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PSYCHOLOGY

LAFAYETTE COLLEGE SUMMER 2001 ■ Vol.6

CHILDS WINS JAMES P. CRAWFORD AWARD

During the May 18 trustee-faculty dinner, **Alan W. Childs**, associate professor, received the James P. Crawford Award for his outstanding ability in classroom instruction.

Childs is known for his ability to lead classroom discussions, particularly in his First-Year Seminar "Human Aggression and Social Pathology," and his Values and Science/Technology Seminar "Patient-Practitioner Interaction: The Role of Medical Technology," noted Provost **June Schlueter** in her remarks.

"It was an honor to have been given an award named after someone whose career at the college I have greatly admired," says Childs. In a department of excellent teachers, it is a little embarrassing to be singled out in this way, and I think of it as a compliment to the department as much as to me. If I am perceived as doing a good job in the classroom, it is in large part because of the support and encouragement of my colleagues."

Childs, who joined the Lafayette faculty in 1980, teaches such courses as introduction to psychological science, theory and history, social psychology, and health psychology. Most recently he has been working on an instrument that examines the nature of the relationship between physicians and patients. **Kelly Gabos '01** and **Susan Closs '02** have assisted him as EXCEL Scholars.

Chair of the Health Professions Advisory Committee and Academic Policy Committee, Childs is the health professions adviser and faculty mentor to the men's basketball team.

Opening Set for 2002

Alumni Memorial Gymnasium is currently being transformed into a state-of-the-art home for Lafayette's programs in psychology and neuroscience.

The new facility will provide 45,000 square feet of space on five levels including teaching laboratories, faculty research laboratories, shared faculty- student research laboratories, and faculty offices. Completion is expected to be sometime in 2002.

An architectural rendering of psychology's new home.

Members of the department were involved in reviewing the plans and meeting with the architects as the space was designed. They provided advice based on experience in the current location and on exploring psychology facilities at other colleges. Some features include an animal research area on the lower level, common meeting spaces off the entryway of the first level, faculty offices, a lecture hall for 180, and neuroscience teaching laboratories near the animal facilities.

The building will be named for **Walter Oechsle '57** and Christa Oechsle in recognition of their commitment of $10 million. A Lafayette trustee, Oechsle is recognized as one of the premier international investment managers. He is founding principal of Oechsle International Advisors, Boston. For five years he wrote "Overseas Commentary," a column on international investing, for *Forbes*.

NEUROSCIENCE GRANTS RECEIVED

Two grants totalling more than $200,000 will benefit the neuroscience laboratories in the new headquarters of the psychology department and neuroscience program. The College received $150,000 from the Arthur Vining Davis Foundation and $85,000 from the Alden Trust.

The proceeds will be used to purchase state-of-the-art equipment for the new physiological psychology and neurophysiology teaching laboratories in Oechsle Hall.

The grants were obtained through the efforts of **Wendy Hill**, professor, and **Diane Elliott**, Lafayette's director of corporate and foundation relations.

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PSYCHOLOGY

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Editor: John Shaw

FROM THE DEPARTMENT HEAD

Ann McGillicuddy-De Lisi

Last summer I looked around my office and panicked. How on earth would I be able to move all the materials I had accumulated over 16 years to the new psychology building in 2002? I decided to use part of each summer to organize my books and files, and throw away what I didn't need. On the second day I found the baby book of Suzi Farrell '92. Years ago in a child and adolescent development course I had asked students to get the books in which their parents recorded birth weights, first words, first steps, etc. so we could compare their retrospective reports with the earlier record. I read about Suzi's early accomplishments and got to thinking about who else was in class that year. I had to check my memory by digging out old class rosters and then thought about each student, as I read their names. I thought about a lot of you that day. I did not throw one thing away or organize one single file!

The alumni office told me Suzi had gotten married so she had a new name and they couldn't guarantee that the address was 100 percent valid. I thought, 'Her mother would be furious if that book is lost.' Aha! Her mother! I wrote to Mrs. Farrell, "If you still live here, could you ask Suzi to give me call? I have her baby book." Suzi called and we talked. It was more fun than sorting through rosters and old papers. I wrote a few articles that summer but the most important thing I did was find that baby book. I had Suzi, her whole class, the class before her, and the class after her, with me in my mind and in my heart.

One of the founders of family therapy wisely observed that even when there is only one patient in a session, the patient's whole family is there. The department is going through many changes. New professors are replacing ones you knew. The rat lab you lived for is gone; if you picture Prof. Gallup in the Pardee attic with rats, I must tell you that it occurs no more. If you see yourself in Pardee 50 or in that beloved basement room, Pardee 3, you should know that they are being transformed for office space.

The "old" psychology that you knew lives on in us. The faculty and students of fall 2001 are the direct descendants of each of you and your professors. There is continuity between the department begun by Prof. Rogers, the expansion accomplished by Profs. Brown, Cohen, and Gallup, and the department of today. Each new generation of students and professors has chosen to join this family, finding values, ideas, methods, relationships, etc., that are shared by all of us.

Every student has had an impact—the quiet one we worried about; the one who produced outstanding research; the ones who could have produced outstanding work but chose to direct their energy elsewhere; the one who grew so much in four years…you are at once our history and our future. You will be a presence in every classroom, every lab, in the student gathering places being built precisely because you did not have them; in faculty offices and laboratories.

We love hearing from you. Stop by and say hello when you are around. Send photos for our department album, and keep those letters coming.

Ann V. McGillicuddy-De Lisi

WELCOME NEW FACULTY

After receiving a B.A. from the University of Bombay in 1985, **Jamila Bookwala** came to the United States. She received an M.A. in psychology from City University of New York in 1989, and a Ph.D. in social psychology from University of Pittsburgh in 1995. An assistant professor, she comes to Lafayette from Pennsylvania State University-Abington, where she had been assistant professor since 1998.

Jamila Bookwala

Bookwala's research focuses on numerous topics in the domain of aging, including family care-giving, the role of gender in the aging experience, end-of-life issues among older adults, and the quality of intimate relationships in late adulthood. She has published journal articles and book chapters on these issues, and has received several awards and fellowships. She will teach courses in adult development and aging, research methods, advanced applied psychology, and introductory psychology.

"During my visit to Lafayette, I was impressed by the students' strong interest in psychological research and the faculty's collegiality and professionalism," she says. "I am looking forward to teaching at Lafayette and collaborating with students on research." She and her husband Abizer have two daughters, Kamal Sarah and Nur Maria.

After receiving a B.A. in psychology from Vanderbilt University in 1991 and an M.A. in psychology from Mount Holyoke College in 1994, **Gabrielle Britton** received a Ph.D. in psychology and neural science from Indiana University in 2000. An assistant professor, she will fill a new faculty position in neuroscience but her "home department" will be psychology.

Gabrielle Britton

Britton's research interests are neurobiology of learning and memory. Her current projects include an examination of the role of amygdala neurons in rat eyeblink conditioning. Her publications include papers on the neural bases of learning.

Britton will teach courses in physiological psychology, quantitative methods, and introductory psychology. Some of the reasons she chose Lafayette include "the enthusiastic faculty, rich curriculum, the opportunity to work with interested undergraduates, and collaborating with other faculty at Lafayette."

Jeannine Pinto

For the past five years **Jeannine Pinto** has been a postdoctoral research associate at the Center for Molecular and Behavioral Neuroscience, Rutgers University, and has been a visiting assistant professor at Rutgers University and Swarthmore College. She received a B.S. in cognitive science from Vassar College in 1984, and a Ph.D. in psychology in 1996 from University of Virginia.

Pinto's research interests include the perception of human and animal movement, and the function and acquisition of category- or object-specific processes. She has published journal articles and book chapters on biological motion. An assistant professor, Pinto will teach perception, design and analysis, advanced applied psychology, and introductory psychology. "For someone who finds teaching the most satisfying part of an academic career and who believes in teaching students to be active investigators," she says, "Lafayette is a dream job."

Pinto and her partner, Gretchen Van de Walle, have a 6-month-old daughter (Aidan).

FACULTY FOCUS

Robert W. Allan—With expertise in animal learning, Allan's research focus is experimental psychology, animal learning, and behavior modification.

Susan A. Basow—With expertise in clinical and counseling psychology, Basow's research focus is gender and its effect on interpersonal perception, women and their bodies, and homophobia.

Alan W. Childs—See cover.

Wendy L. Hill—A physiological and comparative psychologist, Hill's research focuses on the neural basis of social behavior as well as the impact of evolution on the behaviors of animals. Her particular interest is birds.

Ann V. McGillicuddy-De Lisi—With expertise in developmental psychology, McGillicuddy-De Lisi's research focuses on the cognitive development of children, parental beliefs about children, and moral development.

Matthew S. McGlone—With expertise in cognitive psychology, McGlone's specialty is psycholinguistics, but he also has interests in decision science, social cognition, and persuasion. He recently received the Thomas Roy and Lura Forrest Jones Lecture Award.

John S. Shaw III—With expertise in psychology and the law, as well as in social psychology, Shaw conducts research on eyewitness memory, eyewitness confidence, jury decision-making, and lay attitudes about genetic testing.

Andrew J. Vinchur—With expertise in industrial-organizational psychology, Vinchur's research focus is employee selection, psychometrics, statistics, meta-analysis and the history of psychology.

Class of 2001 Honors Theses

Students who plan to graduate with departmental honors select a topic of research prior to their senior year. They complete the thesis with the guidance of a faculty adviser and then defend it orally before a faculty committee. They must also have at least a 3.0 GPA in the major. Eight majors successfully completed their honors theses.

Kimberly Bassi with **Wendy Hill**
"Does the Frequency and Timing of Prenatal Light Cues Affect the Onset of Circadian Rhythms in the Domestic Chicken *(Gallus domesticus)*?"

Bassi examined whether pulses of light during incubation would be enough for chicks to develop circadian rhythms. For her experiment, some chicks received 10 minutes of light every hour for 12 hours of the day during a specific three-day interval during incubation. Other chicks were incubated in total darkness. She assessed the chicks' circadian rhythms after hatch by measuring their body temperatures during the morning and evening. Chicks given light cues during either days 13-15 or 16-18 of incubation had higher body temperatures in the morning than the evening, which indicates that they had circadian rhythms. Chicks given light cues during days 10-12 of incubation did not exhibit rhythms. These results indicate that the endogenous clock is sensitive to short pulses of light during prenatal days 13-18.

Jennifer Fleming with **Ann McGillicuddy-De Lisi**
"Effects of Stereotype Threat on Boys' and Girls' Standardized Math Test Performance"

Stereotype threat is a phenomenon in which a member of a group that is stereotyped performs poorly on an assessment when reminded of that stereotype. Fleming investigated stereotype threat responses to math achievement tests in 1st-8th grade boys and girls. She expected to find that stereotype threat would not appear in girls until after their self-concept had become differentiated to include a sense of self-esteem in math as distinct from verbal, social, athletic, and other areas. Although she found that differentiation of children's self-concepts did vary in the anticipated manner with age, girls who were reminded of the stereotype about sex differences in math performance did not score lower on the math test than boys or than girls who were not exposed to the stereotype.

Kelly Gabos with **Alan Childs**
"Modeling and Perceptions of Risk on College Students' Seatbelt Use"

Gabos' study involved her driving participants around campus while they sat in either the front or back seat of her car, and she did or did not wear her seat belt. She also asked participants to imagine automobile trips of various lengths and to indicate the likelihood of wearing a seat belt, and to estimate the possibility of being in an accident, based on trip length. She found that participants were significantly more likely to wear a seat belt when sitting in the front seat of the car and when she wore hers. On the questionnaire, people said they were significantly more likely to wear a seat belt on a long trip as opposed to a shorter one, and thought they were more likely to be in an accident on a longer trip. These results suggest that social pressures play an important role in seatbelt use, and they can be used to help design educational programs to increase seatbelt use among high school and college students.

Michelle Garvey with **Andy Vinchur**
"Effects of Comparative Performance Information and Perceived Systems Knowledge on Performance Ratings"

Self-reports have become important measures of performance in a variety of work settings. Garvey investigated whether two types of information—Perceived System Knowledge (PSK) and Comparative Performance Information (CPI)—can improve the accuracy of self-reports relative to supervisor ratings and objective measures of performance. In a very ambitious study in which participants worked on editing tasks in groups of six people, she found that the correlations between self-reports and supervisor ratings were larger when either PSK or CPI was provided to the participants.

Kerri Holick with**Wendy Hill**
"The Role of Estrogen in the Anti-depressant Effect of Exercise in Female Mice"

Exercise has been shown to enhance serotonin transmission and to exert antidepressant effects. The goal of Holick's research was to determine whether either exogenous or endogenous levels of estrogens in female mice would influence the efficacy of swimming exercise as an antidepressant treatment. Mice were tested either during diestrous or estrous and some were given exogenous injections of estrogen. Mice swam for 30 minutes a day, six days a week, for two weeks. She found that estrogen apparently had no effect on the tail suspension test, the dependent measure used to assess depression in mice.

Angela Neal with **Matthew McGlone**
"Stereotype Threat and Gender Differences in Political Knowledge"

Neal investigated a new explanation for the well-documented gender gap in political knowledge surveys. Government and political science scholars have long noted that men tend to achieve higher accuracy than women in surveys of civic and political knowledge. Traditionally, the gap has

been characterized as a reflection of women's lack of interest in politics. She explored the possibility that the gap might be due in part to cues operating in a telephone survey that remind females of the gender stereotype impugning their political knowledge. She found that overt cues (telling the respondents that the survey was sensitive to gender differences in political knowledge) and subtle cues (whether the survey administrator is male or female) had a negative influence on female but not male respondents' performance. Her results suggest that these aspects of political knowledge surveys can inadvertently render them intellectually threatening to women.

Alisa Watt with **John Shaw**
"The Effects of Actor Attractiveness, Target Attractiveness, and Harassment Severity on Student Perceptions of Student-to-Student Peer Sexual Harassment"

Sexual harassment is a problem both in the workplace and in academia. Watt examined participants' perceptions of student-to-student sexual harassment. She manipulated three independent variables—attractiveness of the actor, attractiveness of the target, and harassment severity—in written scenarios involving potential sexual harassment among students. Her results support the "what is beautiful is good" stereotype in that in many cases participants were more likely to find an attractive actor less sexually harassing than an unattractive actor. Her results indicate that people take attractiveness into consideration when determining whether sexual harassment has occurred, even though attractiveness is legally irrelevant to that determination.

Keith Woythaler with **Robert Allan**
"Setup: A Re-Examination of Conditioned Reinforcement and Its Effects on Temporal Response Distributions"

Much of everyday behavior is, in one form or another, under the influence of time as portrayed by clocks. This is true for pigeons as well. As an analogue of human behavior, Woythaler used a clock stimulus (a light behind a response key that changed to brighter and brighter values during a 30-second trial) to test the effects of changing the value of the clock whenever pigeons pecked the response key. Pigeons' key-pecking was dramatically depressed by this alteration of the clock stimulus suggesting that the correlation of clock with the passage of time is important to the process of organizing pigeon behavior. This is certainly true of human behavior as well, thereby strengthening the analogue's status as a useful scientific method.

Students Work One-on-One with Faculty

In Lafayette's EXCEL Scholars program, students assist faculty with their ongoing research. During this past academic year, for example, **Amy Scott '01** and **Matthew McGlone** explored why people use euphemisms and how they are created.

Through a series of studies, McGlone and Scott arrived at various explanations. "Lafayette is a great place to do a project like this," says Scott, who graduated with a double major in psychology and art. Professors are very enthusiastic and encouraging."

A music teaching assistant, Scott was a member of the Concert Choir and Madrigal Singers. She was treasurer of Straight Edge club and a member of the LAF Film Committee.

Also working with Matthew McGlone was **Buffie Longmire '02**. They studied the psychological concept known as stereotype threat. In particular, they studied the impact of perceived stereotypes on academic performance on different genders and ethnic groups.

"For years we have seen discrepancies in test scores for different groups," says McGlone. "Our research hopes to show that these differences are not related to biology or genetics but instead to the suggestion of negative stereotyping."

Longmire, a resident adviser and member of the Association of Black Collegians, plans to attend graduate school in psychology.

Researching the relationship between confidence and accuracy in testimony among court witnesses, **Tana Zerr '02** worked with **John Shaw**, assistant professor of psychology. They studied the effect of responding to pressure situations in a courtroom.

For an internship associated with the course Advanced Applied Psychology, Zerr worked with troubled girls aged 9 to 13 at the Bethlehem location of Kidspeace, a national organization that helps children in crisis. A Marquis Scholar, she is a member of Lafayette Christian Fellowship and LEAP (an environmental awareness group).

During the summer, **Yahna Maurer '02** assisted **Robert Allan** in studying the effect of visual stimuli on the behavior of pigeons' pecking. They used a computer-generated moving-dot stimulus. The visual stimulus moves from left-to-right across a computer monitor with food delivered to the birds when they reach the end of the left-to-right sequence.

Maurer hopes to earn a Ph.D. in educational psychology. "I chose Lafayette over other colleges and universities because I really liked the personalized approach that professors here take in their teaching. I have had so many opportunities here that I wouldn't have had anywhere else."

A Marquis Scholar, Maurer is a Writing Associate, and a member of the riding club and QUEST.

ALUMNI UPDATE

Herman H. Spitz '48: Retired director of research, E.R. Johnstone Training and Research Center, Spitz continues to work from his home office. He received a Ph.D. in clinical psychology and attended the Graduate School of Education, New York University. He is married, has two children, and one granddaughter. Memories: Herbert Rogers' invigorating classes, including trips to Vineland School for people with mental retardation, and to Allentown State Hospital which ended with the abnormal psychology course exam "for which we had to diagnose patients. Dr. Rogers is the reason I went into psychology."

Samuel H. Osipow '54: Professor emeritus of psychology, Ohio State University, Osipow retired in 1998 after 31 years. He received a Ph.D. in psychology from Syracuse University. He is married and has had three sons (one deceased), one daughter, and two grandchildren.

Peter Donovick '61: Professor of psychology and director of the Environmental Neuropsychology Lab, State University of New York-Binghamton, Donovick is the chief neuropsychologist at United Health Services Hospitals and supervising neuropsychologist at Elmira Correctional Facility and Central New York Psychiatric Center. He received a Ph.D. in physiological psychology from University of Wisconsin. Memories: Friday afternoon Psychology Club meetings with Howard Gallup and Burt Cohen; "Howard's unlimited enthusiasm and Burt's unfailing sarcastic wit."

Bob London '63: Retired, London received his M.B.A. from Columbia University and was a member of the President's Program at Harvard University Graduate School of Business-Retail. He has been married for 36 years and has three children, one of whom is a 1988 graduate. Memories: "Professors Brown, Gallup, and Cohen constantly trying to convince everyone that psychology was a science."

Michael LeWitt '70: An emergency room physician in Philadelphia, LeWitt is married with two daughters and one son. Memories: Great teachers— Gallup, Brown, Cohen, Berkowitz, and Rothberg; "recruiting subjects for my honors thesis on birth order; seeing video tape and camera for the first time; Berkowitz's provocative experiments; Rothberg's counsel and wisdom as my adviser."

Alan McFarland '72: With a private practice in Annandale, Va., McFarland received a Ph.D. in clinical psychology from Catholic University. He has one son, Taylor. Memories: The lab rats with the colorful rings on their tails; long evenings at Burt and Bea Cohen's house; honors seminars; field trips to Allentown State Hospital.

Peter Mitchell '72: Employed at Messagepath.com, Mitchell received a Ph.D. from Stevens Institute of Technology. He is married and has one son. Memories: "Howard Gallup was a great teacher and a big positive impact on my education and career choice."

Laurie Cohen Berman '76: Berman has a private psychology practice. She received a master's in counseling from University of Pennsylvania. She has been married for 21 years and has two children. Memories: Great education and devoted professors.

Stacey Weiss DeMichele '87: A middle school counselor at Pennridge Central Middle School, DeMichele earned an M.Ed. in counseling and certification in secondary school counseling from Lehigh University. She is married and has one daughter. Memories: "I really enjoyed learning, especially about human behavior. I also really appreciated guidance from Christopher Wilson. I am proud of my degree from Lafayette–it has served me well."

Michelle Tempkin '87: Assistant director of development at Cancer Care of New Jersey, Tempkin received an M.A. in public administration from Seton Hall University. Memories: "Training my rat, Dusty, to press the bar!"

Amy Lusk '88: Lusk received an M.B.A. in human resources from Temple University and is working toward an M.A. in psychology at Montclair State University. She is manager of compensation at Main Line Health System/Jefferson Health System in Bryn Mawr, Pa. Memories: "McGillicuddy-De Lisi's clock necklace, Cohen's blunt manner and kind heart; excellent teachers, my immaturity in handling counseling with Basow, who told me I'd make a wonderful psychologist and asked 'why don't you come to class?'"

John S. Malshan '88: Vice-president and C.O.O. of Main Street Companies, an independent food service company serving restaurants, cafes, and bakeries, Malshan received an M.B.A. at Temple University. He is married and has three children, including twins, for whom he says no classes could ever have prepared him. Memories: Chris Wilson, rat training, Burt's eye exercises.

Patricia Ronca Evangeles '89: Mother of two—4-year-old Ashley and 2-year-old James Jr. Memories: "Alan Childs really made me want and feel I could do it."

Tara Fleming Albaum '92: First grade teacher in Bronx, N.Y., Albaum received an M.S. in elementary education from Hunter College. She is married to Gary Albaum '92. Memories: Rat lab, my "cool chick" study, working with Wendy Hill, spending Saturday mornings cleaning the cages.

Jo-Ellen P. Holbrook '95: Attending St. John's University School of Law, Holbrook is a clerk for the New York State Appellate Division, 2nd Department. She is married to Jeff Holbrook.

Beth Anne Jenkins '95: Jenkins received an M.A.T. from Johns Hopkins University and is complet-

ing a C.A.G.S. in severe and profound disabilities. She is working in special education in the public schools in Anne Arundel County, Maryland. She has a 2-year-old son, Jacob.

Randi Rosen Lapp '95: Lapp received an M.S. in communication disorders and is a speech language pathologist for the League for the Hard of Hearing, Manhattan. She was recently married. Memories: "Working on my advanced research independent study with McGillicuddy-DeLisi on a weekly basis, rat lab with Allan, and organizational psychology with Vinchur."

Eileen Leacy '95: A guidance counselor at Brookline High School, Brookline, Mass., Leacy received an M.A. in school counseling from Boston College. Memories: Basow's Psychology of Gender class, being a rat lab proctor, Psychology Club, the availability and dedication of professors.

Jill Harmon '96: Harmon received a master's in social work from New York University and is employed with Catholic Charities in Perth Amboy, N.J. Memories: Hill's classes—"they have helped me a lot in my studies and internships for my master's and now in my job, especially psychopharmacology."

"Lafayette has broken away from the pack, and its national reputation has begun to truly represent the college's uniqueness in the academic world."

—Barron's Guide to the Most Competitive Colleges

ALUMNI/ALUMNAE INFORMATION UPDATE

Please use the space below to let us know what you have been doing since leaving Lafayette. Share special memories of faculty, students, or courses from your days as a psychology major.

Name: _____ Class: _____

Address: _____

Postgraduate education: _____

Employment: _____

Family: _____

Special memories of the psychology department: _____

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Suggestions for the newsletter: _____

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Other comments: _____

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Student Achievement Noted

The winner of this year's Herbert W. Rogers Psychology Prize was **Kimberly Bassi**. The award is given to the most outstanding senior psychology major.

Kathryn Neligan received the Burton H. Cohen Prize, awarded to a senior who has demonstrated the inclination, intellectual curiosity, determination, and potential to become a dedicated, creative, selfless teacher.

Bassi graduated magna cum laude, is a member of Psi Chi and Phi Beta Kappa, and was president of the Psychology Club for two years.

She was involved in many research projects. In 1998-99 she worked as an EXCEL Scholar with **John Shaw** on a project involving lay attitudes about genetic testing for inherited diseases. She coauthored an article on this research for *Journal of Health Psychology*.

She worked as an EXCEL Scholar with **Wendy Hill** on projects that examined when biological rhythms, such as eating and sleeping, are established in domestic chicks.

Neligan was a Writing Associate and graduated cum laude. She plans to work in a psychology-related field for a year or two before attending graduate school.

Students who graduated *summa cum laude* include **Kelly Gabos, Michelle Garvey, Angela Neal, Amy Scott,** and **Keith Woythaler**; *magna cum laude*—**Kerri Holick, Leslie Kilpatrick,** and **Kathryn Morrison**; *cum laude*—**Jaclyn Cavanagh, Kyle Culver, Melissa Daly, Maria Golub, Erica Platt, Megan Thomas, Alisa Watt,** and **Rebecca Waxman**.

In addition, the following students were inducted into Phi Beta Kappa in 2001—**Leslie Kilpatrick, Kimberly Meehan, Angela Neal, Amy Scott, Alisa Watt,** all seniors, and **Tana Zerr,** a junior.

THE LAFAYETTE Experience

Lafayette is a place of academic excellence and opportunity, where every student can realize his or her full potential. Four years of The Lafayette Experience means discovery both in and out of the classroom, through student-centered, active learning that combines the highest academic standards with diverse extracurricular programs. Lafayette graduates are prepared for success and leadership by one of the nation's most academically competitive and respected institutions.

The Lafayette Experience consists of four key elements:

- Student-focused teaching and mentoring by an exceptionally qualified faculty, committed to each student's success.
- A challenging, broad-based academic curriculum that offers strong programs in the liberal arts, sciences, and engineering.
- A small college environment with large college resources.
- A friendly residential community offering an exciting social life with a broad spectrum of extracurricular activities.

PSI CHI INDUCTS NEW MEMBERS

Thirty-five students were inducted into Psi Chi, the national honor society for psychology, in April. They were **Kenya T. Allen '02, Jodi A. Antonelli '02, Michael D. Baldoni '02, Sarah M. Ballard '03, Mark S. Barnett '01, Jill C. Beneviste '01, Kelley E. Borradaile '03, Katherine A. Case '03, Maureen A. Charleroy '01, Jessica A. Chiarini '01, Kyle E. Culver '01, Courtney A. De Thomas '02, Laura M. Feeney '02, Susan E. Ferry '03, Jennifer L. Fleming '01, Maria A. Golub '01, John C. Hammond '03, Lauren V. Holloway '02, Jill M. Krapf '03, Buffie M. Longmire '02, Jessica L. MacDermant '02, Sharon L. McDonald '03, Clifford C. Michaels '02, Linden R. Mills '02, Mark J. Palmieri '02, Benjamin N. Persofsky '01, Briana M. Rinchiuso '03, Chad F. Ritchie '02, Kimberly A. Rubenfeld '03, Andrew C. Saunders '02, Meredith L. Smit '03, Eric A. Stauffer '02, Jeffrey L. Weinstein '02, Ryan M. Wilcoxon '02, Tana K. Zerr '02.**

Officers for 2000-01 were **Leslie Kilpatrick**, president/secretary, and **Matt Coble**, vice president/publicity officer. Faculty adviser is **Matthew McGlone**. The requirements for induction into the honor society are: 1) registration as a psychology major or minor, A.B. or B.S., or neuroscience major, B.S., 2) completion of three semesters of college, 3) completion of nine semester hours in psychology coursework, 4) cumulative GPA of 3.00, 5) GPA of 3.00 in psychology courses, and 6) rank in the upper 35 percent of the candidate's class.