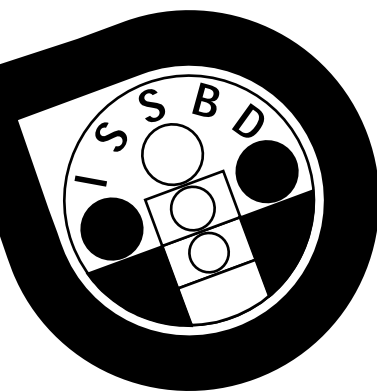


NEWSLETTER

International Society for the Study of Behavioural Development



1999 Number 1
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Research and Teaching Gerontology in a Lifespan Perspective: A Pioneer Experience in Brazil

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For the special topic of this Newsletter, we have asked Anita Liberalesso Neri, a developmental psychologist from Brazil, to report about the Graduate Program of Gerontology which she and her colleagues have established at the State University of Campinas. We thought that this Graduate Program of Gerontology would be particularly informative and encouraging for many scholars in developmental psychology all over the world as it is established in a country, which typically does not profit from a long-standing tradition in developmental research and the type of state and foundation-based funding present in North American and European countries. This hope is made more urgent by the experience gathered whilst arranging this and similar contributions. The information flow about other developmentalists' work across countries, in a particular region of the world, or even within countries still seems to be less than optimal. Hopefully, with the publication of this report we can entice other colleagues in reporting on other pioneering projects in teaching and research about developmental psychology.

Jutta Heckhausen
ISSBD Newsletter Editor

This paper reports on the Graduate Program of Gerontology at the State University of Campinas. The Program is intended to play a pioneering role in promoting lifespan and multidisciplinary approaches to development, as the traditional childhood and adolescence-oriented approach in developmental psychology still predominates at Brazilian universities, along with the classical medical paradigm in gerontology. I hope it is informative for the *ISSBD Newsletter* readership to learn about the conditions for and goals of the Program which was initiated in 1997.

The consequences of demographic aging have been challenging the resources of adaptation of social institutions all around the world. Brazil is among those countries particularly affected, because demographic changes are proceeding faster there than they did in the developed countries and because the country is ill-prepared to face their consequences. Between 1970 and 1995, the rate of elderly people (aged 60 and older) in the population grew from 3% to 7.2%; 5% of the Brazilian population is older than 65. It is estimated that this figure will be 12% in 2040. The rate of demographic growth declined from 2.9% during the 1960s to 1.5% in 1995.

Between 1980 and 1995, the birthrate declined to 35.5% and the fertility rate from 4.0 to 2.6; life expectancy increased from 61.7 to 67.9 years; now the percentage of people living in an economically dependent status is 13.5, but it is estimated to be 7.7 in 2025. From 1940 to 1990, the urbanization rate increased from 31% to 75.5% but may well reach 90% in 2005.

Brazil shows a quite different social scenario, when compared with developed countries with a large elderly population. The state controls only 15% of the national resources in social security. Social inequality is severe and affects a majority of aged people in a particularly cruel way. Public politics addressed at this population segment are precarious. There are no publicly sponsored scientific programs aimed at advising social policy regarding the elderly. We do not typically have teaching of geriatrics or gerontology in undergraduate courses. Where they exist, these disciplines have an elective character. The Brazilian Society of Geriatrics and Gerontology, a medical association that is a member of the International Association of Gerontology, has traditionally been in charge of human resources development in gerontology in Brazil.

The universities do not maintain systematic research programs in gerontology. Those interested in doing research in this area usually work alone or in small isolated groups in departments of psychology, psychiatry, sociology, anthropology, social work, neurology, internal medicine, nursing, and public health. This was mostly instigated by the recent creation of a large amount of educational and leisure programs addressed at old people; many institutions of higher education have been offering short-term conceptual or practical programs in gerontology.

We only have two courses addressing basic research in gerontology: One is located at the State University of Campinas, São Paulo State, and the other at the Catholic University of Porto Alegre in Rio Grande do Sul. The former is multidisciplinary and lifespan oriented and the latter focuses on geriatrics and internal medicine.

Aims and Nature of the Graduate Program of Gerontology of the State University of Campinas

Considering that Brazilian society will soon be demanding new and more socially adaptive politics and practices related to old age, a group of teachers and researchers from the State University of Campinas decided to form the Graduate Program of Gerontology. Our goal is to develop a program of research that can creatively fill gaps in knowledge about aging in Brazil. As our teachers and students come from several professional and academic settings, we are also committed to research and practice, as well as to the discussion of ideological issues related to old age as a focus of scientific consideration. We are trying to produce a common basis of theory-oriented knowledge from a lifespan perspective and to develop research skills. Our activities are guided by the following assumptions:

1. The aging process occurs in continuity with preceding development, and is determined by the interaction of genetic-biological and socio-cultural variables. Pathological aging is only a possible, not an inevitable pattern of aging. Old age preserves the human potential for development within the limits placed by genetic heritage, lifestyles, abilities, personality, precedent experiences, and present environmental conditions. Development in old age relies largely on mechanisms of selection, optimization, and compensation.

2. Aging and old age are heterogeneous experiences and phenomena. This holds for comparisons across individuals, cohorts, social classes, and societies, and across individual and historical time.
3. Old age is, in part, a social construction. The socialization process that includes social norms related to age patterns of behavior, roles, and status, establishes timetables to the development of individuals and cohorts, as well as to the institutionalization of new stages in the life course.
4. Human development is a finite process with scope and extension limited by genetic, biological, historical, and environmental elements. An increasing probability of dysfunctionality and irreversible developmental losses is associated with the later stage of old age.
5. Gerontology is a multidisciplinary and interdisciplinary area that makes use of theoretical models, languages, methods, and techniques from several behavioral developmental disciplines, in particular from psychology and the social sciences.
6. Gerontological research must investigate interindividual and intraindividual differences in aging and old age in comparison with other periods of human development.
7. Gerontological research must be theoretically oriented. It is also desirable to avoid ageism and strict empiricism.
8. Successful aging depends on the present and past experiences of old people in each socio-cultural context, as well as on their cultural opportunities to the maintenance and enhancement of health, activity, and involvement. Its indicators pertain to the objective and subjective domains, referring to health and also to physical, psychological, and social functionality.
9. Successful aging is an individual and socio-cultural issue. Education is a major determinant of successful aging for individuals and groups. It is not restricted to the formal experiences, but includes the informal education produced by many instances of face to face and symbolic social interaction.

The program is anchored in three disciplines: in developmental psychology, social sciences, and biology. They are articulated around four areas of research: personality, social development, and successful aging; quality of life in old age and education; psychoneurological normal and pathological aging; and the social construction of old age.

Academic Curriculum

The curriculum of the doctoral program involves attendance at six disciplines and two research seminars. In the same way, the students at the Master level have to attend to six different disciplines and two research seminars. Doctoral projects have to be completed within four years; the time limit for master's degrees is two years and six months.

The curriculum encompasses the following disciplines and courses:

- Psychology:* 1. Psychology of Aging. 2. Intelligence, Learning, and Memory in Old Age. 3. Personality and Social Development in Adulthood and in Old Age. 4. Psychopathology and Aging.
- Social Sciences:* 5. Aging and Social Sciences. 6. Family, Gender, and Ethnicity. 7. Work and Retirement. 8. Memory, Aging, and Culture. 9. Demography of Aging. 10. Aging and Public Policy.
- Biology:* 11. Biology of Aging. 12. Physical Activity and Quality of Life in Old Age. 13. Neuropsychobiology of Aging.
- Beyond these, another category of general courses is offered, from which the students of both programs are requested

to choose two: 1. Basic Principles of Gerontology. 2. Research Methodology in Gerontology. 3. Applying Multivariate Analysis in Gerontological Research. 4. Qualitative Methods in Gerontological Research. 5. Educational Gerontology. 6. Bioethics and Aging.

Research Areas

1. *Personality, social development, and successful aging.* Investigation of developmental and auto-regulation processes of personality and self in mature and old adults living in the community, in comparison with other age groups. Main focus on subjective well being. Principal investigators: Anita Liberalesso Neri and Lucila Lucchino Goldstein.
2. *Normal and pathological psychoneurological aging.* Investigation into intelligence, memory, language, and learning in mature and old adults, in comparison with other age groups, under conditions of usual and pathological development. Interest in differential diagnosis of dementia and depression and in psychiatric syndromes. Principal investigators: Benito Pereira Damasceno and Paulo Dalgalarondo.
3. *Social construction of aging.* Individual and social construction of life course by male and female individuals. Focus on social class, ethnicity, and job as mediators of differences, and on how gerontology, the mass media, and the social movements can participate in the process. Utilization of ethnography, document analysis, and oral history as methods of data collection. Principal investigators: Guita Grin Debert, Olga Rodrigues de Moraes Von Simson, and Maria da Glória Marcondes Gohn.
4. *Quality of life in old age and education.* Focus on applied research in institutional settings concerning conditions that promote better conditions of life for adult and aged individuals. Emphasis on permanent education; interest in developing professional skills and attitudes to address the needs of old age in the health and education domains. Principal investigators: Maria José D'Elboux Diogo, Sonia Giubilei, and Newton Aquiles Von Zuben.

Perspectives

In 1997, 84 candidates from all over Brazil applied to the Program; 20 were accepted. In 1998, we accepted ten from 45 applicants. They came from the fields of psychology, sociology, anthropology, medicine, social work, nursing, physical education, physiotherapy, nutrition, occupational therapy, and education. Ten teachers and researchers from the State University of Campinas are permanently involved in the Program. Visiting teachers from the University of São Paulo and from the University of São Carlos have been collaborating.

This report about the experience of education, research, and human relations was written while the program was still under construction. A search in academic and professional data bases and catalogs from Brazil and Latin America, as well as the directory of the AGHE (Association for Gerontology in Higher Education) do not register similar programs anywhere else in Latin America. It is not easy to communicate the specificity of our objective and the multidisciplinary and interdisciplinary character of our program to the academic and political institutions, even inside our own University. Often, it seems that the university administration does not have criteria to assess our proposals and requirements for financial resources as our program is unparalleled. This year will be critical for the assessment of our scientific productivity, as the first dissertations, theses,

and publications from the Program will appear in print. We hope this will enhance our contacts and collaborations with colleagues at other academic institutions in Brazil. In addition, our researchers have greatly benefited from continuous contacts with national and foreign colleagues and institutions. For instance, the author of this report had two opportunities to spend a sabbatical as a visiting scientist at the Max Planck Institute for Human Development in Berlin, where she found intellectual support and inspiration for the Graduate Program of Gerontology.

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16th ISSBD Biennial Meetings July 11–14, 2000, Beijing

Call for Papers

Proposals for symposia should include a description of the issue to be discussed (250 words), the names and affiliations of the convenors, at least four speakers, a discussant, and a 200 word abstract of each speaker's presentation. Review proposals should be presented in a 500 word abstract. The paper proposal should include a 200 word abstract. Please send proposals to:

Lei Wang

Local Chair
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Beijing 100871
People's Republic of China

E-mail: leiwang@pku.edu.cn

Phone & Fax: +86-10-62757551

Submitting proposals by e-mail is welcome!

Deadlines for proposals

For proposals for symposia and reviews: (extended to) July 1, 1999. For poster and poster workshop: September 1, 1999.

Financial aid

Several types of financial aid are available for young students, scholars, and those from Africa, Asia, Eastern Europe, South America where there is a foreign currency restriction. Applications should also be addressed to Lei Wang, Local Chair.

Notes from the President

In this report, I describe the activities of the President for the period since the publication of the Fall 1998 *ISSBD Newsletter*.

The major task during this period was the negotiation of a new publishing agreement for the *International Journal of Behavioural Development*. After several months of negotiation with two publishing houses, an agreement was reached with the current publisher, *Psychology Press*. However, the new contractual agreement has considerably altered the financial status of *ISSBD* while, at the same time, bringing with it significant benefits to the membership. These benefits include the following: (1) *Psychology Press* has agreed to publish and distribute the *ISSBD Newsletter*, at no cost, effective with Issue #2 of 1999. (2) *Psychology Press* will take on the responsibility of developing and maintaining the *ISSBD* web page, at no cost, effective immediately. Included on the web page will be information concerning the Society; the most recent issue of the *Newsletter*; an on-line application form; and password access to an on-line copy of the Membership Directory. (3) *Psychology Press* has agreed to publish the Membership Directory, and to distribute it to all members, effective immediately. (4) *Psychology Press* has agreed to provide the journal to all "regularly" paying members of the Society including those from currency restricted countries and those countries served by Regional Offices. Put more succinctly, our colleagues in Africa, Eastern Europe, and Asia who have made membership payments in local currencies will now receive, in addition to the *ISSBD Newsletter*, the *International Journal of Behavioural Development* at no additional cost.

These agreements with *Psychology Press* bring significantly increased benefits to each and every member of our fine Society, and for this, I am most pleased.

The timing of the new publishing agreement coincides with the efforts of the Publication Committee Chairperson, Carolyn Zahn-Waxler, to identify a successor to Jutta Heckhausen, current editor of the *ISSBD Newsletter*. Heckhausen's term of office ends this year. Joan Miller, a developmental social psychologist with strong research interests in cross-cultural issues (particularly in the area of parental beliefs), was selected as a primary candidate for the editorial position. The President subsequently canvassed members of the Steering and Executive Committees; a majority of members agreed that Joan Miller (University of Michigan) should succeed Jutta Heckhausen as the Newsletter Editor effective with Issue #1 of the year 2000. An Associate Editor with strong cross-cultural developmental research interests was subsequently selected. Xinyin Chen, University of Western Ontario (Canada), a researcher with strong research ties in Asia, will assume the position of Associate Editor, *ISSBD Newsletter*. Chen's research expertise is in the study of the cultural "meanings" of social and emotional adaptation with a particular focus on distinguishing Eastern and Western cultures.

Carolyn Zahn-Waxler will soon activate the Publishing Committee's search for a successor to Rainer Silbereisen, Editor of the *International Journal of Behavioural Development*. It is expected that Silbereisen will play a leading role in identifying his successor.

Additional activities of the President have focused on biennial meetings of the Society. A proposal for funding a pre-conference workshop in Beijing was submitted to, and approved by, the Kellogg Foundation. The funds will support travel to the Beijing preconference workshop and the biennial meetings for scholars from Latin America and sub-Saharan Africa. We are most grateful to Ann Petersen and the Kellogg Foundation for this wonderful support. The Kellogg Foundation grant supplements the significant support of the Johann Jacobs Foundation (*JJF*); as has been the case for many years, the *JJF* has graciously provided *ISSBD* with a substantive grant to support travel to the Beijing 2000 meetings for young scholars from Asia and Eastern Europe.

In addition to working with Meng Zhaolan, the Chair of the Beijing 2000 Program Committee, I have proactively solicited bids to host the Biennial Meetings of *ISSBD* in 2002. Three groups of potential hosts have been approached; it is expected that at least one of these groups will produce an acceptable proposal to host the meetings. It should also be mentioned that I have already received one formal bid to host the 2006 meetings! For now, however, our primary efforts will be directed to assuring successful meetings in 2000 and 2002.

Additional activities of the President have included e-mail "discussions" with organizers of forthcoming workshops (and proposed workshops). Three workshops are being planned for the year 2000—one in Beijing, a second in Latin America (Peru), and a third in Africa (Uganda). Further details of these workshops will appear in the next *Newsletter* as well as on the *ISSBD* web page.

All in all, most of the news is "good"; the Society is growing in numbers and stature within the field of lifespan, cross-cultural developmental science. Our growth and stature derives, in large part, from the hard work of our Steering and Executive Committee members; our Publication, Program and Membership Committee chairs and members; and our deeply committed *Newsletter* and *IJBD* editorial staff. On behalf of our growing membership, I express my sincere gratitude to these colleagues.

Unfortunately, all of our very "good" news is tempered by some very sad news. Not long ago, *ISSBD*, and the field of Life-Span Psychology, lost one of its most active and eminent members. Margret M. Baltes, former Associate Editor of *IJBD*, passed away suddenly in Berlin. On behalf of the entire membership of *ISSBD*, I offer our collective and sincerest condolences to Paul B. Baltes and his family. To commemorate the two highly active and eminent *ISSBD* members who passed away this year, Harry McGurk and Margret M. Baltes will be honored in special symposia scheduled for the Biennial Meetings in Beijing in July 2000.

Kenneth H. Rubin

Center for Children, Relationships, and Culture,
University of Maryland, 3304 Benjamin Building, College Park, MD, USA 20742
(E-mail: krubin@rubinlab.umd.edu).

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(LMU)**

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- Proficient English language skills.
- A contribution of DM 45 per semester to the student union fund.
- Health insurance (costs approximately DM 100 monthly).

Application Deadline

- October 15, 1999 for Winter Semester 1999/2000.

Send applications to:

Professor Dr. K. A. Heller
Program Coordinator
University of Munich (LMU)
Department of Educational Psychology
Leopoldstr. 13
D-80802 München

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For further information see our internet address:
<http://www.paed.uni-muenchen.de/excellence>

Writing For Social Science Journals:

A Six Day Workshop Organized by the Department of Human Development & Family Studies, Maharaja Sayajirao University of Baroda (December 13–18, 1998)

Scientific writing is the vehicle that carries researchers' statements to a professional, scientific or social community with an aim to add to or alter an existing knowledge base, be it theoretical, empirical, or action oriented. In a sense, therefore, the progress of any scientific field remains strongly connected to the status of its writing. Within the social sciences, a concern is that much research work remains unpublished, either due to the researcher's inability to transform the work into a written form or because the written piece falls short of certain standards. Such concerns inspired the organization of a workshop on Writing for Social Science Journals in December 1998.

The Participants

The workshop brought together an interdisciplinary group of participants comprising academicians, NGO workers and research scholars from a variety of disciplines including sociology, psychology, education, and human development and family studies. The participants had been involved in a three-stage preparatory phase over one and a half years during which the papers were developed from a synopsis to a first draft and then a revised draft. At each stage, the participants received constructive feedback on their papers from selected resource persons.

The Program

The workshop followed a pattern of brief expositions by resource persons across several sessions on different dimensions of writing, accompanied by self-reflective exercises and small group discussions on individual papers. Each paper was reviewed by one or two resource persons and one or two peers during the workshop. The sessions focused on: language as a tool for communication; common myths and pitfalls in writing; developing an outline; writing the review of literature, methods, results, and discussion; care in stylistic elements of writing; writing for different audiences; editorial views on writing; and ethical considerations.

Some of the important issues raised were: how to resolve the dilemma of personal preferences for subjective styles of writing vis-à-vis the requirements of "objective" scientific writing? Are the distinctions between academic and non-academic writing actual or created? From an editorial perspective, the sessions brought out how research work may never see print if inadequately grounded in previous literature or theory, overgeneralized, or if deviant from standard forms of writing in the field. Some helpful hints for writing emerged from the discussions and are summarized below:

- Frame a clear, conceptual outline before writing.
- Think of the audience.
- Use simple language.
- Catch the attention of the reader by using creative styles of presentation.
- Report a concise, relevant, and organized review of literature.
- Mention all details of what was done, who did it and how it was done in the methods section.
- Clearly link the results and discussion with the aim and conceptual framework of the research.
- Synchronize the style of presentation according to the methods used, that is, qualitative or quantitative.
- Check if the information on references is complete and correctly stated in prescribed formats.
- Critically consider the ethical issues involved in research and reporting. Ensure that data are collected and reported with honesty.
- Learn to expose and avoid the unethical practice of plagiarism.

Voices of Participants

Participants found the experiences stimulating and thought provoking. The workshop, they claimed, helped to clarify their ideas and gave direction for further work. The feedback given by the resource persons and peers helped to hone their writing skills. In conclusion, the workshop raised and dealt with several significant issues in writing and provided useful inputs that helped nurture the writing abilities of the participants.

Grants and Awards

Dissertation and Young Investigator Grants in Adolescence and Youth Research

The Johann Jacobs Foundation (JJF), a foundation devoted to the study of youth in a changing world and to the improvement of youth-related services, accepts competitive grant proposals for empirical research investigations conducted either in conjunction with dissertation projects or as independent projects by young investigators (particularly investigators from Eastern Europe and from developing countries in Asia, Africa, Middle and South America). Fields covered include the behavioral, educational, and social sciences, particularly in the following eight areas: positive beliefs about self agency and the future; social relations and generational nexus; life skills and life planning; inner-city youth (poverty); impact of high-tech communication technology; cultural and individual diversity; educational values; match between institutions and individual development.

Dissertation grants are available to predoctoral students whose dissertation proposal has the approval of a dissertation mentor or a committee. Funds up to US \$5,000 are available for materials, subject fees, research assistance, personal costs for field work, and other expenses required for conducting a study, analyzing data, presenting the data at an international conference, or for other forms of technical support.

Young investigator grants are aimed at postdoctoral investigators (normally within four to six years of award of the doctorate) who are initiating their own research in the field of adolescence and youth. Funds are available up to a maximum of US \$10,000. Personal stipends (salaries) are not covered by either grant program. Institutions which administer or sponsor grants can receive an overhead of 10%.

To initiate a proposal, applicants should contact the Foundation at: Johann Jacobs Foundation, Administrative Assistant, Seefeldquai 17, P.O. Box 101, CH-8034 Zurich, Switzerland. Fax: +41-1-388-6153; Phone: +41-1-388-6123. Proposals will be reviewed by an international Expert Committee (Rainer K. Silbereisen, Germany, Chair).

Call for Papers

Special Section of the *International Journal of Behavioral Development*

“Data Analysis in Longitudinal Research: Free Software Approaches to Handling Missing Data”

We are soliciting proposals for **substantive articles** that fit within the following guidelines to be published as part of a special section on missing data analysis in longitudinal research. These articles should (1) make a substantive contribution consistent with the published *IJBD* editorial policies; (2) describe empirical research with more than a trivial amount of missing data (i.e., more than 5% of cases deleted if listwise deletion is used); and (3) make use of, and highlight, one of the following free programs:

- (a) Mike Neale's **Mx** program for structural equation modeling
- (b) Linda Collins' **LTA** program for latent stage sequential models
- (c) Joe Schafer's **Norm** program for multiple imputation

Articles selected for inclusion in the special section will be accompanied by a user-friendly “how to” article describing the use of the free program (**Mx**, **LTA**, **Norm**). These “how to” articles will be written by the program's author, or someone designated by the author. Authors of the “how to” articles will be available as needed to the authors of the substantive articles for consultation about the missing data procedures.

Abstracts

Please send an abstract of between 1,000–1,500 words by e-mail (or regular mail) of the proposed substantive article to the Action Editors, John Graham and Linda Collins, at the following address by July 1, 1999. The deadline for the submission of papers is September 1, 1999.

John Graham
IJBD Special Section
 Department of Biobehavioral Health
 E-315 Health & Human Development Building
 Penn State University
 University Park, PA 16802

E-mail: jwg@claverhouse.hhdev.psu.edu

**Field Report on International Expert Conference
“Dynamics of Parenting” held in Amsterdam, October
1997 by Jan R. M. Gerris, Institute of Family Studies,
University of Nijmegen, The Netherlands.**

A couple of years ago *ISSBD* invited me to organise an international expert conference on parenting. This conference took place in Amsterdam in October 1997. As a format for the conference there were six central research themes, each theme was covered during a half-day session by three research papers. Each paper represented a different perspective on the theme at issue. All three paper presentations were discussed for each theme by an integrative review outlook paper presentation. All the papers and integrative discussions will be part of the edited book “Dynamics of Parenting”.

The six overarching topics were:

- Internal sources of variations in parenting behaviors.
- Parenting within the family as a social system.
- Intergenerational pathways of development of parenting in longitudinal studies.
- Parenting in the interface between family roles and outside roles of family members.
- Parenting as culture and cultural change.
- Building and testing comprehensive models of parenting.

Contributors:

Jeanne Brooks-Gunn, Daphne B. Bugenthal, W. Andrew Collins, Maja Dekovic, Judy Dunn, Albert A. Felling, Jan R. M. Gerris, Wim Groot, Keith Happanay, Janet Hardy, Jan Janssens, Linda Q. Juang, Ulla Kinnunen, Hans Koot, Hubert Korzilius, Kurt Kreppner, Leon Kuczynski, Susan Lollis, Henriette Maassen-van den Brink, Kaisa Männikkö, Jolanda Mathijssen, Wim Meeus, Cécile Nijsten, Johan Oud, Trees Pels, Lea Pulkkinen, David Reiss, Daniel Repinski, Sara Schley, Klaus A. Schneewind, Rachel Seginer, Rainer K. Silbereisen, Marcel van Aken, Nicole van As, Jan van der Lans, Ad A. Vermulst.

Discussants:

Jacqueline Goodnow, Joan Grusec, Ross D. Parke, Kenneth Rubin, Sandra Scarr, Barbara Tinsley.

Reactions of both experts and other participants reflected a generally positive evaluation. Thus, we would propose that *ISSBD* should consider arranging similar international expert conference workshops on a more regular basis (e.g., each five or six years) in order to establish for a particular field of study *both* a state of the art *and* a research perspective for the next decade. Of course, such projects depend on finding sufficient financial support.

**XIIIth International Congress on Juvenile
Criminology Research
Liège, 26–28 May 1999**

The XIIIth International Congress on Juvenile Criminology Research will be held at the University of Liège, Sart-Tilman, Belgium. It will be a privileged opportunity to meet practitioners and researchers again.

The program will include keynote speakers, symposia, and poster workshops.

The theme of this congress is: Family and Juvenile Delinquency.

Main topics:

- the family and the aetiology of delinquency.
- the relationships between families and justice.
- the relationships between institutions and families.

Keynote speakers:

Uberto Gatti (Italy), Travis Hirschi (USA), Marc Leblanc (Quebec), Jean-Pierre Pourtois (Belgium), Hakan Stattin (Sweden)

Request for the detailed program of the conference as of March 15, 1999.

Congress Secretary

Michèle Colemans

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More information available on our web site

<http://www.fapse.ulg.ac.be/lab/del/icjcr.html>

Obituary

Margret M. Baltes (1939–1999)

Dr. Margret M. Baltes, a longtime member of *ISSBD* and formerly Associate Editor of *The International Journal of Behavioral Development*, died unexpectedly on January 28, 1999. She was Professor of Psychological Gerontology and Head of the Research Unit for Psychological Gerontology in the Department of Gerontopsychiatry at the Free University, Berlin. Margret Baltes was highly respected in the international community of psychologists studying lifespan development and aging. She was well-known for her research dealing with everyday competence and dependency in old age, the role of the social environment in shaping behavior in older adults, cognitive plasticity and Alzheimer's disease, and successful aging.

In her work, Margret Baltes created bridges across different areas of psychology as well as across international and interdisciplinary boundaries. Her research was known by psychologists in research and in practice around the world. She addressed concepts and strategies that could be applied in lifespan, clinical, and social psychology, gerontology, social work, nursing, social medicine, and policy making. Her recent book, *The many faces of dependency in old age* published by Cambridge University Press in 1996, illustrates her breadth and depth of scholarship. Synthesizing insights gained from her extensive research on nursing home environments, caregiver behavior patterns, and everyday competence, Margret Baltes draws attention in this book to the late-life consequences of cultural systems that place a higher value on the virtues of independence over the vicissitudes of dependence. In this, and in other work, Margret Baltes highlighted the juxtaposition of individuality and connectedness in adulthood and old age. Her longterm research collaboration with Paul B. Baltes produced two edited books that have contributed significantly to shaping the direction of psychological research in the field of adulthood and aging: namely *Successful Aging: Perspectives from the Behavioral Sciences* (Cambridge University Press, 1990) and *The Psychology of Control and Aging* (Erlbaum, 1986)

Margret Baltes began her career as a clinical psychologist in Germany (MA from the University of Saarland), specializing in child guidance. She received a Ph.D. in Experimental Psychology in 1973 from West Virginia University. Prior to moving to the Free University of Berlin in 1980, she was on the faculty of The College of Human Development at The Pennsylvania State University. At the Free University, she directed a Research Unit for Psychological Gerontology and was intensely involved in developing a curriculum of graduate and undergraduate teaching in life-span psychology and aging for the Psychology and Psychiatry Departments. These efforts culminated in 1998 with the establishment of a special multidisciplinary program of graduate study in gerontology at the Free University funded by the German Federal government. Since 1988, in collaboration with the Psychiatry Unit (directed by Prof. Helmchen), Margret also played a key role in research associated with the Berlin Aging Study (BASE). In this study, she headed the subgroup examining everyday competence and activities in very old age. In the longitudinal study of BASE participants and in an additional sample, Margret's group had begun to examine strategies of selection, compensation, and optimization in everyday life that contribute to successful aging.

Over the last years, Margret's ideas and advice were widely sought in areas of science and public policy making. She was a member of several European and German Research Advisory Boards (including the 5th European Community Programme on Scientific Research of the Aging Population) and also participated in Expert Committees advising federal government policy on health research and dementia programs. As well as having served as Associate Editor of *The International Journal of Behavioral Development*, she was a member of the editorial boards of a number of developmental journals, including *Psychology and Aging* and the *Journal of Gerontology: Psychological Sciences*.

Colleagues and students will remember Margret for her unique ability to provide constructive support and, at the same time, to instill the importance of striving for excellence. She assumed that in academia, and in life, no one would or should settle for anything less than the best. She also engendered a sense of tolerance and harmony and displayed a determination to enjoy life.

Margret Baltes is survived by her husband, Paul, and children Boris and Anushka. A memorial service, attended by many colleagues from Germany, Europe, and the USA, was held in Berlin on February 5, 1999. For those wishing to pay tribute to Margret Baltes, a Memorial Fund has been established to support Gerontology Training Fellowships in a multidisciplinary Graduate Program that was recently established by Margret Baltes and colleagues in Berlin. Checks drawn in U.S. funds and made payable to "Helga Kaiser" may be sent in any amount to this fellowship fund.

The address is: Helga Kaiser
Margret Baltes Memorial Fund
Max Planck Institute for Human Development
Lentzeallee 94
14195 Berlin, Germany

Jacqui Smith &
Toni Antonucci

International Society for the Study of Behavioural Development 1999 New Member Application

I. New Members should sign the following statement. I wish to become a member of the International Society for the Study of Behavioural Development. I understand that membership dues entitle me to receive the International Journal of Behavioral Development (Full and Student Journal members only), *ISSBD Newsletters*, a Directory of Members, and all rights and perquisites of members in good standing.

Name _____ Date _____

II. Membership Status. Please indicate membership category and complete the form on the reverse. Note that only Full members and Student Journal members receive the International Journal of Behavioral Development. All members receive *ISSBD Newsletters*, a Directory of Members, and reduced registration for *ISSBD* Biennial Meetings. The student rate is available for no more than three years. Student applications must be accompanied by a letter from a Professor or university official attesting to current student status.

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Membership encompasses the calendar year. Applications received prior to October are credited to the current year (and include back issues of publications). Applications received after October are effective the following year. **Mail application and payment to Dr. Brett Laursen, *ISSBD* Membership Secretary and Treasurer, Department of Psychology, College of Liberal Arts, Florida Atlantic University, 2912, College Avenue, Fort Lauderdale, FL 3314-7714, USA.**

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| 7 = Aging | 8 = Life Span | |

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- | | | |
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