishable topics. Those topics which had more than five items each were (in alphabetical order): achievement, alcohol and drug use, child(ren), communication, cultural adaptation or identity, depression, distress or stress, education, gender, health and health behaviour, HIV/AIDS, homosexuality, language, learning strategies, mental health, psychiatric diagnoses, religion, sexual behaviour and work behaviour. The second obvious characteristic of the collection is the emphasis on applied or practical issues rather than scientific or theoretical aims, primarily in the health, clinical, educational, organisational and social arenas.

METHODS EMPLOYED

If we turn to the issue of what kinds of studies were most common in terms of methodology, the largest single category was the use of questionnaires – 23% of papers, and a further 8% combining questionnaires with other methods; 14% were either interview studies or the technique was described as a survey. 10% involved

applications of standard (Western) psychological tests for comparing scores between cultural groups and/or evaluating psychometric characteristics cross-culturally. Other major types were reviews and meta-analyses (9%), theoretical proposals (often combined with reviews) (9%), qualitative data analyses (5%), clinical cases (3.6%), statistical analyses of existing data (3%), experiments (3%), psychiatric observations (3%), and ethnographic studies (2.5%). The remaining 7% consisted of texts, program descriptions, progress reports, replies to previous publications, etc.

PUBLICATION VENUE

Looking at the avenue for publication, by far the most common single source was chapters in edited books (11%) and authored books (3.6%). Journal sources were very varied, with 141 different journals involved for 235 articles. The *Journal of Cross-Cultural Psychology* shared top place with the *Australia and New Zealand Journal*

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being done.***

of Psychiatry, each with 12 articles (4.4%) and with the two Australian Psychological Society journals (*Australian Journal of Psychology* and *Australian Psychologist*). Next were *Psychological Reports* (7 items), the *Journal of Social*

Psychology (5), and the *New Zealand Journal of Educational Studies* (5). Thirteen other journals had 3 articles each over the period: *Drug and Alcohol Review*, *Environment and Behaviour*, *Ethos*, *International Journal of Intercultural Relations*, *International Journal of Psychology*, *Journal of Educational Psychology*, *Journal of Homosexuality*, *Journal of Language and Social Psychology*, *Journal of Pragmatics*, *Journal of Research in Science Teaching*, *Psychologia*, *Social Science and Medicine*, and *Women and Health*.

RESPONDENTS SAMPLED

Twenty studies described their samples in very general terms (e.g., 'multicultural,' 'immigrants,' 'South-East Asians,' 'developing countries,' 'cross-cultural'). A large proportion (44%) of the remaining studies focussed on only one culture, and are therefore descriptive rather than comparative, though in many cases comparisons with general (western) populations are implied. Of these, 48 were about 'Anglo' Australians and New Zealanders, and 17 about Aboriginal and Torres Strait Island groups, or Maoris and Pacific Islanders. Specific immigrant groups to Australia or New Zealand, such as Greeks, Vietnamese, et al, were the subject of 12.

Of 78 two-culture studies (29%), 47 and 16 were comparisons with 'Anglo' Austra-

lians and New Zealanders respectively, and only two with Aborigines or Maoris. Americans and Vietnamese were the most frequently mentioned other comparison groups. Finally, there were 21 three-country studies (9 with Anglo-Australians), 9 four-country, and 7 five-country studies; 6 studies had more than ten groups.

CONFERENCE PRESENTATION RESULTS

Given publication lag and the difficulty of having minor studies published, conference presentations may provide a better indication of interest in cross-cultural issues (and more postgraduate students present papers in conferences than publish more formally).

For conference presentations, use was made mainly of an annual special edition of the Australian Journal of Psychology covering various national conferences, namely the Society of Australasian Social Psychologists Annual Meeting, the Australasian Human Development Conference, the Australian Industrial and Organisational Psychology Conference, the Annual Experimental Psychology Conference, the Annual Conference of the College of Clinical Neuropsychologists, plus the main Annual Conference of the Australian Psychological Association (which is open to all kinds of contribution, but receives principally those with emphases on clinical, counselling, health, mental health, educational and social issues). Some of these conferences are annual and some are biennial or irregular. A number of other regular and occasional conferences have not been surveyed, especially those of a clinical nature, due to the difficulty of assembling a comprehensive collection of abstracts.

*We should perhaps regret
the dominance of the
questionnaire (and related
methods often described as
“surveys”).*

Including symposia and workshops, the largest numbers of cross-culturally relevant papers are given at the social (SASP) conference (7% of all papers presented), followed by the APS and developmental meetings (around 3% each). Variety is also prominent in this collection, with 72 discriminable topics for 108 items. The most popular area is adjustment and acculturation of immigrants, sojourners, and refugees (13% of all papers on cross-cultural topics), and attitudes (9%), health and mental health (5%), quality of life and self (3% each). The most common methodologies were those involving questionnaires (42%) and interview surveys (18%); 15% were theoretical. 34% were single-culture studies, 32% two-culture, 20% three or more, and 12% unclear. 48% involved ‘Anglo’ cultures, 25% various Asian cultures, 28% immigrants, sojourners and refugees in Australia or New Zealand, and 19% Aborigi-

nal, Maori and other indigenous cultures (overlapping categories).

CONCLUSION

Perhaps the most surprising (and disappointing) thing about these findings is how little cross-cultural work is being done, particularly when one considers the importance of such research to understanding how national society is developing. But to say more than this requires a cross-national study along the same lines, perhaps controlling for the numbers of researchers in different countries.

On a more positive note, the most noticeable characteristic of these studies is their variety. This variety is not generalized across all the possible fields; a second positive feature is the attention to applied or practical issues. This practical bias is especially evident in the conferences, and in the fact that the list of source journals is noticeably dominated by specialist outlets rather than by generalist cross-cultural journals. This may mean that the cross-cultural approach is influencing a wider variety of non-researchers and non-psychologists. However, academics may very well regret the lack of papers focussing on fundamental scientific issues or validation of theories, compared to the amount of essentially descriptive research and the use of convenient samples from local or nearby populations.

Another unfortunate finding is the preponderance of studies which used only one culture, usually the dominant culture of the country, and cannot therefore be described as cross-cultural, except to the degree that they made comparisons with previous findings elsewhere; another group of studies, although not large, was vague about the identity of the 'cultures' of participants. Of the remainder, two-culture comparisons predominate over those that might be seen to be testing culture-related hypotheses in a more systematic way.

ABOUT THE AUTHOR

I was brought up in the Highlands of Scotland, and have adapted to the cultures of southern Scotland, Northern England, Zambia, Rhodesia and then Zimbabwe, and Australia, in my lifetime. I have been at the University of Newcastle, New South Wales, since 1984, and ran the 1988 conference here with fellow staff member Daphne Keats. I now work partly in organisational psychology consultancy, and am trying to introduce some of the lessons of cross-cultural psychology to practitioners in that field.

The University of Newcastle
Department of Psychology
Newcastle, N.S.W. 2308
Australia

don.munro@newcastle.edu.au

Finally, we should perhaps regret the dominance of the questionnaire (and related methods often described as 'surveys'). Of course, those methods have a place within well-designed studies, but an over-reliance on self-report instruments may be particularly unhealthy for cross-cultural psychology, especially if the instruments are not adequately validated cross-culturally. By contrast, the numbers of experiments, ethnographic studies, and case studies were small – one might almost ask, "Whatever happened to the classical approach to cross-cultural psychology?"

REFERENCE

Lonner, W.J. (1989). The Introductory Psychology Text and Cross-Cultural Psychology: Beyond Ekman, Whorf, and biased I.Q. tests. In D.M. Keats, D. Munro & L. Mann (Eds.) *Heterogeneity in Cross-Cultural Psychology: Selected papers from the Ninth International Conference of the International Association for Cross-Cultural Psychology*. Lisse: Swets & Zeitlinger.



John Williams at the Nigerian Regional Conference, Obafemi University, 1995. (Left: 'Sola Olowu; right: Alfred Awaritefe) (See Bulletin 1995 December)

New Books, Films and Journals

A list of books published since 1990 by IACCP members can be found on the IACCP web site (www.iaccp.org). A cumulative list of items that have appeared in this column since 1995 is also on our web site.

James E. Cote & Charles G. Levine (2002). *Identity Formation, Agency, and Culture: A Social Psychological Synthesis*. Lawrence Erlbaum Associates (264 pp.) ISBN 0-8058-3795-7 US\$59.95

"This book provides an extensive understanding of identity formation as it relates to human striving (agency) and social organization (culture). James Cote and Charles Levine have compiled state-of-the-art psychological and sociological theory and research into a concise synthesis not currently available in other books."

Harry Gardiner & Corrine Kosmitzki (2002). *Lives Across Cultures: Cross-Cultural Human Development* (2nd ed.) Allyn and Bacon (364 pp.) 0-205-32322-7

Eleven chapters and a Forward (Walt Lonner) cover the range of developmental topics, in each case taking

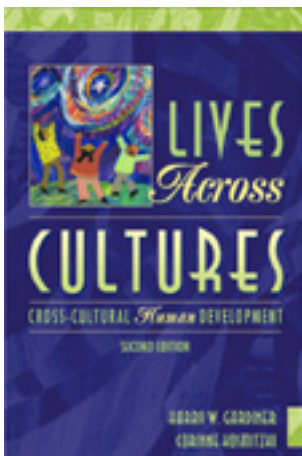
a cultural orientation to the subject matter. The authors provided personal photos to complement the text. Chapters: 1. Introduction; 2. Theories and Methodology; 3. Socialization; 4. Physical Growth and Development; 5. Language and Cognition; 6. Self and Personalities; 7. Sex and Gender; 8. Social Behavior; 9. The Family; 10. Health; 11. Looking to the Future.

Louk Hagendoorn, Hub Linssen, & Sergei Tumanov (2001). *Intergroup Relations in the States of the Former Soviet Union: The Perception of Russians*. Psychology Press (256 pp.) ISBN 1-84169-231-X US\$54.95

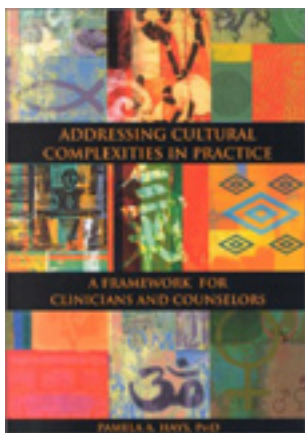
"This book provides significant new conclusions on the complexity of intergroup relations and seeks to relate these findings to a general theory of intergroup relations - it will be essential reading for those working on intergroup relations within the disciplines of psychology, sociology, and politics."

Pamela A. Hays (2001). *Addressing Cultural Complexities in Practice*. APA (239 pp.) ISBN 1-55798-768-8 US\$39.95

"This invaluable guide will help therapists understand the multiplicity of cultural influences that work to form each of us. Pamela A. Hays offers a framework for helping readers understand identity as a multidimensional combination of age, developmental and acquired disabilities, religion, ethnicity, socioeconomic status, sexual orienta-



tion, indigenous heritage, national origin, and gender.”



Yoshihisa Kashima, Margaret Foddy, & Michael Platow (Eds.) (2002). *Self and Identity: Personal, Social, and Symbolic*. Lawrence Erlbaum Associates (272 pp.) ISBN 0-8058-3683-7 US\$59.95

“Recent perspectives on selfhood have significantly amended the social cognitive theory of self. This new edited volume outlines the latest metatheoretical and theoretical contexts of self-research and suggests new directions for future research. *Self and Identity* examines theoretical accounts of human experience within the contemporary socio-cultural milieu and attempts to answer the question of what it means to be human. It provides a clear structure within which to conceptualize contemporary empirical research on self and identity in terms of personal, social, and symbolic aspects. In doing so, it identifies the symbolic aspect as an emerging area of contemporary significance.”

Mark Leary (Ed.) (2002). *Self and Identity*. Psychology Press ISSN 1529-8868

US\$78

“*Self and Identity* is devoted to the study of social and psychological processes (e.g., cognition, motivation, emotion, and interpersonal behavior) that involve the human capacity for self-awareness, self-representation, and self-regulation.”

Richard A. Lippa (2002). *Gender, Nature, and Nurture*. Lawrence Erlbaum Associates (304 pp.) ISBN 0-8058-3605-5 US\$69.95

“The impact nature and nurture is examined from the perspectives of genetics, molecular biology, evolutionary theory, neuroanatomy, anthropology, sociology, and psychology.”

Tracy Novinger (2001). *Intercultural Communication: A Practical Guide*. University of Texas Press (224 pp.) ISBN 0-292-75571-6 US\$16.95

“...authoritative, practical guide for deciphering and following “the rules” that govern cultures, demonstrating how these rules apply to the communication issues that exist between the United States and Mexico.”

Richard A. Shweder, Martha Minow, & Hazel Rose Markus (Eds.) (June, 2002). *Engaging Cultural Differences: The Multicultural Challenge in Liberal Democracies*. Russell Sage Foundation (496 pp.) ISBN 0-87154-791-0 US\$49.95

“...examines the role of tolerance in practical encounters between state officials and immigrants, and between members of longstanding majority groups and increasing numbers of minority groups. The volume also considers the theoretical implications of expanding the realm of tolerance.”

Planned Scientific Activities of the IACCP

2003 July 12 - 16

***IACCP Regional Conference
Budapest, Hungary***

"Cultures in Interaction"

Sponsored by the Hungarian Psychological Association and the Social Psychology Section of the Association. The conference will be held at the International Business School. (See article, March 2002 issue).

Deadline for presentation submissions:
31 December 2002.

General Conference Chair:

Dr. Márta Fülöp
Institute for Psychology, Hungarian Academy of Sciences
fmarta@mtapi.hu

Conference web site:
www.psychology.hu/iaccp

2004, August

***XVII Congress of the IACCP
Xi'an, Sha'anxi Province, China***

Sponsored by the Chinese Psychological Society and Shaanxi Normal University. The venue is Shaanxi Normal University. More details later.

Organizer:

Dr. Xuqun You
Shaanxi Normal University
Xi'an, Sha'anxi, China

A useful compilation of international conferences can be found on the International Union of Psychological Science (IUPsyS) web site: www.iupsys.org

Other Conferences of Interest

2002 November 7-10

***Latin American Congress of
Psychology and***

***Encountering International
Students of Psychology
Villas del Mar, República
Dominicana***

Deadline for submissions: September 1, 2002.

Contact:

Dra. Clara Benedicto
Calle 5 No. 9 Cerros de Buena Vista I
Villa Mella.
Apartado Postal 5276
República Dominicana
Tel: 1-809-533-5721 / 568-4495 /
Fax: 1-809-535-4905 / 568-4495 / 686-0340
albagosa@codetel.net.do

WHAT IS IT?



2003 May 19-22

***The 2003 Biennial Conference of
the International Academy for
Intercultural Research
Taipei, Taiwan***

The conferences will be conducted at
National Taiwan Normal University.

Contact:

Dan Landis

landisd@watervalley.net

<http://www.interculturalacademy.org/taipei-2003.htm>

2003 June 15-18

***UNESCO Conference on
Intercultural Education
Jyväskylä, Finland***

Theme: Teaching and Learning for Intercultural Understanding, Human Rights and a Culture of Peace

Organisers: Institute for Educational Research, University of Jyväskylä, Finland, in cooperation with UNESCO

Proposal submission deadline: September 30, 2002

The Organising Committee invites papers and performances that address educational and pedagogical issues in academic and vocational higher education from the perspective of intercultural education. Within this broad framework, the papers may focus on a variety of structures and methods: regional, national or institutional policies, study and training programmes, courses and curricula, teaching-learning processes, classroom strategies and activities, in-service education and faculty/staff development, or scientific research.

Conference Secretariat and Office:

► ***What?***

An induction motor on editor's brand new table saw. Inductions motors don't have brushes so they run quietly and can be used at midnight in the suburbs.

Ms Pirjo-Leena Pitkanen, Congress Manager,
pirjo-leena.pitkanen@jyvaskylaan.com
Fax: +358 14 339 8159
www.jyu.fi/ktl/unesco2003

2004 August

***28th International Congress of
Psychology
Beijing, China***

Contact:

Dr. XiaoLan FU

Institute of Psychology

Chinese Academy of Sciences

P.O. Box 1603

Beijing 100012

People's Republic of China

Tel: +86-10-6202-2071

FAX: +86-10-6202-2070

www.psych.ac.cn/2004/index.html

***International Congress of
Psychology (IUPsyS)***

2004: Beijing, China

2008: Berlin, Germany

***International Congress of
Applied Psychology (IAAP)***

2006: Athens, Greece

American Psych. Association

2002: August 23-27, Chicago, IL

2003: August 8-12, Toronto, Ontario

2004: July 30 - Aug 5, Honolulu, HI

2005: August 18-21, Washington, DC

2006: August 10-13, New Orleans, LA

American Psych. Society

2003: May 28 - June 1, Atlanta, Georgia

2004: May 27-30, Chicago, Illinois

2005: May 26 - 29, Los Angeles, CA

OFFICERS OF THE IACCP

President

Deborah Best

Department of Psychology
Wake Forest University
Box 7778 Reynolda Station
Winston-Salem, NC 27109
USA
Fax +1 (336) 758-4733
best@wfu.edu

Secretary-General

Klaus Boehnke

Department of Sociology
University of Technology Chem-
nitz-Zwickau
D-09107 Chemnitz
Germany
Fax +49 (371) 531-4450
klaus.boehnke@phil.tu-chemnitz.de

Deputy Secretary-General

Pawel Boski

01-673 Warsaw
Podlesna 61
Institute of Psychology
Polish Academy of Sciences
Poland
Fax +48 22 8340907
boskip@atos.psychpan.waw.pl

Treasurer

Michelle Gelfand

Department of Psychology
University of Maryland
College Park, MD 20742 USA
Tel: +1 (301) 405-6972
Fax: +1 (301) 314-9566
iaccp@psyc.umd.edu

President-Elect

Peter B. Smith

School of Social Sciences
University of Sussex
Falmer, Brighton BN1 9SN,
U.K.
psmith@central.sussex.ac.uk

Past-President

Michael H. Bond

Department of Psychology
Chinese Univ. of Hong Kong
Shatin, N.T., Hong Kong, PRC
Fax +852 2603-5019
mhb@cuhk.edu.hk

REGIONAL REPRESENTATIVES

Europe

Lotty Eldering

Oude Woudenbergse Zand-
weg 17
3707 Am Zeist
The Netherlands
Fax +30 (71) 5273060
eldering@rulfsw.leidenuniv.nl

Bilge Ataca

Bogazici University
Department of Psychology
Bebek, Istanbul, Turkey
Fax +90 (212) 287-2472
ataca@boun.edu.tr

East Asia

Darius Chan

Department of Psychology
Chinese Univ of Hong Kong
Shatin, N.T., Hong Kong, PRC
b062712@mailserv.cuhk.edu.hk

South Asia

Girishwar Misra

Dept. of Psychology
University of Delhi
Delhi 110-007 India
Fax+ 91 (11) 725-6285
gmisra@csec.ernet.in

South East Asia

Kusdwiratri Setiono

Sangkuriang S-5
Bandung 40135
Indonesia
Fax +62 22 2530093
setionot@bdg.centrin.net.id

Insular Pacific

Don Munro

Psychology Department
University of Newcastle
NSW 2308 Australia
Fax +61 (49) 216980
munro@psychology.newcastle.edu.au

North America

Kimberly A. Noels

Department of Psychology
P220 Biological Sciences Bldg
University of Alberta
Edmonton, AB Canada
Fax: +1 (306) 966-6630
knoels@pop.srv.ualberta.ca

David Matsumoto

Department of Psychology
San Francisco State University

San Francisco, CA
Fax +1 (510) 236-9171
dm@sfsu.edu

South America

Isabel Reyes-Lagunes

Universidad Nacional
Autónoma de México
Ciudad Universitaria
Mexico, D.F.
Fax +52 (5) 6 22 23 26
lisabel@servidor.unam.mx

Mexico, Central America, and the Caribbean

José Saiz

Department of Psychology
Universidad de La Frontera
Casilla 54-D, Temuco Chile
Fax +56 45 341480
jsaiz@ufro.cl

Central and South Africa

Elias Mpofu

Educ. Foundations Dept.
University of Zimbabwe
P.O.Box MP167, Mt. Pleasant
Harare, Zimbabwe
Fax +263 (4) 333407
empofu@telco.co.zw

North Africa and Middle East

Omar Khaleefa

Dept. of Psychology
The University of Bahrain
Box 32038 Bahrain
Fax +973 449636
omar123@batelco.com.bh

Special Representative at Large (XVI Congress Organizer)

Bernadette Setiadi

(see Conferences section)

PUBLICATIONS

Chair, Publications Committee

Bill Gabrenya

School of Psychology
Florida Tech
Melbourne, FL USA
Fax +1 (321) 674-8104
gabrenya@fit.edu

J. Cross-Cultural Psychology

Vons van de Vijver

Tilburg University
The Netherlands
fons.vandevijver@kub.nl

Cross-Cultural Psychology Bulletin; Webmaster

William K. Gabrenya Jr.

INTERNATIONAL ASSOCIATION FOR CROSS-CULTURAL PSYCHOLOGY

The International Association for Cross-Cultural Psychology (IACCP) was founded in 1972 and has a membership of over 800 persons in more than 70 countries. The aims of the Association are to facilitate communication among persons interested in all areas of the intersection of culture and psychology. IACCP holds international congresses every two years and regional conferences in most other years. The next international conference will be in Indonesia in 2002. We are associated with several publications, including the bimonthly *Journal of Cross-Cultural Psychology*, the quarterly newsletter *Cross-Cultural Psychology Bulletin*, and conference proceedings. Membership fees are based on annual gross income.

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Between \$10,000 and \$15,000	\$40	\$24
Between \$15,000 and \$30,000	\$50	\$30
Between \$30,000 and \$50,000	\$60	\$30
Between \$50,000 and \$65,000	\$70	\$35
More than \$65,000.....	\$85	\$35

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Institutional	\$104	\$30
Back issues (per volume)		\$40

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