
APS Observer

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Although Psychology has had its share of sexism, women have been leaders in the discipline from its earliest days. On the left is Mary Whiton Calkins, 14th President of APA and on the right Margaret Floy Washburn, 30th President of APA. *Photos courtesy of the Archives of the History of American Psychology, University of Akron, Akron, OH 44304*

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APS Washington Office Opens

The American Psychological Society has opened its Washington Office. Inaugurated on August 7, just five days shy of APS's first anniversary, the office has long a central component of the Board of Director's development plan for the Society. A primary purpose of the office will be to "develop an organizational presence for APS among national policy makers," according to APS Executive Director Alan Kraut. Kraut himself assumed his responsibilities on the same day the office formally opened.

Kraut has already assembled the core of the professional staff. Patricia Redmon has been hired as Executive Assistant. Redmon has been involved with the administrative end of scientific psychology for the past 3 years at the APA Science Directorate. Also joining the staff will be Allen Walker, who will serve as computer

specialist. Michael Strait, though not officially on the APS staff, has donated many hours setting up the Washington office computers.

In recent weeks Kraut has been busy making introductory visits to Washington policy makers in order to let them know that there is a voice representing scientific psychology. He has met with staff members for the House Appropriations Committee, the Government Operations Committee, the National Academy of Sciences, as well as several different institutes of the NIH. Of course, because of Kraut's years of work in Washington while at APA, he is well known to many on the hill. Kraut has said that, thus far, "responses have been very positive," and that he has been "pleasantly surprised at how well known APS is outside of scientific psychology."

Due to its history, APS has always had more

than one office involved in Society operations. With the opening of the Washington Office this will gradually change. The Washington office will serve as a center for APS business. The University of Nevada, Reno office, which housed the publication and (until recently) the financial efforts of ASAP and APS, will cease formal operations by the end of September. A skeleton staff will handle errant phone calls and mail sent to the Reno office until about the first of the year. APS membership recruitment and member information will continue to be handled out of the Norman, Oklahoma office for the time being, and the 1-800-950-4APS number will be kept active. All other questions and correspondence should be directed to the Washington office. Its address is 100 North Carolina Ave. SE, Suite #1, Washington D.C. 20003. The telephone is (202) 546-7724; FAX (202) 547-7546.

First Meeting

First Meeting of New Board

The first meeting of the APS Board of Directors was held August 8-9 at Irvine, California. The meeting brought together the first extended discussions by members of the Board assuming office at the June APS Convention.

A number of specific issues and initiatives were decided. The meeting was held against the backdrop of the development of the new APS Washington office headed by APS Executive Director Alan Kraut. The Board meeting was held on Kraut's second day on the job. A number of specific actions emerged from that central theme, including actions on convention dates and format, formalization of the APS student organization, agreement in principle to cooperate with the Society for Research in Child Development in providing a Washington presence for SRCDC, centralization of the Society's publication efforts.

Among the specific issues affected by the Board's actions and subsequent developments:

New Convention Date Set

As reported in the July Observer the 1990 APS Convention will be held in Dallas at the Park in Plaza Hotel. It was decided at the Irvine,



Attendees at August meeting of the APS Board of Directors. Clockwise around table from front: Milt Hakel, Nancy Cantor, Duncan Luce, Bonnie Strickland, Lew Lipsitt, Jim McGaugh, Alan Kraut, Ginny O'Leary, Kathy Grady, Dottie Eichorn, Steve Hayes, Paul Thayer, Gordon Bower

California Board meeting to expand the convention by half of a day. The convention will begin in the evening on Thursday, June 7th and will end midday on Sunday, June 10th.

The Convention Coordinator will be Ellen Kimmel, and the Program Committee will consist of Ann Howard, James Kalat and David Olton. The program will entail invited addresses as well as submitted material, and as with last year's convention the number of tracks will remain small. Approximately 50% of the program will be invited, with the remaining 50% drawn from lecture and symposia proposals open to

competitive review.

Satellite programs will be scheduled either before or after the main program. These programs will be announced in the program booklet. Satellite programs are open to organizational affiliates and meetings of groups with significant APS membership.

It is the intent of the APS Board that the program consist of a carefully balanced mix, representing the different areas of psychology. Members can expect an October mailing of a call for papers.

(Continued on facing page)

Board Meeting

Continued from previous page)

Room rates for the Park Inn Plaza Hotel will be \$50 for singles or doubles, with an early bird special of \$50 for double-double rooms (2 beds and 2 bathrooms). Reservation arrangements can be made toll free at 1-800-421-0011.

The Summit

As reported in the July Observer the next APS Summit Meeting will be held in Tucson at the University of Arizona on January 26-28. The committee planning the 1990 Summit will be chaired by APS Vice-President Milt Hakel. Bruce Overmier, of the University of Minnesota, will serve as co-chair.

The theme of the 1990 Summit will be "Can we create a national behavioral science research agenda? Should we?" The 1989 Summit attracted 12 representatives from over 40 different psychological organizations, and a similar number is expected for the 1990 Summit. At least one change in the composition of the list of invitees was decided at the August Board meeting. In

in Psychology, with APS. The usual \$250 organizational associate fee was waived. Rates for Psi Chi students at the convention will be the same as that for APS student affiliates. Psi Chi members will be encouraged to submit programs and posters to the convention program committee. In addition, in accord with APS organizational affiliate policy developed at the Board meeting, Psi Chi will be assisted in the arrangement of satellite meetings before or after the APS convention. Satellite programs will also be announced in the convention program. According to APS President James McGaugh the Psi Chi action was in harmony with "APS' strong commitment to promoting student interest in scientific psychology."

SRCD Collaborative Agreement

APS and the Society for Research in Child Development (SRCD) have reached an agreement in principle that will allow SRCD to continue its presence in Washington. The SRCD closed its Washington Office on July 1st after being in operation for 10 years. SRCD is interested in contracting with APS for services on their behalf in Washington. This will include time

APS Efforts Boost Behavioral Research Recommendations

The Senate Appropriations Committee, on September 13, delivered a major victory for psychology. The Committee, in its funding recommendations for the U.S. Department of Health and Human Services, supported significantly increased funding for psychological and behavioral research and training at the National Institute of Health (NIH) and the Alcohol, Drug Abuse, and Mental Health Administration (ADAMHA).

APS, which just opened its Washington office, played an important role in the positive treatment of psychology in the recommendations. APS Executive Director Alan Kraut had been working with the Senate offices for much of the summer on Appropriations issues, particularly with the offices of long-time psychology supporter Senator Daniel K. Inouye (D-HI) and Health Subcommittee Chair Senator Tom Harkin (D-IA). Harkin and Inouye lead the fight for psychology in the committee's recommendations.

As an example of the kind of language secured, the Committee stated that: "The Committee is aware of three official reports over the past several years that have recommended that NIH spend

enda? Should we?" The 1989 Summit attracted representatives from over 40 different psychological organizations, and a similar number expected for the 1990 Summit. At least one change in the composition of the list of invitees was decided at the August Board meeting. In 1989 APA was not invited. This year the new head of the APA Science Directorate will be among those invited. Persons seeking information for the upcoming summit should contact Milt Hakel (see address on Page 18).

Student Organization Formed

The Board approved the formation of the American Psychological Society Student Caucus (APSSC) and its affiliation with APS. APSSC will provide student associates a forum for expression and involvement as part of the Society.

APSSC has since set guidelines for student chapters to be established at individual colleges and universities. Because the caucus represents APS student associates and is not an honor society, the chapters will include any APS student associates attending the respective schools. The chapters will encourage student membership, promote involvement in APS conferences, and provide information for developing psychological scientists.

Those interested in applying for APSSC chapters may write for chapter petition information to:

APSSC Chapter Recruitment
Attn. Kenn White
University of Oklahoma
1203 South Elm
Norman, OK 73072

Psi Chi Affiliates

The August board meeting ratified the affiliation of Psi Chi, the National Honor Society

agreement in principle that will allow SRCD to continue its presence in Washington. The SRCD closed its Washington Office on July 1st after being in operation for 10 years. SRCD is interested in contracting with APS for services on their behalf in Washington. This will include time from Alan Kraut and other APS staffers. The exact parameters of APS' relationship to the SRCD have not yet been finalized, but the APS Board of Directors decided at its August meeting to attempt to complete the collaborative agreement.

Board Composition Decisions

Several decisions were made regarding the composition of the Board of Directors at the August Board meeting. Milt Hakel, who also serves as APS Treasurer, was elected to the position of Vice President. The By-laws call for three of the six Members-at-Large to be elected every two years. In order to begin such a rotation, Duncan Luce, Virginia O'Leary and Gordon Bower volunteered to remain on the board only for 2 years, with Bonnie Strickland, Nancy Cantor, and Lewis Lipsitt continuing for 4 years. Thereafter all board members will serve 4 year terms. James McGaugh and Milt Hakel will serve for 2 years in their respective positions as President and Vice President.

APS Observer Moves

The **APS Observer** and **APS Employment Bulletin** will move to Washington, DC as of the October issue, and will be edited by Alan Kraut. The **Observer** and its progenitor, **As Soon As Possible**, have been edited by Steve Hayes out of APS's University of Nevada office for two years. The University of Nevada office will close over the next few weeks.

Chair Senator Tom Harkin (D-IA). Harkin and Inouye lead the fight for psychology in the committee's recommendations.

As an example of the kind of language secured, the Committee stated that: "The Committee is aware of three official reports over the past year recommending that NIMH spend more on behavioral and social science research and training. First, an ADAMHA report points out that 95 percent of the dramatic loss of young NIMH investigators is due to fewer psychologists and social scientists. Second, a National Academy of Sciences report, **The behavioral and Social Sciences: Achievements and Opportunities**, calls on ADAMHA to spend \$80,000,000 more per year on behavioral and social science research that is ripe for major breakthroughs - a large proportion of which would be funded by NIMH. Finally a second National Academy report, **AIDS: Sexual Behavior and Intravenous Drug Use**, calls on NIMH to commit significant additional funds to study psychological, behavioral and social interventions aimed at stemming the AIDS epidemic. In addition, this Committee has consistently called NIMH's attention to such behavioral and social mental health issues as prevention, rural mental health, suicide, minority mental health concerns, and others. Yet the Committee is unaware of any specific initiatives in response to any of these reports or suggestions. The Committee, therefore, directs the Director of NIMH to undertake a study of the role of behavioral and social science in the Institute and to report back to the committee on plans to initiate new programs aimed at increasing a behavioral and psychological presence at NIMH."

Numerous sections (e.g., on AIDS funding and research training) contained similar language.

The **Observer** went to press only hours after receiving the Senate report. We will be doing complete analysis of funding for psychology in the next issue of the **Observer**.

House Eliminates Funding

National Survey of Sexual Behavior Teeters on the Brink

The U. S. House has dealt a further blow to efforts by social scientists to attempt to collect data on current patterns of sexual behavior via the proposed National Survey of Health and Sexual Behavior. Earlier this summer the House Labor, HHS, Education and Related Agencies Appropriation Subcommittee deleted funding from the Center for Disease Control's FY 1990 budget that would have financed the full study. The committee directed the Public Health Service not to proceed with the survey stating that "this did not appear to be an appropriate use of public funds; if such a survey is necessary, it should be supported with nongovernment funds." On July 25th the full House Appropriations Committee endorsed the actions of the subcommittee.

The survey is widely supported by AIDS researchers because of the need for contemporary information on the prevalence of sexual practices

Department of Health and Human Services and by the Office of Management and Budget. The second item at stake is the main survey itself. Although funding for the survey was deleted in the House, its fate is yet to be decided in the Senate. If the language of the Senate decision is different from that produced by the House, the final decision on the survey would come in the ensuing Senate/House conference, which will be occurring in late September. Washington insiders seem to feel that the NICHD is prepared to conduct the pilot even without funding for the full survey, if there is some sign of support from the legislative branch. However, if the Senate takes as negative a stand as did the House, both the pilot and full survey seem doomed. Thus, at present, the future of the studies is riding on the outcome of the Senate Labor, HHS, Education and Related Agencies Appropriation Subcommittee

homosexual bureaucrats, clinicians and researchers . . . If homosexuals need bias within mental health, they will find a motherload of homosexual psychiatrists at their disposal . . . If homosexuals need bias in the social sciences, academia provides an endless breeding ground for homosexual apologists."

The House action seems to show that agreement within the scientific community alone is not enough to ensure success against the religious right on AIDS research policy. Nancy Baldwin of the NICHD stated, "People ought to think carefully about whom they want establishing the research agenda for AIDS . . . If Dannemeyer is going to be establishing it, then that ought to be a conscious decision of the Congress." Scientific organizations are currently targeting the Senate, hoping to secure different language and thus forcing action by the conference committee

25th the full House Appropriations Committee endorsed the actions of the subcommittee.

The survey is widely supported by AIDS researchers because of the need for contemporary information on the prevalence of sexual practices within the community. As reported in the July **Observer**, even the pilot for the study is being held up in a review at the office of Health and Human Services Secretary Louis Sullivan. The pilot is being delayed in spite of the fact that funding for it has already been approved, and it has positive recommendations from numerous scientific committees and organizations, such as, the Presidential Commission on the Human Immunodeficiency Virus Epidemic, the National Institutes of Health, the National Institute on Child Health and Human Development and the National Academy of Science.

A staffer for Representative Bill Green (R-NY) stated that the proponents of the survey were "extremely disappointed and distressed" with the actions of the Appropriations Committee. At this point, Green and other supporters of the survey are hoping that it will fare better on the Senate side.

According to Bill Bailey, APA AIDS Policy Officer and Co-chair of the National Organization Responding to AIDS (NORA), "the House action was a devastating blow to the AIDS epidemiology efforts...it is clear that the Public Health Service sees collection of sexual behavior data as absolutely crucial to these efforts." The House, not only cut funding in its decision but, equally worrisome to scientific observers, also called into question the appropriateness of any scientific survey of sexual behavior. Bailey agreed, stating that "the House activity sets up a major roadblock not only for this survey but also for future surveys of sexual behavior."

There are two specific pieces of research activity currently at stake. The first is the pilot study for the main survey. The pilot is funded and is awaiting the necessary sign-offs by the

negative a stand as did the House, both the pilot and full survey seem doomed. Thus, at present, the future of the studies is riding on the outcome of the Senate Labor, HHS, Education and Related Agencies Appropriation Subcommittee and eventually the Senate/House conference.

Representative William Dannemeyer (R-CA) has led an active and effective fight to stop the survey. Paul Maro, Dannemeyer's Press Secretary, cited their opposition to the hidden "homosexual conspiracy" behind the survey as a major reason for their opposition (see interview). The religious right seems to fear that the findings from such a sexual survey might be used by homosexual advocates to defend the normality of homosexuality -- a normality they vigorously deny on religious and moral grounds. They also seem to fear that researchers, educators, and other professionals will take advantage of the AIDS epidemic to advance such causes as sex education or the liberalization of attitudes toward sexuality.

An example of this reasoning can be found in a scathing and sexually graphic speech Dannemeyer delivered to the House this summer on the perverse nature of homosexuality. As reported in the **House Congressional Record** June, 29, 1989 Dannemeyer urged "President Bush to investigate this matter to its fullest and be totally honest with the American people in his findings. Maybe then we will discover why our national AIDS policy has been turned upside down . . . It is the onset of AIDS and the generally unhealthy lives of homosexuals that have given me insight into their enslaving pathology. They attack morality and virtue at every turn . . . Though comparatively few in number, homosexuals are well placed in society to perpetuate their chosen behavior. Beyond the obvious fields of entertainment, literature and certain creative occupations, they have systematically entered professional fields . . . If homosexuals need bias within public health, they can call on a legion of

is going to be establishing it, then that ought to be a conscious decision of the Congress." Scientific organizations are currently targeting the Senate, hoping to secure different language and thus forcing action by the conference committee.

Interested persons can contact Secretary Louis Sullivan or Assistant Secretary for Health James Mason at HHS, 200 Independence Ave. SW, Washington D.C. 20201, as well as Richard Dorman at the OMB.



APS Observer

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The **APS Observer** is published bi-monthly by the American Psychological Society (January, March, May, July, September, November); the **APS Employment Bulletin** is published every month.

Employment ads should be received by the 20th of month preceding, for mailing bulk rate on approximately the 1st of the month. Display ads are welcome. Ad rates are available from the editorial office.

As of September 15, 1989 the editorial offices are located at 100 North Carolina Ave. SE, Suite #1, Washington, DC 20003. Tel: 202-546-7724; FAX 202-547-7546.

An APS Interview With Survey Opponent

"Concealed Homosexual Agenda" Underlies the Survey

Senator William Dannemeyer (R-CA) has been an outspoken opponent of the National Survey of Health and Sexual Behavior. To help understand the reasoning of opponents to this survey the *Observer* interviewed Dannemeyer's press secretary Paul Maro:

APS Observer: In the face of widespread support of the Survey of Health and Sexual Behavior by the GOA, the NAS, the NIH, and the President's Commission on the Human Immunodeficiency Virus Epidemic, why does Representative Dannemeyer fail to support such a study?

Maro: We oppose it for various reasons. Representative Dannemeyer does not support something just because a particular group says it's a good thing. The bureaucracy is politicized to a point where there is a blank check for projects

education. It just entices these kids. They think we expect them to have sex.

We think there's a need to return to a few basic values. The more you talk about sex the more you denigrate it's specialness. To give you an idea of the sort of pressure we've been applying--We've asked Louis Sullivan and James Mason, at HHS, and Richard Dorman, the Director of the OMB, 'Do you want George Bush to be known as the sex president?'

APS Observer: But isn't the massive number of teen pregnancy a public health concern?

Maro: Well, we've made it one.

APS Observer: Do you mean that the high rate of teen pregnancy is actually caused by sex education

Congressional Letter Seeks Transfer of Silver Spring Primates to Animal Activists

A letter signed by 41 Members of Congress has been sent to President Bush requesting transfer of monkeys involved in a controversial research program to the care of animal activists. The letter accuses the National Institutes of Health of unspecified but nonetheless questionable motives in refusing to allow the animals to be transferred.

The NIH contends that the monkeys still hold potential answers to how stroke victims might recover, provided that, upon euthanasia or the natural death of the monkeys, their tissues be made available for research. This potential, NIH argues, has become even more apparent with recent developments in the area of stroke recovery. The NIH is unwilling to relinquish custody of the monkeys fearing a loss of this potential.

The Congressional letter is skeptical of the NIH's arguments and their motivation: "Although

Dannemeyer fail to support such a study?

Maro: We oppose it for various reasons. Representative Dannemeyer does not support anything just because a particular group says it's a good thing. The bureaucracy is politicized to a point where there is a blank check for projects involving AIDS research. An AIDS industry has been created. They pretty much rubber stamp anything that comes through.

APS Observer: The supporters are not just bureaucrats. For instance, members of the Committee on Aids Research and the Behavioral, Social, and Statistical Sciences and the Commission on Behavioral and Social Sciences and Education, which both endorse the gathering of these kinds of data, are composed of nationally recognized scientists.

Maro: Well, you have to understand how these things work. If I'm on a committee and you have something you're interested in, I approve your study. Then later on when I have a study of my own, and you're on a committee, you endorse mine. I relate best to biblical metaphors: I think of them as "priest crafters."

APS Observer: Could you explain?

Maro: These were religious figures in the Bible who got paid to preach the word. It's in these people's self-interest to approve this research.

APS Observer: Are you saying that social scientists have no scientific integrity?

Maro: In saying that, as the social sciences relate to federal dollars, there is no integrity. You have to understand that we have a different mind set. For instance, if you want to discourage teenage pregnancy, you don't add fuel to the fire with sex

APS Observer: But isn't the massive number of teen pregnancy a public health concern?

Maro: Well, we've made it one.

APS Observer: Do you mean that the high rate of teen pregnancy is actually caused by sex education and programs such as Planned Parenthood?

Maro: That's correct.

APS Observer: It sounds as though you are saying that it isn't just this survey in particular that is inappropriate, but that any survey of sexual behavior would be inappropriate.

Maro: If private funds are to be used to pay for a sex survey . . . OK. But if tax dollars are involved, then we must ask questions as to motives.

APS Observer: Could you explain?

Maro: There is a concealed homosexual agenda underlying these studies. Let me give you an example: The questions on the survey vary from ones that ask about same sex sexual experience that would include two boys masturbating while looking at a Playboy Magazine. At the other end of the spectrum are questions that identify someone who has exclusively same-sex sexual experiences. They (the homosexuals) will use the figures from the first question to say that homosexual activity is far more widespread than it actually is. They will use these figures for two purposes. First, they will use them to say 'hey, we need more of that AIDS research money spent on homosexuals,' and second, to legitimize sodomy. They (the homosexuals) will send out the perception that homosexuality is quite widespread, all under the cloak of respectability of some federally funded project.

recent developments in the area of stroke recovery. The NIH is unwilling to relinquish custody of the monkeys fearing a loss of this potential.

The Congressional letter is skeptical of the NIH's arguments and their motivation: "Although the NIH denied any interest in the Silver Spring Monkeys in 1985, the agency abruptly shifted gears just a year later, in the wake of congressional concern over the matter. NIH suddenly began attributing a 'unique research value' to the monkeys that required their destruction."

Various attempts have been made to resolve this controversy over the past several years. Three years ago, animal rights sympathizers in the Congress proposed a compromise involving the transfer of eight monkeys to the alternative sites with the provision, among others, that the NIH would be permitted to conduct "a specific research procedure on the animals that would satisfy the NIH's new research needs." The proposal also stipulated that the monkeys' euthanization would be permitted if the facility's veterinarian reported that they were experiencing unrelieved physical or mental pain. In December, the NIH, considering the implications of the inadequate research facilities at the two alternative sites and lacking trust in the animal welfare groups involved, refused to accept this proposal.

Controversy Began in 1981

The controversy has a long history. In 1981, animal rights activists broke into the Institute for Behavioral Research in Silver Spring Maryland. They stole 15 monkeys involved in an NIH-funded research project on nerve damage and stroke. Their actions fanned the flames of a growing controversy over the use of animals in behavioral and biomedical research, and initiated an eight year long dispute over the disposition of the Silver Spring monkeys.

Following their capture, the monkeys were housed at the Poolesville Primate Facility in

(Continued on Page 8)

Science Notes

NSF Says: Reach Out and Touch

The National Science Foundation has completed phase one of its plan to permit electronic submission and review of proposals. Research concerned with the electronic submission of proposals has been supported by the Foundation for the past two years, and the first opportunity to submit proposals by this means was announced recently by the Office of Science and Technology Centers Development in their program solicitation, NSF 89-17.

Proposals submitted electronically will be used in testing the electronic review of proposals, the second phase of the NSF plan. Toward this end, the NSF has been inviting scientists to participate as electronic reviewers. This involves the electronic transmission of the proposal by NSF to reviewers and the reverse for the completed reviews. "Achievement of this objective," says Constance McLindon, NSF Office of Information Systems Director, "would reduce the total NSF

develop scientific misconduct policy proposals and recommend sanctions where appropriate. The second is the Office of Scientific Integrity (OSI), established in the Office of the NIH Director. The OSI will monitor and investigate possible cases of scientific misconduct, and will serve as the primary point of contact for institutions and individuals dealing with these matters.

Effective immediately, inquiries about procedures and allegations of misconduct should be made to: Brian Kimes, OSI Acting Director, Office of the NIH Director, Bldg. 31-Rm B1C34, Bethesda, MD 20892. Phone: (301) 496-2624.

NSF Funds Approved in Committee

The House appropriations subcommittee with jurisdiction over NSF funding has approved \$1.1715 billion for research and related activities at NSF. This amount is \$88 million less than the request, but \$132 million (8.3%) more than the

and organization, community organization, and health policy components. This package was introduced sequentially into the 15 communities making up the Kansas City metropolitan area over a six-year period.

The effects of the program were determined through annual assessments of adolescent drug use in schools assigned either to the immediate intervention or the delayed intervention control conditions. The results indicated that the prevalence rates for use of cigarettes, alcohol and marijuana were significantly lower at 1-year follow-up in the immediate intervention condition relative to the delayed intervention condition, with or without controlling for race, grade, socioeconomic status, and urbanicity. Specifically, the data show prevalence rates of 17% vs 24% for cigarette smoking, 11% vs 16% for alcohol use, and 7% vs 10% for marijuana use in the last month. Further, the net increase in drug-use prevalence among immediate intervention schools was half that of the delayed intervention schools.

The Penz et al. study was published in the *JAMA*, 261, 3259-3266, and was supported by grants from NIDA and two private foundations.

second phase of the NSF plan. Toward this end, the NSF has been inviting scientists to participate as electronic reviewers. This involves the electronic transmission of the proposal by NSF to reviewers and the reverse for the completed reviews. "Achievement of this objective," says Constance McLindon, NSF Office of Information Systems Director, "would reduce the total NSF proposal processing time with benefits to the scientific and engineering community."

HHS Misconduct Regulations Developed

The Department of Health and Human Services's final rule on the responsibilities of awardee and applicant institutions for dealing with and reporting possible misconduct in science, for which PHS funds have been provided or requested, was published in the August 8, 1989 **Federal Register** (pp. 32446-32451). Their definition of scientific misconduct reads as follows: "fabrication, falsification, plagiarism, or other practices that seriously deviate from those that are commonly accepted within the scientific community for proposing, conducting and reporting research. It does not include honest error or honest differences in interpretations or judgments of data." Institutions are urged to develop policies and procedures for dealing with and reporting possible misconduct in science under their auspices. Assurances must be submitted as soon as possible after the effective date of the rule, November 8, 1989, and no later than January 1, 1990.

In addition, two new offices for dealing with scientific misconduct have been established. The first of these is the Office of Scientific Integrity Review, established in the Office of the Assistant Secretary for Health. This Office will oversee all PHS agencies' scientific misconduct operations,

in Committee

The House appropriations subcommittee with jurisdiction over NSF funding has approved \$1.1715 billion for research and related activities at NSF. This amount is \$88 million less than the request, but \$132 million (8.3%) more than the FY 89 appropriation. The full committee directed that \$7 million of the cut from the request be taken from program development and management, with the balance of the reduction applied equally across all disciplines. One exception to this distribution of the loss pertained to those disciplines receiving a requested increase of 7.5% or less. These disciplines, which include the social sciences, will not be reduced by more than 75% of the reduction required in other functions.

The Committee also urged the NSF to consider the advisability of committing any additional funds to new research centers, prohibited the use of funds for the newly authorized academic facilities program, and asked that up to \$1.5 million be made available for computing capabilities not available at national supercomputer centers.

Just Say "Community Based"

As the war on drugs wages on, a recent study is being hailed by NIDA as one of the first to provide clear evidence that adolescent drug abuse can be prevented. Pentz, Dwyer, MacKinnon, Flay, Hansen, Wang, and Johnson of the University of Southern California and the University of Illinois at Chicago, recently published the results of one phase of a comprehensive community-based program for the prevention of adolescent drug abuse. The project involved mass media programming, a school-based educational program for youths, parent education

and 7% vs 10% for marijuana use in the last month. Further, the net increase in drug-use prevalence among immediate intervention schools was half that of the delayed intervention schools.

The Penz et al. study was published in the **JAMA**, 261, 3259-3266, and was supported by grants from NIDA and two private foundations. This study is part of the Midwestern Prevention Project, a longitudinal study of community-based drug prevention that expanded to Indiana Communities in 1987.

Once Is Enough, She Wrote

For many professionals, the opportunity to disseminate research findings in multiple sources often presents itself. At the same time, the appropriateness of doing so is always just a little unclear. A recent survey of attitudes toward multiple source dissemination, conducted by Michael Fatis and Christine Fink of Mankato University, provides a clue to the mores of the psychological community on this issue. Fatis and Fink surveyed a large number of psychologists serving on editorial boards of clinical psychology journals, obtaining a response rate of 52%.

Among their findings are the following: It is not considered appropriate to publish the same paper in two professionally related or unrelated journals without substantial modifications of the manuscript (e.g., follow-up, additional phases of the study, methodological changes, etc.) It is appropriate to present a paper at a conference if that identical paper is in press, but not if it is already in print. In the latter case, substantial modifications of the paper are required before it is deemed appropriate. Finally, it is considered appropriate to present an identical paper at two professionally unrelated conferences, while minor to major changes in the paper are required to do so at two professionally related conferences.

As Fatis and Fink point out, these findings suggest different rules for different media. In general, the press rule is no duplication, regardless of readership; while the oral rule is no duplication to the same audience.

MacArthur Foundation Videos

Over the past year, the MacArthur Foundation created the MacArthur Video Classics Library which provides copies of classic PBS film series to some 2,200 public libraries in the United States. These include the Nova series on the brain and "The Ascent of Man," among many others. The Foundation has been successful in convincing distributors of PBS programs to reduce their prices by 90% on the condition that a large volume of sales would be guaranteed.

A number of other films have been given to the Library reflecting the content of the programs

women being awarded 1,675 doctorates, with men receiving 1,383. Additionally, in 1978, the number of men earning doctorates was higher than the number earned by women in all of the 16 areas of psychology identified in the NSF report; whereas in 1988, the number of women had overtaken the number of men in 10 of the 16 identified areas of study. Areas where women showed the most percentage increases include: clinical, up 46.4%; counselling, up 183.7%; and I/O, up 253.3%

Minorities, although showing substantial increases in certain subgroups, have not matched the increases among women. Hispanics and

Asians have more than doubled the number of earned doctorates in psychology, while the numbers for Blacks and Native Americans have remained relatively stable (when comparing figures for 1978 with 1988). In total, minorities comprised 5.7% of all doctorates awarded in psychology in 1978, as compared to 8.7% of those awarded in 1988. It should be noted that, while these increases in minority representation in psychology can be viewed as positive, the percentage of minorities earning psychology doctorates is still substantially below what might be expected considering the percentage which they comprise of the U.S. population in general.

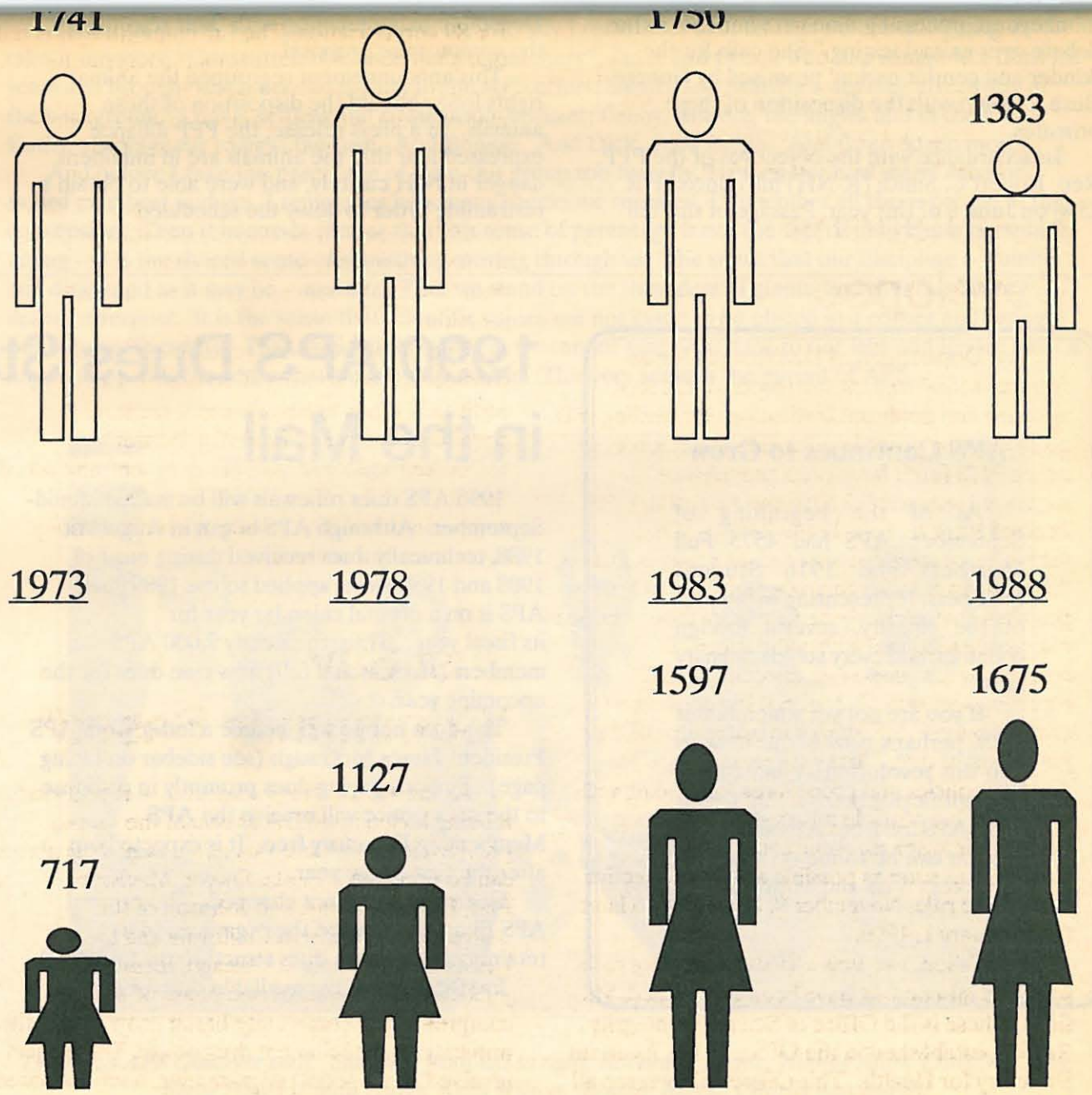
Number of Doctorates Granted in Psychology to Men and Women

They include: "Best Boy," the story of a 52-year old man retarded from birth, and his journey toward independence from his parents who have sheltered him throughout his life; "Bravo Gloria," on the successful adjustment of a mentally retarded woman; "Four Lives," portraying the predicament of four persons suffering from manic depression; "Full of Sound and Fury" on living with schizophrenia; and "Any Place But Here," documenting the plight of mental patients fit for discharge but who find themselves thrust into communities unprepared to treat or accept them.

Minorities and Women in Psychology

Demographic trends reported in the NSF's most recent report on earned doctorates show increasing inroads being made by women in the field of psychology during the last ten years.

According to NSF figures, in 1978 nearly twice as many psychology doctorates were awarded to men as compared to women: 1,928 vs. 1,127 respectively. The number of psychology doctorates earned by men has steadily decreased over the last 10 years (down 28.3%), while the number for women has changed in the opposite direction, and in even greater magnitude (up 48.6%). The numbers for total doctorates earned in psychology converged in 1986, when women earned 1,598, as compared to 1,526 earned by men. The most recent figures for 1988 show



Silver Spring Controversy

(Continued From Page 5)

Maryland, and were later transferred to the Delta Primate Center at Tulane. Both of these facilities are supervised by NIH. The animal rights groups involved in this controversy have never approved of this arrangement. From their perspective, the NIH relinquished the right to oversee the continuing care of these animals by failing to insure their humane treatment at the Institute for Behavioral Research. In protest, animal welfare activists have demanded a transfer of the monkeys from the Delta Primate Center to two facilities of their own choosing: Primarily Primates, Inc. and Moorpark College. This demand has not changed during the years of struggle over the primates. Primarily Primates is a San Antonio sanctuary for the care of difficult and unwanted primates. Moorpark College is a teaching zoo in California. Neither site has research facilities, and neither is accredited by the United States Government.

"Political Prisoners"

The animal rights activists urging a transfer of the monkeys call themselves "People Protecting Primates" (PPP). The PPP is an international alliance devoted to saving the Silver Spring monkeys from destruction. The alliance is chaired by Doris Day, and is comprised of over 80 organizations, representing 3 million members. Chairwoman Day claims that "The Silver Spring

would order the Secretary of Health and Human Services to enter into an agreement to transfer the Silver Spring monkeys to one of the two sites proposed by the PPP, or to the San Diego Zoo, where the control animals in the study have been housed throughout this controversy. By mid-August, the bill had 59 co-sponsors, among whom is Rep. Robert Roe (D-NJ), Chair of the House Science, Space, and Technology Committee. Roe announced plans to conduct a hearing on the proposed transfer this month.

Immanent Euthanasia Energizes Opposition

The research procedures to which the Silver Spring monkeys were originally subjected were designed to determine whether or not muscle groups, to which nerves had been severed, could be kept in use by allowing subjects access to feedback from their use. With the curtailment of the research eight years ago, muscle usage has not been maintained and the monkeys' physical well being has progressively declined. The original research also called for histological studies and the sacrificing of the animals for this purpose. Four independent blue ribbon committees have recommended procedures for the orderly euthanasia of the Silver Spring monkeys. Plans to institute these procedures for three of the monkeys were announced by the NIH in

euthanasia. Currently, the case to prevent euthanasia is pending before federal district court in Louisiana. The recent appeal to President Bush to resolve the controversy by executive order, is also an attempt to prevent their euthanization.

APS Letter to Bush

Alan Kraut, Executive Director of APS, has written on behalf of the Society to President Bush concerning the fate of these animals, urging the President not to transfer the animals out of the Delta Center. His letter states: "It is the position of the American Psychological Society, should euthanasia become necessary or upon the natural death of the monkeys, that the tissues of the monkeys be made available for research. We believe such research will substantially advance our knowledge of how stroke patients might be rehabilitated. This sort of advance requires that the monkeys stay at the Delta Center..."

Kraut has been involved in this controversy since 1981. He denies any insinuation by animal rights groups that the NIH has been negligent in its assurance of adequate care for the Silver Spring monkeys. In his words, "The NIH has seen to it that the monkeys have been provided the best and most compassionate care while at the Delta Center -- care that has been paid for by the research community, including psychology."

the monkeys call themselves "People Protecting Primates" (PPP). The PPP is an international alliance devoted to saving the Silver Spring monkeys from destruction. The alliance is chaired by Doris Day, and is comprised of over 80 organizations, representing 3 million members. Chairwoman Day claims that "The Silver Spring monkeys are political prisoners, symbolic of the debate over animal testing." She calls for the 'kinder and gentler nation' promised by George Bush to begin with the disposition of these primates.

In accordance with the objectives of the PPP, Rep. Robert C. Smith (R-NH) introduced HR 2596 on June 8 of this year. Passage of this bill

research also called for histological studies and the sacrificing of the animals for this purpose. Four independent blue ribbon committees have recommended procedures for the orderly euthanasia of the Silver Spring monkeys. Plans to institute these procedures for three of the monkeys were announced by the NIH in December in conjunction with their rejection of the compromise proposal.

This announcement regrouped the animal rights lobby behind the disposition of these animals. In a press release, the PPP alliance expressed fear that the animals are in imminent danger in NIH custody, and were able to obtain a restraining order to delay the scheduled

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Kraut also denies allegations that the NIH and scientific community have not acted in good faith over this issue. What is at stake here is the scientific integrity of the research process. It is this, he says, that the scientific community is unwilling to compromise and it is this fundamental research process that the animal rights movement is attacking.

APS Continues to Grow

As of the beginning of September, APS had 4575 Full Members and 1916 Student Members, representing every part of the country, several foreign countries, and every sub-disciplinary area.

If you are not yet a member of APS, perhaps now is the time to join this revolutionary movement in scientific psychology. Call 1-800-950-4APS toll free. A membership coupon can be found on Page 24. We accept Visa and MasterCard.

1990 APS Dues Statement in the Mail

1990 APS dues renewals will be mailed in mid-September. Although APS began in August of 1988, technically dues received during most of 1988 and 1989 were applied to the 1989 year. APS is on a normal calendar year for its fiscal year. Thus, the nearly 7,000 APS members (student and full) now owe dues for the upcoming year.

The dues notice will include a letter from APS President James McGaugh (see sidebar on facing page). Persons paying dues promptly in response to the dues notice will receive the **APS Membership Directory** free. It is expected out after the first of the year.

Dues rates have not changed. The original APS Board committed the organization to retaining the present dues structure through 1991.

In 1989 most of the available dues went

toward efforts to establish the Society. Tangible benefits for individual members were largely limited to the **Observer** and the first annual convention. 1990, however, promises a noticeable increase in such benefits, including the Directory and a subscription to **Psychological Science**. The inaugural issue of **Psychological Science** is due out in January of 1990. The Society has also now opened its Washington office.

APS Finance Committee Chair Paul Thayer feels that the financial health of APS requires a minimum additional increase of approximately 2,000 members this year, and the retention of almost all of the 1989 members. He thinks that is possible. "I don't think people signed on with APS only to quit now that we are succeeding," he said at the recent APS Board meeting. "Our Charter Members are the hard core," he added.

"Dues Due"Presidential Letter

What You Can Expect in Your Mailbox

Dear Charter Member:

APS is now one year old. By any standard, our list of first year accomplishments is impressive.

- * We have almost 5,000 full members and 2,000 students, representing the broadest range of scientific and applied psychology.
- * Our first journal, *Psychological Science*, edited by William Estes, will come off press in January. Your regular membership dues include your subscription.
- * We have opened a Washington, D.C. office and hired Alan Kraut as Executive Director. APS is now representing psychology in Congress and Federal agencies.
- * Over 1,000 members attended our first convention. They heard presentations representing the best of what our field has to offer.

Steven C. Hayes

Editorial

The Parentage of APS

In the two years I've been editing our house organ I've succumbed to writing a column only once. It was the first issue of *As Soon As Possible* and we had nothing to put in it, so I reprinted a 1987 piece of mine about the gathering storm around organized psychology. This column is different. This is my last issue of the *Observer*. In a few days control over this publication moves to Alan Kraut in Washington.

It seems to be traditional to write a self-aggrandizing "boy it was great, but I'm glad it's over" type editorial column under such circumstances. I'm not sure why readers should put up with these columns, the reportorial equivalent of "Gilroy was here." I suspect it is because readers have little choice. Society has never had good control over persons with cans of spray paint, and desktop publishing equipment seems to be in the same class.

So, let's say it: "Boy it was great, but I'm glad it's over." My students and family have put up with and supported these multiple, all-night, do-it-till-you-drop bouts of *Observer* madness, and I appreciate it. My staff, especially Koenraad, Kelly, and my wife Linda have gone above and beyond anything reasonable. We offended regularly, got it wrong occasionally, and looked slightly amateurish always, but we now turn over a healthy publication, in the black and with no legal suits pending so far as I know.

The great strength of APS is the sense of parentage so many people feel about the organization, from its President to the newest student member. In February 1987 I just happened to be at the APA Council Meeting covering for someone else. I happened to see the Bardon plan chewed up on the Council floor by the brutal politics of *Guild v. Discipline* confrontations. I happened to sit next to the History division representative, who explained to me how in 1946 APA reorganized because the disaffected applied and public interest folks had simply gone off on their own and thus could deal from strength. And in a meeting of science representatives called to prepare for the GORAPA negotiations I stood up with knees knocking to say "let's do what was done 40 odd years ago. Let's just declare that we are a group already." My wife and I stayed up most of the night writing the first ASAP manifesto, which was on every Council Member's desk the next day. We had been pulled into the whirlwind that is the APS movement. And when I'm 90 I'll remember that moment as one of those of which I'm most proud

and Federal agencies.

Over 1,000 members attended our first convention. They heard presentations representing the best of what our field has to offer.

The *APS Observer* and the *APS Employment Bulletin* have been telling you how the Society is developing, what current issues in psychology are, and where jobs are.

Our "Summit" meeting of representatives of 40 psychological organizations began an annual process aimed at addressing some of the larger, more substantive issues in our field.

We hope you agree that APS is producing important products. We are going to work even harder to serve you in our second year.

Enclosed is your 1990 dues notice. If paid by November 1, you will receive, at no charge, a copy of the 1990 APS Membership Directory--just one of the new benefits planned for next year.

Also enclosed is an extra membership brochure and application that we ask you to share with a non-member. Additional brochures can be requested by calling 1-800-950-4277.

Much of the credit for what we have done this year is owed to you and other distinguished psychologists who are our members. Among us are the likes of B. F. Skinner; our most recent Nobel Prize winners Herbert Simon and Roger Sperry; 23 of 25 living past presidents of the APA; and many other psychologists who have won national and international recognition. Together, we are developing a vigorous, effective national organization, rich in heritage, and dedicated to supporting psychological science and its contribution to the public interest.

Sincerely,

James L. McGaugh

President

disaffected applied and public interest folks had simply gone on on their own and the strength. And in a meeting of science representatives called to prepare for the GORAPA negotiations I stood up with knees knocking to say "let's do what was done 40 odd years ago. Let's just declare that we are a group already." My wife and I stayed up most of the night writing the first ASAP manifesto, which was on every Council Member's desk the next day. We had been pulled into the whirlwind that is the APS movement. And when I'm 90 I'll remember that moment as one of those of which I'm most proud.

A sense of parentage. Before I take it too literally I remember Milt and his we-are-not-going-to-take-it-anymore "Committee of Concerned Researchers"; Janet and Chuck who had fought like lions for years and brought much needed dignity to the APS effort; Sandra and Marilyn working effectively in the background; Logan, selfless and strategically brilliant; Ginny, working the angles and in the know; Kathy, always ready to light the fuse. And Bonnie. And Dick. And Judith. And three dozen more.

And before I take the parentage of even this group too literally, I remember how many Advisory Board members said yes, I remember how many checks we received, I remember all those people at the convention. Then it becomes clearer that this sense of parentage is not the fact of individuals personally acting -- it is the shared sense of something moving through us. The sense that our discipline -- humble and disjointed as it may be -- **matters**. That we stand on the shoulders of giants, and that our history deserves respect. It is the sense that scientific values are not made to be placed in a corner and brought out only on Tuesdays. That, difficult though it is, we cannot simply go back to our labs and ignore what is happening. It is the sense that we are **responsible**. This very sense is the parent of APS.



The Reno APS Observer staff. Standing from left to right, Koenraad Lagae, Nilofar Afari, Chris McCurry, Steve Hayes, Linda Hayes, Kelly Wilson. Seated, Buster. Charlie was asleep.

The Coherence of Psychology

We asked several leaders in psychology to respond to this question:

Is the development of a coherent, unified discipline a desirable and realistic goal for psychology?

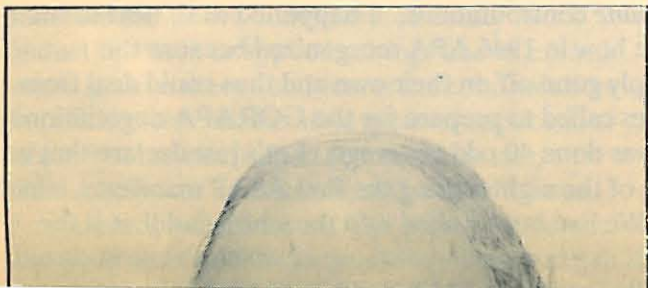
These are the answers from those who replied.

I do not think that psychology can or will develop into a coherent, unified discipline in the foreseeable future. Psychologists who are making contributions to the discipline seem to take two quite different strategies. The larger group are psychologists who take an inductive approach to science. They collect data, usually on a relatively confined topic, with studies frequently building on past studies in terms of hypotheses or paradigms. Sometimes, these data are unified into a model or a mini-theory, but the model or mini-theory is typically restricted to the circumscribed topic. The much smaller group of contributing psychologists are those who create grand integrative theories, such as B.F. Skinner or Hans Eysenck. Such theories utilize data gathered by others, but spend most of their own energies in grand-theory-building. Others then deductively test the hypotheses generated by these grand theories.

Most psychologists seem to fall into the first category because of the information explosion and because of the limited time and intellectual capabilities of most of us. It is sufficiently difficult to continue a productive research program on a limited topic, let alone be sufficiently aware of data across multiple topics and be sufficiently integrative to generate a grand theory encompassing those data. Not only do human limitations constrain most of us to limited topics, but there are also reinforcement contingencies for such constrained empirically-based productivity, e.g., obtaining multiple publications from and grant funding for a research program, or building a reputation for being an expert on a particular topic. The rewards ultimately accorded to grand theorists are numerous, but most settings do not seem to provide day-to-day rewards to initiate or maintain such theorizing.

Rosemary Nelson-Gray
University of North Carolina at Greensboro

I foresee little likelihood that psychology will come together as a coherent, unified discipline





Rosemary Nelson-Gray
University of North Carolina at Greensboro

I foresee little likelihood that psychology will come together as a coherent, unified discipline nor is this necessarily a desirable goal. The time of the "grand" theories seems to lie in the past and perhaps this goal was never realistic. The field of psychology has enormously proliferated and, as everyone recognizes, we are at a very early stage of scientific development. What unifies the field despite its diversity is an abiding commitment to empirical data and the methods of science. Minitheories to account for smaller sets of phenomena and processes appear to be the order of the day. As Freud (quoting the poet Ruckert) said: "What we cannot reach flying we must reach limping--the books tell us it is no sin to limp."

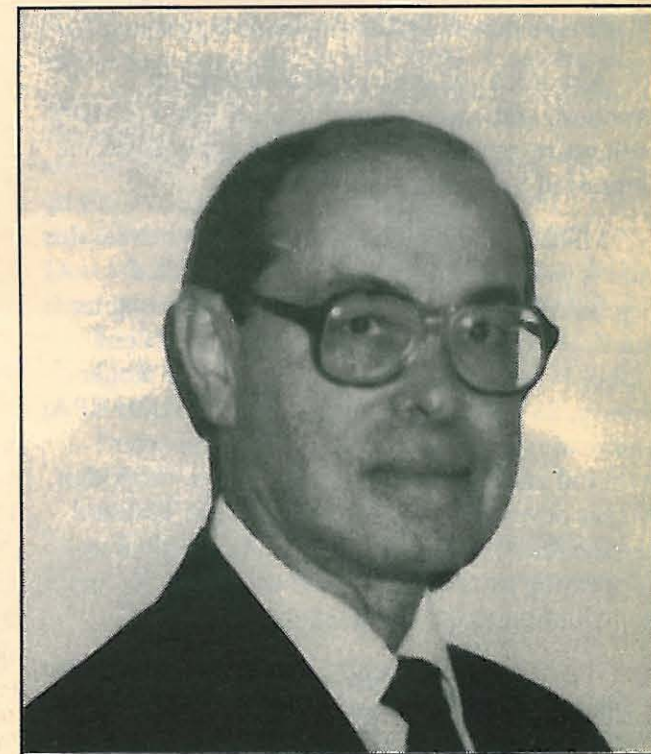
Hans H. Strupp
Vanderbilt University

Whether psychology is a unified, coherent discipline goes beyond concern for psychology as a scientific entity. Even more, it is an issue of whether psychology can be a unified and professional discipline. Unless psychology can include both research and practice, it is indeed splintered. We do not need two psychologies; one based on scientific reasoning and the other increasingly becoming an amalgam of practices used by many human service professionals trading on the term "psychology" to sell itself to the public. Separation only serves to further confuse the public, and it leaves in limbo those scientist-practitioners who identify strongly with scientifically-based practice.

The formation of APS was a necessary consequence of APA membership rejection of a unified APA in a structure that encourages diversity within a single organization representing all of psychology. I believe a strong APS and a sensible APA could eventually lead to reconciliation, in some way reuniting psychology. I am not optimistic but continue to hope that leaders in the two groups will come to realize what psychology must be if it is worth having at all.

In the meantime, APS offers the best chance we have that factions within scientific psychology itself can come together under an umbrella arrangement. APS offers those educated as research psychologists the opportunity to come back to a psychology that meets their needs as psychologists without interfering with their specialized research interests and affiliations. But, like APA, APS too may have to consider the extent to which it will permit diversity within a single organization.

Jack I. Bardon
University of North Carolina at Greensboro





Interdisciplinary collaboration has led to the formation of two new disciplines: cognitive science and neuroscience. Of all the various fields involved, only psychology is split between these two emerging disciplines. The process cannot be allowed to proceed to a divorce. If cognitive science is the study of mind, and neuroscience is the study of the brain, who is tending to the relationship between mind and brain? Consider the concepts of stimulus input, brain, mind and behavior. Psychology historically explained relations between input and behavior in terms of both brain mechanisms and mental mechanisms (e.g., James, 1890). Behaviorism disposed of explanations in terms of brain and mind. Physiological psychology re-introduced explanations in terms of brain mechanisms; cognitive psychology re-introduced explanations in terms of mental mechanisms. And now we have come full circle with cognitive neuroscience returning to explanations of relations between input and behavior in terms of both brain mechanisms and mental mechanisms. Why should a field that deals with mental and brain processes be called cognitive neuroscience, rather than psychology, since there are no formal differences? Many academic psychologists have been embarrassed by the self-help books and by the treatment of psychology in the popular press. They are embarrassed to be represented by an organization that is regarded primarily as an advocate of the business interests of practicing clinicians. I think it is unlikely that cognitive science will provide a suitable intellectual home for the study of the biological basis of mental concepts, or that neuroscience will provide such a home for the study of mental correlates of biological events. I don't know whether the scholarly activity on mental and biological determinants of behavior will continue under the name "psychology" or under some other name, but I am certain that it will continue, that it will prosper, and that it will reside in a single discipline.

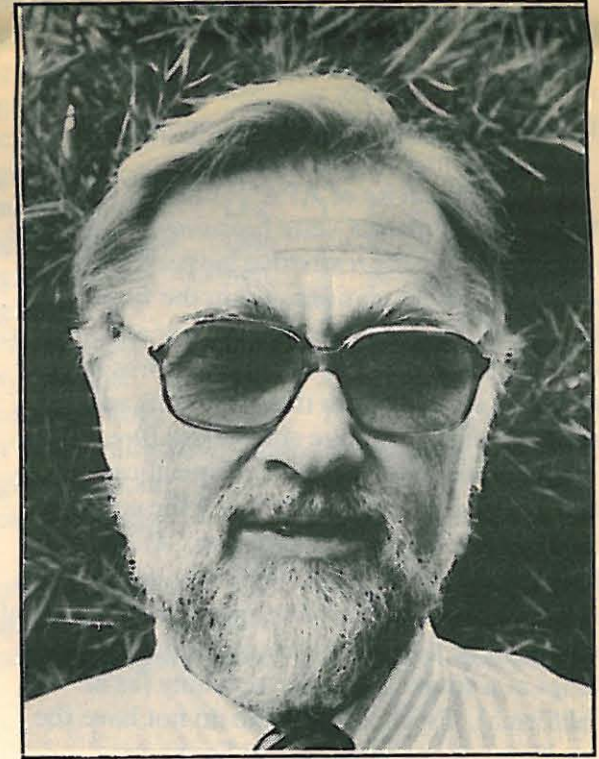
Russell Church
Brown University

Psychology, as a science, exhibits coherence in two respects. First, it has a single subject matter, namely, human condition and behavior (and animal behavior to the extent it illuminates human) and how that is affected by various animate and inanimate variables. Second, it uses the methods of science--controlled experiments when feasible, observational and quasi-experimental studies otherwise, explicit testable theories, and rigorous evaluation of inferences.

Within that framework, it is fractionated in a variety of ways, some having to do with the independent variables considered--sensory, motivational, age, social, etc.--and some having to do with its various interfaces with other disciplines--biology, neuroscience, computer science, linguistics, economics, management, and on and on. This has resulted in numerous specialized societies and journals and to some partitioning of the field into distinct departments.

Although these developments surely are irreversible, the situation remains fluid. The new intellectual boundaries are hardly frozen, and developments in one area are often useful in others. So it is important that unity be preserved to the degree that communication links remain open--through general journals such as the *Psychological Review*, *Psychological Bulletin*, and the new *Psychological Science*; through annual meetings such as APS and the Psychonomic Society; and through cooperation of various groups, including APS, APA, and the Federation of Behavioral, Psychological, and Cognitive Sciences, over common concerns in Washington.

Duncan Luce
University of California, Irvine



Psychology used to be all of a piece. *America's Psychologists* (Clark, American Psychological Association, 1957) identified prominent psychologists known well by a large number of their colleagues. While the central group were in learning and learning theory, many were in applied areas, or in clinical or industrial psychology, or in specialty areas like personality, sensory processes, social, child, or measurement. They knew each other, and they knew each other's work.

Even in 1957, however, many graduate students were not matching the breadth of their professors' knowledge; many were learning only a little of psychology not in their own areas of specialty. Today graduate education is still narrower than it was thirty-two years ago; future psychology will evidence even less integrity.

Maybe the recent separation may end up beneficial, making it easier for us all to campaign for broadly based instruction of our graduate students, with less singleminded specialization of the sort we now have. Expanding association with the myriads of loci in which psychologists collect and analyze data and gain in knowledge about human behavior, thus unifying basic and applied research, is long past due. The need is to encompass all useful psychological research methods, emphasizing high standards of evidence and theoretical formulations well supported by evidence.

Kenneth E. Clark

The Tangled Web of Licensing

by Kelly Wilson and Steven C. Hayes

In the 1950s and 1960s most states established licensing or certification laws in psychology (see facing page). Currently, every state in the union and all Canadian provinces have some sort of licensing law.

The laws were initially rationalized on the basis of the need to distinguish persons with psychology training from those trained in other fields. Jack Hilgard's explanation for his help in passing the original California licensing law is perhaps characteristic. "I was interested in protecting the consumer," he says.

At first licensing were not particularly threatening to academic psychologists. Licensing was generic (without regard to sub-disciplinary area). Ethical principles would bind psychologists to practice only in their areas of competence. Requirements are fairly general and uncontroversial. Research and educational activities were exempt.

More Recent Trends

Over the past several years, however, many changes have occurred in licensing and in the contextual factors bearing on licensing. Licensing plays a key role in a tangled web of APA accreditation, state and agency administrative code, and struggles for professional dominance

meeting the definition of a professional psychology program. The criterion for accreditation serve as a model for professional psychological training" In New Hampshire, as in other states, there are alternatives to APA accredited programs; however, the educational requirements are, in substance, identical to those required for accreditation by the APA.

The recent APA "model licensing law" includes even stronger language that if fully implemented would almost eliminate licensing for graduates of programs that are not APA approved. APA approval current exists in clinical, counseling, and school psychology. There seems to be increasing resistance, on the part of such organizations as the Council of Graduate Departments of Psychology (COGDOP) to the hegemony of APA in the accreditation area, in part due to the belief that control over accreditation could give guild interests effective control over large areas of academic psychology. Increasingly, the organization that controls accreditation can control access to the very word "psychology" (see examples below).

5. Requirements for supervised experience is increasing (see table). Most states specify that the supervisor must be licensed. Often requirements

used to distinguish persons trained in psychology from those not so trained, they now seem often to distinguish persons trained in clinical or related areas of psychology from those trained in other areas of psychology.

Quality = Licensure

Some agencies are coming to identify licensure with a minimum level of "quality" for all psychologists, regardless of area. Such regulations are usually modeled after regulations of medical practice, where this general principle is well established. Because licensure is not in fact open to all areas of psychology, the net effect may be ominous for the identity of the discipline. The very name "psychology" is, in some agencies, now applicable only to psychologists from clinical or related fields. In some agencies, a research psychologist from the best experimental psychology program in the country cannot use the title "psychologist."

The Veteran's Administration provides an example of this process at work. According to the **United States Code** Title 38, Section 4105 (a), (8) a psychologist must "hold a degree from a college or university approved by the Administrator, have completed study for such degree in a specialty area of psychology and an internship which are satisfactory to the Administrator, and be licensed or certified as a psychologist in a State." The

Over the past several years, however, many changes have occurred in licensing and in the contextual factors bearing on licensing. Licensing plays a key role in a tangled web of APA accreditation, state and agency administrative code, and struggles for professional dominance that is now impinging on the discipline itself.

Among the changes are these:

1. On the advise of APA's Office of Professional Practice, state licensing boards are increasingly writing restrictive language in administrative regulations, not in the laws themselves. This has allowed greater and greater specification to be applied to who is or is not a psychologist, away from the dangerous and unpredictable turf of the state legislature.

2. This increasing degree of specification has lead to many states actually listing the courses expected in a psychology program. At one time the list simply included APA's short list of basic areas (biological bases of behavior, social bases of behavior, etc.). Now the list might include such things as a course in human sexuality (as in California). Psychologists who do not have the specific courses can be denied licensure. Licensing boards can effectively specify the curriculum of academic programs, if their graduates seek licensure.

3. Restraints on practice by Masters level psychologists are considerable. Most states do not permit MA psychologists to practice as psychologists (see facing table).

4. APA accreditation is increasingly being used as the sine qua non of licensing. New Hampshire provides a typical example. While the state statute simply specifies that psychologists' education must be "primarily psychological" in nature the New Hampshire Code of Administrative Rules, Psy 302.01, c, 1 specifies that "Programs accredited by the American Psychological Association are recognized as

"psychology" (see examples below).

5. Requirements for supervised experience is increasing (see table). Most states specify that the supervisor must be licensed. Often requirements

"The intent of the law
was to lock academic
and research
psychologists out of the
VA." - Nelson Butters

for the applied experience is modeled after APA requirements for clinical internships.

This requirement can produce odd results. For example, a retardation facility on the west coast has been unable to hire a psychologist for several years to fill an open position. The facility wishes to hire an applied behavior analyst, trained to apply behavioral principles to the developmentally disabled. Most programs in behavior analysis emphasize conceptual and research training, with shorter periods of practica. Such training does not map on to the internship training typical of clinical psychologists and thus it is often difficult for applied behavior analysts to be licensed as psychologists. Even though behavioral programming is among the most effective empirically proven forms of treatment for the retarded, the agency is faced with having to give up and hire a clinical psychologist, few of whom have a behavior analysis background.

Taken together these trends have produced a system that is generic in name but increasingly specialized in fact, with clinical psychology as the basic model. Whereas licensing laws were once

United States Code Title 38, Section 4105 (a), (8) a psychologist must "hold a degree from a college or university approved by the Administrator, have completed study for such degree in a specialty area of psychology and an internship which are satisfactory to the Administrator, and be licenced or certified as a psychologist in a State." The statute goes on to say that the Administrator may waive these requirements for a period "not to exceed two years on the condition that such psychologist provide patient care only under the direct supervision of a psychologist who is so licenced or certified." The legislative intent of this exception is illuminated in the **Senate Reports** of the 96th Congress where the above waiver is described as a mechanism whereby newly graduated psychologists might work in a supervised setting thus fulfilling the experience requirement of certain States in order to become eligible for licensure.

The Senate Committee report covering this section describes the Congress as recognizing that VA psychologists meet standards "at least as high as those for psychologists treating the general population." Further, that "because many state laws require that psychologists seeking licensure or certification be trained under licenced or certified psychologists and because recognition of training programs by the American Psychological Association requires that training be conducted by licenced or certified psychologists, if the VA did not clearly maintain high standards for its psychologists the VA could face an erosion of training relationships with major universities and a resultant lack of acceptance by the States of VA internship training programs."

Thus, the U. S. Congress has equated quality with licensure which is in turn equated with APA accreditation. APA accreditation only exists for specialty programs.

(Continued on Page 21)

Summary of Psychology Licensing (L) or Certification (C) Laws in the United States and Canada

State	Yr Began	Type	Covers	Experience Requirements					Exam	CE	Renew Every (Years)	State	Yr Began	Type	Covers	Experience Requirements					Exam	CE	Renew Every (Years)		
				Degree	Supervised		Exp.	Total								Post Degree	Degree	Supervised		Exp.				Total	Post Degree
					Post Degree	Exp.												Total	Post Degree						
AL	L	1963	Practice of Psychologists	Doc	-	-	0	yes	no	1	NC	L	1967	Practicing Psychologist	Doc	2	2	2	yes	no	1				
AK	L	1967	Psychologist	Doc	1	1	1	yes	yes	4				Psychological Associate	MA	-	-	0	yes	-	1				
			Psychological Associate	MA	1	3	3	yes	-	4	ND	L	1967	Psychologist	Doc	-	-	0	yes	no	1				
AZ	C	1965	Psychologists	Doc	-	-	0	yes	no	1	OH	L	1972	Practice Psychology	Doc	1	2	2	yes	no	2				
AR	L	1955	Psychologist	Doc	-	-	1	yes	yes	1		L	1972	Pract. of School Psych.	MA	3	1	4	yes	no	2				
			Psychological Examiner	MA	-	-	0	yes	yes	1	OK	L	1965	Practice of Psychology	Doc	2	2	2	yes	no	1				
CA	L	1957	Psychologist	Doc	1	2	2	yes	no	2	OR	L	1973	Practice of Psychology	Doc	-	2	2	yes	yes	1				
			Psychological Assistant	MA	-	-	-	no	no	2		L	(Limited)Psychologist Associate	MA	-	3	-	yes	-	-					
CO	L	1961	Psychologist	Doc	2	2	2	yes	no	2	PA	L	1972	Practice of Psychology	Doc	2	1	2	yes	no	2				
CN	L	1945	Psychologist	Doc	1	-	1	yes	no	1					MA	4	2	4	yes	no	2				
DE	L	1962	Practice of Psychology	Doc	2	2	2	yes	yes	2	RI	C	1969	Consulting Psychologist	Doc	1	2	2	yes	no	1				
DC	L	1971	Practice of Psychology	Doct	2	1	2	yes	no	2	SC	L	1968	Practice of Psychology	Doc	1	2	2	yes	no	2				
FL	C	1961	Psychological Services	Doc	1	2	2	yes	yes	2	SD	L	1976	Practice of Psychology	Doc	2	-	2	yes	yes	2				
GA	L	1951	Pract. of Applied Psych.	Doc	-	-	1	yes	yes	2	TN	L	1953	Psychologist	Doc	-	-	1	yes	no	perm.				
														Psychological Examiner	MA			0							

CO	L	1961	Psychologist	Doc	2	2	2	yes	no	2
CN	L	1945	Psychologist	Doc	1	-	1	yes	no	1
DE	L	1962	Practice of Psychology	Doc	2	2	2	yes	yes	2
DC	L	1971	Practice of Psychology	Doct	2	1	2	yes	no	2
FL	C	1961	Psychological Services	Doc	1	2	2	yes	yes	2
GA	L	1951	Pract. of Applied Psych.	Doc	-	-	1	yes	yes	2
HI	L	1967	Practice of Psychology	Doc	-	1	1	yes	no	2
ID	L	1963	Practice of Psychology	Doc	-	-	2	yes	no	1
IL	C	1963	Psychologist	Doc	1	2	2	yes	no	2
IN	C	1969	Psychologist in Priv. Prac.	Doc	1	-	2	yes	no	2
		1981	Clinical Psychologist	Doc	1	1	2	-	no	-
		1969	Psychologist (Basic)	Doc	-	-	-	-	-	-
IA	L	1974	Practice of Psychology	Doc	1	1	1	yes	yes	1
				MA	-	2	5	yes	yes	1
KS	L	1967	Psychologist	Doc	1	2	2	no	yes	2
KY	L	1948	Practice of Psychology	Doc	-	-	1	yes	no	3
			Certificand	MA	-	-	-	yes	no	3
LA	L	1964	Psychologist	Doc	1	2	2	yes	yes	1
ME	L	1953	Psychologist	Doc	-	-	2	yes	no	2
			Psychologist Examiner	MA	-	1	1	yes	no	2
MD	L	1957	Psychologist	Doc	1	1	2	yes	yes	1
MA	L	1971	Psychologist	Doc	1	1	2	yes	no	2
MI	L	1959	Psychologist	Doc	-	-	2	yes	yes	1
			(Limited License)	D/MA	-	-	-	-	-	-
MN	L	1951	Consulting Psychologist	Doc	2	2	2	yes	no	2
			Psychologist	MA	2	-	2	yes	no	2
MS	L	1966	Psychologist	Doc	1	1	1	yes	no	1
MO	L	1977	Psychologist	Doc	-	-	-	yes	no	1
				MA	-	-	3	yes	no	1
MT	L	1971	Practice of Psychology	Doc	1	-	2	yes	no	1
NE	L	1967	Practice of Psychology	Doc	-	-	0	yes	no	1
			(Also specialty certification for Clinical)							
NV	L	1963	Practice of Psychology	Doc	1	4	1	yes	yes	2
NH	L	1957	Psychologist	Doc	1	2	2	yes	no	1
			Associate Psychologist/ Psychological Assistant	MA	5	5	5	yes	no	1
NJ	L	1966	Practice of Professional Psychological Services	Doc	1	2	2	yes	no	2
NM	C	1963	Psychologist	Doc	2	2	2	yes	yes	1
NY	C	1956	Psychologist	Doc	-	2	2	yes	no	2

PA	L	1972	Practice of Psychology	Doc	-	-	-	-	-	-
				MA	4	2	4	yes	no	2
RI	C	1969	Consulting Psychologist	Doc	1	2	2	yes	no	1
SC	L	1968	Practice of Psychology	Doc	1	2	2	yes	no	2
SD	L	1976	Practice of Psychology	Doc	2	-	2	yes	yes	2
TN	L	1953	Psychologist	Doc	-	-	1	yes	no	perm.
			Psychological Examiner	MA			0			
TX	L	1969	Psychologist	Doc	1	1	2	yes	yes	1
		1981	(also Specialty Cert. for Health Service Provider)							
	C	1969	Psychological Associate	MA	*	*	*	yes	yes	-
UT	L	1959	Practice as Psychologist	Doc	1	2	2	yes	yes	1
VT	L	1976	Psychologist-Doctorate	Doc	2	2	3	yes	yes	2
			Psychologist-Master	MA	3	3	4	yes	yes	2
VA	L	1946	Psychologist	Doc	2	2	2	yes	yes	2
			Clinical Psychologist	Doc	2	2	2	yes	yes	2
			School Psychologist	MA	4	2	4	yes	no	2
WA	L	1955	Practice of Psychology	Doc	1	1	1	yes	yes	1
			(Also cert'n of qualification-limited lic. below doctorate)							
			Psychological Assistant							
WV	L	1970	Practice of Psychology	Doc	1	1	1	yes	yes	2
				MA	5	5	5	yes	yes	2
WI	L	1969	Practice of Psychology	Doc	1	1	1	no	no	2
			School Psychologist	MA						
WY	L	1968	Practice of Psychologist	Doc	-	-	0	yes	yes	1

CANADA

AB	C	1960	Psychologist	MA	-	-	0	no	no	-
BC	C	1977	Psychologist	Doc	1	1	1	no	no	1
MB	C	1966	Psychologist	Doc	2	2	2	yes	-	1
NB	L	1980	Psychologist	Doc	1	1	1	yes	no	2
				MA	4	4	4	yes	no	2
NS	C	1980	Psychologist	Doc	1	2	2	yes	no	1
				MA	4	4	4	-	-	-
ON	C	1960	Psychologist	Doc	1	1	1	yes	no	1
PQ	C	1962	Psychologist	Doc	-	-	0	-	no	1
				MA	-	-	0	yes	-	1
SK	C	1962	Registered Psychologist	Doc	-	-	0	yes	-	1

* 450 clock hours

Source: APA Office of Professional Affairs

For Students:

A Short Course on APA Style for Psychology Students

John H. Hummel and B. Christiana Birchak
University of Houston-Downtown

Papers for advanced psychology courses necessitate that students learn to identify and report information appropriately. Unfortunately, many college students at both the graduate and undergraduate levels remain unaware of the writing conventions used in different disciplines. Although English departments increasingly offer guidance in writing across the curriculum, most composition courses retain the *Modern Language Association Handbook* (Gibaldi & Achter, 1984) as the guide for preparing formal papers. Therefore, psychology students often encounter

5. Double-space all lines including references.
6. Number all pages starting with the title page. Page numbers are located in the upper-right corner of each page 1.5" from the top and right margins.
7. The title page should be centered and should contain: The paper's title, the author's name, and the author's affiliation.

Example A:

Term Paper

Training Teachers to Use
Behavior Modification
John H. Hummel
PSY 4304, Section 1721

Citations

1. All works cited, whether through paraphrasing or direct quoting, must be referenced in the text of the paper with one exception; if one is summarizing/critiquing a single article, paraphrasing does not have to be referenced. (Remember to paraphrase accurately.)
2. Limit your sources to published books, journals and papers presented at conferences. Avoid citing non-copyrighted materials and materials published in newspapers and magazines (e.g., *Psychology Today*). Use of such sources may require a different method of both in-text citations and references, and one must refer to

guidance in writing across the curriculum, most composition courses retain the **Modern Language Association Handbook** (Gibaldi & Achteri, 1984) as the guide for preparing formal papers. Therefore, psychology students often encounter difficulties in preparing papers that conform to the **Publication Manual of the American Psychological Association** (1983).

The **Publication Manual** does not target students as its audience. Instead, it serves as a resource for professionals who desire to publish various technical manuscripts. Thus, students often blame their stylistic errors on the manual's complexity (Hummel, 1988).

The present article responds to students' complaints by condensing the specialized writing conventions associated with APA style. A handout was developed by conducting a task analysis of the requirements of the APA style as applied to student papers.

The handout is divided into three areas: Typing instructions, citations used in the paper, and reference page construction. Instructions consist of a list of do's and don'ts with examples and referrals to the **Publication Manual** (1983) where appropriate. Use of standard English by students is assumed.

Typing Instructions

1. For details not specifically addressed, refer to chapter four, pp. 135-156, of the Manual.
2. Use margins of 1.5 inches (top, bottom and sides). Each page should contain no more than 25 lines of text with pica type set at 55 characters per line, and elite at 66.
3. Do not justify lines if using a word processing program.
4. End each line of text with a complete word (e.g., do not hyphenate words at the end of a sentence).

Term Paper

Training Teachers to Use
Behavior Modification
John H. Hummel
PSY 4304, Section 1721

Example B:

Article Summaries/Critiques

Summary of Deitz and Arrington's
"Wittgenstein's Language-games and the Call to
Cognition"
John H. Hummel
PSY 4304, Section 1721

8. Term papers and data-based reports must have an abstract unless otherwise indicated by the professor. The abstract is always on a page by itself (page two of the paper). The word Abstract should be centered at the top of the page. The abstract should be 50 to 150 words in length and must be typed as one blocked (no indentation) paragraph.
9. New paragraphs should be indented five spaces from the left margin.
10. Most papers will require headings when introducing new topics. For example, the last section of a term paper should be its discussion, and would appear in the paper as follows:

Discussion

Headings should be as brief as possible with the first letter of each word capitalized. (Note: The first section of a term paper, the introduction, does not have a heading). There are five levels of headings used in APA-style manuscripts. Refer to pp. 65-68, Sections 3.28-3.30, of the **APA Publication Manual** for more detailed directions of headings.

11. Do not underline words or use single or double quotation marks to provide emphasis.

and papers presented at conferences. Avoid citing non-copyrighted materials and materials published in newspapers and magazines (e.g., **Psychology Today**). Use of such sources may require a different method of both in-text citations and references, and one must refer to the **APA Publication Manual** for the appropriate style.

3. Obtain permission to quote when necessary. For example, APA-copyrighted works require written permission before using a total of over 500 words of another's work. Try to keep direct quotes from a single source to less than 500 words.
4. Complete quotes of 40 words or less should be incorporated within paper's text, begun and ended with double quotation (e.g., " ") marks, and must be followed by a parenthetical reference citing the author(s), date of publication and the page(s) where the quote is printed.
 - A. The first time a work is quoted or paraphrased, all authors (if 6 or less) are cited in order, by their surnames in the parenthetical reference. If the work has one or two authors, cite all of them by their surnames each time the work is cited. If the work has three or more authors, cite all of them in the first parenthetical reference. Later references will parenthetically cite the first author's surname followed by the expression et al., date and specific page number(s) if the reference is a direct quote. If the work has more than six authors, cite the primary author's surname followed by et al. and list all the authors of the work in the citation on the reference page.

Example A:

Imbedded Text Reference For Paraphrasing

Although many behavioral scientists feel that punishment should never be used, Deitz and Hummel (1978) offer two situations where it may be ethical to use the procedure.

Example B:**Imbedded Text Reference For Paraphrasing**

There are two situations where punishment procedures may be warranted: When all other deceleration methods have failed or when the behavior is a clear and present danger to self or others (Deitz & Hummel, 1978).

Example C:**Imbedded Text Reference For Direct Quotes**

Using punishment to decelerate behavior is problematic. In general, "Punishment should be reserved for only very serious misbehaviors and should be used only when other alternatives have been exhausted" (Deitz & Hummel, 1978, p. 81).

Example D:**Imbedded Text Reference For Direct Quotes**

Using punishment to decelerate behavior is problematic.

misbehavior faster and more efficiently than any other reductive technique. However, in many cases, once the procedure is stopped, there is a high probability that the misbehavior will return to its original level unless the child has been taught alternate, desirable behavior that can be done instead of the misbehavior. (Deitz & Hummel, 1978, p. 96)

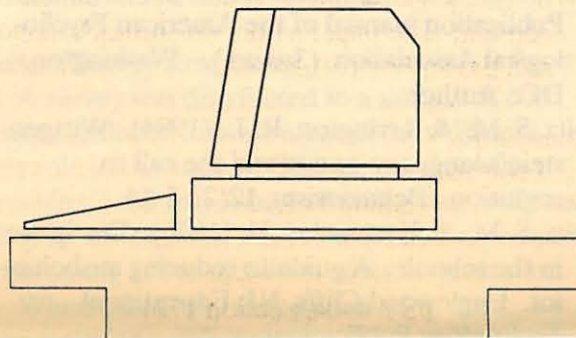
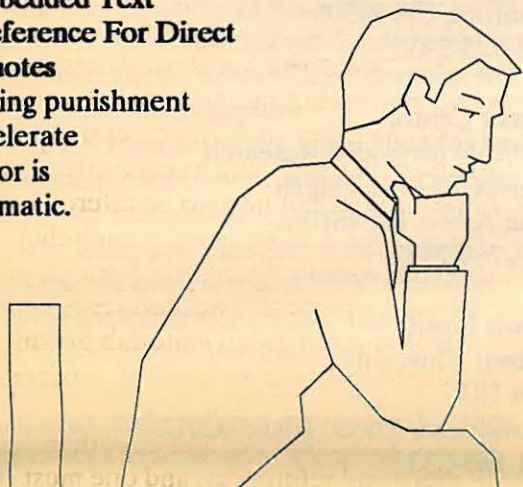
Example F:**Direct Quote Longer Than 40 Words**

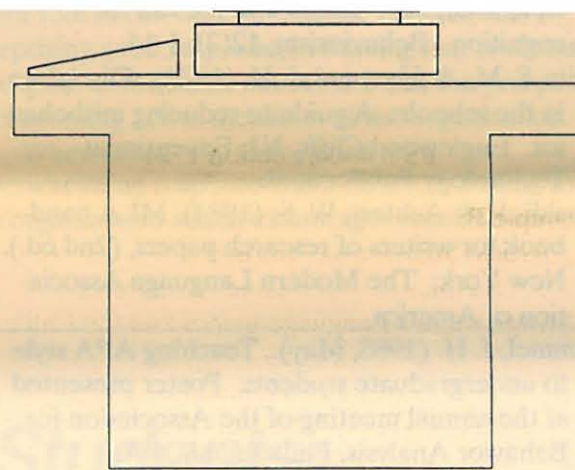
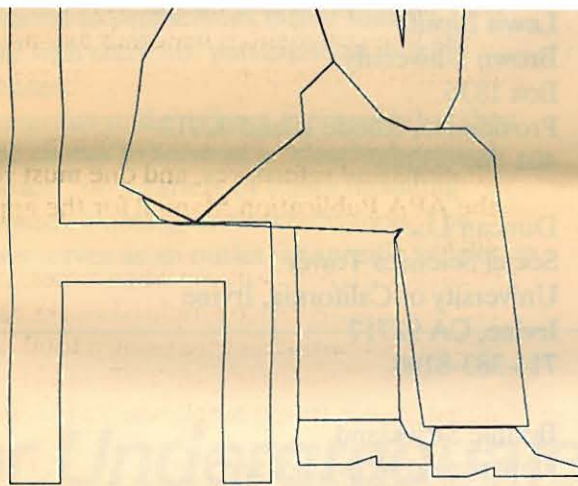
Punishment is one of the most widely used procedures to decrease behavior in school settings because teachers are not familiar with other deceleration procedures, and because it works quickly and effectively. Still, Deitz and Hummel (1978) do not advocate reliance on punishment.

The decision to use punishment should be made carefully. Special consideration should be given to whether or not the procedure can

Constructing the References Pages

1. The list of references is always started on a new page.
2. The word Reference should be centered at the top of the page.
3. All sources cited in the manuscript must be listed in alphabetical order on the reference page.
4. References are not bibliographies. Bibliographies refer the interested reader to additional sources for further reading that were not cited in the manuscript through paraphrasing or direct quotation, and are not used in APA-style manuscripts.
5. Each reference is typed double-spaced. All lines of a reference except for the first are indented 3 spaces from the left margin.
6. The general format for a book reference involves: (a) List all authors (in the order in which the names appeared on the original manuscript) by their surname followed by the initials of their first and middle name (if known); (b) the date of publication is presented in parentheses after the listing of authors, and is followed by a period; (c) the title of the book follows the publication date. The entire title is underlined and followed by a period. Only the first word of the title is





According to Deitz and Hummel (1978), "Punishment should be reserved for only very serious misbehaviors and should be used only when other alternatives have been exhausted" (p. 81).

B. Quotes of more than 40 words must be presented (a) as an indented (5 spaces from the left margin) block, (b) without quotation marks, (c) followed by a parenthetical reference after the quote's final punctuation mark(s) that always cites the page(s) where the quoted materials are located in the original work.

Example E:

Direct Quote Longer Than 40 Words

Punishment is one of the most widely used procedures to decrease behavior in school settings because teachers are not familiar with other deceleration procedures, and because it works quickly and effectively.

The decision to use punishment should be made carefully. Special consideration should be given to whether or not the procedure can be implemented properly. If implemented correctly, punishment will reduce a

be implemented properly. If implemented correctly, punishment will reduce a misbehavior faster and more efficiently than any other reductive technique. However, in many cases, once the procedure is stopped, there is a high probability that the misbehavior will return to its original level unless the child has been taught alternate, desirable behavior that can be done instead of the misbehavior. (p. 96)

5. Avoid quoting material that either references or quotes a second copy-righted work. If you must, follow the guidelines on p. 141, Section 4.13 of the **APA Publication Manual**.
6. Do not use ellipsis (...) points. These are used when one omits part of an original source (e.g., when not quoting an entire sentence). Quotes out of context can be misinterpreted. If you quote only part of a sentence, follow the directions on p. 70, Section 3.36, of the **APA Publication Manual**.
7. If possible, do not use footnotes. If you must, refer to p. 105, Section 3.83, of the **APA Publication Manual**.

sent in parentheses after the listing of authors, and is followed by a period; (c) the title of the book follows the publication date. The entire title is underlined and followed by a period. Only the first word of the title is capitalized with two exceptions: When proper nouns, such as a person's name, are included in the title, or when the book's complete title uses a colon. The first letter of a word following a colon is capitalized. If the book is a second or later edition, after the title, in parentheses without underlining, list the edition using the following type of abbreviations: (2nd ed.); (d) Following the book's title is publication information which includes the city where the book was published and the name of the publisher (city and publisher are separated by a colon). If the name and location of the city is not well known, the city's name may be followed by the abbreviation of the state where the city is located. Information about the publisher should be as brief as possible (avoid using Co., Inc., etc.). Table 17 (pp. 123-127) of the **APA Publication Manual** illustrates 15 variations of book references (second and later editions, edited books, corporate authors, etc.).

Example of a Book Reference

Deitz, S. M., & Hummel, J. H. (1978). Discipline in the schools: A guide to reducing misbehavior. Englewood Cliffs, NJ: Educational Technology Publications.

7. The general format for journal references is:
(a) surnames and initials for all authors, separating each with commas. Use an ampersand (&) instead of the word and before the surname of the last author; (b) list the date of publication in parentheses after the authors' names, followed by a period; (c) the article title with only the first word capitalized (again,

APA Style (continued)

proper nouns such as a person's name or use of a colon in the article title require additional capitalization), followed by a period; (d) title of the journal, underlined, with the first letter of each word of the title capitalized excepting prepositions (e.g., of, and, etc.), followed by a comma; (e) numeric volume number underlined (issue numbers follow the volume number in parentheses and are not underlined), followed by a comma; and (f) the inclusive range of pages where the article is published in the journal without the abbreviation pp. or the word pages.

Example of a Journal Reference

Deitz, S. M., & Arrington, R. L. (1984). Wittgenstein's language-games and the call to cognition. *Behaviorism*, 12(2), 1-14.

8. The general format for a conference paper is:
- author surnames and initials separated by commas in the order in which they appear on the paper, with the last author's surname preceded by an ampersand (&);
 - year and month of presentation, separated by a comma, in parentheses, followed by a period;
 - title

Education Department, Georgia State University, for his editorial comments on an earlier version of this manuscript.

Reprints in a form appropriate for Xeroxing and distribution are available from the APS Observer, Department of Psychology, University of Nevada-Reno, Reno, NV 89557-0062, or from John H. Hummel, Department of Psychology, University of Houston-Downtown, One Main St., Houston, TX 77002.

Interested readers may also obtain a copy of a multiple-choice test on the handout's content by writing to Dr. Hummel.

References

- American Psychological Association. (1983). *Publication manual of the American Psychological Association*, (3rd ed.). Washington, DC: Author.
- Deitz, S. M., & Arrington, R. L. (1984). Wittgenstein's language-games and the call to cognition. *Behaviorism*, 12(2), 1-14.
- Deitz, S. M., & Hummel, J. H. (1978). *Discipline in the schools: A guide to reducing misbehavior*. Englewood Cliffs, NJ: Educational Technology Publications.

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commas in the order in which they appear on the paper, with the last author's surname preceded by an ampersand (&); (b) year and month of presentation, separated by a comma, in parentheses, followed by a period; (c) title of the paper with only the first letter of the first word of the title capitalized (exceptions include proper names and the first letter of a word following a colon), followed by a period; and (d) a short sentence naming the group to whom the paper was presented and the city and state (abbreviated) in which the meeting was held. Table 17 (pp. 129-130) of the **APA Publication Manual** illustrates four variations for referencing presentations made at conventions including symposia.

Example of a Reference to a Paper

Hummel, J. H. & Hall, J. P. (1982, May). Efficiency of handouts on the test performance of college students. Paper presented at the annual meeting of the Association for Behavior Analysis, Milwaukee, WI.

Discussion

Using this handout alleviates students' fear of following an unfamiliar format. It enables them to appreciate the interdisciplinary aspect of the writing task and to regard it as merely another problem to be solved. Such an approach to writing strengthens its usefulness as a learning tool. While the handout is not a substitute for the **APA Manual**, it can be used by students (and their teachers) as an inexpensive resource by which students can more easily learn APA requirements for typing, in-text citations, and constructing the references page(s).

The authors wish to thank Samuel M. Deitz, Ph.D., Professor and Chairman, Foundations of

- cognition. **Behaviorism**, 12(2), 1-14.
- Deitz, S. M., & Hummel, J. H. (1978). **Discipline in the schools: A guide to reducing misbehavior**. Englewood Cliffs, NJ: Educational Technology Publications.
- Gibaldi, J., & Achteri, W. S. (1984). **MLA handbook for writers of research papers**, (2nd ed.). New York: The Modern Language Association of America.
- Hummel, J. H. (1988, May). Teaching APA style to undergraduate students. Poster presented at the annual meeting of the Association for Behavior Analysis, Philadelphia, PA.
- Hummel, J. H., & Hall, J. P. (1982, May). Efficiency of handouts on the test performance of college students. Paper presented at the annual meeting of the Association for Behavior Analysis, Milwaukee, WI.

Editor's Note: The APS Observer does not use APA style and thus except where noted there was no attempt to insure that the present article was consistent with it.

APS T-Shirts Still Available

There are still 70 Extra-Large APS T-Shirts left over from the First APS Convention. They have the APS logo on the front and a large #1 on the back. Send \$10 (this includes shipping) for each shirt to APS, Box 1553, Norman, OK 73070

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The Student Notebook

by Kathie Chwalisz and Travis Langley

Upon the APS board's approval of the affiliation and budget of the American Psychological Society Student Caucus (APSSC), caucus committee chairs met August 11-13 to outline an agenda for the upcoming year. With an initial structure set up, it was time to explore the caucus's purposes and goals.

Schools chapters will be established to encourage students' membership and involvement. Some inquiries have been received concerning the possibility of state chapters; but it is expected that since the student organization is a representative caucus, state APSSC chapters will grow out of state APS chapters.

Spring, 1991 was set as the target date for the regional student conferences, which will provide opportunity for interaction and exchange of information. Many students find it difficult to attend a national conference. APSSC meetings are intended to supplement rather than to interfere with students' participation in APS conferences.

Numerous students have expressed that they want the caucus to serve as a "clearinghouse of information" on a variety of topics including

addition to providing caucus news in the **Student Notebook**. Items on employment and student travel are planned for upcoming editions.

The APSSC advisory board will hold a winter meeting, tentatively set for January in New Orleans, to make further plans and set specific goals. Students who wish to participate should look for details in the next **Observer**. Anyone with an opinion or concerns about APSSC's direction is invited to write and express these views to:

APS Student Caucus
361 Lindquist Center
University of Iowa
Iowa City, IA 52242

All correspondents' suggestions will be considered at the winter meeting.

Student Survey Responses

A survey was distributed to a sample of 600 student affiliates to elicit ideas about APS and their role in the society. The survey met with a surprising good response, indicating that students are quite enthusiastic about APS and the prospect of becoming active members of the organization.

When asked why they joined APS, the overwhelming response was a desire to belong to

academic interests. Students also see APS as providing increased opportunities for contact with other scientists. Several respondents note that they were not satisfied with other psychological organizations which have more of a practitioner focus. One common reason for students getting involved with APS is encouragement by an advisor or mentor who was already involved.

The students who responded to the survey see their affiliation with APS as much more than just an additional line on their vitae. Many students want to get involved in some way with the workings of the organization. Some suggest that students could join APS committees and help with functions such as conventions. Recruiting new and future members appeared in most responses as a way students can be actively involved. Students also look forward to opportunities to present their work and to network with others who have similar interest.

Finally students were asked what they would like in terms of communication, such as in a newsletter. Many students would like to see a forum for the exchange of ideas and early notification of regional meetings. Several respondents also want professional development

are intended to supplement rather than to interfere with students' participation in APS conferences.

Numerous students have expressed that they want the caucus to serve as a "clearinghouse of information" on a variety of topics including employment, training, and accreditation. The *Observer* serves as an outlet for specific articles, in

their role in the society. The survey met with a surprising good response, indicating that students are quite enthusiastic about APS and the prospect of becoming active members of the organization.

When asked why they joined APS, the overwhelming response was a desire to belong to an organization which encourages research and

newsletter. Many students would like to see a forum for the exchange of ideas and early notification of regional meetings. Several respondents also want professional development articles on topics such as writing grant applications.

For Undergraduate Students:

How to Apply to Graduate School

Admission into graduate programs in psychology can be quite competitive. High quality programs are, of course, more competitive than lower quality programs; in general doctoral programs are more difficult to get in than master's programs. Usually applied programs more difficult to get in than basic programs.

The primary determinant of success in applying for graduate school is the quality of your background and abilities. But these qualities are not assessed magically. They are evaluated on the basis of a limited number of kinds of information. The purpose of this article is to review those kinds of information for the purpose of understanding the process.

Assembling a Competitive Application

Graduate Record Exams and Other Admission Tests

Most graduate admissions committees require

the GRE, and a few still require the MAT. These scores will often be interpreted as a measure of the student's general intellectual ability and likelihood of success in graduate school. Thus, it is wise to obtain the best scores you possibly can.

Some believe that it is impossible to study for these exams, but it is not true. For example, if you haven't taken a mathematics course in some time, review of this material can be quite helpful. If you are unsure how to take tests of this type, examination of one of the many books on the market about the GREs may help. Students have been known to pull up their scores greatly through careful preparation.

The GREs can be taken more than once, so it is wise to take the test earlier rather than later. That way if you do not do well due to illness or lack of preparation, you can try again.

There is another reason to take the test early:

to be sure that your scores are available by the admission deadline. Incomplete applications are not usually considered, and when they are, the fact that they are incomplete reflects poorly on the candidate. If you can, take the GREs in October. If you take the December test you could be cutting it close. If you have to take the December test, follow up with the graduate schools right before their deadline and make sure they have received it.

This rule on timeliness applies to all parts of the application. If the candidate couldn't manage to get their admission materials together on time, will they be late with class assignments as well? Are they generally disorganized? Are they careless?

(Continued on next page)

How to Apply to Graduate School

(Continued from previous page)

Grades

Your grades reflect your standing among your peers. Obviously, grades are important and no good student needs to be reminded of that. As it applies to admission into graduate school, what students sometimes do need to be told is that it is wrong to assume that good grades are enough. There are too many students with good grades out there interested in graduate training. You will need other qualifications to distinguish yourself.

Letter of Intent/Statement of Interest/ Autobiographical Statement

Most applications ask for a statement of interest. This is sometimes called an "autobiographical statement." The request for an autobiographical statement is often misunderstood by student applicants. Students who take the request literally harm their application by appearing to be unsophisticated and naive.

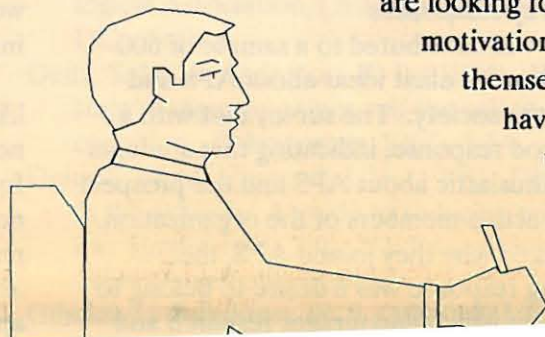
psychology and how you came to have them, try to focus on particular educational and occupational experiences you have had that could account for your interests, rather than personal experiences. For example, it is probably unwise to say that you are interested in the neural basis of depression because you want to find out why your father became depressed and had to be admitted to a mental hospital. Such personal experiences are difficult to put into a short written statement without either trivializing them or needlessly confining your intellectual interests to emotional motivation. It helps to think of your audience. Who will read this statement? It will be read by academic psychologists who have dedicated their career to scholarly endeavors. Scholars rightly distrust too much personal motivation entering into science because it can lead to a distortion of

the scientific process. They are looking for the kind of motivation they themselves either have or wish they would

studying. You should try to be more specific, while at the same time showing an openness to learning new things. Too much specification suggests that you do not plan to benefit from what you may learn in graduate school about the discipline and various career choices. Position yourself between these poles. You can, for example, state your current interests in the field. You will not be held to these interests. It is assumed that your interest will be shaped in graduate school. On the other hand, keep in mind that ill defined goals suggest that you haven't thought much about the future. It can suggest that you don't care much about the future, or that you aren't very ambitious.

It is wise to apply to school that have faculty with interests that fit with your own. Do your homework. Go to the library and look up the publications of the faculty. Decide whether this kind of work is what you want to do.

Many schools admit students into specific labs. That is, each faculty member will admit x number of students. In this case, the goodness of fit between your interests and your mentor-to-be is crucial. You should know that person's research program. If it fits what you want, say so, but do so after

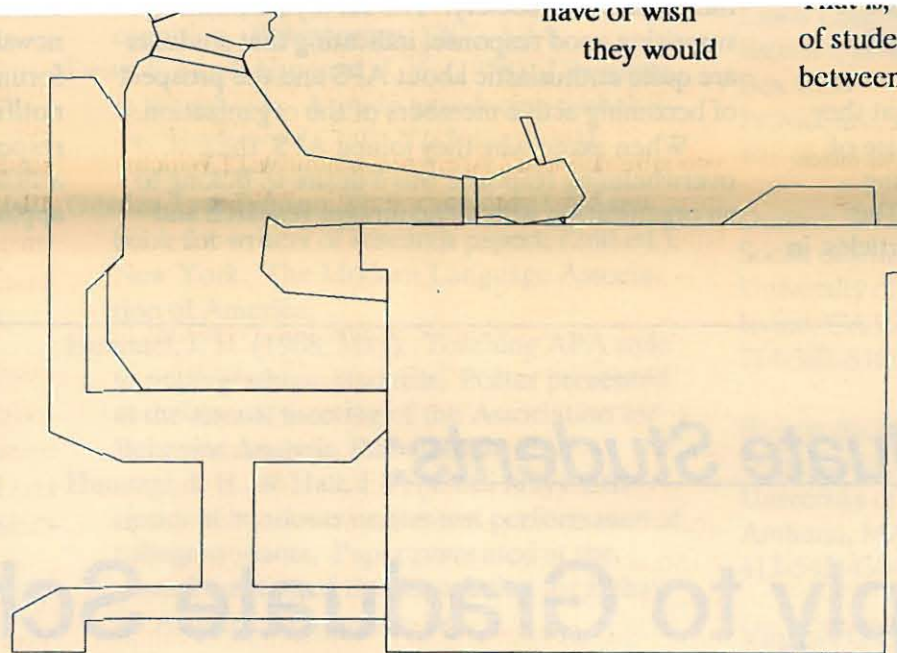


"autobiographical statement." The request for an autobiographical statement is often misunderstood by student applicants. Students who take the request literally harm their application by appearing to be unsophisticated and naive. It is sadly not uncommon to see such statements begin with "I was born in a small town in the midwest..."

What is being requested is: 1) a statement of your interests in psychology and how you came to have those interests, and 2) what your goals and ambitions in the field of psychology are, and 3) how the program to which you are applying can help you to achieve those goals.

With respect to your interests and how you came to have those interests, some words of advice: While it may seem to you that the reason you are interested in psychology is that you want to help people, this reason has become a terrible cliché and should be avoided. The problem is that it adds little information. Can you imagine anyone saying that they want to get into a field in order to hurt people? Particularly in applied fields, of course, helping people is an obvious motivation, but it would be better to be specific. Perhaps there is some particular kind of human problem that evokes your desire to be helpful -- maybe you are particularly interested in helping emotionally disturbed children, or possibly the aged, or the disabled. In addition, this will allow you to couple your emotional motivation with the serious intellectual interests you may have.

Secondly, in describing your interests in



have -- an intrinsic and serious interest in the substance of the issues dealt with. Try to share experiences that reflect on that part of your reasons for seeking graduate level training. If you cannot find such reasons, perhaps now is a good time to think about whether a career in science is for you.

As for your goals and ambitions, you should try to be as specific as possible. When candidates are asked: why do you want to go to graduate school or what are you interested in doing in this program? A common reply is "I just want to learn -- I'm open minded -- I want to study a bit of everything -- and then I'll decide on my career." This can be taken to mean that you don't know why you want to go to graduate school and that you have no idea what you are interested in

have or wish
they would

of students. In this case, the goodness of fit between your interests and your mentor-to-be is crucial. You should know that person's research program. If it fits what you want, say so, but do so after you have carefully researched the matter or you will inevitably appear unsophisticated or even manipulative.

Other things that may go in your statement of interests are research, applied and professional experiences and relevant skills such as computing skills.

Letters of Recommendation

Letters of recommendation are extremely important. They can help you and they can hurt you. The most helpful letters come from teachers who have had considerable contact with you, especially in non-classroom settings such as research labs. A letter from a teacher who says he or she can't remember who you are exactly but you got an A so you must be quite bright is not helpful. After all, information about coursework per se is available on your transcript -- the letter adds nothing and may in fact subtract something; it suggests that you haven't had sufficient contact with your teachers to have secured a more informative recommendation. What does this mean to committees? Maybe it means that you are an extremely timid person, the kind who disappears into the background, does well on tests but says nothing in class, for example.

The best kind of letter is from someone who has been involved with you professionally -- who has supervised research on your part, who has co-authored a paper with you, who has served as an adviser to you in your role as an officer in Psi Chi, and so on. However, if you want to have a really fine letter of recommendation, you have to have done some really fine things, such as conducting quality research or making presentations to professional meetings. You have to have been involved in the discipline of psychology than that if you expect to get a really good letter of recommendation.

A letter from an employer can be useful if the job was in the field of psychology, and the letter comments on your accomplishments of specific duties, your aptitude for this type of work and so on. Otherwise, such letters are usually not helpful. Also, don't include letters from public officials or professionals with whom your contacts have not been of a professional sort. What the mayor has to say about you is of no interest to admissions committees. It may even do you a disservice. It suggests that you believe that you ought to be looked upon more favorably because you have some contact with important public

one office to the next (e.g., "that can't be right. Dr. So-and-so said you never did research.") . Don't assume you are not being evaluated just because the setting is informal. For example, do not assume that your interactions with students at the program are "off the record." They probably are not.

Finding the Right Program

Putting together a competitive application through careful preparation is one thing. Applying to the right program is something else. In the "one down" situation most undergraduate students feel they are in, it is easy to get into an "anybody take me, I will go" type of attitude. Such an attitude, if taken to the extreme, is dangerous. You have to be happy with your education. It has to fit with your values, abilities, and interests. It is wise to make sure you are applying to the right program.

Try to be clear with yourself about what you're looking for. What sort of career do you want to have? In what area of psychology? What graduate programs offer training in this area? What theoretical orientation do you have? Are you a behaviorist? Are you a cognitivist? Which

to have others interested in their work. Be respectful.

If you want to explore the possibility of working with them, say so. You might ask if they are accepting students into their lab (sometimes the answer is no due to upcoming leaves or other reasons). If you know you are very serious and your qualifications are reasonable, you might ask if it is possible to visit. Not all academics will grant such visits because they can be time consuming, but it will not offend to inquire. Some programs (especially applied programs) have a policy of inviting applicants for interviews as a part of their admissions procedures. If they wish to interview you, you will be invited. In this case, if you are not invited, you will not be welcome to visit.

If you begin to center on some programs, do not forget that other students can be a valuable source of information. Sometimes it is easier to talk informally to a student in the program you are interested in and get a clearer view of what it is like.

When you have your list, put together your application carefully. How many programs should you apply to? It is not uncommon for applied students interested in Ph.D. training to apply to

admissions committees. It may even do you a disservice. It suggests that you believe that you ought to be looked upon more favorably because you have some contact with important public officials. This will probably be offensive to most academics. Likewise, don't get your priest or rabbi or minister, your family doctor or other individuals of that kind to write a letter in your behalf. Last but not least, don't ask your personal therapist to send a letter.

Include a Vita

It is a good idea to include a carefully assembled vita even if some of the material is redundant with the application itself. A vita is something you should begin now, if you haven't already done so. If you do not know how to construct one, there was an article on it in the last **Observer**. You can write to the **Observer** office for a copy.

Presenting Your Materials Appropriately

All of your communications should be typed. Don't send anything hand written. You should be certain that your letters are grammatically correct and that they contain no misspelled words and no colloquialisms. Have someone else read your letters if necessary.

If you visit the program (see below) look presentable. Parties sometimes happen on interviews. Don't drink too much. Don't flirt with members of the opposite sex. Don't talk much about unrelated leisure time activities. Don't gossip. Don't follow up on remarks made from

you're looking for. What sort of career do you want to have? In what area of psychology? What graduate programs offer training in this area? What theoretical orientation do you have? Are you a behaviorist? Are you a cognitivist? Which programs have such an orientation? Whose work have you found most agreeable? Where does this person work?

Once you are clear, examine programs that fit in terms of sub-disciplinary area. The APA book on graduate training in psychology is a good place to start. Write for the catalogs of as many programs as seem in the ballpark. Ask your professors about possible programs. If you have come across researchers in your area of interest who interest you, get the materials from their programs. Don't write to faculty members asking for a catalog and admission materials. Write to the department.

As you narrow down the list you may find particular people who stand out. Should you contact them directly? If you have a specific interest in their work, it is fine to do so, but only after you have done your homework. It is reasonable to request reprints of articles. It is reasonable to comment on how much you enjoyed or gained from reading something this person has written, although don't overdo it. It is also reasonable to ask an intelligent question arising from something this person has said or written. This is especially good if you know what you are talking about. It is not wise to make a point of telling someone just exactly what you think is wrong with their theory, their method, etc., on the grounds that they will then be convinced of your superior intelligence. Most academics are pleased

is like.

When you have your list, put together your application carefully. How many programs should you apply to? It is not uncommon for applied students interested in Ph.D. training to apply to 10-12, including one or two "fall backs" (e.g., MA programs). Basic students usually would apply to smaller numbers.

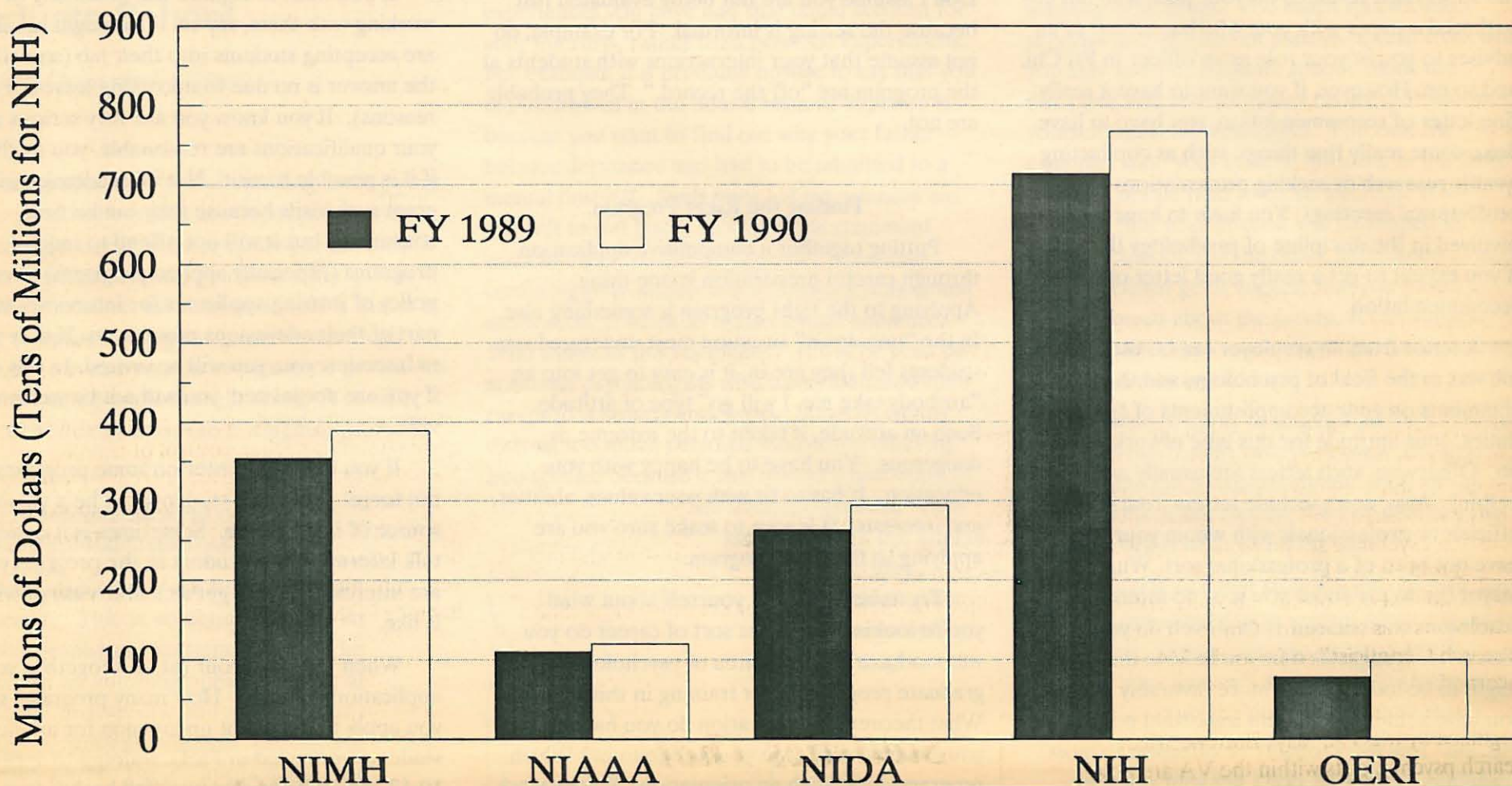
What do you do if after all of this, no one admits you? If you are committed to further training, it makes sense to try again. Examine the reasons why you were not competitive. Was it a bad letter? Poor GREs? Lack of experience? Did you apply to too few programs? Try to correct these problems. If you are graduating, try to see if you can get a psychology related job. You may be able to take a few graduate courses at your local University on a non-degree basis just to keep your hand in and to show your commitment and ability. It is not unusual to find well-known psychologists who did not get in their first time around.

Good luck.

LJH/SCH

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Funding for Federal Research Agencies



Licensing

(Continued from Page 12)

Dr. Nelson Butters, Chief of Psychology for the San Diego VA Medical Center, believes this law has had an "extremely destructive effect" on psychologists working within the VA system. Butters notes that as a result of the law, persons with a degree in psychology in an area such as experimental, cognitive or neuropsychology for instance, cannot call themselves a psychologist. The law pertains to all psychologists working for the VA, not just Clinical Psychologists. In Butters view, "The intent of the law was to lock academic and research psychologists out of the VA."

John Crabbe, a Ph.D. experimental psychologist at the Portland VA, provides an example. Crabbe does drug and other research, primarily with animals. Hired in 1980 as a "Research Psychologist" he was approached in 1985 and told he would have to find another title. He was told that one of the "absolute criteria" for psychologists was licensure. Crabbe is now a "Research Geneticist" so far as the VA is concerned. As this means that "many psychologist's degrees or specialties are no longer

Steve Zornetzer is an example. The Director of Life Sciences at the Office of Naval Research (ONR), in Arlington, Virginia, Zornetzer received his BA and MA in psychology, and his Ph.D. in biological sciences. After graduation Zornetzer had an appointment in at the University of California at Irvine, at the same time he had a research position at a state hospital for the retarded. In order to continue in his research position at the state hospital state regulation required that he be a licenced psychologist, even though his work was with animals. When Zornetzer looked into the requirements to sit for examination he discovered that it would take approximately 2 years for him to fulfill the licensure requirements doing work he characterized as "oblique to my interests and background." At the time Zornetzer had over 75 publications in behaviorally related research areas, was engaged in the teaching of graduate psychology students, and possessed numerous letters from nationally recognized psychologists attesting to his qualifications. However, he met neither the educational, nor the supervision requirement, necessary for licensure in the State

of California. Zornetzer was eventually able to get the necessary requirements waived, but this option is increasingly difficult in most states.

Zornetzer points out that "the domain of psychology has changed dramatically." He pointed to the many rigorously trained persons who have graduated from departments that grew out of psychology departments, but have gained independent academic stature, such as neuropsychology and psychobiology. In Zornetzer's view some of the most exciting work going on today is being carried out by these people, "If they are excluded from psychology, it will be psychology's loss."

The APA reorganization battle and the emergence of APS is perhaps reflective of the larger professional context in which the licensing issue must be placed. Items of importance to a guild (standardization, control of training, accreditation, licensing) are increasingly being brought into conflict with items of importance to the discipline (academic freedom, innovation, diversity, access to jobs for graduates). Even the very definition of "psychology" is increasingly hanging in the balance.

psychologists was licensure. Crabbe is now a "Research Geneticist" so far as the VA is concerned. As this means that "many psychologist's degrees or specialties are no longer recognized by the VA," says Butters. Most research psychologists within the VA are now hired as "Health Science Specialists."

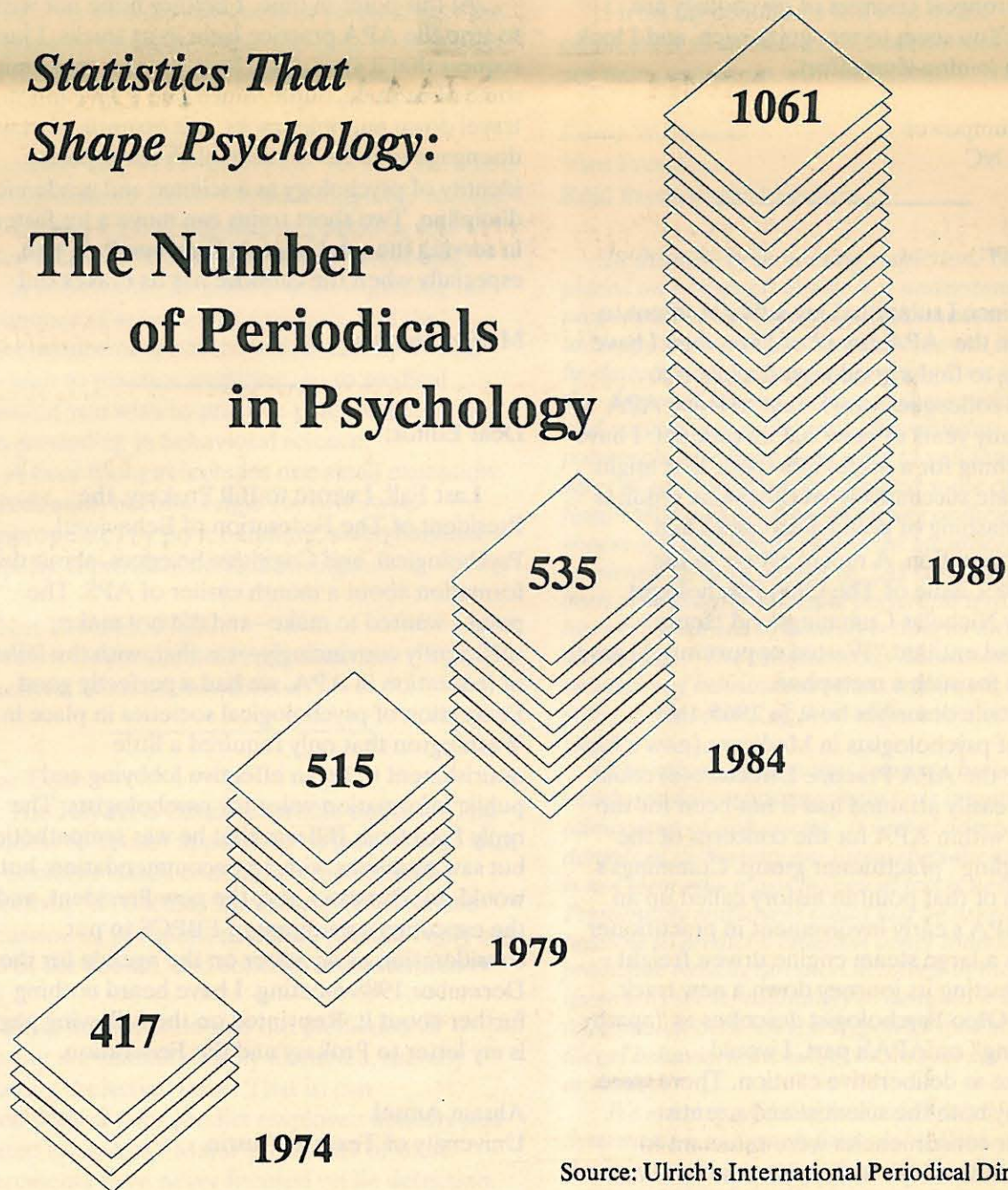
According to Butters, this goes beyond a name change, noting that the pay scale for "Psychologists" is generally higher than that for "Health Science Specialist." "This move by the VA was anti-research and anti-academic," says Butters. "When this comes from the largest employer of psychologists in the world [the VA], it is no small thing."

The law has been detrimental to Butters in areas of research, and also in terms of clinical work. As an example in the clinical realm Butters posed a scenario wherein he wished to hire a top-rate neuropsychologist. Such a person, according to Butters, might well come from a program that is not APA accredited and thus not be readily licensable. According to federal law this person could not be hired as a psychologist by the VA. It is Butters belief that this and other instances of the legal restriction of psychology and the use of the name psychologist by tying them to licensure and APA accreditation is a "clear case of restraint of trade," and that "it is an insult to academic and research psychologists."

The equation of quality psychological training with licensing and thus with APA accreditation creates a conflict between the innovation and change characteristic of academic pursuits in psychology, and the codification and standardization characteristic of guild practices. A case in point is the increasing biological orientation in many areas of psychology. Programs emerge that stand at the interface between these two domains such as programs in neuroscience or psychobiology. Often these programs are essentially biological psychology programs, but their graduates have a difficult time being licensed.

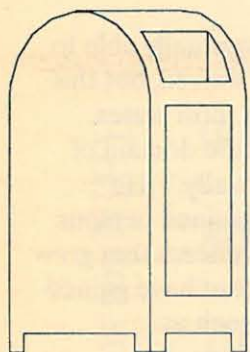
Statistics That Shape Psychology:

The Number of Periodicals in Psychology



Source: Ulrich's International Periodical Directory

Letters



Dear Editor:

I received my first copy of the *APS Observer* today, and must share how delighted I was to learn of this new organizational

effort. As one who mourns our discipline's growing emphasis on competing vs. creating, it was refreshing to see a focus toward a less regressive path.

There is so much to learn, so much to be done, and so few people to do it. We will not purify our profession by regulation, but by building and implementing our knowledge in a positive and open handed fashion.

It's my strong belief that we have little to fear from psychiatrists, counselors, social workers, and other kindred spirits, if we maintain a dynamic emphasis on solutions to the problems of people. Losing this focus, we become like rabid dogs, biting our fellows and ourselves as we struggle to ease our frustration.

The strongest enemies of psychology are within us. You seem to recognize such, and I look forward to joining your effort.

concerns that inclusion of psychologists in reimbursement programs such as Medicare would create pressures toward medical school-like uniformity of graduate training in Psychology.

Whatever the legitimacy of APA's reluctance to move swiftly in Medicare issues in 1965, it engendered a concerted effort on the part of the health care practitioners to take on the engineering of the APA train, to get it and its diverse cargo moving at full speed. Twenty years later, that effort has proved immensely successful. Medicare inclusion and prescription privileges for psychologists are being pursued vigorously, and uniformity of graduate training for professional practice is espoused as a desideratum. The APA train is now moving at high speed on a single track, with practice as its engine (perhaps now converted to diesel fuel) and science as the caboose. Whatever the diverse interests represented by other areas of scientific and applied psychology, as long as we stay coupled to the APA mainline, our direction and destiny is inextricably linked to the professional agenda.

At this point in time, I neither hope nor wish to stop the APA practice train in its tracks. I just request that it slow down long enough to permit some of us to decouple. Since one train cannot

meeting of the Governing Board of the Psychonomic Society at its annual convention in San Antonio, Texas. At that meeting, which I chaired, we put into motion a plan to move toward the establishment and strengthening of a Washington-based lobbying and public-information entity which would serve the academic and scientific interests of psychologists and be independent of APA. Our main purpose was to anticipate what has now happened in APA, and its implication for the science of psychology. At that meeting I established a committee, with Jim Jenkins as its chair, which in a short period of time contacted a number of societies of psychologists and established the Federation. An article in the ISI publication, *The Scientist* (August 8, 1988), attests to the fact that the Federation deserves congratulations for a job done very well on a limited budget.

I am not writing simply to relate a history, most or all of which you already know; my purpose is to urge the leadership of the Federation to grasp the moment of the split in APA and, despite the formation of APS, to move forward and strengthen the position of the Federation. They tell me that APA contributes sixty percent of the Federation's support, and that this is a difficulty

biting our fellows and ourselves as we struggle to ease our frustration.

The strongest enemies of psychology are within us. You seem to recognize such, and I look forward to joining your effort.

R. Carl Mumpower
Asheville, NC

Dear Editor:

Ever since I submitted my letter of intent to resign from the APA Board of Directors, I have been trying to find a good way to explain to concerned colleagues why I want to leave APA after so many years of personal investment. I have been searching for a useful metaphor that might communicate succinctly what otherwise requires lengthy rehashing of political struggles and personal frustration. A recent article in the August, 1989, issue of *The Ohio Psychologist* (written by Nicholas Cummings and Henry Seaman, and entitled "Wasted opportunity") gave me an idea for such a metaphor.

The article describes how, in 1965, the inclusion of psychologists in Medicare (now a high priority for the APA Practice Directorate) could have been easily attained had it not been for the disinterest within APA for the concerns of the then "fledgling" practitioner group. Cummings's description of that point in history called up an image of APA's early involvement in practitioner interests as a large steam engine driven freight train just starting its journey down a new track. What *The Ohio Psychologist* describes as "apathy and lingering" on APA's part, I would characterize as deliberative caution. There were reasons why both the scientist and scientist-practitioner constituencies were reluctant to plunge, with one day's notice, into the Medicare legislation battle. Reasons including fears of having to promise more than we could actually deliver as a science-based practice, and real

the APA mainline, our direction and destiny is inextricably linked to the professional agenda.

At this point in time, I neither hope nor wish to stop the APA practice train in its tracks. I just request that it slow down long enough to permit some of us to decouple. Since one train cannot travel down multiple tracks, it is essential that we disengage in order to reestablish the separate identity of psychology as a science and academic discipline. Two short trains can move a lot faster in serving the total interest than one long one, especially when the caboose has its brakes on!

Marilyn Brewer

Dear Editor:

Last Fall, I wrote to Bill Prokasy, the President of The Federation of Behavioral, Psychological, and Cognitive Sciences, about the formation about a month earlier of APS. The point I wanted to make--and did not make sufficiently convincingly--was that, with the failure of federation in APA, we had a perfectly good Federation of psychological societies in place in Washington that only required a little nourishment to be an effective lobbying and public information voice for psychologists. The reply I got from Bill was that he was sympathetic but saw problems with my recommendation, but would ask Duncan Luce, the new President, and the executive committee of FBPCS to put consideration of my letter on the agenda for the December 1988 meeting. I have heard nothing further about it. Reprinted on the following pages is my letter to Prokasy and the Federation.

Abram Amsel
University of Texas at Austin

Dear Bill:

The Federation was formed, or I should say conceived, almost exactly ten years ago at a

is to urge the leadership of the Federation to grasp the moment of the split in APA and, despite the formation of APS, to move forward and strengthen the position of the Federation. They tell me that APA contributes sixty percent of the Federation's support, and that this is a difficulty for the kind of action I endorse. I suggest that individual scientists in non-APA member organizations of the Federation would be willing to contribute five or ten times as much as the present five dollars for an independent Federation that could lobby effectively and be the voice of the academic and scientific sides of the behavioral, psychobiological, and cognitive sciences. Indeed, I suggest that a more representative name for the Federation would be The Federation of Behavioral, Psychobiological, and Cognitive Sciences.

Many people, including myself, are not sure about the future of the APS. It appears to be an attempt to recreate APA as it was around 1950. However, if one examines the composition of the Advisory Board of the APS, one might be fearful that a camel or two have already noses under the tent, and that before long the scientists and practicing clinicians will again be in the same bed.

If the action I have suggested, and which you and others have contemplated, were taken, the new APS would, in my opinion, be unnecessary. I'm sure almost every member of the APS is a member also of two or three of the constituent societies of the Federation. Psychology is not and will never again be a unified science, if it ever was. In this I agree strongly with the views expressed by Gardner in the last paragraphs in *Science* (August 26, 1988, p. 241) that psychology is not now, and will never become an "integrated science." To the degree there is any integration, this can only be in the form of a federation. The Federation is now in place to take up an expanded role. We don't need a new one.

I feel even more strongly about all of this than I did ten years ago when I was involved in the Federation's conception.

Dear Editor:

The caption under the picture of Alice and William James that appeared on the cover of the July issue of the *APS Observer* is misleading if not actually erroneous. The point is made in the second, explanatory sentence that "Alice was a well-known personality in her own right and the subject of at least two biographies." If, as one naturally assumes, "biography" here means book-length publications, the statement is not true of the lady in the picture--Mrs. Alice Gibbens James, the wife of William James; but it is true as applied to William's sister Alice. About her, the most recent book, illuminating the entire James family, was written by Jean Strouse and published in 1980. No book on the life of Mrs. William James has ever been published.

Saul Rosenzweig
Washington University

Dear Editor:

As a historian of psychology, I was very pleased to see the picture of Alice and William James on the cover of the July 1989 issue of the

identities of "leaders of psychology" that I believe to be defending clinical judgment in the pages of *Science*. The most recent article on that topic in *Science* was by Paul Meehl, Robin Dawes, and David Faust and was, as those who read it would know, a strong attack on clinical judgment. Those familiar with the works of those three authors, and all clinical psychologists **should** be thoroughly familiar with them, would not think them defenders of clinical judgment. The psychologist leaders to whom I referred were, of course, Joseph Matarazzo and Raymond Fowler, who, in relation to clinical judgment, may be misleading the field.

Lee Sechrest
University of Arizona

Dear Editor:

The candid honesty expressed by Lee Sechrest regarding "...practitioners who are peripherally acquainted with the discipline of psychology," the areas about which we know too little to be expert, and the direction of psychology toward irrelevance, lack of scientifically validated bases for much of independent practice, and the

tests are mentioned, the authors never focus on the scientifically relevant distinction between the polygraph and such measures. Major honesty tests publishers employ or consult with accredited I/O psychologists who conduct extensive research on their instruments. Notwithstanding this extensive research base, the APS article's only referenced research is polygraph related. The article fails to recognize extensive research that employs other criteria, and it does not recognize that an unreliable criterion like the polygraph would serve to **suppress** observed validity coefficients.

The authors also state that Reid Psychological Systems is a polygraph detection firm. Although incorrect, this misstatement is possibly attributed to confusion with a polygraph firm of a similar name. Another misstatement of fact is that the state of Minnesota has banned honesty tests. The relevant Minnesota statute (Sections 181.75-181.76) has been interpreted by the Minnesota Supreme Court as **not** applying to written psychological instruments. See *State of Minnesota v. Century Camera, Inc.*, 309 N.W.2d 735(1981).

I trust my comments will lead to the publication of subsequent *Observer* articles that are more consistent with the scientific tradition.

David W. Arnold

Dear Editor:

As a historian of psychology, I was very surprised to see the picture of Alice and William James on the cover of the July 1989 issue of the *Observer*. Unfortunately, however, the caption incorrectly identifies Alice as "a well known personality in her own right and the subject of at least two biographies." Although the picture of Alice was certainly an important person in William James' life, she is not the Alice to whom reference is apparently being made. The picture of Alice is Alice Gibbens James, William's first wife; the better known and more written-about Alice was William's sister.

I might also add that I wish it were true that William is known to all psychologists." I'm afraid my own experience has proven to me this is not the case, and that even those who "know" him have, for the most part, studied his work. With the approach of the 1990 centennial of his masterpiece, *The Principles of Psychology*, I hope that many psychologists will take the time to review this historically important and still vital work.

David E. Leary
University of Richmond

The picture is of Alice James, William James's wife. She is confused about the biographies (articles have been written about her, but not book length treatments). The Alice in the photo had serious interests in spiritualism, religion and psychical research and some scholars feel she was a source of inspiration for William James's thought. - ED.

Dear Editor:

The interview of me that was printed in the *Observer* may mislead some readers about the

The candid honesty expressed by Lee Sechrest regarding "...practitioners who are peripherally acquainted with the discipline of psychology," the areas about which we know too little to be expert, and the direction of psychology toward irrelevance, lack of scientifically validated bases for much of independent practice, and the misleading role of licensure, are the beliefs I share and expressions I have waited a long time to hear.

Thanks for this stimulating interview and observations of significance to our profession.

In addition to Sechrest's views regarding the pertinence of science and research, and the impertinence of trivial models, I add my own: if you wish to practice medicine, go to medical school; if you wish to practice psychology, seek firm grounding in behavioral science.

A final thought includes one small exception: accreditation becomes rigid (or otherwise inappropriate) by poor handling; when handled properly, it provides distinct strength.

Robert B. Parks, Ph.D.
Director, Department of Accreditation
American Medical Association

Dear Editor:

The July *APS Observer* article entitled "The Business of Truth" appears to be inconsistent with the Society's stated commitment to scientific objectivity: it confuses issues, lacks an adequate discussion of pertinent research, presents only one side of the debate, and contains misstatement of fact.

Both lie detection and the prediction of honesty are simultaneously discussed, thereby clouding the actual issue. That is: can psychological tests predict employee honesty and related behaviors? Major publishers of these instruments have never focused on lie detection. Rather, their research has exclusively been confined to prediction of employee behavior.

Although superficial advantages of honesty

psychological instruments. See *State of Minnesota v. Century Camera, Inc.*, 309 N.W.2d 735(1981).

I trust my comments will lead to the publication of subsequent *Observer* articles that are more consistent with the scientific tradition.

David W. Arnold
Vice President
Reid Psychological Systems

In the view of increasing restrictions being placed on polygraph testing it is understandable that proponents of the honesty questionnaires were unhappy with our associating them with polygraph lie-detection techniques and raising concerns about the degree of known validity of these widely used and socially impactful tests. Nevertheless, polygraph data have been used to validate these types of pre-employment tests and some of the same firms involved in polygraph testing or their offshoots are active in the commercialization of employee honesty screening. As companies have been prohibited from using polygraph testing they have often turned to honesty testing as an alternative. The simultaneous discussion of these two types of instruments seems legitimate. We pointed out several of their differences in the article.

The other criterion that seems to have been widely used in validating these tests is employee admissions of dishonesty. If verbal admissions or denials of dishonesty are themselves the criterion it is not clear why a psychological test is needed. Presumably employees could just be asked. It is not possible to predict a criterion better than itself. The predictive validity question involved in the use of these tests seems ultimately to demand a known relationship between test responses and actual illegal behaviors, including those that are concealed or denied.

We erred in referring to Reid Psychological Systems as a polygraph firm. John Reid and Associates is a polygraph firm. Both of these firms were started by John Reid, a pioneer in polygraph lie-detection, but they are legally independent.

A court decision in Minnesota has indeed allowed the use of the paper-and-pencil honesty tests as psychological instruments. - ED.

APS Employment Bulletin

ACADEMIC ADMINISTRATION POSITIONS

CHAIRPERSON. The Department of Psychology, Northern Arizona University, seeks applications and nominations for the position of Chairperson, beginning Fall Semester, 1990. The Department consists of 16 faculty offering a bachelor's program and masters' programs in General Theoretical and Applied Health Psychology. Candidates must possess a Ph.D. in Psychology, demonstrate a commitment to excellence in teaching, show evidence of a proven research record, and have previous administrative experience. Appointment carries tenure at the **Associate or Professor rank**. Chairpersons ordinarily serve at least a five-year term before returning to regular faculty teaching status. Applicants should submit a curriculum vitae along with a letter of application, including a statement of interests and goals, and should arrange to have three confidential letters of reference sent under separate cover. Northern Arizona University is located in one of the nation's most scenic, four-season mountain climate areas, with over 15,000

behavioral science methodology. The department's research activities are supported in part by an ongoing Tennessee Center of Excellence award, with a budget in excess of one million dollars annually. Over the past several years, the department has experienced tremendous growth in faculty and curriculum development, as well as in research and grant productivity. We desire an individual who will lead a department that already has developed a strong cadre of active researchers towards greater national prominence. Applicants should send a vita, list of four references (who will not be contacted unless a candidate receives strong consideration), and representative publications to:
Michael Lupfer, Chairperson
Search Committee
Department of Psychology
Memphis State University
Memphis, TN 38152
Review of applications will begin **November 1**, but the search will remain open until a suitable candidate has been identified. Minorities and women are particularly encouraged to apply. Memphis State University is an Affirmative Action/Equal Opportunity Employer. Successful candidate must meet Immigration & Reform Act criteria

Prof. Robert Mitchell
Dean of Science Search Committee
Box 19016
University of Texas at Arlington
Arlington, Texas 76019
Telephone: (817)-273-3472; FAX: (817)-273-2548. Applications received by **November 15, 1989** will receive first consideration for on-campus interviews. The anticipated starting date is September 1, 1990.

CHAIRPERSON. The Department of Psychology at **Indiana State University** invites applications for the position of Chairperson at the rank of **Professor** or **Associate Professor** with advanced standing. The appointment will be effective no later than August 15, 1990. Salary commensurate with experience. Applicants must hold a Ph.D. in Psychology and should have a record of significant research accomplishments as well as administrative experience. Applicants will be evaluated in terms of their ability to provide creative and progressive leadership and to facilitate faculty development within the context of the Department's extensive undergraduate and graduate offerings which include 1) an APA Accredited Program in Psychology

with a letter of application, including a statement of interests and goals, and should arrange to have three confidential letters of reference sent under separate cover. Northern Arizona University is located in one of the nation's most scenic, four-season mountain climate areas, with over 15,000 undergraduates and a growing graduate student enrollment. We will begin to review applications on or about **October 1, 1989**. Send applications or nominations to:

Dr. Lester Hunt, Chair
Search Committee
Department of Psychology
Box 15106
Northern Arizona University
Flagstaff, AZ 86011
Phone: (602) 523-3063

Northern Arizona University is an AA/EO employer. Women and minorities are encouraged to apply.

CHAIRPERSON. The Department of Psychology, **Memphis State University**, is seeking a chairperson who has national recognition and excellent administrative skills to lead a department with a firm commitment to research, scholastic and professional excellence. **Rank and area of specialization are open**, although we expect the successful applicant to be relatively senior. The Department consists of 34 full-time faculty and offers a Ph.D. in both experimental and clinical psychology. In addition, the department offers Master's Degrees in school and general psychology, and is seeking to offer a Ph.D. in school psychology. Subspecializations within the experimental program include behavioral science methodology, biopsychology, cognitive, developmental, and social. In addition to general clinical training (APA-approved), subspecialty programs are offered in child clinical, behavioral medicine, clinical neuropsychology, and

candidate has been identified. Minorities and women are particularly encouraged to apply. Memphis State University is an Affirmative Action/Equal Opportunity Employer. Successful candidate must meet Immigration & Reform Act criteria.

DEAN

College of Science

The University of Texas at Arlington

The University of Texas at Arlington invites applicants and nominations for Dean of the College of Science. UTA is a major university (enrollment 24,000) located in the center of the Dallas/Ft. Worth metropolitan area (three million population). The university is a member of the University Research Associates consortium. The College of Science consists of the departments of Biology, Chemistry, Geology, Mathematics, Physics, and Psychology and offers a wide range of bachelors, masters and doctoral degrees. The college currently has 120 faculty, 550 graduate students and 2150 undergraduates. Applicants should have an earned doctorate and credentials suitable for a tenured faculty appointment in one of the departments in the college. The successful applicant will be expected to lead a strong research and educational program, and should possess exceptional qualities of leadership and technical strength as well as demonstrated communication and managerial skills. The new dean should be prepared for a unique opportunity to lead a significant expansion in personnel and facilities due to the needs of the rapidly developing North Texas area, including the anticipated establishment of the nearby superconducting supercollider. Inquires and letters of application, accompanied by a curriculum vita, should be sent to:

Applicants will be evaluated in terms of their ability to provide creative and progressive leadership and to facilitate faculty development within the context of the Department's extensive undergraduate and graduate offerings which include: 1) an APA (provisional) approved Psy.D. in Clinical Psychology, 2) a Masters in general experimental, 3) baccalaureate degree programs, and 4) heavily enrolled courses within the University's recently revised general education program. The Department currently has 14+ faculty, 250 undergraduate majors and 75 minors, 10 students in the Masters program, and 50 students in the Psy.D. program. The Department, as of September, 1989, occupies 28,000 square feet of a well designed and newly constructed building, which brings together for the first time in one facility the departmental offices, laboratory space, and Psychology Clinic. Persons interested applying should send a letter of application, curriculum vita, reprints of representative papers, and the names of five referees to:

Dr. Robert M. Levy
Chair, Search Committee
Department of Psychology
Indiana State University
Terre Haute, IN 47809

Applications received after **November 1, 1989** cannot be assured consideration. Indiana State University is an affirmative action/equal opportunity employer; women and minority applicants are particularly encouraged.

PROJECT FOR AREA CONCENTRATION ACHIEVEMENT TESTING: A FIPSE funded national curriculum assessment project, has an immediate opening for an **Assistant Director** who will be responsible for day-to-day administrative operation of the project and working with project staff, University administration, and faculty across

a variety of disciplines and institutions. Applicant should be an effective writer and speaker, able to communicate at both the technical and non-technical levels. Competitive applicants will have a minimum of a master's degree in psychology, education, or a related field with training and experience in the design and conduct of psychological assessment instruments. Continuation past July 31, 1990, dependent upon funding, and satisfactory performance. Send curriculum vita, samples of written materials/publications, and letters from three references by **September 27, 1989** to:

Professor Anthony Golden, Director
PACAT - Box 4568
Austin Peay State University
Clarksville, TN 37044

Minorities, women, and members of other protected groups are encouraged to apply.

BIOLOGICAL PSYCHOLOGY

ASSOCIATE PROFESSOR IN BIOLOGICAL PSYCHOLOGY. The Biological Psychology Ph.D. Program and the Oklahoma Center for Alcohol and Drug-Related Studies announce the availability of a tenure-track faculty position. Applicants are sought who have a Ph.D. in psychology, pharmacology, or related field and are proficient in human psychopharmacological

FACULTY POSITION IN VISUAL SYSTEM NEUROPHYSIOLOGY. The UCLA Psychology Department seeks a (tenure-track) faculty member engaged in research on central nervous system processing of visual information. Applicants must have a strong background in single unit electrophysiology and their research should be directed toward understanding the neural computations leading to perception and pattern recognition. Although we expect to hire a visual system physiologist, applicants working on other senses will be considered. Please send a curriculum vitae and have three letters of reference sent to:

Physiological Search Committee
F. B. Krasne, Chair
Department of Psychology
UCLA
Los Angeles, CA 90024-1563

A typical reprint would also be welcome. Deadline for receipt of applications and letters of reference is **January 1, 1990**. The University of California is an Equal Opportunity/Affirmative Action Employer.

The Section of Neurosurgery, Yale University School of Medicine, is searching for a Ph.D. in Neuropsychology to head a subsection of cognitive function. The applicant should have expertise in cognitive testing, interpretation, and research in areas of epilepsy, cerebrovascular disease, brain tumors, movement disorders.

discuss this position are welcome. Please call Professor Goldstein at 301-454-6103. The University of Maryland actively subscribes to a policy of equal educational and employment opportunities. Women and minorities are encouraged to apply. For best consideration, application materials should be received by **November 1, 1989**.

CLINICAL, HEALTH, AND COUNSELING PSYCHOLOGY POSITIONS

ASSISTANT OR ASSOCIATE PROFESSOR in Child Clinical Psychology: The Department of Psychology at the University of Hawaii has a tenure track opening at the Assistant Professor or beginning Associate Professor level in their **Clinical Studies Program**, beginning August 1, 1990. The Clinical Studies Program maintains a strong commitment to scientist-practitioner, broadly behavioral, and dual-specialty training models. Minimum qualifications for Assistant Professor include a Ph.D. from a university-affiliated, APA-approved clinical psychology training program, or foreign equivalent, and eligibility for licensure in Hawaii. Minimum qualifications for Associate Professor include a Ph.D. from a university-affiliated, APA-approved

Ph.D. Program and the Oklahoma Center for Alcohol and Drug-Related Studies announce the availability of a tenure-track faculty position. Applicants are sought who have a Ph.D. in psychology, pharmacology, or related field and are proficient in human psychopharmacological research that focuses on one or more of the following: cognitive processes, neuropsychology, CNS electrophysiology, addictive disorders. This position will entail graduate level teaching, supervision of pre- and postdoctoral research, and developing laboratories and funding for research projects. The location of the Ph.D. program and the Center within the Department of Psychiatry and Behavioral Sciences on the University of Oklahoma Health Sciences Center campus affords extensive opportunity for multidisciplinary collaboration with other basic and clinical scientists. Since its inception in 1966, the doctoral program has trained 66 Ph.D.s and 28 postdoctoral fellows. The Center consists of five senior scientists and eighteen adjunct scientists, fosters a wide variety of alcohol and drug research, and currently enjoys a significant amount of local and federal support for its research and teaching activities. Salary, fringe benefits, and research support will be commensurate with experience. Applications will be considered until the position is filled. Applicants should send a letter of interest, C.V., and the names/addresses of three references to:

Frank A. Holloway, Ph.D., Chair
Search Committee
University of Oklahoma
Health Sciences Center
P.O. Box 26901
Research Building, Room 306-R
Oklahoma City, OK 73190-3000
(405) 271-2011

The University of Oklahoma is an Affirmative Action/Equal Opportunity Employer.

School of Medicine, is searching for a Ph.D. in Neuropsychology to head a subsection of cognitive function. The applicant should have expertise in cognitive testing, interpretation, and research in areas of epilepsy, cerebrovascular disease, brain tumors, movement disorders. Minorities and women are urged to apply. Yale University is an equal opportunity/affirmative action employer. Send curriculum vitae, references, by **September 30, 1989** to:

Dennis D. Spencer, M.D.
Professor and Chief
Section of Neurosurgery
Yale University School of Medicine
P.O. Box 3333
New Haven, CT 06510

BIOPSYCHOLOGIST: The Department of Psychology, University of Maryland at College Park invites applications for a biopsychologist at the **Assistant Professor** level. It is possible that increased funding to meet affirmative action goals for hiring women and minorities will be available that may permit hiring at the **Associate Professor** level. The Department is eager to explore these possibilities. We seek a person with teaching and research expertise in sensory physiology, although other areas, such as behavioral endocrinology, neuroethology or neuropharmacology will be considered. All applicants should send a curriculum vita, representative reprints, a description of their anticipated future research plans and interests, record of extramural funding and at least three letters of reference to:

Chair, Biopsychology Search Committee
Department of Psychology
University of Maryland,
College Park, Maryland 20742
Telephone calls to the Department Chair to

Professor include a Ph.D. from a university-affiliated, APA-approved clinical psychology training program, or foreign equivalent, and eligibility for licensure in Hawaii. Minimum qualifications for Associate Professor include a Ph. D. from a university-affiliated, APA-approved clinical psychology training program, or foreign equivalent, at least four years of experience at the Assistant Professor level, and eligibility for licensure in Hawaii. Desirable qualifications for Assistant and Associate Professors include an APA-approved internship, and a strong record of research productivity. The position involves graduate and undergraduate teaching, research, and clinical supervision with a strong focus on child clinical psychology. The Department maintains excellent relationships with a variety of community agencies and institutions to facilitate research and clinical activities and Hawaii offers a rich multiethnic setting for research and professional activities. Minimum salary at the beginning assistant professor level is \$30,852 and at the beginning associate professor level is \$40,608, but salary is negotiable commensurate with experience.

To apply, send a letter outlining areas of research and teaching interests, a vita, three letters of recommendation, and representative reprints or preprints to:

Stephen N. Haynes, Chair
Child Clinical Search Committee
Department of Psychology
University of Hawaii
2430 Campus Road
Honolulu, HI 96822
(808) 948-8108

Deadline for applications is November 1, 1989. An Equal Opportunity/Affirmative Action Employer. community agencies and institutions to facilitate

Position in Minority Mental Health: University of California, Los Angeles. Faculty position in Minority Mental Health. Preference is for appointment at **Associate** or **Full Professor** level, but all ranks will be considered. The department seeks a person with an established research program that relates to issues in **Minority Mental Health**, preferably concerning Hispanics. This person will participate actively in the graduate program in clinical psychology and its minority mental health training program, as well as the undergraduate program. Interested applicants should send a curriculum vitae, selected reprints, and the names of three references to:

Dr. Bruce Baker, Director
Clinical Psychology Program
Department of Psychology
2183 Franz Hall
UCLA
Los Angeles, CA 90024-1563

The University of California is an Equal Opportunity/Affirmative Action Employer.

Postdoctoral Fellowship in Health Psychology:

The program in Health Psychology in the Department of Psychology at **UCLA** is accepting applications for one year NIMH postdoctoral fellowship. Seeking a Ph.D. in Psychology with strong data analytic skills and interest in one of the following: 1) psychosocial factors (esp. stress, anxiety, social support, coping) in pregnancy or

position is filled. Date of Appointment: August 16, 1990. SIU-C is an Equal Opportunity/Affirmative Action Employer.

CLINICAL PSYCHOLOGIST. The Psychology Department of **Southern Illinois University at Carbondale** announces an opening for a clinical psychologist in its APA accredited program. The position is a continuing one (tenure track) at the **Assistant Professor** level to begin August 16, 1990. Responsibilities include teaching and research. A mix of undergraduate and graduate courses is expected, e.g., developmental (especially adolescence through old age), personality or psychopathology at the undergraduate level; practicum supervision and courses relevant to the candidate's interests at the graduate level. The candidate should have a commitment to practicum supervision as well as demonstrated research skills so as to be able to establish an active research program. Area of research involvement is less important than quality, but someone with interest in one of the following areas would be especially competitive: neuropsychology, adolescence/old age, psychotherapy outcome, or cross cultural-minority issues. There is opportunity for clinical work and/or research at the Clinical Center. A doctoral degree from an APA approved clinical program and an APA approved internship are required. Applicants should send their vita and have three recommenders send letters of

beginning in Fall, 1990. The preferred level is **Assistant Professor**, but a higher level may be possible, and exceptionally qualified persons at higher levels are encouraged to apply. The department is particularly interested in candidates with demonstrated research interests in health psychology and behavioral medicine, but other areas will be considered. The new faculty member will teach in the undergraduate program as well as the APA-accredited Graduate Program and associated Psychology Clinic. Interested applicants should send a statement of research and teaching experience, a curriculum vitae, and selected reprints and ask three references to send letters of recommendation to:

Andrew Christensen, Ph.D., Chair
Search Committee
Department of Psychology
UCLA
Los Angeles, CA 90024-1563

Deadline for receipt of all materials is **December 1, 1989**. The University of California is an Equal Opportunity/Affirmative Action Employer.

ASSISTANT PROFESSOR OF CLINICAL PSYCHOLOGY. The Department of Psychology at **Stephen F. Austin State University** has an entry level tenure-track opening for a Clinical Psychologist for the 1990-91 academic year. A Ph.D. from an APA accredited clinical program, including a pre-doctoral internship, is required. A

Department of Psychology at UCLA is accepting applications for one year NIMH postdoctoral fellowship. Seeking a Ph.D. in Psychology with strong data analytic skills and interest in one of the following: 1) psychosocial factors (esp. stress, anxiety, social support, coping) in pregnancy or childbirth, 2) cardiovascular diseases in black populations. Send letter, curriculum vitae, reprints and 3 letters of reference to:
Dr. Chris Dunkel-Schetter
Department of Psychology
1282A Franz Hall, UCLA
Los Angeles, CA 90024

Assistant Professor of Counseling Psychology to perform full-time research and teaching duties in the Department of Psychology. Ph.D. including postdoctoral fellowship is required; we prefer a graduate of an APA approved program who has completed an APA approved internship. Applicants expecting to complete Ph.D. requirements by August 16, 1990 will be considered. The department is particularly interested in individuals with a demonstrated interest in Gerontology, Life Span Developmental Psychology, Social Psychology, or Cross-cultural Psychology. Nine-month continuing (tenure track) appointment with opportunities for part-time summer teaching. Applicants must have demonstrated research and scholarly competencies necessary to carry on independent research program and to supervise graduate student research. To apply, send resume, reprints of recent publications, and three letters of recommendation to:

Dr. Howard E. A. Tinsley
Department of Psychology
Southern Illinois University at Carbondale
Carbondale, IL 62901-6502
Telephone: (618) 453-3547
Evaluation of applications will begin **November 1, 1989**, but applications will be considered until the

minority issues. There is opportunity for clinical work and/or research at the Clinical Center. A doctoral degree from an APA approved clinical program and an APA approved internship are required. Applicants should send their vita and have three recommenders send letters of evaluation to:

Dr. Stephen Dollinger
Department of Psychology
Southern Illinois University
Carbondale, IL 62901

Evaluation of applicants will begin **November 15, 1989** but applications will be considered until the position is filled. Southern Illinois University at Carbondale is an Equal Opportunity/Affirmative Action Employer.

Faculty Positions. APA Approved **Clinical Psychology** program specializing in Health Psychology, Neuropsychology, and Psychopathology has **tenure track faculty openings**. Applications welcome from both clinicians or non-clinicians who have research interests in these or related areas. Proficiency in statistics desirable for one of the positions.

Address inquiries and send vita to:

Faculty Search Committee
Department of Psychology
University of Health Sciences/
Chicago Medical School
3333 Green Bay Road
North Chicago, IL 60064
(312) 578-3305

UHS/CMS is an equal opportunity employer.

Position in Clinical/Health Psychology/Behavioral Medicine University of California, Los Angeles. Faculty position in Clinical Health Psychology/Behavioral Medicine. The Department of Psychology at UCLA invites applications for a tenure track position in Clinical Psychology

PSYCHOLOGY. The Department of Psychology at **Stephen F. Austin State University** has an entry level tenure-track opening for a Clinical Psychologist for the 1990-91 academic year. A Ph.D. from an APA accredited clinical program, including a pre-doctoral internship, is required. A strong background in *Intellectual and/or Personality Assessment and Psychotherapy* and interest/ability to teach at both the undergraduate and graduate level is important. Supervision of MA theses/Clinical Practica expected. Competitive beginning level salary. Modern teaching/research facilities including training/service clinic. Send inquiries, Vita, at least 3 letters of recommendation and other supporting materials to:

Dr. H.A. Gaylord, Chairperson
Department of Psychology
P.O. Box 13046
Stephen F. Austin State
Nacogdoches, TX 75962
Telephone: (409)-568-4402. An Equal Opportunity/Affirmative Action Employer.

The Department of Psychology at The Ohio State University is seeking applications for a tenure-track position at the **Assistant Professor** level. Applications are being sought particularly from Ph.D. graduates of **clinical child psychology** programs who also have a strong background in developmental psychology. Postdoctoral fellows are encouraged to apply. Candidates must demonstrate research productivity, preferably in developmental psychopathology or developmentally-based approaches to assessment and treatment. Competence in teaching undergraduate and graduate courses, and supervising clinical child practicum is also expected. Candidates must be eligible for psychology licensure in Ohio. The Department of Psychology has good working letters of recommendation and other supporting

Professor Robert D. Caplan
 Search Committee
 Department of Psychology
 The George Washington
 University
 Washington, DC 20052

materials should be received by November 15,
 1989. The George Washington is An Equal
 Opportunity/Affirmative Action Employer.

ANNOUNCEMENTS

CONFERENCE ON HUMAN DEVELOPMENT

The Eleventh Biennial Conference on Human
 Development, hosted with the Southeastern
 Division of the United States, will be held March
 31, 1990 in Richmond, Virginia. Invited
 speakers at the conference will be Jeanne Brooks-
 Gunn, Educational Testing Service, Michael Cole,
 University of California, San Diego, and Lewis
 Lipsitt, Brown University. Abstract Deadline:
 October 27, 1989. Contact: Barbara J. Myers,
 Department of Psychology, Virginia
 Commonwealth University, Richmond, VA 23284-
 18

New England Psychological Association will meet

Guest Column

A SYMBOL IS JUST A SYMBOL

Lewis L. Lipsitt
 Brown University

The U.S. Supreme Court created a real fury when it decided that burning the American flag was a legitimate gesture of protest against the government. The intensity of reaction from some people left the impression that they would have been happy to lynch members of the Court. What is it about the American flag that would lead to such outrage? As one might expect, devotion to symbols has its roots in early childhood.

The American flag stands for our feelings of identity with our homeland and our loyalty toward the country. The flag evokes thoughts of our immigrant grandparents finding sympathetic refuge in an otherwise tough and sometimes cruel world and of protection for our children and their children. The U.S. flag stands for freedom for oneself, one's family, and one's neighbors and fellow citizens, in the same way that for many the swastika stood for (and can still do so) similar threats to one's existence. The slogans are representations of ourselves. They are powerful. If our country is a haven of safety, the flag is a representation of that refuge. It is risky to mess with people's signs and symbols of "home." If we could only appreciate that symbols, important though they may be, are only symbols, we'd probably live safer lives. While a rose is a rose is a rose, a flag is NOT is not one's country, and NOT one's family. It is only a symbol.

Response to symbols or icons starts with the early development behavioral predilections. We develop predispositions to behave in a specified way on the basis of words or other images attached mentally, by association, to an event or action. Our vocabularies and the attitudes associated with our words are learned. We learn to put these words with the allegations. The potency of symbols is what is at issue: "Burn my flag and you are burning my country and my children." The flag is only a symbol, a word, a piece of paper, a doll called Liberty. Dolls and puppets, as we know from watching children, are LIKE

ment of Psychology, Virginia
nonwealth University, Richmond, VA 23284-

England Psychological Association will meet
20-21, 1989, Framingham, MA, and Oct. 12-
1990, Worcester, MA. For information, write

ine B. Higgins
rts and Sciences
entral Connecticut State University
ew Britain, CT 06050

ERICAN PSYCHOLOGY - LAW SOCIETY
ave their Biennial Meeting - March 15-17,
at Williamsburg, Virginia. For information
ct:

athy Ozslzly
aw and Psychology Program
09 Burnett Hall
niversity of Nebraska
incoln, Nebraska 68588

welfth Biennial Psychology in the
tment of Defense (DoD) Symposium will
d on April 18-20, 1990 at the Air Force
emy near Colorado Springs, Colorado.
s and panel discussions cover such areas as
nel selection, training and testing,
izational development, human factors
eering, leadership, clinical psychology,
y family, artificial intelligence, and women
minority issues. A gathering of psychologists
DoD, it also attracts many civilian scholars
searchers. For information contact:
utenant Colonel Dave Porter or
ajor Lee Leber
epartment of Beh'l Sciences and Leadership
nited States Air Force Academy
olorado Springs, CO 80840-5701.
l: (719) 472-3860 or AV 259-3860.

Response to symbols of icons starts with the early development behavioral predictions. We develop predispositions to behave in a specified way on the basis of words or other images attached mentally, by association, to an event or action. Our vocabularies and the attitudes associated with our words are learned. We learn to put these words with the allegations. The potency of symbols is what is at issue: "Burn my flag and you are burning my country and my children." The flag is only a symbol, a word, a piece of paper, a doll called Liberty. Dolls and puppets, as we know from watching children, are LIKE real people. During childhood we learn to use representations of objects and events as if they were the real thing.

Our tendency to take objects as representing someone, and acting toward them as if they are that person, comes from our early fantasy life. The rich imaginal life of humans cannot possibly be matched in animals with no ability to treat objects and events as standing for something else. This uniquely human attribute, on which we get a florid start early in life, has many merits, but is also the bane of our existence. On the one hand, fantasy enables the production of beautiful music and other art forms and allows us to emphasize with others as no other animal can possibly do. On the other hand, the potency of such fantasy, involving psychological embellishments of reality, drives us to act "as if" somebody had physically attacked when the assault was only symbolic.

When somebody steps on your slogan, a mature behavior might be to appreciate that it's JUST a slogan, just the flag. It's not your mother, your country, yourself. It's JUST the flag. Teaching children to differentiate symbols from reality is one of the primary tasks of parenthood.

Reprinted from an editorial in the July 1989 issues of the Brown University **Child Behavior and Development Letter**

The International Journal of Conflict Management, which will be published quarterly beginning in January 1990, is soliciting original empirical and conceptual articles, case studies, and role-playing exercises in the following areas:

1. Organizational conflict
2. Communication and conflict
3. Mediation
4. Arbitration
5. Negotiation
6. Bargaining
7. Procedural justice and law
8. International conflict and peace
9. Conflict in the public sector

Manuscripts must be prepared according to the latest edition of the **Publication Manual of the American Psychological Association** and will be reviewed by a double-blind review process. Manuscripts should not ordinarily exceed 30 pages. Four copies of the manuscript and requests for other details should be sent to:

Afzal Rahim, Editor
The International Journal of Conflict Management
Department of Management
Western Kentucky University
Bowling Green, KY 42101
Tel: 502-745-5408; FAX: 502-743-5943

President's ColumnJames L. McGaugh

APS in Transition: The Cost of Success

APS activities continue to proceed at a routine speed -- fast forward! The Washington office is now open for business (and is busy indeed!). The newly-elected Board of Directors had its first meeting in mid-Summer. The 1990 APS Convention arrangements and program committees have been appointed. Planning for the January APS Summit meeting is underway. Other newly-appointed committees are busy working on a variety of issues, including publications, graduate education, insurance, and membership.

Quite clearly, APS has entered an essential transition stage in its development. In only one year APS membership has grown to a size that assures viability. But, along with the increase in membership has come an even greater increase in what is expected of APS. Members expect that APS will now provide broad national leadership in promoting the best of psychological science. Organizations and institutions have now begun to turn to APS for advice and assistance in scientific matters.

development. In only one year APS membership has grown to a size that assures viability. But, along with the increase in membership has come an even greater increase in what is expected of APS. Members expect that APS will now provide broad national leadership in promoting the best of psychological science. Organizations and institutions have now begun to turn to APS for advice and assistance in scientific matters.

Thus, our successes have, as we expected they would, rapidly generated new responsibilities. But, the fulfillment of even a modest set of responsibilities requires resources. Simply put, it costs money to operate a successful national scientific organization. As we enter this transitional stage it seems prudent to admit at the outset that our responsibilities are in many ways already comparable to those of much larger national scientific organizations. If we are to make progress toward achieving our goals while assuming our new responsibilities and responding to opportunities, it is now clear that we will need to increase our resources significantly.

There is a simple solution to our transitional problem. We need to double the size of the membership. Our recruiting efforts to date indicate that the goals and programs of APS are highly attractive to psychologists in all areas of scientific inquiry and application. When you and I were first asked to join APS we did so only on the basis of the stated goals (combined with a lot of hope). We can now add the achievements of the past year to the list of reasons for joining. You may recall my request that each of us take the "McGaugh Pledge" to recruit at least one new member. Now that Summer is past it is time to renew the pledge and take action. A membership target of 15,000 seems reasonable -- lets work together to achieve it. And, let's do it quickly so that we do not lose momentum during this exciting transition period.