

## CV

**Lise Wallach**  
**Senior Research Scholar in Psychology and Neuroscience**  
**Duke University**

Born October 12, 1928, Berlin, Germany

Degrees: B.A., Swarthmore College, 1949, with High Honors in Psychology  
Ph.D., University of Kansas, 1957

Major Appointments:

Instructor in Psychology, Bryn Mawr College, 1955-1958  
Assistant Professor of Psychology, Wellesley College, 1957-1962  
Lecturer in Psychology, University of North Carolina at Chapel Hill, 1962-1966  
Research Associate in Philosophy, University of North Carolina at Chapel Hill, 1966-1970  
Lecturer in Psychology, Duke University, 1970-1972  
Research Associate in Education, University of Chicago, 1972-1973  
Lecturer in Psychology, Duke University, 1973-1987  
Adjunct Professor of Psychology, Duke University, 1987-1993  
Research Professor of Psychology, Duke University, 1993-2011  
Senior Research Scholar in Psychology and Neuroscience, 2011-

Publications:

Wallach, M.A., and Wallach, L. Liberal eclecticism for perception. Review of C.M. Solley and G. Murphy's Development of the perceptual world. Contemporary Psychology, 1961, 6, 423-425.

Wallach, L. The complexity of conception attainment. American Journal of Psychology, 1962, 75, 277-283.

Wallach, L., and Sprott, R. L. Inducing number conservation in children. Child Development, 1964, 35, 1057-1071. (Reprinted in J. E. Singer and F. L. Whaley (Eds.), Patterns of psychological research: Readings for general psychology. Boston: Allyn and Bacon, 1966.)

Gardner, B. T., and Wallach, L. Shapes of figures identified as a baby's head. Perceptual and Motor Skills, 1965, 20, 135-142.

Turnure, C., and Wallach, L. The influence of contextual variation on the differentiation of parts from wholes. American Journal of Psychology, 1965, 78, 481-485.

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Wallach, M. A., and Wallach, L. Teaching all children to read. Chicago: University of Chicago Press, 1976. (Also Phoenix paperback edition. Chicago: University of Chicago Press, 1979.)

Wallach, L., and Wallach, M. A. The teaching all children to read kit. Chicago: University of Chicago Press, 1976. (Also separate workbook of Letter tracing and drawing spirit masters. Chicago: University of Chicago Press, 1976.)

Wallach, L., Wallach, M. A., Dozier, M. G., and Kaplan, N. E. Poor children learning to read do not have trouble with auditory discrimination but do have trouble with phoneme recognition. Journal of Educational Psychology, 1977, 69, 36-39.

Dorval, B., Wallach, L., and Wallach, M. A. Field evaluation of a tutorial reading program emphasizing phoneme identification skills. The Reading Teacher, 1978, 31, 784-790.

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Publications continued

Pennington, B. F., Wallach, L., and Wallach, M. A. Nonconservers' use and understanding of number and arithmetic. Genetic Psychology Monographs, 1980, 101, 231-243.

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Wallach, M. A., and Wallach, L. How psychology sanctions the cult of the self. The Washington Monthly, February 1985, 17, No. 1, 46-56. (Reprinted as Turning inward: How psychology sanctions the cult of the self, in Swarthmore College Bulletin, September 1986, 84, No. 2, 6-11. Also reprinted in K. G. Duffy (Ed.), Personal growth and behavior 89/90. Guilford, Conn.: The Dushkin. Publishing Group, 1989. Pp. 9-16.)

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Wallach, M. A., and Wallach, L. Of surrogacy, circularity, causality, and near-tautologies: A response. Theory and Psychology, 1998, 8, 213-217.

## Publications continued

Wallach, L., and Wallach, M. A. Why is experimentation in psychology often senseless? Scandinavian Journal of Psychology, 1999, 40, Suppl., 103-106.

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