

SAMUEL E. WOOD ELLEN GREEN WOOD

The World of Psychology

Third Edition

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Credits appear on pages 725-726, which constitute a continuation of the copyright page.

An Invitation to the Student

We all learn best when we can apply new concepts to the world we know. *The World of Psychology* allows you to do just that. Highly interactive *and* active, clearly written, and thoroughly up to date, this textbook will encourage you to think for yourself as you learn about, relate to, and apply the psychological principles that affect your life.

So that you can make the most of all the material in the following pages, this textbook package incorporates a number of helpful features and ancillary items. In going for a swim, when you first enter the water, the temperature receptors in your skin may vigorously signal 'ice water.' But gradually sensory adaptation occurs and the water feels comfortable. Similarly, you have undoubtedly noticed the distinctive odor of your home when you first walk through the door, but after a few minutes you are not aware of it. A continuous odor will stimulate the smell receptors to respond only for a while. Then, if there is no change in the odors, the receptors will steadily diminish their firing rate, and smell adaptation will occur. However, sensory adaptation is not likely to occur in the presence of a very strong stimulus—such as the smell of ammonia, an ear-splitting sound, or the taste of rancid food.

food.

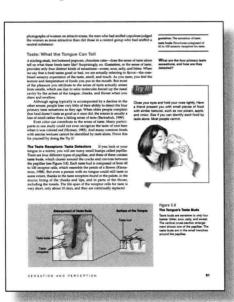
Even though it reduces your sensory awareness, sensory
adaptation enables you to shift your attention to what is most
important at any given moment. You don't need to constantly sense the feel of the
clothing on your body, the background noises around you, or any persistent odors
in your environment. Thanks to sensory adaptation, you can give full concentration
to new incoming stimuli.

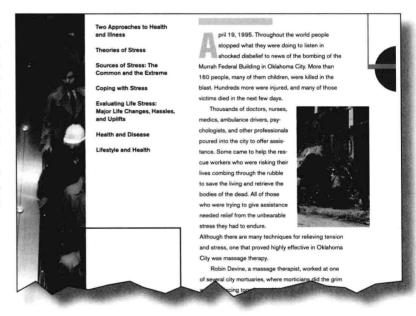
People who swim in icy water experence a degree of sensory adaptation, which helps their bodies adjust to the frivid temperature.

A Clear, Engaging Writing Style

This textbook has received very positive responses from students, and has been praised first and foremost for its writing style. In fact, the feedback from classroom tests of previous editions at a range of schools was universally positive. The style is conversational, and the text uses numerous everyday examples and realistic analogies to help you grasp even the most complex concepts.

A chapter opening vignette draws you into each chapter's topics with a dramatic real-life story—one that is memorable and directly related to the chapter's content.





You'll be especially interested in the stories of the McCaughey septuplets, world champion chess player Garry Kasparov's loss to the supercomputer Deep Blue, and men tried for crimes they did not commit because of faulty eyewitness testimony.

Interact with Your Textbook

What better way to learn new material—to make it fresh, interesting, and memorable—than to demonstrate for yourself the principles discussed? The unique *Try It!* features encourage you to learn by doing. The highly praised *Try Its!* provide simple experiments that you can perform without elaborate equipment, usually as you read.

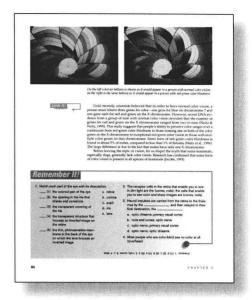
Research has shown that checking your progress at key points as you study helps you remember what you have read. Another way you can interact with this textbook is by taking the *Remember It!* quizzes at the ends of the main text sections.

Link It! icons appear at appropriate places in the margins of this textbook to alert you that related or updated information is available at the book's web site or through related links.

Finally, you'll have a chance to relate psychological principles to your own life in the *Apply It!* section at the end of each chapter. Each *Apply It!* helps you apply psychology to problems and issues that may affect your personal life. Among the wide range of topics addressed are these:

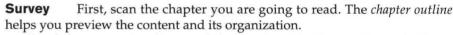


- Handedness—Does It Make a Difference?
- How to Win the Battle against Procrastination
- Avoiding Bad Decisions
- Building a Good Relationship
- The Quest for Happiness
- Learning to Be Optimistic



A Formula for Success

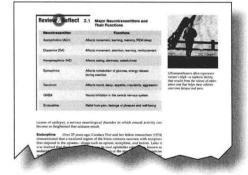
This textbook is organized to help you maximize your learning by following five steps: Survey, Question, Read, Recite, and Review. Together, these are known as the SQ3R method. You will learn and remember more if, instead of simply reading each chapter, you follow these steps. Here's how they work.



Read the section headings and the *learning objective questions*, which are designed to focus your attention on key information that you should learn and remember.

Glance at the illustrations and tables, including the *Review & Reflect* tables, which organize, review, and summarize key concepts.

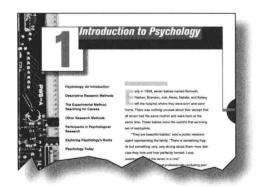
Then read the chapter's Summary and Review. This survey process gives you an overview of the chapter.

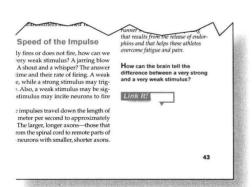


Question Before you actually read each section in a chapter, turn its heading into one or more ques-

tions. Some sections provide a learning objective question, but you can also jot down questions of your own. For example, one heading in Chapter 1 is "The Goals of Psychology." The learning objective question is "What are the four goals of psychology?" You might add this question: "What is meant by 'control' as a goal of psychology?" Asking such questions helps focus your reading.

Read Read the section. As you read, try to answer the learning objective question *and* your own question(s). After reading the section, stop. If the sec-





tion is very long or if the material seems especially difficult or complex, you should stop after reading only one or two paragraphs.

Recite After reading part or all of a section, try to answer the learning objective question and your own question(s). To better grasp each topic, write a short summary of the material. If you have trouble summarizing a topic or answering the questions, scan or read the section once more before trying again.

When you have mastered one section, move on to the next. If the text does not include a learning objective question, formulate your own. Then read and recite, answering your question or writing a brief summary as before.

Review Each major section in the book ends with a *Remember It!* that consists of a few questions about the preceding topics. Interspersed throughout each chapter, these quizzes cover the material emphasized by the learning objective questions. Answer the *Remember It!* questions, and check your answers against those provided. If you make errors, quickly review the preceding material until you know the answers.

When you have finished a chapter, revisit the *Remember Its!* and then turn to the *Summary and Review*. Review the *Key Terms*. If you don't know the meaning of a term, turn to the page where that term is defined in the margin. The *marginal definitions* provide a ready reference for important key terms that appear in boldface print in the text. All of these terms and definitions also appear in the *Glossary* at the end of the book. Phonetic pronunciations are provided for more than 100 potentially hard-to-pronounce terms.

Next, review each learning objective question in the *Summary and Review* and answer it in your own words. The answers provided are only condensed reminders, and you should be able to expand on them.

Finally, consider the thought-provoking questions in the *Thinking Critically* section under the three headings *Evaluation*, *Point/Counterpoint*, and *Psychology in Your Life*. Answering these questions requires more than simple memorization. These critical thinking questions give you the chance to reassure yourself that you really understand the information presented in the chapter.

And for Some Extra Practice . . .

Several items that supplement this textbook may be available at your school's bookstore. Check with your instructor.

Study Guide The comprehensive and innovative *Study Guide*, written by Dan Kelts and Guy Aylward of Illinois Central College, incorporates the tried-and-tested SQ3R learning technique in a variety of exercises for each chapter.

Practice Tests Multiple-choice tests for all chapters provide answers and include some actual test items from this book's test bank to prepare you to take the real thing.

PSYCH-ED! Core Concepts in Psychology This CD-ROM is an exciting and revolutionary addition to the study of introductory psychology. It offers a unique chapter review format, enhanced with video, sound, and animations.

Sound Guide for Psychology Another exciting option to aid your study of introductory psychology is this audio cassette format, which reinforces key text concepts and helps you review, rehearse, and take practice tests.

Web Site The Internet and the World Wide Web provide an opportunity for you and your instructor to access and interact with an almost endless amount of information. Visit this textbook's web site (http://www.abacon.com/wood) for a



wealth of material related to introductory psychology. Interact with an online study guide, explore other web sites related to key topics, or just browse. The *Link It!* icons in the text indicate related material on the Web Site and provide updates and interesting web links.

Additional student resources include Studying Psychology: A Manual for Success, by Robert T. Brown; Evaluating Psychological Information: Sharpening Your Critical Thinking Skills, 3rd edition, by James Bell; Psychology and Culture, edited by Lonner and Malpass; Majoring in Psych? by Betsy Morgan; and Psychologically Speaking, by Donovan and Rosato. Your instructor can tell you more about these and other supplements to accompany The World of Psychology, Third Edition.

To the Instructor

ur goals for this book remain the same as for the first two editions: to introduce the world of psychology accurately and clearly to students, via an interesting and memorable format. We present the principles of psychology using a clear and engaging writing style and a pedagogically sound learning format that is accessible and appealing to students.

We are sensitive to the complexities of the teaching/learning process, having taught thousands of students their first course in psychology. Over the years we have witnessed tremendous changes in the field, in our students, and in ourselves as well. Thus, we also sought to create a textbook that is sensitive to the changing needs of modern students and their professors while providing a context in which students may learn about psychology's past, its present, and its probable future.

To accomplish our goals, we set the following objectives:

To Maintain a Clear, Understandable Writing Style That Students Will Find Interesting

First and foremost, a textbook is a teaching instrument. It cannot be a novel; nor should it be an esoteric, academic treatise. A good psychology textbook must communicate clearly to a diverse audience of various ages and levels of academic ability. Our text is appealing to accomplished students, yet accessible to students whose academic skills are yet to be fully developed.

We seek to achieve this objective by explaining concepts in much the same way as we do in our own psychology classes. Throughout the text we strive for flow and continuity by using a dialogic style that avoids abrupt shifts in thought. In addition, this text is filled with everyday examples pertinent to students' lives.

To Write a Textbook That Encourages Students to Become Active Participants in the Learning Process

Reading about psychology is not enough. Students should be able to practice what they have learned, where appropriate. Many of the principles we teach can be demonstrated, without elaborate equipment and sometimes as the student reads. What better way to teach new material and make it fresh, interesting, and memorable than to have students demonstrate principles for themselves using an important and innovative element of the book: *Try It!* boxes. The response to *Try It!* demonstrations from professors and students has been so positive that we have added more of them in this edition. The *Try Its!* personalize psychology and make it come alive.

Student involvement is also promoted through the extensive use of rhetorical questions and by casting the student in the role of the participant in selected studies (for example, as the "teacher" in the Milgram experiment). Thus, students who use *The World of Psychology* become active participants in the learning process rather than simply passive recipients of information.

To Provide a Series of High-Interest Features That Will Appeal to Today's Students

Every chapter opens with a real-life vignette to capture student interest and build motivation. We have also included two types of special features: (1) *Apply It!* sections

show the practical applications of the principles of psychology, and (2) *Pioneers* sections showcase selected figures in psychology and explore their human side, as well as their contributions to the field.

To Promote and Nurture Critical Thinking

Critical thinking does not consist of being critical of all viewpoints other than one's own. Rather, critical thinking is a process of evaluating claims, propositions, or conclusions objectively, to determine whether they follow logically from the evidence presented. Critical thinkers are open-minded, objective, and unbiased, and they maintain a skeptical attitude that leads them to search for alternative explanations.

Critical thinking is too important to leave to chance. The first *Apply It!* section, "Study Skills and Critical Thinking," provides students with an understanding of what critical thinking entails. In addition to promoting critical thinking throughout the text, we have also developed a systematic method of nurturing it. A *Thinking Critically* section at the end of each chapter features three categories of critical thinking questions:

- **1.** *Evaluation* questions teach students to think critically as they evaluate psychological theories, techniques, approaches, perspectives, and research studies.
- **2.** *Point/Counterpoint* questions require students to comprehend, to analyze, and to formulate convincing arguments on *both* sides of important issues in psychology.
- Psychology in Your Life questions allow students to apply psychological principles and concepts to their own lives and the everyday world.

To Help Students Understand and Appreciate Human Diversity and More Fully Comprehend the Part Multicultural Issues Play in Modern Psychology

We remain dedicated to the goal of promoting understanding of human diversity, but we have changed our means of achieving it. Rather than emphasizing diversity in special sections set off from the regular text (as we did in the second edition) or in a separate chapter (as we did in the first edition), we have responded to reviewers' preferences by integrating expanded coverage of diversity issues throughout the book. This material covers a wide range of multicultural issues, among them "Bias in Psychological Research," "Cultural Differences in the Perception of Visual Illusions," "Culture and Altered States of Consciousness," "Memory and Culture," "Expectations, Effort, and Academic Achievement—A Cross-Cultural Comparison," "Cultural Rules for Displaying Emotion," and "Therapy and Race, Ethnicity, and Gender." In addition, human diversity has been considered in relation to dozens of other topics throughout the text.

To Achieve a Balance between Psychological Principles and Applications

To present psychological principles alone may leave students wondering what psychology has to do with their own lives. The third edition has a relevant *Apply It!* section at the end of each chapter to help students apply psychology to their personal lives and to contemporary issues or problems in the larger cultural milieu. New *Apply It!* topics include "Avoiding Bad Decisions," "Building a Good Relationship," "The Quest for Happiness," and "Learning to Be Optimistic."

Every chapter also contains one *Thinking Critically* question titled *Psychology in Your Life*, which requires students to think critically about the many ways psychological principles can be applied to their own lives and to life in general.

To Be Current in Our Coverage While Preserving the Classic Contributions in the Field

Advances in scientific knowledge occur at an ever-increasing pace, and modern authors must keep abreast. This edition introduces students to the most up-to-date research in many rapidly changing areas, including cognitive psychology and neuroscience, gender differences, adolescent drug use, sexual orientation, death and bereavement, and behavioral genetics. New topics include functional MRI (fMRI), melatonin as a sleep aid, "designer drugs," binge drinking on college campuses, hormones and memory, emotional intelligence, bilingualism, and the information-processing approach to cognitive development.

Yet we do not pursue newness for its own sake. We also discuss studies that have stood the test of time, and we explore classic contributions to psychology in depth.

To Give Students an Appreciation of Psychology's History and Its Pioneers and an Understanding That Psychology Is a Living, Growing, Evolving Science

A portion of Chapter 1 is devoted to psychology's history. But in our view, the history of psychology is best understood and appreciated in the context in which the contributions were made. Consequently, discussions of such topics as learning, memory, intelligence, emotion, and personality, for example, integrate historical and recent research contributions to show how psychology has evolved up to the present day. In addition, we emphasize major pioneers in psychology—John B. Watson, Jean Piaget, Erik Erikson, and Sigmund Freud—in special sections focusing on their human qualities, along with their contributions, to bring the history of psychology alive for students. We also cover many other pioneers in psychology in the main body of the text, when we explore their contributions to the field.

To Provide an Accurate and Thoroughly Researched Textbook That Features Original Sources

To accomplish our goal of introducing the world of psychology accurately and clearly, we have gone back to original sources and have read or reread the basic works of the major figures in psychology and the classic studies in the field. For each revision this has meant over 10,000 pages of photocopied research (and a basement approaching fire hazard status!). This reading has enabled us to write with greater clarity and assurance, rather than having to hedge or write tentatively when discussing what experts in the field have actually said. This book is one of the most carefully researched, up-to-date, and extensively referenced of all introductory psychology textbooks.

To Continue to Meet the Needs of Students and Professors

In response to valuable suggestions from our reviewers, we have made many additions, changes, and improvements in the third edition, including the following:

- In Chapter 1, "Introduction to Psychology," Gestalt psychology now falls in appropriate chronological order.
- Chapter 2, "Biology and Behavior," features revised anatomical drawings and incorporates the most recent neuropsychological research.
- New, separate chapters are devoted to cognition and language (Chapter 7) and intelligence and creativity (Chapter 8) in order to appropriately reflect the growth of research in these areas.

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- The section on work motivation has been moved from Chapter 17 to Chapter 11, "Motivation and Emotion."
- Chapter 12, "Human Sexuality and Gender," features expanded coverage of gender.
- The section on stress in the workplace has been moved from Chapter 17 to Chapter 14, "Health and Stress."
- Chapter 15, "Psychological Disorders," now follows the order of classifications in DSM-IV.
- Multicultural material is now better integrated throughout the book.

Instructors can find complete, chapter-by-chapter listings of changes made in the new edition in the Instructor's Section of the *Annotated Instructor's Manual*.

To Provide Instructors with a Complete, Coordinated Teaching Package of the Highest Quality

The Annotated Instructor's Manual (AIM) has been developed by Fred Whitford of Montana State University to help instructors encourage student involvement and understanding. It has two parts: a separate Instructor's Section bound into the front of the book, and detailed annotations that surround reduced-size pages of the full text. The annotations include journal entries, critical thinking topics, and guides to using other ancillary materials, such as Instructor's Resource Manual materials, transparencies, video disc segments, and videos.

Accompanying the *Annotated Instructor's Manual* is a separate *Instructor's Resource Manual (IRM)*, also prepared by Fred Whitford. It provides lecture examples, demonstrations, diversity topics, and more than 150 ready-to-duplicate handouts.

The World of Psychology is also supported by a comprehensive test bank (approximately 2,800 questions) and a computerized test item file (for Macintosh, DOS, and Windows), prepared by Greg Cook, University of Wisconsin–Whitewater. Items have been class-tested and validated at Montana State University.

Also available to instructors are a superb set of acetate transparencies, a Power-Point Presentation created specifically for this edition, a Digital Image Archive, Allyn and Bacon's Interactive Video and User's Guide, an exclusive Video Disc series, an extensive video library, and much more. Please see your Allyn and Bacon sales representative for more information about these and other ancillary materials.

Acknowledgments

We are indebted to an incredible group of people at Allyn and Bacon for their contributions to *The World of Psychology*. First, we want to thank Carolyn Merrill, Senior Editor. We are so impressed with her professional talents and her creativity that we hardly know where to begin to acknowledge her contribution. Carolyn is the prime mover of this edition of *The World of Psychology*. She is a tireless worker, and her editorial excellence and good taste are reflected everywhere in the book. In publishing, in particular, there is so much to do and so little time in which to do it. Carolyn does it all, and we have been moved (literally) by her power to motivate. Finally, Carolyn's exceptional personal qualities—her great warmth, integrity, good humor, and ability to empathize—all have made her someone whom we greatly admire and also cherish as a friend.

Superlatives alone suffice for acknowledging the contributions of our senior development editor, Sue Gleason. Sue was a prominent partner in everything from forming the vision for this edition down to the least developmental detail. She meticulously pored over every chapter, section, paragraph, and sentence in the book to provide invaluable suggestions for additions and deletions. We are deeply indebted to Sue. It has been both a privilege and a pleasure to work so closely with her.

We want to thank development editor Jodi Devine for her role in overseeing the development of the supplements to the text. We also want express our deep appreciation to Beth Brooks, our development editor for the first two editions and the very earliest stage of the third edition, for her many years of dedication to this project.

Creative enterprises demand capable leaders. One such person is Sean Wakely, Vice President and Publisher, Social Sciences. From the first time we met Sean and learned that he would be responsible for putting together the team to produce the third edition, we knew we would be in good hands. And indeed we were!

Although the production process that transforms a manuscript into a finished book is long and complex, our book was in the superbly capable hands of Susan McIntyre, Senior Editorial Production Administrator. Susan is a perfectionist who manages the many stages of the production process with great skill and precision. Fully aware of Susan's commitment to excellence, we were confident that all the parts of the process would come together smoothly.

We were exceedingly fortunate to have had Jane Hoover, of Lifland et al., Book-makers, skillfully and painstakingly guide and coordinate the day-to-day activities of the production process. Jane is a consummate professional who read all of the text revisions and scrutinized every figure and table to make sure they came together with clarity and precision.

Quica Ostrander, our meticulous copyeditor, carefully considered every word, made many useful suggestions, and never wavered in her attention to detail. We appreciate her contribution.

We thank Amy Goldmacher, Editorial Assistant, for handling the review process and many other details of this project with dispatch, as well as for her careful preparation of the manuscript for copyediting. We also extend our thanks to Julie Kalina, Heather Buettner, and Kristin Rosenthal for their highly efficient library assistance.

Production is one component of a successful book; marketing is another. We want to express our deep appreciation to Sandi Kirshner, Senior Vice President, Executive Publisher, who brings to her craft infectious enthusiasm and creative insight, and who is a wellspring of innovative ideas. In our travels with Joyce Nilsen, Vice President, Director of Field Marketing, we have seen her competence firsthand and learned the secret of her success. Joyce is a master of human relations with a rare ability to empathize with professors and sales representatives alike—truly understanding their wants and needs and skillfully solving problems. We also extend our thanks to Lou Kennedy, Vice President, Director of Advertising, for her outstanding role in developing the brochures, catalogs, and other materials for presenting the book and its ancillary materials.

No psychology text is considered complete without an accompanying package of ancillary materials. We are grateful to Dan Kelts and Guy Aylward of Illinois Central College for the outstanding and creative *Study Guide*, extensive class testing of the text and learning package, and enthusiastic support of the book. Fred Whitford of Montana State University prepared the excellent *Annotated Instructor's Manual* and the *Instructor's Resource Manual*. Greg Cook, University of Wisconsin–Whitewater, prepared a thoroughly revised *Test Bank* for the third edition.

We remain deeply indebted to our trusted colleague and friend Ward Moore, Senior Publisher's Representative, for initially bringing our manuscript to the attention of Allyn and Bacon.

All of the professionals at Allyn and Bacon work hard to maintain a standard of excellence in producing fine books. This certainly includes Bill Barke, President of Allyn and Bacon, who has kept in close touch with our book from its inception. We extend our sincere appreciation to Bill for his confidence in us and for his commitment to this project.

Last but far from least, we want to express once again our gratitude and appreciation to Jane Blaffer Owen, who exemplifies the ideals and values we admire most, and whose life and work have been continuing sources of inspiration to us. She has graciously afforded us the opportunity to write the major part of the three editions of our book in one of her houses in New Harmony, Indiana, a setting that we love

and that is so conducive to work. We also want to express our appreciation to Gary Gerard, Nancy McIntyre, and all of our friends at the New Harmony Inn and Red Geranium Enterprises for making our months in New Harmony so enjoyable, productive, and hassle-free.

To Our Reviewers

We want to thank the conscientious and knowledgeable reviewers whose suggestions have helped shape this book. First, we extend our sincere appreciation to several people who adopted and reviewed the entire second edition and provided us with a wealth of valuable feedback and helpful suggestions for fine-tuning our book:

Edward Brady, Belleville Community College David Gersh, Houston Community College—Central Audry Guild, Houston Community College Thomas Tutko, San Jose State University Janet Weigel, Black Hawk College

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In addition, we extend our thanks to Dan Kelts of Illinois Central College for his assistance in preparing the new chapter on cognition and language; to Dixon Bramblett and Mary Utley, colleagues at Lindenwood University; and to Carolyn Smith.

We also thank the following survey respondents, who provided feedback for the third edition: Yukie Aida, Austin Community College-Rio Grande; Kristin Anderson, Houston Community College-Southwest; Elizabeth A. Baldwin, Austin Community College-Southwest; Joyce Bishop, Golden West College; Sandra Y. Boyd, Houston Community College-Central; Maria G. Cisneros-Solis, Austin Community College-Rio Grande; Michael R. Cline, J. Sargent Reynolds Community College; Herbert Coleman, Austin Community College-Rio Grande; Pat Crane, San Antonio College; Linda E. Flickinger, St. Clair County Community College; John H. Forthman, San Antonio College; Laura Freberg, California Polytechnic State University; Patricia Kennedy Furr, Austin Community College-Northridge; David Gersh, Houston Community College-Central; Irene Gianakos, Kent State University; Joanne C. Hsu, Houston Community College; Jennifer Jacobs, Indiana University— Southeast; Chris Jenkins-Burk, Sandhills Community College; Susan S. Maher, Austin Community College-Southwest; Duane G. McClearn, Elon College; Jim Mullen, Pierce College; Ramona Parrish, Guilford Technical Community College; Gary W. R. Patton, Indiana University of Pennsylvania; Robert J. Pellegrini, San Jose State University; Vicky Phares, University of South Florida; Paula Pile, Greensboro College; Murray Preston-Smith, Houston Community College-Southwest; George D. Ritchie, Guilford Technical Community College; Karen Saenz, Houston Community College; Rita S. Santanello, Belleville Area College; Joyce Schaeuble, Sacramento City College; Diane Silver, Austin Community College-Northridge; Jeanne Spaulding, Houston Community College-Northwest; L. K. Springer, Glendale Community College; Jean E. Stiles, Glendale Community College; Jonathan Stone, Dutchess Community College; Deborah Van Marche, Glendale Community College; Ken R. Vincent, Houston Community College-Northwest; Andrea Wagonblast, Bowling Green State University; Marie Waung, University of Michigan-Dearborn; Janet Weigel, Black Hawk College; Gordon Whitman, Sandhills Community College; Diane E. Wille, Indiana University Southeast; Joseph A. Zizzi, Mohawk Valley Community College.

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Finally, we extend our sincere thanks to the other reviewers of the first two editions, who offered comprehensive and valuable insight into what an introductory psychology text should be. The book could not exist without them: George Armstrong, Bucks County Community College; Norma Baker, Belmont University; Michael L. Bell, Marlboro, MA; Joyce Bishop, Golden West College; Tim C. Bockes, Sul Ross State University; Allen Branum, South Dakota State University; Andre Cedras, Macomb Community College; Samuel Church, Fairmont State College; James Dooley, Mercy College; Vern R. Dorschner, Brainerd Community College; William Dwyer, University of Memphis; Thomas Fitzpatrick, Rockland Community College; Linda E. Flickinger, St. Clair County Community College; Sally Foster, Mira Costa College; Laura Freberg, California Polytechnic State University; Katherine Fuhs, J. Sargeant Reynolds Community College; Wayne Hall, San Jacinto College; Jack Hartnett, Virginia Commonwealth University; Barbara Honhart, Baker College of Flint; Stephen Hoyer, Pittsburg State University; Clixie L. Larson, Utah Valley Community College; John T. Long, Mt. San Antonio College; Maria Elena Lopez-Treviño, Mt. San Jacinto College; Claire Lowder, Illinois Central College; Rick Lowe, Salt Lake City Community College; Lynn McCutcheon, Northern Virginia Community College; James Nelson, Parkland College; Jesse B. Newkirk III, Grossmont College; Diane Owsley, Elizabethtown Community College; Robert J. Pellegrini, San Jose State University; William E. Pelz, Herkimer County Community College; Gregory Pezzetti, Rancho Santiago College; Pennie Seibert, Boise State University; Pamela Stewart, Northern Virginia Community College; Jonathan Stone, Dutchess Community College; Patti Thompson, Liberty University; June Vess, Liberty University; Rene Villa, Hillsborough Community College; Ken Vincent, Houston Community College; Everett Wagner, San Antonio College; Phyllis Walrad, Macomb Community College; Douglas Wessel, Black Hill State University; Diane E. Wille, Indiana University-Southeast; Patrick Williams, University of Houston-Downtown.

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