



LETTERS

Letters should be marked clearly 'Letter for publication in *The Psychologist*' and addressed to the editor at the Society office in Leicester. Please send by e-mail if possible: psychologist@bps.org.uk (include a postal address). Letters over 500 words are less likely to be published. The editor reserves the right to edit, shorten or publish extracts from letters. If major editing is necessary, this will be indicated. Space does not permit the publication of every letter received. Letters to the editor are not normally acknowledged.

Don't mention the war...

WAY back in November 2000 John Sloboda and Peter Coleman wrote in *The Psychologist* proposing that the Society should become more responsive to national and international events with a psychological dimension (download from tinyurl.com/5raep). Their focus was the Balkans, but more than four years on nothing has changed: the Iraq war has brought no official response from the British psychological community or the Society itself. Why not?

The war was, and is, presented as a humanitarian effort by the US/UK coalition to liberate Iraqi citizens from the tyranny of Saddam Hussein's regime. But many, like us, believe it has been an illegal and orchestrated assault upon the integrity and independence of a sovereign state that posed no threat to the West, preceded by a relentless 12-year campaign that decimated the living standards and morale of ordinary people.

There are many issues of clear relevance to psychologists: how the players in the theatre of war understand their own actions; the Orwellian language games at large in justifying these actions, and psychologists' roles in designing and orchestrating them; and the immense physical and psychological damage being caused to the people of Iraq and to all the combatants involved.

Other charities and professional bodies have spoken out. The BPS has said nothing. And its official publication, *The Psychologist*, has also been worryingly quiet. Since the war started the President's column has contained no reference to the war. Even articles with political relevance have failed to mention it. Coverage of any sort has been restricted to somewhat frivolous mentions on the Media page. Contrast this with the *British Medical Journal* and *The Lancet*, which have published 22 and 115 news and articles respectively between March 2003 and November 2004.

What do we get instead? News of members, the prurient details of miscreant psychologists, invitations to sign up for media training... a catalogue of trivial pursuits amounting to a kind of *Hello!* magazine for behavioural scientists, an

obsession with frivolity, gossip, celebrity and the quest for power in professional psychology. Meanwhile huge numbers of people are being slaughtered as a necessary price to pay to maintain our way of life. It is difficult to believe that this absence of critical comment is completely unrelated to the Society's political aims, since it is currently lobbying the UK government for favours over statutory regulation.

We believe the content of *The Psychologist*, or absence of content, reflects the general direction in which British psychology has been moving. The introduction of market forces and absurd measurements of quality in UK higher education have received no official response from a profession that purports to possess expertise in scientific measurement. It is hard to avoid the conclusion that British psychology, as represented by the contents of *The Psychologist*, has deliberately adopted a stance in which controversial political issues of the day, no matter how relevant to psychologists, are studiously avoided. In whose interests is this agenda being pursued? And what type of psychology will emerge from it if it continues? At present there is a real danger that in the future, British institutional psychology will be concerned only with those apolitical issues that satisfy the

curiosity of the middle-class citizens of the world who have yet to confront the military reality of Anglo-American capitalism. Come on, Mr President, what are you and the Society going to do about it?

Ron Roberts

Anthony Esgate

*Department of Psychology
Kingston University*

BPS President Ken Brown replies:

The authors raise a very important issue. The current state of affairs is unsatisfactory. There is little doubt that the Society has, in the past, interpreted the Charity Commission's guidelines on campaigning and political activity in an extremely restricted fashion. However, new draft guidelines have recently been published by the Charity Commission that attempt to inform charities as to what they can do rather than what they can't do (Campaigning and Political Activities by Charities – see tinyurl.com/5sd5u). At the Representative Council meeting in October 2004, members were given a copy of these guidelines. Council agreed to set up a small working party to discuss the issues and to look at policy implications. The Society would welcome members' views on this issue. This month's President's column raises some difficulties that occur to me.

ILKKA UJMONEN / MAGNUM PHOTOS

Aftermath of US bombing of Mosul

Getting physical

JOHN B. Davies presents the argument that the scientific methodologies used by psychologists, while ostensibly based on those of physics, have become somewhat dated when compared with the practices of modern physicists ('Bring on the physics revolution', December 2004). This argument is bolstered by considerations of relatively new schools of physics such as are represented by quantum physics, Heisenberg's uncertainty principle, and chaos theory. The conclusion that contemporary psychology should look beyond the deterministic cogs-and-wheels approach of Newtonian physics, and thereby move away from its current research methodologies, is summarily drawn. However, I feel that such an argument is flawed.

Davies's view resonates with that of critics who argue that psychology is not a proper science. However, such arguments are invariably based on rhetorical two-card tricks, which distort the nature of psychology on the one hand and the nature of science on the other. For example, the claim that psychology cannot be a true science because of its inability to attain accurate methods of measurement or prediction both underplays

psychology's achievements in these domains and exaggerates those of sciences such as geology, meteorology, seismology, and even biology. Similarly, the argument that psychology's scientific credentials suffer from its inability to sustain (philosophically) 'true' experiments falsely assumes that such experiments are possible in all sciences, whereas in some (e.g. astronomy) they are clearly not.

Davies's two-card trick is to minimise psychological researchers' accommodation of complexity, while misrepresenting contemporary responses by physicists who, he says, have dispensed with traditional scientific approaches in order to embrace quantum physics, chaos theory, and the like. This latter assertion is particularly misleading. Such branches of physics are not 'alternative' approaches to science, but are natural extensions of the mainstream brought about by a rigorously scientific (i.e. deterministic, rationalistic, empirical and sceptical) treatment of the available evidence.

Heisenberg's uncertainty principle – that the act of observation changes what is being observed – does not imply that it becomes futile to

attempt to observe anything using traditional means. It merely suggests that our ability to rely on our observations is complicated by factors that we may not be in a position to control. The implication is not that we must dispense with traditional research modalities, but rather that we recognise the boundaries of what can be concluded from our empirical evidence. We also need to recognise (as has been recognised for several decades in psychology) that apparently objective observations are often subject to distortions. Note that the Heisenberg principle or the other concepts mentioned have

JOHN Davies argues for a 'physics revolution' in psychology. He needs to know more physics.

He cites Heisenberg in support of what 'we all know...that the act of observation changes the phenomena being observed'. Heisenberg's uncertainty principle applies whether we scrutinise electrons or not; it defines the extent of the spread of their individual wave packets. If the principle were revoked, every atom in the universe would implode instantly. Not much observer effect there.

not caused the extinction of traditional physics. They are not genuinely *new* ways of 'doing' physics – they are modern perspectives produced by the old reliable way.

In short, to argue that psychology must dispense with traditional scientific methodologies in order to do justice to its infatuation with contemporary physics is to hurl the baby out with the bathwater on the false premise that the bathwater requires changing.

And another thing: why should we be infatuated with physics anyway? Surely this reflects an anachronistic stereotype – that of a true 'science' comprising just physics, chemistry and biology. In this day and age, comparisons with the dozens of contemporary sciences that are more closely associated with human behaviour would be fairer. Perhaps then we would recognise that psychology's problems with complexity stem from the dilution of traditional scientific approaches by unwarranted criticism, rather than from Luddism on the part of researchers.

Brian M. Hughes

*Department of Psychology,
National University of Ireland,
Galway*

Davies is giving us no more than a common myth about Heisenberg's experimental discovery, one that has been repeatedly debunked – most recently by Al-Khalili (2003) and Kaku (2004).

This myth arose and was popularised because it appealed to a common sense aspect of the ordinary world: if people realise they are being watched, this affects them. Experimental

DEADLINE

Deadline for letters for possible publication in the April issue is **4 March**

data (though not the uncertainty principle) support the idea that something very similar happens to elementary particles. Surely *that* is the remarkable thing – electrons, in a way, can behave like human beings. I see no new wisdom in re-importing this back into psychology, the ‘discovery’ that people can behave like people.

Any attempt to paraphrase in just nine words Einstein’s multifaceted contribution to science and philosophy invites failure, but the article’s shot at it – ‘our measurements are context specific and do not generalise’ – appears woefully inept, a bad try at

psychologising matters. Einstein’s progress from special to general theory of relativity was in quest of a proof that the laws of physics (including his beloved $e = mc^2$) *do* generalise to all circumstances. Thought experiments involving unusual activities on moving trains would only be part of the larger argument, which was to abolish the old, Newtonian absolutes (time and space) and substitute new ones. In Einsteinian physics, the measurement of the velocity of light (c) is *not* context-specific: however great

your own speed, you can never catch up with a beam of light in space and you will always measure it as c .

To borrow the physicist Pauli’s dismissal of a view too leftfield to bother with, Professor Davies’s linkages between physics and psychology are ‘not even wrong’.

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References

- Al-Khalili, J. (2003). *Quantum: A guide for the perplexed*. London: Weidenfeld & Nicolson.
Kaku, M. (2004). *Einstein’s cosmos*. London: Weidenfeld & Nicolson.

JOHN DAVIES does psychology a service in drawing attention to the relevance for psychology of the relatively new concepts in physics, arising from the work of Einstein, Heisenberg and Feigenbaum. For example, while there continues to be an important role for experimental psychology, we need also to be aware that Heisenberg’s uncertainty principle has implications for fields very different from subatomic physics, including the social sciences as Gleick (1992) has pointed out.

Any student of lifespan psychology must note uncertainties in individual long-

term forecasts. Even in the case of the most robust predictions, as for children reared in malevolent circumstances, there is always a minority who, without any specific intervention, escape their projected and disastrous destiny. For those in more ordinary environments, childhood status shows very imperfect correlations with long-term outcome. This is perhaps unsurprising when one considers the ongoing development of interacting and intercorrelated major biological, social and transactional processes, together with sometimes very influential chance events. There is indeed for the vast majority an uncertainty principle in human development; we deal with probabilities, not certainties.

Alan and Ann Clarke
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Reference

- Gleick, J. (1992) *Genius: The life and science of Richard Feynman*. New York: Pantheon Books.

WHILE I agree with John Davies’s article, I would like to bring attention to the words of Robert Oppenheimer reported in the *American Psychologist* as long ago as March 1956.

Speaking to a group of psychologists, he begins: ‘I would like to say something about what physics has to give back to commonsense that it seemed to have lost from it... because it seems to me that worst of all possible misunderstandings would be that psychology be influenced to model itself after a physics which is not there any more, which has been quite outdated.’

Half a century later and we are still misunderstanding.
Gill Widdows
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EI – More intelligence, less emotion

I WAS delighted to read Petrides, Furnham and Fredrickson’s piece on emotional intelligence (October 2004), which offered a welcome balance to the hype which surrounds the subject, at least in the educational world. I speculate that teachers love notions such as emotional intelligence or multiple intelligences because they appeal to their otherwise laudable liberalism and reaction against notions of a genetically determined single intelligence. The problem is that these underconceptualised notions are often accepted uncritically as cure-alls for educational and, in particular, behavioural problems. Worse, they are sometimes used as management tools.

My late wife, as an educational consultant, was once asked to work with a group of primary head teachers who had been given a ‘test of their EQ’, and who given the test results as if they were an objective read-out of their personality strengths and weaknesses. The test had been administered by someone who

claimed to be a psychologist, and the effect was a significant level of distress amongst the teachers, who took their test scores as having scientific validity. Many of the teachers kept the ‘results’ folded in their handbags, unable to discuss them with anyone. My wife was able to talk through with them the possible unreliability of such ‘tests’, and eventually, one by one, go through a ritual of dealing with the results by tearing them up and depositing them in the bin.

How can we protect teachers and other professionals, whose lives are stressed enough already, from the snake-oil they are offered by ‘consultants’ who grossly overinterpret thin or questionable research evidence? Certainly the kind of clarification provided by Petrides *et al.* of the distinction between trait EI and ability EI, and the problems with the latter, must help.

Philip Adey
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Standing of clinical neuropsychologists

I AM writing in response to Tony Ward's comments on Camilla Herbert's letter regarding neuropsychologists and protected titles (Letters, December 2004). As a practising neuropsychologist working in the UK who was trained in clinical neuropsychology in Australia, it is apparent to me that the system for training and qualification adopted by the Division of Neuropsychology (DoN) in the UK is cumbersome and unhelpful. I believe the DoN should train and qualify its practitioners independent of the training provided to clinical psychologists and validated by the Division of Clinical Psychology. This would validate clinical neuropsychology as an established profession in its own right and therefore allow

entry to the Health Professions Council's register, something that is important for the long-term development of clinical neuropsychology within the UK.

It is evident to me from examining the approach of other countries to training psychologists that different specialisms of psychology undergo different training and that one specialism, in this case clinical neuropsychology, is not dependent upon the training afforded to another specialism. In Australia, for example, clinical neuropsychologists and clinical psychologists are trained *alongside* one another. In their training they cover all relevant areas of overlap between their respective professions *together* (most commonly within the same lecture theatre, hospital or clinic) and cover areas of

specialist knowledge and practice independently. This gives practitioners of different types of psychology a good understanding of the role and value of other specialisms. This system also greatly streamlines training, allowing trainee psychologists to make choices about their future careers and develop their knowledge accordingly. I think it is time that the DoN acknowledge that clinical neuropsychology *is* different from clinical psychology and provide appropriate training to meet the ever-growing demand, both from psychology graduates and hospitals, to provide a streamlined, cost-effective route to training in clinical neuropsychology.

With regard to Tony Ward's concerns of the DoN ring-fencing the diverse area of neuropsychology by having

a protected title I feel that there is a delicate balance to be made. If left as it currently stands, neuropsychologists don't have any standing at all *per se*, and, contrived though it may seem, the essential criterion for being a clinical neuropsychologist in the UK is in fact to be a clinical psychologist. I believe that standing together with, but independent from, clinical psychology (and thus requiring a protected title on the HPC register) is an essential first step in the full development of neuropsychology in the UK and would in the fullness of time bring about a greater understanding of those practitioners that work within and around the field of clinical neuropsychology.

Martin Bunnage
*Frenchay Hospital
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JACQUELINE SINCLAIR (1949-2004)

DR Jacqueline (Jacqui) Sinclair, Chartered Clinical Psychologist, has died of cancer at the age of 55. She had successfully fought off a previous attack several years ago, but, by the time that its return had been identified, only palliative treatment was deemed possible. Her uncomplaining, energetic and constructive use of the time remaining was a wonder to all who were in touch with her: for example, using an episode of powerful chemotherapy as an occasion to finish writing up her clinical doctorate.

After attending the local grammar school in her native Blyth, on the Northumberland coast, Jacqui graduated in psychology from the (then) University College of North Wales at Bangor (1973). Postgraduate training in teaching for further education led to lecturing posts in London, Sheffield and Middlesbrough, during which time her research into the language of nursery-age children gained an MPhil. A second MPhil (1986), this time from the Maudsley's Clinical Training Course, marked a double change of direction: professionally, to an 18-year clinical

career in learning disability and, domestically, to a return to the North Wales coast where her second husband was working (she had married a fellow student in the early 1970s, but that marriage had ended).

The clinical work was combined with a substantial input, both academic and organisational, to the North Wales Clinical Psychology Programme where she regularly supervised trainees on placement, worked on committees and taught on study blocks. Her sometimes unorthodox pedagogic technique did nothing to impair (and may have enhanced) her invariably high 'feedback' ratings. This contribution to the clinical programme of the UWBS School of Psychology was recognised by the award of an Honorary Lectureship a couple of years before ill health forced her to retire. A study of memory enhancement in elderly people with learning disability provided the research component of her DClinPsych, which was conferred in January of last year.



Jacqui's characteristic smile could cheer up an airport check-in or pacify a protester at the opera, and a colleague has described her as a uniquely popular member of her community team: a genuine 'one-off' whose penchant for 'divergent' construals of people and situations was valued as always being challenging and usually fruitful. As well as having four university degrees, she was an enthusiastic interior decorator, and could be found painting walls and upgrading a kitchen just a few weeks before being admitted to the hospice. Typically inclined at least to question, and often to oppose, convention, Jacqui left instructions that her cremation should be an entirely non-social event; but she also wanted it to be followed soon by some kind of memorial festivity. She is survived by her husband, Neil Cheshire, also a clinical psychologist.

Caroline Eayrs
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LETHAL INTELLIGENCE

I HAVE slowly become aware of an apparently extraordinary application of psychological tests. In some American states tests of general cognitive ability are being used to determine whether murderers will be executed or not.

I might be forgiven for hoping that such applications would have been prevented by my efforts to alert psychologists – and through them politicians and lawmakers – to the fact that most tests do not have the construct validity or discriminative power required to support policies based on cut-off points in the tails of the distributions, never mind the implications of the so-called Flynn effect. Yet two extraordinary documents circulated by Kim McKinzey (see tinyurl.com/4mp3r and tinyurl.com/3opys) have led me to realise that this hope is without foundation.

The issue turns on the fact that, crudely overstated, the laws relating to the death penalty for murder in some states allow that the actions of mentally retarded murderers can be excused because they are likely to have failed to understand the implications of their actions.

So how to determine whether someone is mentally retarded or not? What we see in the second of the above documents is that a host of tests, ranging from the Wechsler intelligence tests to the Vineland social maturity scales, have been deployed by forensic psychologists, their relevance disputed, and the results compared with 'common sense' assessments of 'real-life' behaviour.

But behind such antics lies another set of disputes: How good are the samples on which the norms are based? If prospective participants in such studies have exercised their 'informed consent' based rights not to participate, what effect has that had on the norms? What is the effect of the *date* on which the norms were collected? (Judged against yesterday's norms one should die; yet, given today's norms, one may live.) And what statistical procedures have been deployed to compile the norms? (As Dockrell (1989) has shown, the IQ of the same person on the same test judged against the same norming sample can vary dramatically depending purely on the assumptions made by the statistician who processed the data.)

Yet, to me, even such questions miss the point. That point has two facets – one to do with ethics; the other with competence.

One of the most surprising conclusions to emerge from both my own work (Raven & Stephenson, 2001) and that of others (such as Donald Schon) is that incompetence in modern society stems above all from an inability and unwillingness to engage with the wider social forces which *primarily* determine behaviour and thus what people *can* do in their jobs. In this case, this implies that we need to get together with others (perhaps through our professional organisations) to influence the social and legal contexts in which we work instead of accepting those contexts as givens. Furthermore, unless we do this we *cannot* behave ethically.

John Raven

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References

Dockrell, W.B. (1989). Extreme scores on the WISC-R. *Bulletin of the International Test Commission*, 28, April, 1–7.

Raven, J. & Stephenson, J. (Eds.) (2001). *Competence in the learning society*. New York: Peter Lang.

The BPS – What is going on?

IN the service of 'telling it like it is' I would like to make two main points.

Firstly, on reading the December 2004 issue of *The Psychologist* the disparity between rising BPS membership and declining engagement with the organisation (as evidenced in that edition by the reported declining Fellowship applications and disappointing attendance at the 'flagship' conference) became clear. Add to this the Chelsea Flower Show debacle and some 'curious' resignations from the Society in recent times, then one might conclude that a level of dissatisfaction pervades.

Secondly, the various recent commentaries on the inadequacies of the disciplinary process also make for informed reading. What, if anything, is being done? I don't see any great debate heralded, yet this seems to be a very important issue for both the public and the clinical practitioner.

Additionally, whenever I have contacted the DCP for guidance on some matter of practice, the information that has been provided is always at

best nebulous. A toast: 'May the new chief executive earn his six-figure package.'

Mike Smith

The Preston
Neurorehabilitation Unit
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Ken Brown, BPS President and Chair of the Investigatory Committee, replies:

Striking a balance between fairness to our members, transparency in our disciplinary procedures and protection of the public is not easy. We are currently discussing with The Psychologist team the best way to include regular ethical coverage to educate members while still including enough detail of cases to demonstrate transparency.

We only report the findings of conduct hearings after a case has been found against a member. The Health Professions Council publishes allegations on its website prior to cases being heard. This strikes some of us as not being in the spirit of natural justice and that the Society should argue strongly that only 'guilty' verdicts should be reported.

THUMBS UP FOR PSYCHE!

CONGRATULATIONS, BPS, on the new logo. Not only does Psyche have a more elegant posture, but she now looks more cheerful, confident – and comfortable. How much of this, one wonders, is deliberately symbolic of the Society's new makeover for this century? I hope she never looks smug.

I note with interest that, while she still has those unbiological bird wings grafted to her scapulae, they have lost their feathers. Perhaps



The
British
Psychological
Society

they will become more and more vestigial as this symbol of a kind of dualism fades with time.

John R. Martin

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Animal experiments – A cardinal sin?

THE Society's applause for Rudolf Cardinal's research ('Waiting for better things', December 2004) seems itself to represent an inability to look beyond immediate gratification: it is easier and quicker to experiment on rats than to employ other methods (for example, computer modelling or ethical human-based research). Unfortunately, the problem with immediate gratification is that the slower, harder route often, in the end, produces better results and a better discipline.

Cardinal himself alludes to the problems of extrapolating experimental results across species boundaries from the work of Crean *et al.* (2002), and this is explored at length by Shapiro (*Animal Models of*

Human Psychology, 1998), in relation to psychology, and by Page (*Vivisection Unveiled*, 1997) and Ruesch (*Slaughter of the Innocent*, 1983), for

No sound reason for research?

example, in relation to other disciplines and medicine in particular. The problem is this. While some experimental results might turn out to be comparable between humans and rats, others will not. These same experiments will give

different results again between different species. Unfortunately, however, the researcher will not know whether humans respond in the same way as the chosen non-human animal 'model' until the results from humans are in! I am not suggesting that we inflict lesions on one another to find out; I am just pointing out that there is no sound reason for using rats in the first place.

My own work looks at why people treat other species in the ways that they do, especially when there are often far better alternatives for achieving human ends. The same rhetoric that has enabled the powerful to exploit the weak throughout history prevails, with as much woolly justification and blind prejudice as ever. If we forbid (rightly, in my opinion) certain

experiments to be performed on people who have, let us say, suffered severe and irreparable brain damage, why should we allow such experiments to be conducted on non-humans who may well have a higher level of sentience than the injured people to whom we extend our compassion, respect and advocacy?

I am passionate about psychology, passionate about truth and passionate about our world, which we are lucky enough to share with so many wonderful beings. Immediate gratification is a poor consolation prize to exchange for decent science and a decent world.

Carol Norton
Pockets Cottage
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Kenardington, Kent

Road to non-discrimination

I READ with interest Ilona Singer's letter (December 2004) about the discriminatory effect of advertising posts for assistant psychologists which include 'car driver essential' in the person specifications. I feel sure that many educational psychology services will inadvertently be acting in a similarly discriminatory way. Having worked in the past with educational psychologists whose disability meant they could not drive, I was very aware on taking up my current post as Principal Educational Psychologist in Lincolnshire that including 'car driver essential' when advertising for any posts, whether assistant

education psychologists or education psychologists, would unfairly limit the opportunities of a number of very capable psychologists.

In Lincolnshire, therefore, we have a person specification for all psychologists which says:

'This job requires you to visit other bases, establishments and places, and you need the ability to get around a rural county.'

I hope this wording might enable other employers to show that they welcome applications from psychologists whether or not they drive.

Caroline Smith
Lincolnshire County
Psychology Service

Pensions/caffeine link?

AS a moderate and recreational user of caffeine, I was most interested to read Rebecca Thompson

and Karen Keene's article 'The pros and cons of caffeine' (December 2004). I describe myself as a 'moderate and

recreational user', and such I am for I could give up any time I wanted, were the alternatives not so ghastly – herbal teas that taste like sludge from the floor of the Humber, and decaf that seems akin to giving my hungry dog a rubber bone.

Following a well-established tradition I have leapt gleefully upon a convenient part of the research findings reported, namely that caffeine seems to make people live longer. I have made contact with my moles in the newly formed Department of Pensions, Employment and Yoof (DoPEY), drawing their attention to the potential

usefulness of these research findings. Their joyous and relieved response indicates that I can now confidently predict that a bill will be forced through both Houses early in the next session making the consumption of caffeine illegal.

This will help the government deal with its impending pensions crisis, and prove to the world at large that our discipline can have an impact on the larger stage.

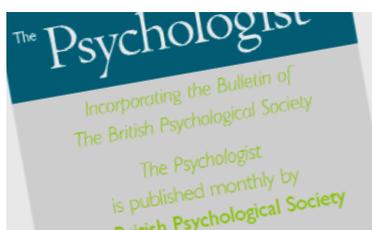
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CONFLICT – GET IN TOUCH

The Publications and Communications Board have decided that the Society's theme for 2006 will be 'Reducing conflict'. We would like to mark the year in *The Psychologist* through a series of articles and short pieces. We are seeking contributions that cover conflict of a variety of types, in a range of contexts, so that the year is a celebration of the whole of psychology, via the theme. Contact the editor with your ideas, on jonsut@bps.org.uk.

Legibility issues

ON a number of occasions I have found examples of printed matter in *The Psychologist* being illegible owing to the use of colour in the production. As an example, on page 1 of the January 2005 edition, a heading 'The Psychologist' is clear against a background of dark blue, while the column



below is largely unreadable in pale-green lettering against a fawn-grey background.

One is obviously frustrated by being unable to read something. More seriously, perhaps, I would have thought that flagrantly disregarding the implications of perception research and signal detection theory is poor publicity for our discipline and profession.

Trevor Cook
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Jon Sutton, Editor of The Psychologist, replies:
Since we began using full colour throughout in January 2003 we've been experimenting with different design considerations, and the aim on the contents page has been to reflect the colours on the cover. We accept that on occasions this has led to reduced legibility, particularly on the regular Society information box on the contents page. We may have been erring too much on the side of the design considerations, and we will address this.

INFORMATION

■ **HAVING** recently given a two-day **tutorial on the use of the EQS structural equation modelling program** to staff and research students at Glasgow Caledonian University, I wonder if others might care to use my services – I ask for expenses to be covered. I have just completed my PhD thesis, which included both confirmatory factor analyses and structural equation modelling. EQS is relatively easy to use and has a number of valuable features including the ability to handle categorical as well as interval data.

Stuart Rusby
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■ **TRAINEE** psychologist looking for thoughts and opinions re the **assessment of Asperger's syndrome in adulthood**. How should Asperger's syndrome be assessed? Should clinical psychology be carrying out such assessments? Which assessments are widely used? Which assessments would clinical psychologists recommend? Reliability or validity of assessments used? What is the purpose of assessment?

R. Jack
E-mail: roisin.jack@nhs.net

■ I AM a graduate psychologist currently working at a residential psychiatric rehabilitation home in Camden. I am seeking **voluntary research work in the mental health field**. I have excellent IT skills and am seeking work in either **Camden or the southwest London area**.

Daniel Lucy
Tel: 0774 201 4988; e-mail: daniellucy@hotmail.com

■ **RETIRED** academic psychologist, recovering from a stroke but only slightly gaga, seeks help over his **disgeusia** – the stroke's most irritating result. Medics have never heard of it – and it could well be iatrogenic anyway – but he wonders if a good experimental cognitive psychologist with an interest in gustatory perception could provide the answer. Reward offered for best literature review

or project proposal. Undergraduate contributions welcome and no objection to non-chartered psychologists. Subject available for experiments – are those JND psycho-physics experiments he was once made to do still done? Sadly, food cravings include Edinburgh rock, Guernsey cream and Marmite; and aversions include all ready-made dishes by Marks and Spencer, Sainsbury and Waitrose, which is driving his wife round the bend. Particularly generous prize offered for restoration of his enjoyment of superior Burgundy – now tastes like vinegar.

Simon Carey
The Cottage
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[Repeated from December because the address was incorrectly given.]

■ I AM conducting a qualitative research dissertation for the MSc in counselling psychology titled, **'How are personal development components experienced during counselling psychology training?'** I would appreciate hearing from participants currently engaged on their second year of their postgraduate MSc counselling psychology training.

Sandy Rowley
E-mail: sandcream@hotmail.com;
tel: 0790 550 2960 or 01785 851659

■ I AM a clinical psychologist working in a child and adolescent mental health service. I am psychologist colleagues, interested in the topic of **worry/stress associated with school work and exams in children and adolescents**, and would like to hear from others who have carried out research in this area.

Heather Borrill
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■ I AM a third-year forensic psychology student at the University of Central Lancashire

applying for the MSc in 2006. I am interested in **voluntary work experience within a forensic setting** in the **Lancashire area**. I am particularly interested in working in a prison, with children, or on a drug rehabilitation scheme.
Ruth Pape
Tel: 0796 715 1646; e-mail: jt_y@btinternet.com

■ I **RECENTLY** graduated (2:1) in psychology from Queen's University Belfast. I am now seeking **voluntary work in a clinical setting in Northern Ireland**. I have previous experience of working with children and young people and am a volunteer telephone counsellor. I am currently employed in a research setting.
Alanna Kierans

■ I AM a registered nurse and also psychology graduate (2:1) with a keen interest in pursuing a career in health psychology. I am seeking **voluntary clinical experience in the area of STI/HIV** in the London area.
Zabien Girard
Tel: 07795 276 956; e-mail: zabbyg@hotmail.com

■ I would be interested to hear from any members who are using or are interested in **affect management skills training (AMST)** as promulgated by John Omaha.

Galen Ives
E-mail: galen.ives@priority-research.com

■ I AM a BSc (Hons) psychology graduate (2:1). I have worked extensively with children with autism and learning disabilities since leaving university, and am looking for an **educational psychologist in the Herts or London areas**, willing to have me shadow their work for six months from March 2005, or any other closely related voluntary work, before embarking on PGCE training in September.

Louise Stephens
Goonerfan 100@hotmail.com