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SPECIAL POINTS OF INTEREST:

- The SITAR newsletter has a brand new look!
- The next SITAR conference will be in Toronto on May 30th and 31st.
- In February our fearless leader (P. Sadler) will be climbing Mount Kilimanjaro!

PRESIDENT'S MESSAGE PAMELA SADLER



If you missed it, the eleventh annual SITAR meeting in Tempe Arizona in June 2008 was both enjoyable and intellectually stimulating. We managed to spend most of our time sheltered from the very hot temperatures outside (hovering sometimes in excess of 110 degrees Fahrenheit), and heard a wide variety of interesting talks. We had two keynote speakers this year, Douglas Kenrick, who talked about evolutionary social cognition, and Timothy Smith, who talked about coronary prone

behavior. In addition to giving stimulating talks, both keynote speakers stayed to listen to a number of other talks, allowing us several opportunities to chat with them during breaks and think about how their work intersects with our own. Many thanks to Terry Tracey and his lab members for hosting the meeting and managing the numerous coordination efforts with seeming ease.

The next SITAR annual meeting will be hosted by Marc Fournier in Toronto on Saturday and Sunday May 30-31, 2009. We're most grateful to Marc for the work that he and his lab members have invested so far! Further details about this up-

coming conference will be available in the SITAR newsletter.

Now is a good time to be thinking about what you might want to present at the conference and with whom. Consider which colleagues you might want to invite to attend, either to present joint work with you, or to present their own work, which has interpersonal features or consequences that might be of broader interest to the membership. Now is also a good time to initiate projects with other folks, projects that you might want to eventually present at an upcoming SITAR meeting. I invite you to think

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SITAR'S NEW VICE PRESIDENT MARTIN GROSSE HOLTFRORTH

I received my degree in psychology (Dipl.-Psych.) from the Free University of Berlin, Germany. As part of this program, I spent an academic year as an exchange and Fulbright student at Duke University, USA. I received my graduate research training and my psychotherapy training (which are separate in Switzerland/Germany) at the University of Bern, Switzerland. My graduate research was supervised by Klaus Grawe and funded by the German Academic Exchange Service (DAAD). In my postdoc funded

by a post-doctoral fellowship from the Swiss National Science Foundation (SNF), I conducted research with Louis Castonguay, Aaron Pincus, and Tom Borkovec at the Pennsylvania State University. Through my collaboration with Aaron Pincus, as well as frequent exchanges with Len Horowitz, I was introduced to the Society of Interpersonal Theory and Research (SITAR), and started regularly attending SITAR conferences. In 2006 I received the Early Career Achievement Award from the Society for Psychotherapy Research (SPR). After an interim position at the Albert-Ludwigs-University in Freiburg, Germany, and an assistant professorship at the

University of Bern, I am currently holding the position of an interim professor at the Friedrich-Schiller University in Jena, Germany. Apart from my research, I also work as a licensed psychotherapist in Switzerland (FSP) and Germany (Approbation) and offer psychotherapy training workshops as well as supervision for psychotherapists in training. My theoretical and empirical research focuses on motivational and interpersonal factors in psychotherapy, process and outcome research, psychotherapy integration, case formulations, as well as research on the treatment of depressive disorders.

THE ELECTRONIC FRIEND? VIDEO GAMES AND CHILDREN'S FRIENDSHIPS

CHERYL K. OLSON



A 2007 survey of teachers by the British charity Save the Children, widely reported by newspapers, concluded that

children were spending more time on solitary pursuits such as computer games to the detriment of their social skills (Clark, 2007). This assumption that video games undermine friendships is widespread. When we talked to parents of teen boys in focus groups, one of the first concerns they raised—ahead of violent video game content—was that game play might be isolating or interfere with social functioning. As one mother said, “Five, six years from now, will they be able to socialize in a group amongst people who don’t necessarily play these games?” (Kutner et al., 2007).

Based on surveys of arcade-gaming preteens, Selnow (1984) concluded that video games were primarily a solitary activity, and that this “electronic friend” might substitute for human companionship. However, there is scant evidence that modern video and computer games promote social isolation.

In a set of qualitative and quantitative studies at Massachusetts General Hospital, we looked at the “epidemiology” of adolescent video game play: the who, what, where, when and how, as well as the why. We found that video and computer games are central to the social lives of many young teens, especially boys, and serve a number of social functions.

In this article, I’ll draw on our school-based survey of 1,254 middle-school youth in South Carolina and Pennsylvania

(Olson et al., 2007), as well as data from focus groups with 42 boys in the greater Boston area (Olson et al., 2008). We were struck by the ubiquity of electronic games in children’s lives. Just 17 of our survey subjects had never played electronic games; 63 others had not played in the previous six months. (Their responses were excluded from our analyses.)

We asked children whether they agreed or disagreed (on a 4-point scale) with a series of possible reasons for electronic game play. Many agreed that social factors motivated their play (see Figure 1), including competition, joining friends in play, teaching others how to play, and (least frequently) making new friends. Boys were significantly more likely than girls to agree with the first two of these motivations.

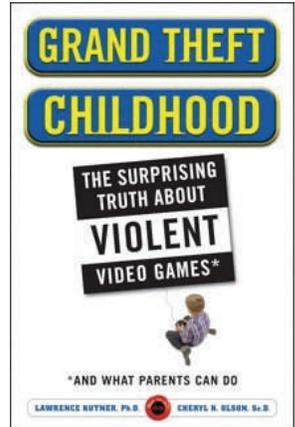
“To compete and win” was particularly popular among boys; 57% “strongly agreed” that this motivated their video game play (second only to “it’s just fun”). Focus group comments supported this finding. A typical example: “Usually me and my friends, when we’re over at

each others’ houses, and they have a good game, [we’ll play it]. They’re like, ‘Oh, I’ll kill you in Madden 2005.’ It’s fun to beat them.”

These results are in line with a recent large study by the British Board of Film Classification (which rates video games in the U.K.). Their report noted that “the social rewards of gaming—talking about how you are doing, playing together, helping or beating each other—are less a part of the attraction for females than males.” It’s important to note, however, that the urge to compete is not limited to boys. In our survey, 61% of girls who played games were motivated in part by the chance to compete and win.

We speculate that for boys, video games may serve some of the same purposes as “rough and tumble” play, in terms of jockeying for social status (Pelligrini, 2003). Boys can gain status among peers by owning or mastering a popular game. In fact, a study of adolescent male social identity by Tarrant et al. (2001) found that “good at computer/video games” was

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Drs. Cheryl Olson and Lawrence Kutner are the directors of the Harvard Medical Center for Mental Health and Media, and authors of the book “Grand Theft Childhood.”

“ . . . video and computer games are central to the social lives of many young teens, especially boys, and serve a number of social functions.”

— Cheryl Olson

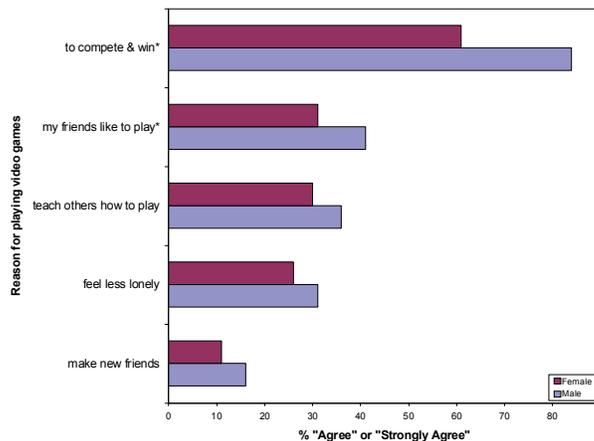


Figure 1: Reasons for playing video games.



Youths playing the Nintendo Wii. Photo by Ablynomy available under a creative-commons attribution-license.

WHAT'S INTERPERSONAL ABOUT THE CHINESE CIRCUMPLEX MODEL OF AFFECT?

MICHELLE YIK



Observers both inside and outside of the culture have speculated about the emotions of the Chinese. What in their emotional lives do the Chinese people share with all other human

beings, and what is unique to the Chinese? How do Chinese describe the emotions they experience, and how is their experience organized? The structure of affective experience and its interpersonal nature are the foci of this article.

Various dimensional models have been proposed to characterize the covariations of self-reported affective feelings in English. Major models include Russell's (1980) circumplex, Thayer's (1996) energetic and tense arousal, Larsen and Diener's (1992) eight combinations of pleasantness and activation, and Watson and Tellegen's (1985) positive and negative affect. As the names of the principal dimensions of these models suggest, they all seem to capture similar phenomena and are therefore ripe for integration. One proposal is that all dimensions fit within the same two-dimensional space with 45° between major dimensions (Larsen & Diener, 1992; Russell, 1979; Watson & Tellegen, 1985).

Yik and Russell (2003) tested the integration hypothesis in two independent samples of Chinese. The four dimensional models are mappable onto one another within the integrated space shown in Figure 1, defined by the horizontal axis of pleasure versus displeasure (0° - 180°) and the vertical axis of activation and deactivation (90° - 270°). All 14 constituent affect

within the space, not only at multiples of 45°. Similarly, items spread throughout the space when analyses were repeated at the item level. Taken together, these results challenge the usefulness of the 45°-metaphor, but are consistent with the assumption of a circumplex model, which stipulates that variables can fall at any place along the circumference and that the space is thoroughly bipolar. In the present article, I re-examine how individual items spread throughout the integrated space in new samples and attempt to carve out a finer-grained structure of affect consisting of 12 segments approximately 30° apart (Chinese Circumplex Model of Affect; CCMA).

At least since Galen proposed that temperament consists of emotions, investigators have speculated on close ties between predispositions and affect. In fact, Plutchik

(1997) asserted that many social-psychological domains show a circumplex structure because they share the same biological underpinning. Recent research has provided initial support for the close connections between personality and affect. The superfactors of Extraversion and Neuroticism, for example, were found to fall close to the horizontal axis of the two-dimensional space in Figure 1 (Yik & Russell, 2001; Yik, Russell, Ahn, Fernández Dols, & Suzuki, 2002). To establish the nomological net of the newly developed CCMA, I examine its relations to another domain, interpersonal dispositions, to which I turn next.

Based on seminal work by Sullivan (1953) and Leary (1957), Wiggins and his colleagues built a descriptive model and accompanying scales, namely Interpersonal Adjective Scales (IAS; Wiggins,

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“What is interpersonal about Chinese Circumplex Model of Affect? It is sobering to examine the interlocking relation between the two circumplexes.”

— Michelle Yik

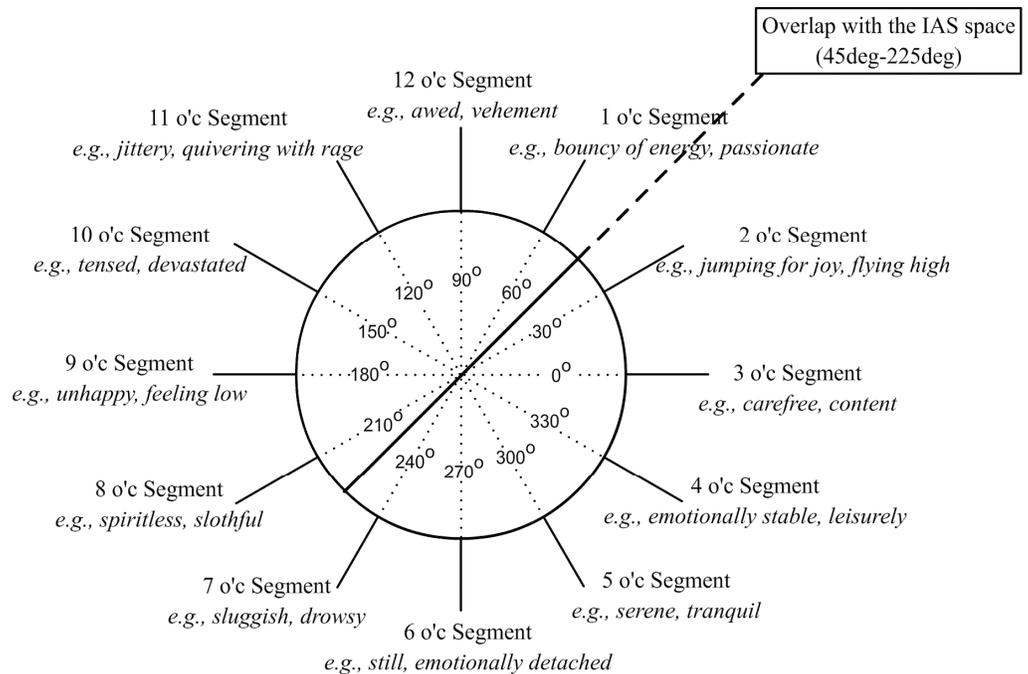


Figure 1: The Chinese Circumplex Model of Affect. Similar to a clock the 12 segments are labeled from 1 o'clock to 12 o'clock.

GRADUATE STUDENT CORNER

LINDSAY AYEARST



Greetings SITAR members! I hope everyone enjoyed their summer and are feeling refreshed and ready for another academic year. As many of you are aware, the graduate student corner has become a permanent section of the SITAR newsletter. Previously, this space has been dedicated to introducing the various students who are either members of SITAR or are working in the labs of existing members. To the best of my

knowledge, all of the labs have now been highlighted. If your lab has yet to be introduced, please contact me so that it can be featured in the near future!

As mentioned in the previous edition of the newsletter, I'd like to begin to change the focus of the graduate student corner section and use this space to feature articles written on topics that would be of interest to our student members in particular. To start off this new academic year, I invited Dr. Chris Hopwood from Michigan State University to write a piece for the

current edition of the newsletter as he is currently embarking on a new phase of his career, making the transition from student to faculty. This is a transition that many of us will be making in our own time so I asked him to reflect on "what I know now that I wish I had known then." Dr. Hopwood accepted my invitation and has written a piece that I hope you all enjoy as much as I did. Thanks to Chris for sharing with us the eight octants of his journey from student to professional. We wish you all the best in your new position.

LESSONS FROM GRADUATE SCHOOL

CHRISTOPHER J. HOPWOOD



Unbelievably, I have come full circle.

When I was an undergraduate at Michigan State University, I did the usual college student things, with

some exceptions. Like others, I usually went to class, particularly if it was scheduled in the afternoon; I honed my social networking skills; I drank coffee in coffee shops; I dated nervously but walked around campus with confidence. Unlike others, I only went to an academic advisor twice. The first time, during freshman orientation, an advisor suggested I take a class in FORTRAN that I nearly failed. I have been asked to write this piece to share "things I wish I would have known then," on the logic that I have made it through graduate school and am now employed, and perhaps my story could be helpful to others. Although I don't

recommend that students avoid academic advisors, and I am compelled to mention that my story may not be helpful to anyone else, this brings me to the first lesson: *I needed to let my major find me.* Every semester, I would consult the schedule of courses, pick the classes that sounded the most interesting, and take them. I never considered a degree plan until my final year, when I went back to the advising office, and was told that I could have a degree in psychology after one more semester.

During that final semester, I took a class from Bertram Karon in psychoanalytic psychology. Dr. Karon is a fiery and unique intellectual with many views that I don't share. But he introduced me to Harry Stack Sullivan and inspired me to read the classics. This was the first step in my circular journey. After graduating, I went to Taiwan to teach English. I had the travel bug since an overseas

study in my junior year in Zimbabwe, and still have it. That brings me to the second lesson for me: *the 20's are no time to stockpile regrets.* I thankfully took full advantage of that decade of my life. But during my time teaching English, I found myself reading Cummings and Pound and Freud and Horney when my friends were at the bar or playing cards. It was great being overseas, but I needed something more. I called Dr. Karon, who inspired me to go to graduate school. It was during that phone call that I decided I would become a clinical psychologist.

Around the same time, I spoke with my parents on the phone, and they mentioned in passing that an old high school sweetheart, Emily Cain, had recently divorced. I sent her a note, and she replied, and then I sent another inviting myself to her place for tea. She accepted, and I was on the next flight home. Within a couple of weeks of

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"My third lesson is to attend to Freud's criteria for mental health: *love and work (in that order).*"

— Christopher Hopwood



Combining together love and work: Christopher with his son Sullivan in his new MSU office

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TERENCE J. G. TRACEY RECEIVES AWARDS



Congratulations go out to Terence J.G. Tracey, a past-president of SITAR, for receiving two distinguished APA awards this year. Terry was the recipient of the 2008 Leona Tyler Award for Lifetime Distinguished Contribution to Counseling Psychology at the APA Convention. This prestigious award is given to stimulate and reward research and pro-

fessional achievements in Counseling Psychology. He also received an American Psychological Association Presidential Citation for seminal research contributions to the fields of counseling and social psychology. The APA noted that his well cited and influential research integrates his interests in statistical models, interpersonal theory, and vocational interests. "His

meticulous studies provided quantitative support for the conclusion that these mathematically complex models of subscales do, in fact, behave as underlying theories predict," the APA noted. Terry is one of the top five most published authors in the history of the *Journal of Counseling Psychology*.

RECENT WORK BY SITAR MEMBERS (CONTINUED)

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**THE ELECTRONIC FRIEND? VIDEO GAMES AND CHILDREN'S FRIENDSHIPS
(CONTINUED)**

one of the most desirable traits, ranking second only to being “fun” among one’s “ingroup” members.

Along with friendly competition, boys and girls gain satisfaction from teaching others how to play. In focus groups, boys described sharing advice and tips: “Oh, this guy is the best.” “Where are you in this game?” “Oh, I’m having a hard time in the queen’s castle” or whatever.” They direct each other to web sites for the latest “cheat” codes. In surveys of (mostly adult) online game players, Yee (2005) found that helping other players and being part of a group effort were important motivators for play.

Boys told us that games are a frequent focus for conversation among their peers. When I asked one boy what the kids at school would talk about if they weren’t talking about games, he replied: “I don’t know. Probably like girls, or something like that... I don’t even know, ‘cause the most they talk about is girls and games—the two Gs.”

Although making new friends was not among the top motivations for video gaming in our survey, video games clearly create common ground that young people can use to make friends. As one boy explained in a focus group, start by asking “Do you own a system, a game system?” If he says ‘yes,’ then, ‘What kind?’”

Making friends was a higher-ranked motiva-

tor, however, for the 78 children we surveyed who were classified as mildly learning disabled. Children in this group were more likely to be victims of bullying, and to report being left out or excluded by their peers. Their overall top reasons for playing games reflect their needs to connect with friends: playing because their friends did, to make new friends, or to teach others. They were also significantly more likely to play to cope with feelings of loneliness.

Most children who play video games play alone at times, whether for fun, out of boredom, or to help them deal with stress. Boys are more likely than girls to report playing by themselves; 62.8% play “often” or “always” alone, compared to 45.6% of girls. However, boys are also more likely than girls to play often/always with multiple friends in the same room (33.4% vs. 12.5%). Children who are heavy game players (the 12.6% of boys and 1.5% of girls who report playing more than 15 hours in a typical week) are more likely to play in groups, whether in person or over the Internet (See Figure 2). Playing video games alone almost all of the time is not typical, and may be a marker for social or emotional problems. More research is needed on healthy and unhealthy patterns of video game play, especially among children with emotional problems or developmental delays.

Much of the debate about video games,

among both academics and the public, has focused on the potential influence of violent content. Despite the frequent media speculation, no link has been found between school shootings and violent video games. (It’s important to note that it’s the media coverage of school shootings, rather than the rate of violence, that has increased; see, for example, Lawrence & Mueller, 2003). Nevertheless, we dread the thought of a socially outcast child holed up in his bedroom, engrossed in practicing various methods of murder. Fortunately, this is by no means typical. Our survey found that children who play Mature-rated, violent games are not more likely than other children their age to play games alone. In fact, as shown in Figure 3, compared to children who don’t play M-rated games regularly, M-game players were significantly more likely to play games in social settings. The majority of boys in our sample (including the 12-year-olds) routinely played at least one M-rated title, along with 29% of female game players. Thought the thought may be disconcerting, violent video game play has become a normal part of male childhood.

And it may not be all bad. Some researchers have questioned whether we worry too much about teens who play violent games in groups, and speculate on possible benefits. Jansz (2005) notes that “the gamer wants to

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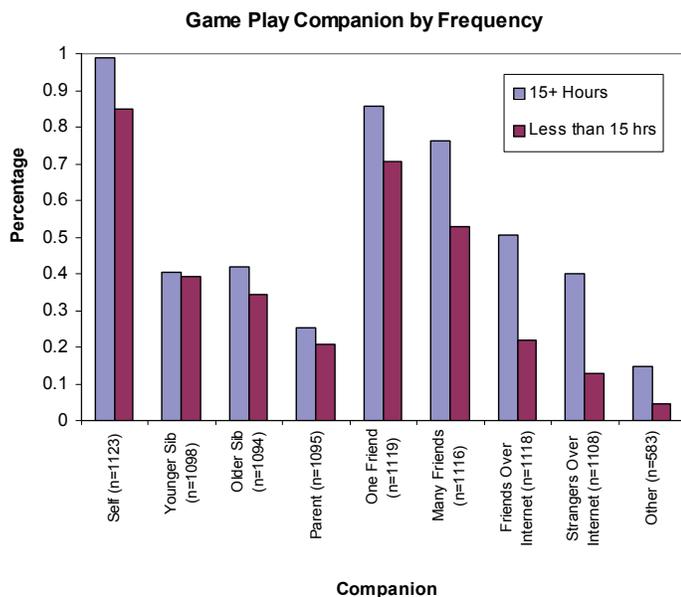


Figure 2. Game play companion by frequency.

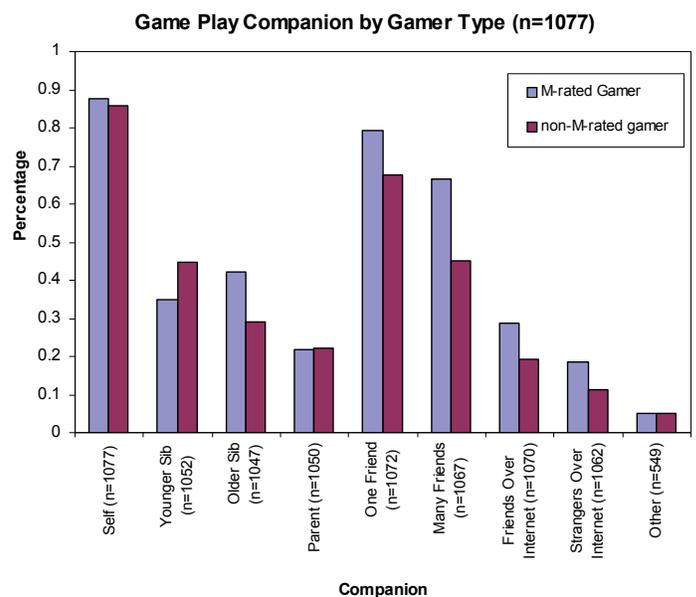


Figure 3. Game play companion by gamer type.

WHAT'S INTERPERSONAL ABOUT THE CHINESE CIRCUMPLEX MODEL OF AFFECT? (CONTINUED)

1995), for interpersonal behaviors and dispositions.

Developed from the universe of interpersonal adjectives contained in Goldberg's (1977) master pool, the IAS underwent extensive development, with the final model in the form of a circumplex (Wiggins, 1995). With the early methods of testing circumplexity, the IAS repeatedly appeared to be a circumplex (Kiesler, 1996; Tracey & Schneider, 1995; Wiggins, 1995). However, mixed evidence was reported when data were analyzed with structural equation models (see Gaines et al., 1997; Gurtman & Pincus, 2000). The current study provides an opportunity to test the structure of IAS with new data from a large Chinese sample.

To advance my goals, I carried out three studies, across which I asked participants to focus on a single moment and to report their feelings in that thin slice of time. I sampled those moments in different ways: Participants described how they felt during a clearly remembered moment in Study 1, and during a current moment in Studies 2 and 3. No one method is necessarily superior to the other, but similarity of results across these methodological differences speaks to the robustness to the CCMA structure.

Study 1: Creation of the Chinese Circumplex Model of Affect

Participants were 391 undergraduates (184 men and 207 women) of a university in Hong Kong. They were asked to recall a specific moment from yesterday. There were three versions of the questionnaire, each with a different anchoring time ("before breakfast," "before lunch," and "before dinner"). Participants were randomly assigned to one of the three instructions.

Participants completed the questionnaire, which was a list of adjectives accompanied by a five-point Likert scale ranging from 1 "not at all" to 5 "extremely." Sixty-one adjectives were taken directly from the four major dimensional models of emotion. To represent areas within the two-dimensional space that are sparsely populated by items, I added 52 new items. Altogether, there were 113 items in the questionnaire. All items and instructions were in Chinese.

Based on the item-level analyses, I grouped the items into 12 groups (each roughly 30° apart). The process was rational (based on the Cartesian space defined by pleasure and arousal), empirical (based on each item's position in the analyses), and practical (aimed at 4 items in a group, roughly 30° apart). In this process, I retained 48 items (4 items x 12 segments) to define the Chinese Circumplex Model of Affect.

The clusters of items (English translations) are shown in Figure 1. I adopt the metaphor of a clock to label the 12 segments: 1 o'clock through 12 o'clock. The horizontal axis, pure pleasure or displeasure with no hint of the accompanying level of arousal, is defined by 3 o'clock segment (e.g., *carefree, content*) and 9 o'clock segment (e.g., *unhappy, feeling low*). The vertical axis, pure activation or deactivation with no hint of the accompanying level of pleasure, is defined by 12 o'clock segment (e.g., *awed, vehement*) and 6 o'clock segment (e.g., *still, emotionally detached*). As Osgood (1966) demonstrated, words tend to convey both valence and arousal. Some emotion words demonstrate primarily pleasant state with a secondary implication of arousal (e.g., *jumping for joy* in the 2 o'clock segment); others primarily high activation with a secondary implication of pleasure (e.g., *bouncy with energy* in the 1 o'clock segment).

To test the circumplexity of the 12 CCMA scales, I submitted the 12 x 12 correlation matrix to CIRCUM, a structural equation modeling program developed by Browne (1992). CIRCUM estimates for each scale the angle on the circle and a communality index, the square root of the proportion of variance explained by the CIRCUM model. The data fit the model well: $c^2(40, N = 391) = 236.44$, RMSEA = .11, communality index = .78 to .96. The four cornerstone segments were located close to the predicted values: With 3 o'clock segment fixed at 0°, 12 o'clock segment fell at 93°, 9 o'clock segment at 178°, and 6 o'clock segment at 276°. Hypothesized polar opposites were again located close to the predicted values: 9 o'clock segment was 178° away from 3 o'clock segment; 12 o'clock segment was 183° away from 6 o'clock segment. Cronbach's alpha for the 12 scales ranged from .68 to .91.

Studies 2 and 3: Cross-validation and CCMA-IAS Intersection

Next I report two additional studies, each with a similar purpose. Each was aimed at cross-validating the 12 newly created scales using

the "current mood" method, with data collected with different samples. In Study 2, 302 participants (114 males; 188 females) described their current feelings using the CCMA scales. In Study 3, 269 participants (111 males; 158 females) described their feelings using the CCMA scales, in addition to which they completed Wiggins' (1995) 64-item Interpersonal Adjective Scales Revised (IAS-R) using an 8-point rating scale ranging from "Extremely Inaccurate" to "Extremely Accurate." I applied CIRCUM to test the circumplexity of the IAS. The data fit the model moderately well: $c^2(17, N = 269) = 101.90$, RMSEA = .14, communality index = .93. The eight octants fell close to the predicted values.

I replicated the circumplex analyses of the 12 CCMA scales by analyzing them with CIRCUM. For Study 2, the fit indices were $c^2(40, N = 302) = 162.87$, RMSEA = .10, communality index = .82 to .95; for Study 3, the fit indices were $c^2(40, N = 269) = 101.55$, RMSEA = .08, communality index = .76 to .97. The 12 scales conformed reasonably well to the predicted structure. Cronbach's alpha for the 12 scales ranged from .66 to .90 for Study 2 and from .72 to .90 for Study 3. Results in Studies 2 and 3 were strikingly similar to those obtained in Study 1, demonstrating strong cross-validation.

I then turned to the relations between CCMA and IAS. To identify the intersection plane between the two circumplexes, I adopted Yik and Russell's (2004) approach in which CIRCUM-extension procedure (M. Browne, personal communication, June 12, 1999) was used to place the eight IAS octants within the CCMA. The degree of relationship was not large, although two clusters of IAS octants, namely NO-PA and FG-HI, were significantly related to CCMA. In parallel fashion, I placed the 12 affect segments within the IAS space, and two clusters, namely 11 o'clock to 2 o'clock segments and 6 o'clock to 9 o'clock segments, were significantly related to IAS. Results show that the two circumplexes overlap on one axis, which falls at 45°-225° (pleasant activated versus unpleasant deactivated) within the CCMA space in Figure 1 and at 82°-262° (NO-PA versus FG-HI) within the IAS space. The present findings were similar to those

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WHAT'S INTERPERSONAL ABOUT THE CHINESE CIRCUMPLEX MODEL OF AFFECT? (CONTINUED)

obtained in an English sample; the corresponding angles were 35°-215° and 71°-251° (Yik & Russell, 2004).

Conclusion

Circumplex models have rightly enjoyed wide popularity in social and personality psychology. Wiggins' (1995) IAS model elegantly exemplifies the usefulness of the circumplex in capturing, in a small space, the full spectrum of interpersonal dispositions. A simple but instructive structure is emerging for affect: the CCMA as schematically portrayed in Figure 1. The robustness of this structure across three independent Chinese samples is consistent with recent findings that mood and emotion often fit a circumplex quite well in English samples (Fabrigar, Visser, & Browne, 1997; Remington, Fabrigar, & Visser, 2000; Yik, Russell, & Steiger, 2008).

In the CCMA, the horizontal axis captures feelings along the positive (feels good) versus negative (feels bad) valence dimension. From the time of Socrates, writers have described the role of pleasure and displeasure in human affairs. Pleasure is once again playing a significant theoretical role in psychology (Cabanac, 1995; Kahneman, Diener, & Schwarz, 1999; Russell, 2003). The vertical axis captures the long standing research tradition that a major dimension of mood and emotion involves activation (e.g., Berlyne, 1960; Cacioppo, Berntson, Larsen, Poehlmann, & Ito, 2000; Cannon, 1927; Schachter & Singer, 1962; Thayer, 1996). Activation refers to how aroused one feels, independent of whether that feeling is positive or negative. One can feel activated in a positive (bouncy of energy) or negative (quivering with rage) way. One can feel deactivated in a positive (leisurely) or negative (sluggish) way.

What is interpersonal about CMAA? It is sobering to examine the interlocking relation between the two circumplexes. Through the affective space runs a 45°-225° axis. This axis is characterized by pleasant feelings with moderate arousal level in one direction; unpleasant feelings with moderately low arousal in the other. It is along this axis that interpersonal dispositions are most strongly related to affect. Through the IAS space runs a 82°-262° axis. The vector at 82° lies between NO (Gregarious-Extraverted)

and PA (Assured-Dominant); it describes someone who is extraverted, outgoing, self-confident, and self-assured. The vector at 262° lies between FG (Aloof-Introverted) and HI (Unassured-Submissive); it describes someone who is introverted, timid, bashful, and meek. It is along this axis that affect is most closely related to interpersonal dispositions. The present finding provides yet another datum supporting McCrae and Costa's (1989) argument that affect and interpersonal dispositions are related because "... affects and interpersonal behaviors have a common cause: the underlying dimension of Extraversion. Structurally, one could say that the dimension of Extraversion is defined by the intersection of the affective plane with the interpersonal plane" (p. 593).

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PRESIDENT'S MESSAGE (CONTINUED)

broadly about how you may contribute to the upcoming meeting in ways that you and the other attendees will find intellectually stimulating.

One of the goals of my presidency is to help increase the exposure and integration of graduate students in the society. In the past few years, several steps have been taken in this direction. For example, a section of the SITAR newsletter entitled the "Graduate Student Corner" was introduced a few years ago, and the "Graduate Student Social" has recently become part of the formal conference meeting program. I strongly believe in the value of these endeavors, not only because graduate students form a large corpus of the society, but also because they often turn into the future leaders of SITAR. We'd like to build on the success of these developments, and the current graduate student representative, Lindsay Ayearst, has been strongly advocating for a number of additional ways in which graduate students may contribute in valuable ways to the society.

As a result, I'm pleased to report that several new initiatives are currently underway for graduate students. The Executive Council (EC) approved two of these initiatives, in principle, at our most recent meeting in Tempe: (1) the initiation of a graduate student poster/talk award at our next annual meeting, and (2) the opportunity to serve on the EC as graduate student representative. Both of these opportunities will hopefully further encourage

graduate student involvement in SITAR, and simultaneously offer prospects for enhancing their CVs. The details for implementing these initiatives are currently being worked out, and other opportunities for graduate student involvement are also being discussed, such as having graduate students join current SITAR committees.

Given the importance of these issues, we have formed a new Graduate Student Advisory Committee, which currently consists of Chris Hopwood, Sandro Sodano, and the current graduate student representative, Lindsay Ayearst. This committee will serve in an advisory position to the EC, making recommendations for issues related to graduate student involvement. For example, the committee is currently discussing how to implement, advertise, and adjudicate the graduate student award. We welcome your suggestions for how to make this new committee the most useful it can be. Please feel free to contact me, or any of the members of this committee with your input.

Another set of important changes have to do with the responsibilities of editing the SITAR newsletter. As you may know already, Patrick Markey recently agreed to take on the awesome responsibility of putting the SITAR newsletter together. Indeed, this edition of the newsletter (October 2008) is the first one that he is editing. In addition, we've introduced a new position, associate

editor, to help support the SITAR newsletter editor. Emily Ansell has graciously agreed to fill this position. Please join me in warmly welcoming both Pat and Emily to their new editorial positions. Don't feel shy about letting them know what a splendid job you think they are doing with the newsletter, and making suggestions for possible additions or changes for them to consider for future newsletters.

There have also been a few changes in the EC in recent months. I would like to extend my congratulations to Martin Grosse-Holtforth, who is the newly elected vice president (VP) of SITAR. Martin has been an active contributor at our annual meetings for a number of years now, and I have no doubt that he will lead us well as he advances to the positions of president-elect, president, and past president in the upcoming years. Martin's election to VP left a vacancy on the EC for a new member-at-large, which Sandro Sodano has agreed to fill. Sandro first attended SITAR as a graduate student, and now has a faculty position at the University of Buffalo-SUNY. I'm most grateful for the contributions he has already made to the EC, and offer him a hearty welcome.

I'd like to say in closing that I'm pleased to serve as president of the society this year, and am very much looking forward to hearing from you. I welcome your input about these changes and also hope to hear suggestions from you about additional ways in which we can enhance the society.

WHAT'S INTERPERSONAL ABOUT THE CHINESE CIRCUMPLEX MODEL OF AFFECT? (CONTINUED)

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LESSONS FROM GRADUATE SCHOOL (CONTINUED)

my return we were moving to the French Quarter of New Orleans to paint, play music, bartend, and fall in love. We have now been married for 5 years, and have a son, Sullivan Joy. My third lesson is to attend to Freud's criteria for mental health: *love and work (in that order)*.

While in New Orleans, I applied to a master's program at Eastern Michigan because my career goals were not clear enough and my record was not strong enough to apply to doctoral programs. I was very fortunate to meet David Richard there, with whom I conducted my first study. We continue to have very different views about psychology, politics, and nearly everything else, but we share a passion for research, and he took a keen interest in my development. Working with him fostered my confidence, and during my time with him my interests in personality and assessment became clear to me. As with my major, I had let my interests come to me. But that is not the lesson I learned from Dr. Richard, which was to *surround myself with the people I would like to be like*. I realized during this time that I felt most comfortable with academics – conversations about psychometrics or the structure of intelligence or the viability of integrating behavioral and psychodynamic approaches to psychotherapy that were invigorating to me and

to Dave were predictably boring to my friends, and even surprisingly dull to other students.

My choice for doctoral study was obvious when I interviewed with Les Morey at Texas A&M. Unlike with my previous advisors, we had similar views about most things. His warmth and autonomy-granting style, along with considerable RAM and gobs of data, translated readily to one paper after the other. When my graduate record comes up, Les emphasizes that I had some role in this, and at the risk of ersatz modesty, I really think this role can be described simply as my fifth lesson: *go to work every day*. This lesson has several facets, including to (a) avoid departmental drama, (b) focus less on coursework and more on research than my peers, (c) regularly harass my advisor, and (d) sit in the lab and work every single day from 8-5. I continue to be surprised to see intelligent students sacrifice some of their best years commiserating about how much work they have to do. Blame this on a punitive superego, a Midwestern work ethic, social indifference, academic curiosity or ivory tower vanity, but I preferred to work. I loved to work.

I interned at Massachusetts General Hospital, where I was supervised by Mark Blais. Like Les, Mark and I share

theoretical perspectives and many interests. Working with him at a large teaching hospital was vitalizing for me. This was also a year full of distractions, including the arrival of my son Sullivan, my job search, and several family medical issues that remain unresolved. I wish I had had more time in Boston to focus on both developing my clinical skills and doing research with Mark. My sixth lesson is to *take advantage of opportunities* when they come along.

But I had come full circle, and had been offered a job at my alma mater. I have the most civilized job on the planet. I am just getting going, though, and am trying in particular to attend to the seventh lesson, which is a corollary of the sixth: *pick opportunities wisely*. I am really excited about some of the research I intend to conduct over the next few years, and am eager to share it with all of you at our annual conference. My eighth lesson is to *find a professional identity*. In a way, SITAR found me through the work of its members, which has resonated with me since Dr. Karon exposed me to Sullivan. I feel very privileged to be involved with our group.

But a principal components analysis of my eight lessons unavoidably yields two orthogonal factors: Agency and Communion. I have come full circle.

THE ELECTRONIC FRIEND? VIDEO GAMES AND CHILDREN'S FRIENDSHIPS (CONTINUED)

experience particular emotions with his friends to intensify their mutual bonds." Goldstein (1999) takes a cultural/historical perspective, noting that "Violent entertainment appeals primarily to males, and it appeals to them mostly in groups. People rarely attend horror films or boxing matches alone, and boys do not often play war games by themselves. These are social occasions, particularly suitable for... communicating a masculine identity to your mates."

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SITAR: MISSION, AIMS, AND ACTIVITIES

The Society is an international, multidisciplinary, scientific association devoted to interpersonal theory and research. By encouraging systematic theory and empirical research, it seeks to clarify the processes and mechanisms of interpersonal interactions that explain interpersonal and intrapersonal phenomena of normal and abnormal psychology.

The goals of the Society are (1) to encourage the development of this research, (2) to foster the communication, understanding, and application of research findings, and (3) to enhance the scientific and social value of this research.

The activities of the Society include: (1) regular meetings for the communication of current research ideas, methods, and findings; (2) discussion of work in progress; (3) maintenance of an inventory of data and data-gathering resources available for use by members of the Society; and (4) facilitation of collaborative research.

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THE NEXT SITAR MEETING IS IN TORONTO ON MAY 30TH - 31ST



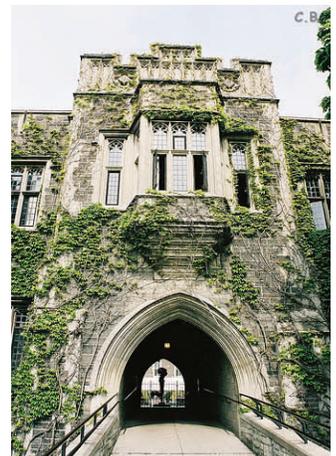
A view of the Toronto's skyline.

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Marc Fournier is busy preparing for our 2009 Annual Meeting in beautiful Toronto, Ontario, Canada. From cosmopolitan chic to country charm, Toronto's neighbor-

hoods offer an eclectic mix of architecture, food and shopping. This year, the conference will be held May 30th-31st on the University of Toronto's historic St. George Campus. Guests can choose to stay at the Howard Johnson located in the heart of Yorkville, Toronto's fashionable shopping, dining and entertainment district (CAD\$119/night), or at the Holiday Inn Midtown (CAD\$129/night), both of which are within walking distance of the St. George Campus. Attendees will find themselves right in the heart

of downtown Toronto, in close proximity to some of our finest attractions including the ROM, Casa Loma, the CN Tower, and more. Public transportation is a block away from the hotel, providing quick and easy access to many areas around the city. This hotel rate is good two days before and after the meeting, so you can stay a few extra days for site-seeing or special events. Details about the Meeting and a Call for Proposals will be mailed in February.



The Hart House located on the St. George Campus at the University of Toronto.

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