



THE SOCIETY FOR APPLIED RESEARCH  
IN MEMORY AND COGNITION

SARMAC

SARMAC News

Summer 2005

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*Enhancing collaboration and co-operation between basic and applied  
researchers in memory and cognition*

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Message from the Executive Director  
Mike Toglia

**WELCOME TO JUNE** - summer for many of you. Since my last communication prior to SARMAC VI, there have been many new and exciting developments on which to bring you up-to-date. Speaking of our conference, on all counts SARMAC VI held January 5-8 in Wellington, New Zealand was a great success, as was the celebration of and tribute to Beth Loftus held on January 4th. I am sure you will come to the same conclusion as you read about the convention elsewhere in the newsletter. In addition, the program and other conference information is still available at <http://www.vuw.ac.nz/psyc/sarmac/>.

The Board of Governors has decided to continue with the odd year format for biennial conferences such that SARMAC VII will be held in 2007. Based on Board input, the site is likely to be in North America. I am in the process of exploring potential locations which I will share with the Board. It is my hope to have a selection to report in the next few months.

We continue to make great strides in advancing professionally. In this regard, a **big thank you to Kathy Pezdek and Steve Lindsay** of our membership committee for embarking on an aggressive campaign to encourage renewals and recruit new members. Furthermore, based on Steve's initial suggestion their work has resulted in "putting a new face" on SARMAC. With their leadership, they orchestrated the construction of our new website of which we are all quite proud. Kudos to Avi Goldberg for designing the web site and Joshua Goldberg, Editorial Assistant for Steve, and Dale Pember, SARMAC's technical advisor, for the programming involved.

When you visit us, you will discover we have just recently revised the society's bylaws. Kathy and Steve tackled this as well, drafting a new set of bylaws, soliciting recommendations from the Board and myself, and then submitting a finalized version to the Board for their approval. The Board unanimously approved the bylaws and then the membership voted, with all in favor, to adopt them.

Another new item to report is that as of April 1 we changed from IPay to PayPal as the company who will now help us collect dues online with credit cards. Dale Pember set up the interfacing with our membership form. I am very pleased with our partnership with PayPal which affords us a number of advantages over IPay. Speaking of membership, if you or some of your colleagues have not renewed for 2005, please do so. Dues remain at 75 USD which includes subscriptions to *Applied Cognitive Psychology* and *Cognitive Technology*, which will become an online journal this year.

In the near future I will be conducting elections to fill open seats on the Board of Governors and then Board officers. Watch for a call for nominees. If you are interested in serving on the Board you may self-nominate. Information concerning the activities of the Board can be found in the Bylaws and/or by contacting me.

I cannot leave you without expressing my gratitude to Leslie Miller for her continued fine work in assembling our Newsletter and to our new Associate Editor, Lauren Shapiro, for her fine work. Welcome aboard Lauren!

Please visit us at [www.sarmac.org](http://www.sarmac.org).

This site will be updated from time to time and we welcome your suggestions.

# Recap of the 6<sup>th</sup> Biennial conference of SARMAC Wellington, New Zealand 5-8 January, 2005



**DID YOU MISS THIS YEAR'S SARMAC CONFERENCE?  
ARE YOU WONDERING WHAT THOSE WHO ATTENDED THOUGHT ABOUT THE CONFERENCE?  
ARE YOU CURIOUS ABOUT SOME OF THE SESSIONS?**



**When asked to provide feedback on the conference and share interesting stories about experiences...here's what you said...!**

*"It was my first SARMAC. I thought it was great. The sessions were very interesting and my main problem was that I wanted to be in several sessions at the same time. Maryanne Garry and her students made the conference run incredibly smoothly. All in all it was a great experience."* **Roddy Roediger**

*"My abiding memory is of traveling half way around the world to arrive back where I started-England-but an England of an earlier age (and I don't just mean the motorcars they drive!). There is a strong sense of decency, courtesy and 'all being in it together' which I remember from my post-world war two childhood, combined with more modern themes of concerns over the climate (you only had to go out once in the midday sun without a hat to appreciate the thinness of the ozone layer over NZ) and multi-culturalism (the Maori were never conquered by the colonists, rather both groups made a deliberate decision to come to terms with each other).*

*One totally unexpected sighting: Dr Jeffrey Mousaieff Masson, author of 'The assault on truth: Freud's suppression of the Seduction Theory' and scourge of the Freudian establishment now living quietly in the remote Coromandel Peninsular, where he recently published a book lauding the wonders of New Zealand and its people-sentiments with which we conference folk would certainly agree!"* **Graham Davies**

*"The conference began with a traditional Maori welcome ceremony that very effectively created a 'native' theme while allowing us to experience the*

*spirit of the early settlers of New Zealand. The officers were asked to participate. The first activity involved nose pressing as part of the greeting. At the conclusion of the formal ceremony, we sang and danced in the fierce Haka tribal war dance."*

**Mike Tolia**

*"Very good conference. The Maori show (Powhiri etc.) was beautiful. Flynn was extremely impressive. One funny detail was that there was very good food, but no chairs. Thus, people tried to stand up and eat things that were best eaten using both knife and fork, or sat on the floor, even those of emeritus age."*

**Tia Hansen**

*"This wasn't my first SARMAC. I really thought it was a great conference. I particularly liked the cultural aspects with dancers, etc. It was worth traveling 27,000 miles for!"* **Danielle Polage**

*Danielle Polage, one of Beth's past students wrote: "It was so great to have a group of people together that have such admiration for Beth and for her work. I know she appreciated knowing she had so much support from her "fans."*

**And, Mark McDaniel provided this tribute to Beth...**



“Beth’s career reflects a remarkable body of scholarly contributions. Of course, we’re all familiar with Beth’s groundbreaking work on false memory and implanted memories. But I would like to remark on Beth’s earliest work appearing in the 70’s. To me this work was very special because it marked for all of us Beth’s approach to science. The lessons embodied in her early work were significant guidepost for many of us who were at that time in graduate school. These lessons stayed with us as young junior faculty giving us guidance for our own careers—kind of a blueprint for how to do cognitive science research and build a successful research career. In many, many ways my colleagues and I have these lessons to thank for our own success, lessons that Beth imparted through example.

I don’t have time to cover all, so just let me highlight the most important and fundamental lessons that I think were really a hallmark of Beth’s seminal work. Because every lesson is equally as significant as the next, I’m just going to take these in Chronological order—there’s really no other way to do it.

So, first Beth starts the 70’s with a publication that really exemplifies a bundle of research strategies that many young researchers have a hard time accomplishing: Of course I’m talking about the Loftus, E. (1971). Memory for intentions: The effect of presence of a cue and interpolated activity. *Psychonomic Science*, 23, 315-316.

The first obvious lesson here is to persist with the study until you’re able to get it published in a top journal. What an inspiration to us all to see Beth doing just that with this work, especially the courage to keep driving for publication in a journal with such a tough threshold for acceptance.

But above anything else this work of Beth’s demonstrated to us the central objective as a scientist: Find a vitally important topic and systematically persist with a programmatic and consistent series of studies to fully illuminate the topic. We can see that here in Beth’s vita, following her 1971 paper on prospective memory .... there is, well nothing more in the 70’s, but I’m sure in the 80’s—no nothing more there on memory for intentions, I know in the 90’s she picked it up—nothing. Well, no doubt Beth was just taking a short 30 year break in her arduous efforts on the topic and will return to probably any year now.

Let’s move on to 1974 with the classic: Loftus & Palmer (1974). Reconstruction of automobile destruction: An interaction between language and memory. **JVLVB**.

What we see here is superb methodologist at the height of her abilities, some of which didn’t really come through in

the method section, and I think just a real tribute to Beth to bring it to light here:

FILM OF A CAR ACCIDENT—NO BROKEN GLASS. HOW FAST WERE THE CARS GOING WHEN THEY SMASHED INTO EACH OTHER? THEN 1 WEEK LATER SUBJECTS ASKED DO THEY REMEMBER SEEING BROKEN GLASS (REVIEW THIS).

WHAT MOST DON’T REALIZE, AND IT WAS REALLY A STROKE OF GENIUS, RESEARCH ASSISTANT INSTRUCTED TO ASK AGAIN IF SUBJECT SAYS NO (WHICH EVERYBODY DID, NOT REPORTED IN THE STUDY—JUST REALLY IRRELEVANT, MESSY DATA, WHICH I WAS ABLE TO RETRIEVE FROM THE ARCHIVES, BECAUSE WE ALL KNOW THESE COLLEGE STUDENTS REALLY DON’T PAY ATTENTION IN THESE EXPERIMENTS.

THERE WAS VERY LIKELY BROKEN GLASS, DON’T YOU REMEMBER THE CARS SMASHED INTO EACH OTHER? DIDN’T YOU SEE ANY BROKEN GLASS? (MOSTLY REPEATING THE QUESTION)

IF NO (AGAIN, MOST SAID NO), THE ASSISTANT REPEATED AGAIN:

YOU MUST BE AN IDIOT NOT TO REMEMBER ANY BROKEN GLASS, IT WAS ALL OVER IN THE FILM. DO YOU REMEMBER SEEING BROKEN GLASS?

IF NO (AGAIN, MOST SAID NO), RESEARCH ASSISTANT INSTRUCTED TO PROBE ONE MORE TIME WITH VERY MILD ENCOURAGEMENT.

DO YOU REMEMBER BROKEN GLASS? IF YOU SAY YOU DIDN’T SEE ANY BROKEN GLASS, THEN I CAN’T GIVE YOU CREDIT FOR THE EXPERIMENT, EITHER FOR LAST WEEK OR THIS WEEK’S PARTICIPATION. REMARKABLY OVER 50% OF THE SUBJECTS SAID THEY SAW BROKEN GLASS.

This was just a very unexpected interaction between language and memory, brought to light under sophisticated experimental methodology.

Finally, the very next year Beth published a landmark paper, Collins & Loftus (1975). A spreading activation theory of semantic processing. *Psychological Review*, 82, 407-428. This was beautiful theoretical work in terms of parsimony, elegance, and principled assumptions.”

**As part of his tribute to Beth, Mike Togliola relied on the credit card commercial famous in the USA:**

“Roundtrip Airfare New York-Wellington...\$1811. Lodging expenses for 6 nights at the James Cook Hotel Grand Chancellor...\$330. A week of wining, dining, tanning, and partying...\$700. Toasting and Roasting Beth Loftus...priceless!”

*And, finally, summaries of invited speakers' talks...*

**The Power of Testing in Improving Educational Performance**

*Henry L. Roediger, III, Jeffrey Karpicke, and Elizabeth J. Marsh*

Educators and psychologists tend to regard tests only as tools to assess learning. However, a large literature from basic memory research shows that testing not only assesses learning but also greatly affects future retention. The testing effect refers to the fact that people who have been tested relatively shortly after learning material show large gains on tests given later, relative to conditions in which people studied the same material but do not receive intervening tests. Much of the testing effect literature uses picture and word materials.

This talk reviewed selectively past work (Spitzer, 1939; Wheeler & Roediger, 1992) that showed the power of testing to enhance later retention on later tests ranging from a few days after initial testing to two months later (Spitzer's work). In addition, the authors reported new experiments in collaboration with Jeff Karpicke using educationally relevant prose passages in which they compared conditions in which subjects studied the passage and took one or three free recall tests or (in another condition) studied material equivalent numbers of time. Then subjects were given a final test. The basic finding is that if the criterial test is given immediately, multiple study sessions improved performance relative to multiple tests. However, if the criterial test were given several days or a week later, the testing conditions improved performance relative to study conditions (even though subjects received no feedback on the tests). Hence, for long-term retention, repeated testing improves performance relative to repeated study.

A separate line of work, in collaboration with Beth Marsh, asked if there could be deleterious effects of testing under certain conditions. Some common forms of academic testing present subjects with misinformation during tests. In true/false tests, usually half the test items present

erroneous information, and in multiple choice testing there are often three incorrect alternatives for subjects to consider as well as one correct alternative. If students learn from tests, then in these cases they may learn erroneous information. The authors reported results from experiments in which students took multiple-choice tests (with no feedback) and then cued recall tests. On a final cued recall test, subjects who took prior multiple-choice tests did, overall, respond correctly relative to subjects who were not tested. Nonetheless, relative to this same condition, they also produced more errors. That is, subjects who had taken the multiple-choice test on items were more likely to answer the later cued recall questions both correctly and incorrectly. Multiple choice tests can cause students to learn erroneous information.

In sum, testing generally provides positive effects on later retention, greater than the effects of repeated study (at least after a delay). Multiple tests provide greater benefits than a single test. Caution should be used in certain types of tests that expose erroneous information because subjects may learn erroneous information, too. The judicious use of increased testing in the classroom may greatly improve student learning.

**Crayons in the Courtroom:  
The Forensic Value of Children's Drawings**

*Harlene Hayne*

For over a century now, psychologists have argued that there is more to children's drawings than mere scribbles on a page. In clinical contexts, it has been argued that drawings provide a unique window to children's thoughts, feelings, and intellectual development. It has also been argued that the act of drawing facilitates children's ability to talk about their emotions and their experiences. In legal contexts, children's drawings have been used to make decisions about custody and access and to enhance children's reports of physical and sexual abuse. A number of surveys have shown that drawing is one of the top 10 instruments used by professionals working with children. Unfortunately, enthusiasm for the use of children's drawings has often preceded empirical research on their actual forensic value.

In general, children's drawings have been used in two different ways. First, drawings have been used as projective measures of children's intelligence, emotional well-being, or abuse status. When used in this way, emphasis is placed on what the child draws rather than on what he or she says about the drawing. Over the past few years, research from my laboratory and others has shown that there is no empirical support for the projective use of children's drawings in these ways. For example, although children's human figure drawing scores are correlated with their full scale IQ scores, the range of IQ scores associated with any one drawing score is so large as to render it clinically meaningless. In addition, there are no consistent differences in drawings produced by children with and without a history of abuse.

Children's drawings have also been used to facilitate communication. When used in this way, emphasis is placed on what the child says rather than on what he or she draws. A number of studies have now shown that the opportunity to draw increases the amount of information reported by 3- to 10-year-old children without decreasing accuracy. This finding has been obtained when children are interviewed about events designed to educate and entertain them as well as about events that are more clinically relevant. Furthermore, drawing facilitates children's reports when they are interviewed after delays ranging from 1 day to 1 year. Our most recent research has shown that the positive effect of drawing on children's reports is due in large part to the effect of drawing on the interviewer's behavior. When children are given the opportunity to draw, interviewers ask more open-ended questions and make more minimal responses, which in turn, leads children to provide more information.

In conclusion, there is no evidence that children's drawings provide a valid projective measure of their psychological functioning, but the opportunity to draw does facilitate children's communication in a wide range of forensic contexts.

### **Cerebral Asymmetry: Theory and Application**

*Michael C. Corballis*

There are two myths about handedness and cerebral asymmetry. One is that they are uniquely human, perhaps even defining the human condition. The author reviews evidence that cerebral asymmetry is a ubiquitous phenomenon in animals, and that there is

continuity between humans and other species with respect to the nature of these asymmetries. For example, a left-hemispheric specialization for the production of vocalizations is present in the frog, and may go back to the very origins of the vocal cords, and many other species show a left-hemispheric specialization for the perception of species-specific vocalizations. These asymmetries are probably the precursors of the left-hemispheric representation of language in humans. Species-level right handedness has also been reported in great apes, and walruses. Some birds show human-like asymmetries, including a left-hemispheric specialization for tool-making in crows, and a right-hemispheric specialization for global perception in chicks.

The second myth is that the two hemispheres of the brain represent complementary modes of thought, and that drawing on the right hemisphere will increase creativity and lateral thinking. Most of the evidence suggests that right-hemispheric advantages are not absolute, and may simply reflect a left-hemispheric loss of some nonverbal abilities due to the invading present of language (and perhaps also of executive control).

In proposing what may be a new mythology, the author suggests that the true dichotomy is not between left and right hemispheres, but rather between symmetry and asymmetry. We belong to the phylum Bilateria, which includes nearly all animals and insects, and is characterised by bilateral symmetry, which is an adaptation to the fact that the natural world is without systematic left-right bias. Symmetry is abandoned, however, if asymmetry is more adaptive—for example, bilateral symmetry may result in duplication of function, and is often partially replaced by lateralized structures for differential specialization. There is therefore a trade-off between symmetry and asymmetry in evolution. In humans, this is captured by genetic models of handedness and cerebral asymmetry that postulate two alleles, a *dextral* allele (D) that predisposes to right-handedness and left-cerebral specialization for language, and a *chance* allele (C) that leaves any asymmetry to chance. These are maintained in balance by a heterozygotic advantage. There is evidence that mixed-handed individuals, who are presumably made up mostly of those with the CC genotype, may be slightly disadvantaged with respect to rational "academic" pursuits, but also score higher on magical ideation and schizotypy. The D and C alleles, and the

resulting genotypes, may help explain some of the age-old conflicts in human society—between reason and intuition, yang and yin, and even science and religion.

### **Are blacks genetically superior for IQ and GQ?**

Jim Flynn

Over the last generation, black Americans may have closed the IQ gap with white Americans by 25 percent or more but the evidence is equivocal. Within each generation, there is no doubt that blacks lose ground versus whites as they age. At present, they drop from an IQ of about 90 at age 5 to one of about 83 at age 23. IQ gains between generations show that blacks can match whites for both IQ and GQ (solving g loaded problems) their genes notwithstanding. The blacks of 2002 outperformed the whites of 1947-48 despite an environmental disadvantage measured using conventional methods. However, that methodology is inappropriate. The causes of IQ gains over time are so different from the causes of the black/white IQ gap as to be incommensurate. Therefore, it is always possible that blacks reaped environmental advantages over time greater than the environmental disadvantages they suffer at a given time.

Moreover, the factors at work over time do not address the root cause of the black/white IQ gap. The best they can do is compensate for the usual disadvantages. Therefore, even when they do compensate, the shadow of those disadvantages persists -- seen as a g pattern (a tendency to perform less well as g loading increases). Eysenck confirms this with elegance. After World War II, German mothers raised half-black and white children in Germany. They were roughly equivalent for both IQ and GQ -- and the g pattern had disappeared. The root causes of the black/white IQ gap had been eliminated.

Eysenck does not settle the IQ debate. The numbers are not large enough to be conclusive and there are those who will plead hybrid vigor as a genetic equalizer. But no one denies that steps toward environmental equality can at least mitigate the root causes of black disadvantage. All will want a better solution than emigration plus assimilation. Our task is to see how far the root causes of the black/white IQ gap can be addressed within the context of a minority subculture that American blacks value. While knowledge of the causes of IQ gains over time may increase our sophistication, the best strategy would be

to focus on whatever causes blacks to lose ground on whites as they age. The author suspects that pre-natal factors, ratio of adults to children in the home, school work versus other priorities, black youth subculture, jail, and less cognitively demanding occupations are the most promising.

### **Aging and Metacognition in Lab and Life**

*Christopher Hertzog*

Metacognition includes multiple aspects, including beliefs about cognition, knowledge about strategies, and on-line monitoring of internal states and performance. As such, metacognition is an important component of effective self-regulation in cognitively demanding situations. The author reviews evidence regarding age-related changes in different aspects of metacognition. For example, processes involved in basic monitoring of encoding and learning seem to be largely unaffected by aging, whereas more complicated forms of monitoring requiring inferential reasoning about qualia, such as source monitoring, appear to be impaired. Practical implications of these findings will be discussed.

### **Mind Bugs**

*Mahzarin R. Banaji*

How deep are the bounds on human thinking and feeling and how do they shape social judgment?

To answer this question, the author chose to investigate systems that operate in implicit or unconscious mode, with a focus on implicit assessments of self, other humans, and social groups. In this talk, the author showed evidence for the existence of implicit attitudes and knowledge, and what we have learned about their nature. In particular, the author focused on the disparity between conscious and nonconscious social cognition as revealed by techniques that measure behavior and brain activity, with participants who are college students, drop-in visitors to [implicit.harvard.edu](http://implicit.harvard.edu), and young children. The author also provided a brief demonstration of the biases in all of us (using the audience and myself as subjects). From such demonstrations and research, the author raised questions about what the mind sciences can say about the early mental threats to just and fair treatment.

The Memory Collection at  
Indiana State University  
David Vancil and Doug Herrmann

A Collection on Human Memory was started in late 2001 with two substantial gifts of books from the personal collection of Douglas Herrmann. The Herrmann Collection, as it is identified here, has been envisioned to include primarily monographic psychology works and periodical runs of specialized journals in the field of human memory. So far, the collection has grown to over 900 books, including important textbooks and pamphlets. A few article offprints showing the development of human memory have also been included along with various objects and selected media. For example, reproductions of two phrenological heads may be found in the collection along with a whimsical collection of elephants given to Dr. Herrmann over the years. A selection of "memory" cartoon reproductions assembled by Herrmann also grace the collection. In addition to these media, there are examples of audiotape and CD-ROM memory improvements courses.

The main focus will remain on published books, since the burden of creating a collection of media, objects, or extensive periodical offprints goes beyond resources and space available to the Special Collections Department in Cunningham Memorial Library.

Scholars have pondered how human memory functions for over two thousand years. In the nineteenth century philosophers of the mind examined a variety of hypotheses about the workings of memory. In 1885 a German psychologist reported the first scientific studies of memory. The ISU memory collection consists of original publications of writings about memory reaching back to this time and progressing to the present. Reprinted is material in translation dating back to the beginning ruminations on memory found in the writings of Greek philosophers.

The material in this collection represents the foundation of ideas on which the current understanding of memory is based. Therefore, this collection provides the basis for scholarship that seeks

to develop the understanding of memory in general and as well as to many specific questions about different kinds of memory.

The collection was begun while the primary donor, Douglas Herrmann, was in graduate school at the University of Delaware from 1968-72. He was inspired by Dr. Halsey MacPhee, who had a collection on the history of psychology and who eventually gave his collection to Dr. Herrmann. Several other psychologists, after learning of collection donated psychology books for this collection through Herrmann. These psychologists include Dr. Lawry Gulick, Dr. David Burrows, Dr. Carmi Schooler, Dr. John McLaughlin, Dr. David Payne, Dr. Graham Davies, and several others.

Over 200 volumes address memory from a philosophy of the mind perspective. Another 200 volumes focus on memory performance, while the remaining volumes review a variety of psychological issues of which memory is just one. In the case of the later publications, memory is usually examined in a chapter or a section of a chapter of the book.

Across the collection, there are books representing nearly every approach to memory which have been taken in recorded history: associationism, behaviorism, empiricism, information processing, biology, and others. Similarly, most of the major scholars in memory are included. Because memory has been addressed from many perspectives (Herrmann & Chaffin, 1988), there are a variety of writings that focus on particular memory phenomena. Many of the books will be familiar to historians of psychology or the philosophy of the mind. Most users of the collection will find some surprises, i.e., cogent writings on memory that may not have been well known previously.

Moreover, the collection brings together many books that scholars would only find by visiting several libraries. Some of the few books written on the medical treatment of memory illnesses are included (Parente & Herrmann, 2003). Some popular press books on memory are included, when these books represented the scientific thinking on memory improvement at the time (e.g., Herrmann, 1990).

The only institution possessing a substantial collection of memory books is Morris B. Young and Chesley Young Mnemonic Library is housed at the University

of San Marino in Europe, according to the last published edition of Ash's *Subject Collections* and recently conducted Internet searches. A few major university libraries possess some of the antiquarian books in this collection, but the offerings of these libraries have not been found to be located in a special collection dedicated to memory. In any case, these libraries typically have far fewer offerings than these works which were acquired over several decades and are now included in the ISU memory collection, especially the pre-1950 titles as well as works which may have long been discredited. Therefore, the history and perhaps the future of human memory understanding and research is embodied in this collection.

*For additional information, e-mail David Vancil, curator, at [libvanc@isugw.indstate.edu](mailto:libvanc@isugw.indstate.edu) or call 812/237-2610. As time and fortune permit, Douglas Herrmann plans to write commentaries about some of the more historically important works. These comments will be incorporated in a more user-friendly HTML catalog of the holdings. Meanwhile, if you are looking to be stimulated by ideas about memory, visit the Cunningham Memorial Library at Indiana State University.*

### Publications by SARMAC Members

- Lindsay, D. S., Hagen, L., Read, J. D., Wade, K. A., & Garry, M. (2004). True photographs and false memories. *Psychological Science*, 15, 149-154
- McIntire, S., & Miller, L.A. (2006, in press). Foundations of psychological testing: A pragmatic approach. Sage.
- Shapiro, L.R., Blackford, C., & Chen, C-F. (2005). Eyewitness memory for a simulated misdemeanor crime: The role of age and temperament in suggestibility. *Applied Cognitive Psychology*, 19, 267-289.
- Shapiro, L.R. & Purdy, T. (2005) Suggestibility and source monitoring errors: Blame the interview style, interviewer consistency, and the child's personality. *Applied Cognitive Psychology*, 19, 489-506.
- Shapiro, L.R. (in press). Remembering September 11th: The role of retention interval and rehearsal on flashbulb and event memory. *Memory*.

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### **Psychology and law: An empirical perspective**

**Editors:** Neil Brewer (Flinders University, Australia) & Kip Williams (Purdue University, USA)

**Publishers:** Guilford (New York)

For details, & reviews by Stephen Ceci, Irwin Horowitz & Saul Kassin, go to: [www.guilford.com/pr/brewer.htm](http://www.guilford.com/pr/brewer.htm)

**Chapters:** Investigative interviewing, Detecting deception, Eyewitness recall and testimony, Children's recall and testimony, Eyewitness identification, False memories, Pre-trial publicity & its influence on juror decision making, Trial strategy & tactics, Simulation, realism, and the study of the jury, The psychology of jury and juror decision making, The comprehension of judicial instructions, Dealing with the guilty offender, Helping experimental psychology affect legal policy.

**Contributors include:** Brian Cutler, Ron Fisher, Lynne ForsterLee, Maryanne Garry, Jane Goodman-Delahunty, Elizabeth Loftus, Pär Anders Granhag, Norb Kerr, Asher Koriat, Margaret Bull Kovera, James Ogloff, Steven Penrod, Deb Poole, Martine Powell, Christina Studebaker, Aldert Vrij, Gary Wells

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Lane, S. M. & Schooler, J. S. (2004). Skimming the surface: The verbal overshadowing of analogical retrieval. *Psychological Science*, 15, 715-719.

It has become almost a maxim that "talking through" a problem is advantageous. Contrary to this wisdom, studies from numerous domains have demonstrated that describing one's thought processes or analyzing a judgment may, in some circumstances, actually impair performance. Two experiments build upon prior work by examining the effect of verbalization on the retrieval of analogies. Participants read a series of 16 short stories. Later, they were presented with eight test stories and indicated whether a story was an analogy of the prior stories they read. For each test story, one prior story shared the same deep structure, while another story shared only surface characteristics. Half of the participants completed the test while thinking aloud and half did not. In both experiments, Verbalization participants

were more likely to retrieve surface matches and less likely to retrieve true analogies than participants who did not verbalize their thoughts during the test.

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***Interested in applications of psychology? See the following two forthcoming books!***

Costanzo, M., Krauss, D., & Pezdek, K. (Eds.) (in press).  
Expert psychological testimony for the courts.  
Mahwah, NJ: Erlbaum.

Donaldson, S., Berger, D. & Pezdek, K. (Eds.) (in press).  
Applied psychology: New frontiers and rewarding careers. Mahwah, NJ: Erlbaum.

The first, *Expert Psychological Testimony for the Courts*, will include the proceedings from the April 2, 2005 Claremont Symposium on Applied Social Psychology. The book will include chapters from psychologists from a range of content areas who testify as Expert Witnesses in court. Each will discuss the status of the research in their field and how this research is presented in and utilized by the courts. This is the first book that has pulled together this material in one source, to give readers a sense of what psychologists do as Expert Witnesses in the courts. Kathy Pezdek's chapter will cover, "Expert Testimony on Eyewitness Identification."

The second book included chapters from a number of psychologists who do applied research across various sub-fields of psychology. This is the first book that specifically

discusses applications of and careers in psychology. The scope of this book is quite broad. Kathy Pezdek's chapter, with Ken Deffenbacher, Shirley Lam and Robert Hoffman, is entitled, "Cognitive Psychology: Applications and Careers." Elizabeth Loftus's chapter with Deborah Davis is entitled, "Psychologists in the Forensic World."

Davies, G. M. & Patel, D. (2005). The influence of car and driver stereotypes on attributions of vehicle speed, position on the road and culpability in a road accident scenario. Legal and Criminological Psychology, 10, 45-62

Laymen and legal professionals frequently make decisions on the culpability of drivers involved in collisions on the basis of incomplete and inconsistent information. Could attributions based on car and driver stereotypes influence decisions on culpability?

Methods. In Experiment 1, ratings were collected on the perceived on-road aggressiveness of drivers of different age and gender and for models and colours of motorcars driven. In Experiment 2, participants read an accident scenario involving two cars and were asked to estimate relative speed, position on the road and blame. The ages of the drivers, colours, make and model of car driven were manipulated using the aggressiveness ratings collected in Experiment 1. In Experiment 3, participants read another scenario and were again invited to allocate blame; colour, model of car and driver's age was varied systematically to establish the relative contribution of the different elements of the stereotype.

Results. Combinations of colour, car and driver rated high on aggression were judged as traveling faster, being further across the road and more likely to be the cause of an accident than those rated low on these dimensions.

Conclusions. Pre-existing car and driver stereotypes have a demonstrable influence on judgments of driver behavior from conflicting accident statements. The possible implications for the handling of accident claims and legal cases are discussed.

## Second International Interviewing Conference David Carson



For more information go to:  
www.port.ac.uk/iii2 - the  
home page for the Second  
International Conference on  
Investigative Interviewing,

which is being held in Portsmouth, between the 3rd and 7th of July 2006.

As well as providing opportunities to learn about investigative interviewing, and the latest developments in different countries, there will be a focus on how research and practice may move forward and gain greater recognition, for example in the courts.

Please bookmark this site as we will be adding links to additional pages in the coming months, for example about how to submit abstracts and register. Also please advise any friends or colleagues - both practitioners and academics - about the site. If you are able to do so, we would be grateful if you could make a link to it within any web site that you control.

Portsmouth has many attractions, as a venue. The conference will take place in buildings within easy walking distance of the park-lined coast, the historical naval port, and marinas. Nearby airports include London's Heathrow and Gatwick as well as Southampton. There are several, daily, ferry crossings from Portsmouth to France.

The conference organizers are particularly keen to attract delegates from a wide range of countries, intellectual backgrounds and professions. We appreciate that investigative interviewing has developed at different rates, and in different ways, in different countries. So the, optional, first two days of the conference will be devoted to workshops. These will be designed to ensure that all delegates can have a sufficient knowledge of investigative interviewing techniques. There will also be workshops designed to demonstrate how the ideas have been developed in England and Wales, for example in relation to vulnerable witnesses.

Investigative interviewing research may have developed, particularly, in relation to policing and prosecution. However it is important for any investigation. Thus the organizers are

also keen to attract delegates from a range of disciplines and professions.

An invitation to submit symposia, papers or case studies will be announced, in the coming months, on the conference web site.

## Submissions Leslie Miller and Lauren Shapiro

Don't forget to submit articles to the SARMAC News. Email Leslie ([lesliemiller@adelphia.net](mailto:lesliemiller@adelphia.net)) or Lauren ([shapiro@emporia.edu](mailto:shapiro@emporia.edu)) with your **recent publications, forthcoming conferences, calls for papers**, and anything else you'd like to share with your SARMAC colleagues.

## For more information about SARMAC

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## Helping to Increase SARMAC Membership

*If you know of someone who does cognitive psychology research that spans applied and basic interests, please consider inviting them to join the Society for Applied Research in Memory and Cognition (SARMAC).*

**Please Remember to Renew Your Membership**

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