

# Bb

**Bandura, Albert** (1925-). Known for his development of a social learning theory of personality and abnormal behavior. Bandura grew up in the tiny hamlet of Mundare in northern Alberta. His undergraduate study was done at the University of British Columbia, and at his graduation in 1949 he received the Bolocan Award in Psychology.

Bandura chose the University of Iowa for graduate study, influenced by the presence of Kenneth Spence. The Iowa program emphasized theories of learning and rigorous experimentation. Following completion of his Ph.D. in clinical psychology in 1952 under the direction of Arthur Benton, Bandura took a postdoctoral internship at the Wichita Guidance Center. He joined the Stanford University faculty in 1954, and has remained there since, except for one year at the Center for Advanced Studies in Behavioral Science.

Bandura's professional activities and awards have been numerous. Among the more prominent ones are serving on the editorial boards of about 20 journals, editing the Social Learning Theory series for Prentice-Hall, receiving a Guggenheim Fellowship and a Distinguished Scientist Award from the American Psychological Association's Division 12 in 1972, being elected president of the association in 1974, receiving the J. McKeen Cattell award in 1977, and being elected president of the Western Psychological Association in 1981.

When Bandura went to Stanford, he brought with him interest in learning and in abnormal behavior. Under the influence of Robert Sears he began investigation of social learning and aggression with his first doctoral student, Richard Walters, culminating in their books on aggression and personality. Further studies of observational learning and symbolic

modeling led to several more books. More recent work involves self-regulatory mechanisms and self-percepts of efficacy. He is currently involved in study of the mechanisms by which self-referent thought mediates action and affective arousal.

R. K. BUFFORD

See SOCIAL LEARNING THEORY; MODELING.

**Basic Youth Conflicts Seminar.** The media attention that Bill Gothard's Basic Youth Conflicts Seminar received during the middle 1970s has disappeared, but the seminars themselves have not. These 30-hour, 6-day seminars have continued on a biweekly basis in various cities, often in videotape format, with roughly 25,000 or more attending each seminar. In addition to the Basic Seminar the Gothard organization gives an annual one-week Advanced Seminar for pastors and male church officers that includes some separate sessions for pastors only.

In spite of the size and continuance of these seminars, surprisingly little has been written on Gothard himself, though most denominational and all major evangelical magazines have had at least one article on the Basic Seminar. Gothard discourages seminar attendees from discussing the material. He also strongly discourages public criticism of any Christian person or action, including his teaching, seeing this as a violation of Matthew 18:15-18 and Galatians 6:1, which enjoin direct confrontation of a Christian brother who is at fault.

The Basic Seminar is taught topically as follows: self-image, chain of command (family hierarchy), conscience, rights, freedom, success, purpose, friends, dating, and commit-

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